

Aurora Public Schools
1570 East 1st Avenue
Aurora, Colorado 80011

Guidelines for the Evaluation of Teachers in the Aurora Public Schools

Vision of the Aurora Public Schools

To graduate every student with the choice to attend college without remediation.

The APS Mission

To teach every student within a safe environment the knowledge, skills and values necessary to enter college or careers and become contributing members of society who flourish in a diverse, dynamic world.

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AURORA PUBLIC SCHOOLS
DISTRICT ACCOUNTABILITY ADVISORY COMMITTEE (DAAC)
District Performance Evaluation Advisory Council Subcommittee
School Year 2012-13

Through passage of House Bill 1338 in 1984 and House Bill 1159 in 1990, the Colorado State Legislature mandated that every school district in the State of Colorado develop and implement a written system with processes and procedures for the evaluation of certificated (licensed) personnel. The District Performance Evaluation Advisory Council, a subcommittee of the District Accountability Advisory Committee (DAAC), has been charged with reviewing the Professional Educator Evaluation System of Aurora Public Schools. *CRS 22-9-107 (2) Said council shall consult with the local board or board of cooperative services as to the fairness, effectiveness, credibility, and professional quality of the licensed personnel performance evaluation system and its processes and procedures and shall conduct a continuous evaluation of said system.*

Membership

CRS 22-9-107 (1) (a) In the case of a school district, one teacher, one administrator, and one principal from the school district; one resident from the school district who is a parent of a child attending a school within said district; and one resident of the school district who is not a parent

District Performance Evaluation Advisory Council Members

Mike Hamilton	Teacher, Rangeview High School
Kim Komar-Peterson	Teacher, Jewell Elementary School
Suzanne Morris-Sherer	Principal, Side Creek Elementary School
Ed Snyder	Principal, Mrachek Middle School
Curt Humphrey	Director, Division of Finance
Layne Fernandes	Classified Employee, Division of Support Services
Tony Johnson	Classified Employee, Gateway High School
Donna Gondrez	Classified Employee, Fletcher Intermediate School of Science and Technology
Ann Marie Isaac-Heslop	Aurora Public Schools Parent
Arti Cowan	Aurora Resident
Linda Barry	Aurora Resident
Dana Nardello	Teacher on Special Assignment, Aurora Hills
Pat Sanchez	Director, Division of Human Resources
Myla Shepherd	Director, Division of Human Resources

In 2011, the Colorado State Legislature, through the passage of Senate Bill 10-191, mandated that school districts utilize a system to evaluate the effectiveness of licensed personnel and ensure that one of the purposes of evaluation is to provide a basis for making decisions in the areas of hiring, compensation, promotion, assignment, professional development, earning and retaining non-probationary status, and nonrenewal of contract as well as to ensure that educators are evaluated in significant part based on the impact they have on the growth of their students.

As the result of this legislation, the Aurora Public Schools convened a committee charged with developing a teacher evaluation system that meets the requirements of Senate Bill 10-191.

Teacher Evaluation Revision Committee Members 2012-13

Amy Nichols	President, Aurora Education Association
Camille Schiraldi	Teacher, Pickens Technical College
Michelle Spikes	Teacher, Aurora West College Preparatory Academy
Laura Martin	Teacher, Fulton
Sandra Clarke	Teacher, Crawford Elementary School

Dawn McWilliams	Teacher on Special Assignment, Arkansas Elementary School
Wendy Waterman	Teacher, Aurora Frontier K-8 School
Steve Beaudoin	Teacher, South Middle School
Monica Wilbanks	Teacher, Columbia Middle School
Leslie Fox	Teacher, Rangeview High School
Brian Hayenga	Teacher, Hinkley High School
Dana Nardello Tucker	Teacher on Special Assignment, Division of Instruction
Carrie Clark	Principal, Altura Elementary School
Kyle Conley	Principal, Crawford Elementary School
Suzanne Morris-Sherer	Principal, Side Creek Elementary School
Jenn Pock	Principal, Boston K-8 School
Yvonne Davis	Principal, South Middle School
Jinger Haberer	Principal, Hinkley High School
Gayle Egloff	Assistant Principal, Aurora Central High School
Vicki Weseman	Director of Student Achievement, Division of Instruction
Linda Damon	Director of Student Achievement, Division of Instruction
Mya Martin-Glenn	Program Evaluator, Division of Accountability and Research
Norman Alerta	Director, Division of Accountability and Research
Tammy Clementi	Chief Academic Officer
William Stuart	Deputy Superintendent
Katrina Smith	Coordinator, Division of Human Resources
Myla Shepherd	Director, Division of Human Resources

Teacher Evaluation Revision Committee Members 2013-14

Amy Nichols	President, Aurora Education Association
Camille Schiraldi	Teacher, Pickens Technical College
Michelle Spikes	Teacher, Aurora West College Preparatory Academy
Laura Martin	Teacher, Fulton Academy of Excellence
Sandra Clarke	Teacher, Crawford Elementary School
Kari Kusek	Teacher, Lyn Knoll Elementary School
Dawn McWilliams	Teacher Coach, Mathematics
Laurie Foster	Teacher, Art Specialist
Wendy Waterman	Teacher, Aurora Frontier K-8 School
Steve Beaudoin	Teacher, South Middle School
Monica Wilbanks	Teacher, Columbia Middle School
Renee Mackenzie	Teacher, South Middle School
Amy Farmer	Teacher, Hinkley High School
Leslie Fox	Teacher, Rangeview High School
Brian Hayenga	Teacher, Hinkley High School
Collette Elliott	Teacher, Hinkley High School
Carrie Clark	Principal, Altura Elementary School
Kyle Conley	Principal, Crawford Elementary School
Suzanne Morris-Sherer	Principal, Side Creek Elementary School
Jenn Pock	Principal, Boston K-8 School
Jinger Haberer	Principal, Hinkley High School
Gayle Egloff	Assistant Principal, Aurora Central High School
J. Franklin Horn	Teacher Coach, Art, Music, PE
Susan Olezene	Director of Student Achievement, Division of Instruction
Vicki Weseman	Director of Student Achievement, Division of Instruction
Laurie Marcellin	Director of Professional Learning
Mya Martin-Glenn	Program Evaluator, Division of Accountability and Research

Marcellus Lewis
Tammy Clementi
William Stuart
Katrina Smith
Myla Shepherd

Project Coordinator, Division of Accountability and Research
Chief Academic Officer
Deputy Superintendent
Coordinator, Division of Human Resources
Director, Division of Human Resources

The District Performance Evaluation Advisory Council will annually assess the effectiveness of the evaluation system and make recommendations for revision.

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Introduction

This document will provide an explanation of the APS Licensed Educator Evaluation System for licensed non-administrative school professionals.

Colorado Law

The Colorado Legislature, through the passage of House Bills 1338, 1159, 1089, Senate Bill 10-191 and the Colorado Educator Licensing Act, requires that each school district in the state of Colorado develop a written instrument for evaluating licensed staff. The Aurora Public Schools Licensed Educator Evaluation System is aligned with the state statutes and state licensure requirements.

The Master Agreement between the Aurora Education Association and the Aurora Public Schools (Article 35), as well as the procedures and regulations outlined in these guidelines, govern the evaluation of licensed non-administrative school professionals. These policies and regulations are in full compliance with CRS 22-9-106(1) (c) and Senate Bill 10-191.

Student Achievement

According to Senate Bill 10-191, one of the purposes of evaluation is to provide a basis for making decisions in the areas of hiring, compensation, promotion, assignment, professional development, earning and retaining non-probationary status, and nonrenewal of contract as well as to ensure that educators are evaluated in significant part based on the impact they have on the growth of their students.

Beginning in the 2013-14 school year, teachers shall be evaluated based on quality standards. Demonstrated effectiveness or ineffectiveness shall not be considered in the loss of probationary or non-probationary status for non-probationary teachers. During the 2014-15 school year, teachers shall continue to be evaluated based on these quality standards. Demonstrated effectiveness or ineffectiveness shall be considered in the acquisition or loss of probationary or non-probationary status for all teachers.

Guiding Principles

- The purpose of the system is to provide meaningful and credible feedback that improves performance.
- The implementation and assessment of the evaluation system must embody continuous improvement.
- Data should inform decisions, but professional judgment will always be a component of evaluations.
- The development and implementation of educator evaluation systems must continue to involve all stakeholders in a collaborative process.
- Educator evaluations must take place within a larger system that is aligned and supportive.
- Educator effectiveness equals student achievement – the teacher, assistant principal and principal matter!
- The APS evaluation is aligned to the CDE Model evaluation system, refined according to APS priorities.
- Quality Standard VI, the “other 50%,” will be based upon multiple, fair, valid measures of student growth.
- Pilot participants’ feedback will help the APS Teacher Evaluation Revision Committee (TERC) make appropriate adjustments to the system.
- The tools for collecting and documenting evaluation information should not become bigger than the process.
- Continued support for evaluators’ Inter-rater agreement (IRA) will be an integral part of the pilot process in 2013-14.

Definitions

Formal Observations

Formal observations consist of a visitation of a class period or a class lesson, meeting or training. The observation should be conducted for an entire class period, lesson, meeting or training, or a minimum of 45 minutes. Probationary teachers will be formally observed a minimum of three (3) times per year. Non-probationary teachers will be formally observed a minimum of one (1) time per year.

Informal Observations

Informal observations (minimum of 10 minutes) of the professional educator occur during day-to-day interactions within the educational setting. Such observations are a natural process, which acknowledges performance beyond that seen in the formal observation. Examples may include, but are not limited to, walk-through observations, casual visits and/or on-going observation of the professional educator's interaction with students, parents and other staff. Informal observations will be conducted a minimum of four (4) times per year or as often as the evaluator considers appropriate.

Artifacts

In keeping with the purpose of the evaluation process which is to provide meaningful and credible feedback that improves performance, artifacts are intended to demonstrate aspects of quality standards that may not have been observed and/or about which disagreement may exist between evaluator and licensed educator. It is not necessary to provide an artifact for every element in each quality standard. Artifacts may include, and are not limited to student work; memos, letters, input from parents, students and peers; student input obtained from standardized surveys; or other indicators of professional practice, including student records and professional educator products. During the mid-year review the teacher and evaluator should identify further potential artifacts.

Teacher

CRS § 22-9-103(6) "Teacher" means a person who holds an alternative, initial, or professional teacher's license issued pursuant to the provisions of article 60.5 of this title and who is employed by a school district or a charter school in the state to instruct, direct, or supervise an education program.

Probationary Teacher

CRS § 22-9-105.5 "Probationary teacher" means a teacher who has not completed three consecutive years of demonstrated effectiveness. Or a non-probationary teacher who has had two consecutive years of demonstrated ineffectiveness

Non-probationary Teachers

"Non-probationary teacher" means a teacher who has completed three consecutive years of demonstrated effectiveness.

Evaluators/Designees

Section 22-9-106 (4) (a), C.R.S., allows performance evaluations to be conducted by an individual who has completed a training in evaluation skills that has been approved by CDE. Teachers may fill the role of an evaluator if they are a designee of an individual with a Principal or Administrator license and have completed a training on evaluation skills that has been approved by CDE. The use of designees will be evaluated by the Teacher Evaluation Revision Committee at the conclusion of the 2013-14 pilot.

- Any licensed staff member identified as the principal's designee for the purpose of evaluation must have been identified as effective/meeting standards on their most recent performance evaluation.
- A Teacher Coach may not evaluate licensed staff in a building in which they coach.
- A non-probationary teacher who has met standards on his/her most recent performance evaluation may request a building administrator or administrator's designee to serve as the evaluator. This request will

be honored to the extent practicable. If a teacher requests the designee, the teacher would not be permitted to select a specific individual.

**See Appendix B for further definitions from CDE

The Evaluation Process

All educators are required to complete a self-evaluation and its resulting Professional Learning Plan at the beginning of the year and update it at the end of each year in preparation for the following year.

Probationary teachers will receive annually a minimum of three (3) formal observations and four (4) informal observations during an academic year, concluding with a written summative evaluation report.

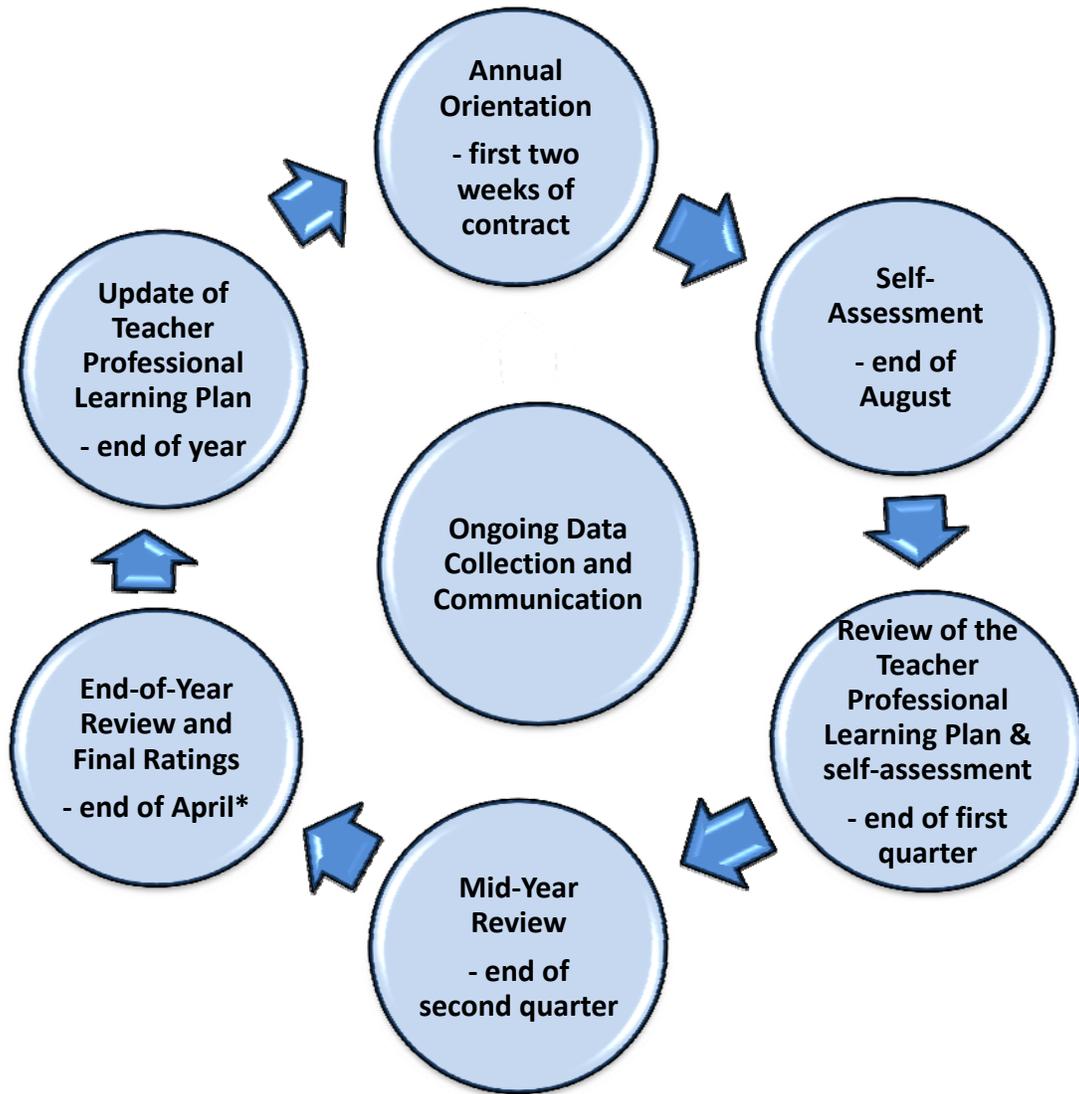
Non-probationary teachers will receive a minimum of one (1) formal documented observation and a minimum of four (4) informal observations during an academic year, concluding with a written summative evaluation report each year.

Final Quality Standard Ratings and Comments

Each teacher's final evaluation must be completed no later than the end of April each school year, including copies of the evaluation report signed and filed with the Division of Human Resources. Final evaluation reports must be signed by both the licensed educator and the evaluator before sending the evaluation report to the evaluator's supervisor for signature.

- ✓ Date when direct observation(s) were made
- ✓ Identification of the data sources
- ✓ Specific identification of overall level of performance (effective or ineffective)
- ✓ Comments regarding overall strengths and areas of improvement
- ✓ Professional Learning Plans that are developed as part of the written summative evaluation
- ✓ Include recommendations for additional education or professional development
- ✓ Date when final ratings evaluation conference was held and the evaluation signed by the evaluator and the person being evaluated, each to receiving a copy of the report
- ✓ Signature that indicates the evaluation was reviewed by a supervisor of the evaluator.
- ✓ Licensed educator may respond with their own written statement or rebuttal within five (5) working days

The Evaluation Process



*Deadline for final ratings for probationary teachers being non-renewed for performance is March 14, 2014.

*Deadlines for final ratings for all other teachers is April 25, 2014.

Evaluation Process Components

Annual Orientation

A mandatory annual orientation will be held at the beginning of the school year to explain the evaluation process and forms to be used. Information regarding the quality standards criteria used in the evaluation system will be provided in writing to all licensed personnel and communicated and discussed by the evaluator prior to the initiation of the performance evaluation.

A sign in sheet will be maintained as a record of all licensed educators participating in the required orientation.

Self Assessment

Each teacher is required to complete a self assessment using the rubric at the beginning of the 2013-14 school year. Completing the self assessment provides the person being evaluated the opportunity to reflect on personal performance over the course of the previous year and in the context of the students, teachers, and school for the current year. In addition, the self assessment will be used to determine the teacher's goals on the Teacher Professional Learning Plan.

Review of the Teacher Professional Learning Plan

Once the teacher's self assessment has been completed, the evaluator and the person being evaluated will review the school's annual goals (Unified Improvement Plan), as well as the Teacher Professional Learning Plan for the person being evaluated. These goals are based upon previous years' evaluations (if applicable) as well as the result of the self assessment. This allows the teacher and evaluator to consider the unique context for that year with respect to the school's culture, students, community, and changes in district initiatives and to adjust professional goals.

Observations and Data Collection

Evaluators should review the performance of teachers throughout the school year using both informal and formal observations. Observation data should be recorded on the rubric. Observation/data collection is not an end of the year activity, but one that is conducted in a consistent and ongoing manner.

Quality Standard I	15%
Quality Standard II	10%
Quality Standard III	10%
Quality Standard IV	7.5%
Quality Standard V	7.5%

Student Achievement Results

Beginning in the 2013-14 school year, multiple measures of student growth will account for 50% of a licensed educator's evaluation rating. These measures are being determined by a Teacher Evaluation Revision sub-committee, with consideration to various positions, content and grade levels.

Mid-Year Review

The licensed educator and evaluator will schedule time to review progress toward achieving school and personal goals. As a result of this review, every person being evaluated should have a clear understanding of their potential effectiveness rating based on evidence available to date. During the mid-year review the licensed educator and evaluator should identify further potential artifacts.

Data Collection and Communication

Evaluators should review and communicate the performance of licensed educators throughout the year. Evaluators will record their ratings and comments on the rubric for the purpose of providing meaningful and credible feedback that improves performance as such information is collected. This is not an end of the year

activity, but rather one that is conducted in a consistent and ongoing manner. The evaluator should complete the rubric prior to the end-of-year review.

End of Year Review and Final Rating

The evaluator and teacher being evaluated discuss the teacher's performance ratings, self-assessment, artifacts, and any evidence needed to support either the self assessment or evaluator ratings. During this meeting final ratings will be determined.

Should the evaluator and the teacher being evaluated not agree on the final ratings during the end-of-year review, they should determine what additional evidence is needed in order to arrive at the appropriate rating. The teacher may respond with their own written statement or rebuttal within five (5) working days.

Update of Teacher Professional Learning Plan

Using the final ratings, comments, and artifacts discussed during the end of year review, the licensed educator and evaluator will collaboratively update the Teacher Professional Learning Plan for the following school year.

Appeal

The appeals process is in development during the 2013-14 pilot evaluation process.

**Aurora Public Schools
TEACHER PROFESSIONAL LEARNING PLAN**

Name: School: Evaluator:	Date: Mid-year Review date:
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Section 1: Goal Setting

Quality Standards and Elements Which Quality Standard(s) and Element(s) will I address based on my self-evaluation:	School UIP How do the results of my self-evaluation link to our school UIP?
Teacher Goal(s) and Action Steps Based on my self-evaluation and our school UIP, what are my learning goals and action steps? (Must have at least 1 goal and no more than 3)	Student Learning Outcomes What impact will my professional learning have on student learning by the end of the year?

Section 2: Support
How will I meet my goal(s)?

<p>What guiding questions will help me achieve my goal(s)?</p>	<p>What resources and supports will help me achieve my goal(s)?</p>
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Section 3: Evidence
How will I know that my growth is impacting the growth of my students?

<p>Teacher Evidence: What data will I collect to demonstrate my own growth?</p> <p>How often will I collect this data?</p>	<p>Student Evidence: What data will I collect to demonstrate the growth of my students?</p> <p>How often will I collect this data?</p>
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Section 4: Mid-Year Review
Teacher Reflection

<p>What changes did I make in my practice?</p> <p>What other evidence do I need to demonstrate my growth?</p>	<p>What impact did my changes have on students?</p> <p>What other evidence do I need to demonstrate the growth of my students?</p>	<p>What revisions do I need to make to my goals/actions and student outcomes?</p>
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Formal Observation Guidelines and Forms

During the pre-observation conference, a formal observation is arranged between the evaluator and the licensed educator. A formal observation consists of a visitation of a class period or a class lesson, meeting or training. The observation should be conducted for an entire class period, lesson, meeting or training, or a minimum of 45 minutes. The rubric and comments section will be used by the evaluator to record each formal observation. A record of the date(s) and time(s) of the formal observation(s) will be included with any ratings or comments. In addition, formal observation records may include a script, a summary, or any other written documentation. Formal observations will not include videotaping or sound recordings except with the written permission of the professional educator. At least one (1) formal observation in an instructional setting is required each year for non-probationary teachers and three (3) formal observations are required for probationary teachers each year. The results of all formal observations are reviewed with the professional educator during the post-observation conference.

Pre-Observation Conference

Pre-observation communication is required for each formal observation. The communication takes place during a formal meeting and a record of the date(s) must be kept and uses the Pre-Observation Planning Form. The purpose of pre-observation conference is to provide the evaluator and teacher with an opportunity to:

- Review goals from the Teacher Professional Learning Plan
- Set the context of the learning by reviewing the lesson plan that has occurred, the lessons taught, and the outcomes.
- Collaboratively align teacher practice with expectations of the teacher quality standards (agree on the look-fors, evidence, success criteria)
- Promote reflective practice and provide artifacts for Quality Standard IV
- Discuss the indicators of student success

Evaluator role:

1. Understand the context of the teaching
2. Support teacher
3. Co-determine the focus of the observation based on the Teacher Professional Learning Plan and the quality standards

Licensed educator role:

1. Discuss/share the context of the teaching
2. Reflect on strengths/challenges
3. Co-determine the focus of the observation based on the Teacher Professional Learning Plan and the quality standards

Post-observation Conference

A post-observation conference is required for each formal observation within five (5) work days of the formal observation, using the Post-Observation Reflection Sheet. The conference will focus on discussion about the formal observation comments and quality standard ratings and other factors deemed relevant to the performance of the licensed educator, including the review of goals from the Teacher Professional Learning Plan. The licensed educator may choose to share additional information related to his/her performance during the formal observation. In addition to the formal observation, other data sources may be discussed that include, but not be limited to, student achievement data, lesson plans, examples of student products, informal observations, parent or student input, or other appropriate materials to substantiate performance ratings. Strengths and next steps will be discussed in relationship to the quality standards and the Teacher Professional Learning Plan.

Reminder to licensed educators prior to the post-conference:

- ✓ Bring completed "Post-Observation Educator Reflection Sheet"
- ✓ Any artifacts from the lesson, if applicable, that will reflect student learning

Agenda items for the post-observation conference:

- ✓ Discuss the "Post-Observation Educator Reflection Sheet"
- ✓ Review artifacts from the lesson
- ✓ Provide meaningful and credible feedback pertaining to the lesson, specific feedback and a rating on applicable quality standards
- ✓ Specifically provide evidence of areas of strength and next steps
- ✓ Comment and provide feedback on any "look for's" requested by the educator
- ✓ Discuss Teacher Professional Learning Plan which may, or may not, apply to this particular lesson
- ✓ Identify next steps in terms of any additional resources, assistance or professional development that will support the educator in moving forward
- ✓ Discuss the indicators of student success

PRE-OBSERVATION DISCUSSION

Name: _____ Position: _____

Evaluator: _____ Building: _____

Pre-Observation Conference Date: _____

1. **Professional Learning Plan goal** (What goal am I working on in this lesson?)
2. **Quality Standard** (What Quality Standard(s) and Element(s) will be observed during this lesson?)
3. **Prior learning/data** (What learning has preceded the lesson to be observed? What data have I collected that informs this lesson's focus?)

Bring and discuss your lesson plan that includes:

Lesson objective(s) (What should students know and be able to do?)

Assessment data to guide instruction (What assessment data was examined in planning this lesson or how will student knowledge be pre-assessed? Bring the pre-assessment or data analysis to the pre-conference.)

Use a variety of instructional strategies (What instructional strategies, methods, or materials will be used to engage students?)

Differentiate instruction based on needs of students (How will the strategies address the learning styles and educational needs of all students?)

Monitoring instruction (How will checks for understanding and feedback be provided to students?)

Demonstration of Learning (DOL) (How will student learning of the lesson objective be measured? Please describe the assessment or bring a copy to the pre-conference)

Comments:

Date & Time of Lesson: _____

Date & Time of Post-Observation Conference: _____

POST-OBSERVATION REFLECTION AND DISCUSSION

Name: _____ Position: _____

Evaluator: _____ Building: _____

Pre-Observation Conference Date: _____

Bring and discuss **student work** or **data** that addresses:

Did the students learn what I intended? Were my instructional goals met? How do I know, or how and when will I know?

Based on my monitoring or assessment results, what are the instructional next steps I plan to take?

Did I alter student learning targets or my lesson plan as I taught the lesson? Why?

If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why?

1. How were my **Teacher Professional Learning Plan** goal(s) addressed?
2. What **Quality Standard** performance indicators were observed?
3. What additional resources, professional development or support do I need?

Rubric for Evaluating Colorado’s Teachers

Effective teachers in the state of Colorado have the knowledge, skills, and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success (See Appendix B). Effective teachers facilitate mastery of content and skill development, and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because effective teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g. science, social studies, arts physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: Teachers provide instruction that is aligned with the Colorado Academic Standards; their District’s organized plan of instruction; and the individual needs of their students.				
<p>The teacher: Delivers lesson plans that reflect:</p> <ul style="list-style-type: none"> ○ Daily review and revision ○ Instructional objectives appropriate for students ○ Explicit connections to specific learning objectives and approved curriculum 	<p>The teacher: Delivers lesson plans based on:</p> <ul style="list-style-type: none"> ○ Students’ needs ○ Colorado Academic Standards ○ District’s plan of instruction ○ Stated learning objectives 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> ○ Collaborates with other school staff to vertically and horizontally align, articulate and deliver the approved curriculum 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> ○ <i>Provides rigorous and challenging content</i> <p>Students:</p> <ul style="list-style-type: none"> ○ Interact with rigorous and challenging content ○ Perform at a level consistent with or above expectations 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> □ <i>Regularly uses rubrics to provide timely feedback to students</i> <p>Students:</p> <ul style="list-style-type: none"> ○ Discuss strengths and next steps regarding their learning with their teacher
<p>○ Professional Practice is Observable during a classroom observation. □ Professional Practice is Not Observable during a classroom observation.</p>				

Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g. science, social studies, arts physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element b: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				
This section describes professional practices that should be demonstrated by ALL TEACHERS, regardless of grade level or subject taught.				
<p>The teacher:</p> <ul style="list-style-type: none"> ○ Demonstrates an understanding of literacy content and skills ○ Emphasizes literacy connections while teaching content 	<p>The teacher:</p> <ul style="list-style-type: none"> ○ Makes complex reading accessible to students by: <ul style="list-style-type: none"> ○ Adjusting literacy resources (text) to students' instructional skill levels ○ Integrating literacy skills and knowledge into a balanced lesson ○ Providing content relevant to student interests 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> ○ Provides instruction that enhances students': <ul style="list-style-type: none"> ○ Critical thinking and reasoning ○ Information literacy ○ Literacy skill development <p>Students:</p> <ul style="list-style-type: none"> ○ <i>Apply disciplinary literacy skills as demonstrated through reading, writing, speaking or listening</i> 	<p>...and</p> <p>The teacher</p> <p><i>consistently implements whole or small group instruction that enhances students':</i></p> <ul style="list-style-type: none"> ○ <i>Critical thinking.</i> ○ <i>Information literacy</i> <p>Students:</p> <p>Meet or exceed expectations for:</p> <ul style="list-style-type: none"> ○ Oral communication ○ Critical thinking skills ○ Problem solving skills ○ Literacy skills 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> ○ <i>Consistently uses exemplars to demonstrate proficiency at advanced levels</i> <p>Students:</p> <p>Apply literacy skills:</p> <ul style="list-style-type: none"> ○ Across academic content areas ○ To access and understand complex materials

○ Professional Practice is **Observable** during a classroom observation.
 □ Professional Practice is **Not Observable** during a classroom observation.

Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g. science, social studies, arts physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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Element b: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.

This section describes professional practices that should be demonstrated by ELEMENTARY TEACHERS responsible for teaching language arts and/or reading.

<p>The teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Emphasizes literacy connections while teaching content other than reading, English, or language arts 	<p>The teacher:</p> <p>Integrates literacy skills into lessons and assignments across subject areas, including:</p> <ul style="list-style-type: none"> <input type="radio"/> Phonological awareness <input type="radio"/> Phonics <input type="radio"/> Vocabulary <input type="radio"/> Comprehension <input type="radio"/> Fluency <input type="radio"/> Writing <input type="radio"/> Speaking <input type="radio"/> Listening skills <p>Engage students in instruction that is:</p> <ul style="list-style-type: none"> <input type="radio"/> Purposeful <input type="radio"/> Explicit <input type="radio"/> Systematic 	<p>...and The teacher:</p> <p>Provides literacy instruction that is:</p> <ul style="list-style-type: none"> <input type="radio"/> Needs-based <input type="radio"/> Of sufficient duration to accelerate learning 	<p>...and Students:</p> <p>Apply literacy skills (reading, writing, speaking, and listening):</p> <ul style="list-style-type: none"> <input type="radio"/> Across academic content areas <input type="radio"/> To new/unfamiliar material <input type="radio"/> To understand complex materials <input type="radio"/> While communicating with peers and staff during the school day <input type="radio"/> Outside the classroom 	<p>...and Students:</p> <p>Exceed expectations in:</p> <ul style="list-style-type: none"> <input type="radio"/> Reading <input type="radio"/> Writing <input type="radio"/> Speaking <input type="radio"/> Listening
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This section describes professional practices that should be demonstrated by SECONDARY TEACHERS responsible for teaching language arts and/or reading.

<p>The teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Teaches and provides opportunities for students to apply literacy skills 	<p>The teacher:</p> <p>Integrates literacy skills into lessons and student learning opportunities including:</p> <ul style="list-style-type: none"> <input type="radio"/> Vocabulary <input type="radio"/> Comprehension <input type="radio"/> Fluency <input type="radio"/> Writing <input type="radio"/> Speaking <input type="radio"/> Listening skills <p>Engages students in instruction that is:</p> <ul style="list-style-type: none"> <input type="radio"/> Purposeful <input type="radio"/> Explicit <input type="radio"/> Systematic 	<p>...and The teacher:</p> <p>Provides instruction that is:</p> <ul style="list-style-type: none"> <input type="radio"/> Needs-based <input type="radio"/> Of sufficient intensity and duration to accelerate learning 	<p>...and Students:</p> <p>Apply literacy skills (reading, writing, speaking, and listening):</p> <ul style="list-style-type: none"> <input type="radio"/> Across academic content areas <input type="radio"/> To new/unfamiliar material <input type="radio"/> To understand complex materials <input type="radio"/> While communicating with peers and staff during the school day <input type="radio"/> Outside the classroom 	<p>...and Students:</p> <p>Exceed expectations in:</p> <ul style="list-style-type: none"> <input type="radio"/> Reading <input type="radio"/> Writing <input type="radio"/> Speaking <input type="radio"/> Listening
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Professional Practice is **Observable** during a classroom observation.
 Professional Practice is **Not Observable** during a classroom observation.

Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g. science, social studies, arts physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element c: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.				
This section describes professional practices that should be demonstrated by ALL TEACHERS.				
<p>The teacher:</p> <ul style="list-style-type: none"> ○ Includes relevant math concepts in discussions that do not have math as the primary focus ○ Promotes and encourages students to make explicit math connections across content 	<p>The teacher:</p> <ul style="list-style-type: none"> ○ Emphasizes to students why they need to learn math content and skills ○ Uses instructional strategies that require students to apply and transfer mathematical knowledge to different content areas 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> ○ Emphasizes interdisciplinary connections to math ○ Models mathematical thinking <p>Students:</p> <ul style="list-style-type: none"> □ <i>Apply and transfer mathematical knowledge to content area as appropriate</i> 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> ○ <i>Consistently provides opportunities for students to explain strategies to other students</i> <p>Students:</p> <ul style="list-style-type: none"> ○ Share ideas and solutions to challenging problems ○ Use the language of math to talk about what they are doing 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> ○ <i>Consistently demonstrates the use of higher level thinking when problem solving</i> <p>Students:</p> <ul style="list-style-type: none"> ○ Interpret mathematical information in ways that make it relevant to their learning
<p>○ Professional Practice is Observable during a classroom observation. □ Professional Practice is Not Observable during a classroom observation.</p>				

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Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element c: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.				
This section describes professional practices that should be demonstrated by all teachers responsible for teaching math.				
<p>The teacher: Focuses math instruction beyond:</p> <ul style="list-style-type: none"> ○ Recall of facts ○ Development of computational skills ○ Math as a series of rote procedures <p>Models:</p> <ul style="list-style-type: none"> ○ Appropriate mathematical communication ○ A variety of mathematical practices 	<p>The teacher: Presents concepts:</p> <ul style="list-style-type: none"> ○ In sequence ○ In a manner appropriate to students' age and grade ○ Helps students understand mathematics as a discipline ○ Provides a balance of teaching for conceptual understanding and teaching for procedural fluency 	<p>...and</p> <p>The teacher: Establishes an effective mathematics environment by:</p> <ul style="list-style-type: none"> ○ Challenging students to think deeply about the problems ○ Requiring students to explain their solutions ○ Posing questions that stimulate students' curiosity and encourage them to investigate further ○ Actively engaging students in doing math. ○ Using real-world examples for problems whenever possible 	<p>...and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Solve problems in a variety of ways ○ Demonstrate mathematical thinking by explaining their thinking to each other and to their teacher 	<p>...and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Recognize when they make procedural errors and take steps to correct them <input type="checkbox"/> Expand their learning by using mathematical concepts in subjects other than math

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Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element d: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.				
<p>The teacher:</p> <ul style="list-style-type: none"> ○ Breaks down concepts into instructional part and teachers each part using appropriate, effective strategies and/or tools ○ Uses instructional materials that are accurate, appropriate and relevant for the lesson being taught ○ Employs a variety of instructional strategies to address student needs 	<p>The teacher:</p> <p>Provides explanations of content that are:</p> <ul style="list-style-type: none"> ○ Accurate ○ Clear ○ Concise ○ Comprehensive 	<p>...and</p> <p>The teacher:</p> <p>Embeds activities in the lessons that require use of:</p> <ul style="list-style-type: none"> ○ A variety of explanations and multiple representations of concepts and ideas ○ A variety of inquiry methods to explore new ideas and theories 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> ○ Provides a variety of instructional strategies to address students' needs <p>Students:</p> <ul style="list-style-type: none"> ○ Develop a variety of explanations and multiple representations of concepts ○ Build on the skills and knowledge learned to engage in more complex concepts, ideas, and theories <p>Use a variety of inquiry tools and strategies to:</p> <ul style="list-style-type: none"> ○ Learn content ○ Understand central concepts ○ Answer complex Questions ○ Problem solve 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> ○ Provides a variety of opportunities for student-led discussions, application of critical reasoning and thinking skills, and raising and/or answering complex questions <p>Students routinely:</p> <ul style="list-style-type: none"> ○ Choose challenging tasks and instructional materials ○ Apply newly learned content skills to unique situations and different disciplines ○ Discuss ideas and content that are intellectually challenging to them

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Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element e: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.				
<p>The teacher:</p> <ul style="list-style-type: none"> ○ Emphasizes key concepts and connects them to other powerful ideas within the content area ○ Connects lessons to other disciplines and/or content areas 	<p>The teacher:</p> <p>Establishes and maintains environment and uses instructional strategies that:</p> <ul style="list-style-type: none"> ○ Articulate content and interdisciplinary connections ○ Integrate literacy skills across content areas 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> ○ Carefully and clearly develops, clarifies and elaborates on interdisciplinary connections for students ○ Employs instructional strategies that include literacy, numeracy, and language development across content areas 	<p>...and</p> <p>The Teacher:</p> <ul style="list-style-type: none"> ○ <i>Provides students a variety of opportunities to create connections between disciplines</i> <p>Students:</p> <p>Make connections between:</p> <ul style="list-style-type: none"> ○ Prior learning and the current lesson ○ Other disciplines and/or content areas and the current lesson ○ Apply literacy (reading, writing, speaking, and listening) and math skill across content areas 	<p>...and</p> <p>The Teacher:</p> <ul style="list-style-type: none"> ○ <i>Consistently provides students a variety of opportunities to create connections between disciplines.</i> <p>Students:</p> <ul style="list-style-type: none"> ○ Accelerate their learning by elaborating on current lesson with connections to prior lessons within the content area and/or other disciplines

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Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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Element f: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.

<p>The teacher: Selects instructional materials and strategies based on their:</p> <ul style="list-style-type: none"> ○ Relevance ○ Central contexts ○ Foundational evidence base ○ Links lessons to students' prior knowledge ○ Encourages and provides opportunities for students to make connections to prior learning 	<p>The teacher: Delivers lessons and units and uses instructional strategies that:</p> <ul style="list-style-type: none"> ○ Help students connect to their learning by linking the current lesson with prior knowledge, experiences, and/or cultural contexts ○ Provides supports that facilitate engagement 	<p>...and The teacher:</p> <ul style="list-style-type: none"> ○ Delivers lessons and uses materials to ensure that students' backgrounds and contextual knowledge are considered ○ Provides opportunities for students to self-select tasks that accelerate their learning 	<p>...and The teacher:</p> <ul style="list-style-type: none"> ○ <i>Consistently accesses student background knowledge and make connections to prior and future learning</i> <p>Students:</p> <ul style="list-style-type: none"> ○ Interact with materials that are relevant to them ○ Ask questions and solve problems that are relevant to them ○ Make connections between their background knowledge and new learning 	<p>...and The teacher:</p> <ul style="list-style-type: none"> □ <i>Utilizes outside resources and partnerships to engage students.</i> <p>Students:</p> <ul style="list-style-type: none"> ○ Self-select tasks that demonstrate transfer of knowledge to other theories, ideas, and/or content
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- Professional Practice is **Observable** during a classroom observation.
- Professional Practice is **Not Observable** during a classroom observation.

Evaluator Comments (Required for Ratings of "Not Evident" or "Partially Proficient" and recommended for all rating levels).

Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.

Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.				
The teacher: <input type="radio"/> Creates a classroom environment conducive to learning	The teacher creates a classroom environment that features: <input type="radio"/> Mutual respect <input type="radio"/> Positive relationships between and among students <input type="radio"/> Empathy for each student	...and The teacher: <input type="radio"/> Creates a classroom environment which values diverse perspectives <input type="radio"/> Establishes a nurturing and caring relationship with each student	...and The teacher: <input type="radio"/> <i>Models/recognizes respectful interactions</i> Students: <input type="radio"/> Respect their classmates and teacher(s)	...and Students: <input type="radio"/> Engage in respectful and open dialogue with each other and their teacher
Element b: Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.				
The teacher creates a classroom environment in which diversity is: <input type="radio"/> Respected <input type="radio"/> Used to further student learning	The teacher: <input type="radio"/> Uses instructional approaches and materials that reflect students' backgrounds <input type="radio"/> Acknowledges the value of each student's contributions to the quality of lessons <input type="radio"/> Is sensitive to diverse family structures	...and The teacher establishes processes that result in: <input type="radio"/> A strong sense of community among students <input type="radio"/> Effective interactions among students <input type="radio"/> Respect for individual differences <input type="radio"/> Positive social relationships <input type="radio"/> Common goals for all students	...and The teacher: <input type="radio"/> <i>Models/recognizes respect for social and cultural differences</i> Students: <input type="radio"/> Respect the backgrounds of fellow students	...and Students: <input type="radio"/> Actively seek a variety of perspectives to complete group assignments
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				

Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element c: Teachers engage students as individuals with unique interests and strengths.				
<p>The teacher:</p> <ul style="list-style-type: none"> ○ Implements lessons that reflect student interests 	<p>The teacher:</p> <ul style="list-style-type: none"> ○ Uses results of student interest inventories to design lessons and materials ○ Encourages students to expand and enhance their learning ○ Acknowledges students for their accomplishments 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> ○ Asks appropriately challenging questions of all students ○ Scaffolds questions ○ Gives wait time equitably ○ Ensures that all participate in class activities 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> ○ <i>Makes connections between classroom lessons and outside world and/or student interests</i> <p>Students:</p> <ul style="list-style-type: none"> ○ Actively engage in classroom activities ○ Discuss content and make connections between current lesson and their interests 	<p>...and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Encourage fellow students to participate and challenge themselves ○ Actively engage in collaborative learning and group processes

Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Element d: Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.				
<p>The teacher:</p> <ul style="list-style-type: none"> ○ Adapts lesson plans to address individual student needs □ Implements recommendations of specialists and colleagues to address student needs 	<p>The teacher:</p> <ul style="list-style-type: none"> □ Designs instruction to address learning needs of all students ○ Monitors the quality of student participation and performance 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> □ Solicits input from colleagues and specialists to understand students' learning needs ○ Uses multiple strategies to teach and assess students ○ Challenges and supports students to learn to their greatest ability 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> ○ <i>Models self Advocacy</i> ○ <i>Responds to students' learning needs</i> <p>Students:</p> <ul style="list-style-type: none"> ○ Advocate for Themselves ○ Articulate their learning needs to their teacher and/or parent 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> ○ <i>Models coping skills</i> ○ <i>Models advocacy for others</i> <p>Students:</p> <ul style="list-style-type: none"> ○ Apply coping skills to classroom situations ○ Share coping strategies with fellow students ○ Help fellow classmates by offering support
<ul style="list-style-type: none"> ○ Professional Practice is Observable during a classroom observation. □ Professional Practice is Not Observable during a classroom observation. 				

Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<p>Element e: Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.</p>				
<p>The teacher:</p> <ul style="list-style-type: none"> ○ Establishes a classroom environment that is inviting to families and significant adults 	<p>The teacher:</p> <ul style="list-style-type: none"> ○ Maintains respectful relationships with students, their families, and/or significant adults □ Uses a variety of methods to initiate communication with families and significant adults 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> □ Provides clear and accurate feedback to parents regarding student needs and progress □ Coordinates flow of information between families and colleagues who provide student services 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> □ <i>Models open communication about students' learning with both student and significant adults</i> <p>Students:</p> <ul style="list-style-type: none"> ○ Communicate freely and openly with teachers. <p>Families and Significant Adults:</p> <ul style="list-style-type: none"> □ Discuss student performance with the teacher □ Participate in school-based activities 	<p>...and</p> <p>Families and Significant Adults:</p> <ul style="list-style-type: none"> □ Partner with the teacher to support student strengths and address next steps for learning

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 □ Professional Practice is Not Observable during a classroom observation.

Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element f: Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.				
<p>The teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Provides clear expectations to guide student classroom behavior <input type="radio"/> Holds students accountable for adherence to school and/or class rules 	<p>The teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Puts procedures in place to maximize instructional time 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Makes maximum use of instructional time <input type="radio"/> Maintains a safe and orderly environment <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know school/classroom expectations 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages students in monitoring their on-task behavior <p>Students:</p> <ul style="list-style-type: none"> <input type="radio"/> Stay on task during class periods <input type="radio"/> Work without interruption <input type="radio"/> Abide by school and class rules 	<p>...and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="radio"/> Accept responsibility for their behavior and use of time <input type="radio"/> Help other students stay on task
<ul style="list-style-type: none"> <input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation. 				
<p>Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels).</p>		<p>Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.</p>		

Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.				
<p>The teacher:</p> <ul style="list-style-type: none"> ○ Differentiates Instruction ○ Modifies content to assure that students are able to work at their ability levels 	<p>The teacher:</p> <ul style="list-style-type: none"> ○ Studies recent/current research to expand personal knowledge of how students learn ○ Builds on the interrelatedness of students' intellectual, social and emotional development 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> ○ Applies knowledge of current developmental science to address student needs □ Collaborates with colleagues with experience in developmental science to improve the quality of lessons 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> □ <i>Communicates immediate next steps to students</i> <p>Students:</p> <ul style="list-style-type: none"> ○ Seek materials and resources appropriate for their personal approach to learning 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> □ <i>Communicates next steps for students to achieve beyond proficiency</i> <p>Students:</p> <ul style="list-style-type: none"> ○ Seek to understand: <ul style="list-style-type: none"> ○ How they learn best ○ Where their time and efforts are best used
Element b: Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students' level of content knowledge and skills.				
<p>The teacher:</p> <ul style="list-style-type: none"> □ Uses assessment results to guide adjustments to instruction ○ Has explicit student outcomes in mind for each lesson 	<p>The teacher:</p> <ul style="list-style-type: none"> ○ Instructs and assesses required skills ○ Aligns instruction with academic standards and student assessment results ○ Monitors instruction against student performance and makes real-time adjustments 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> ○ Encourages students to take academic risks ○ Make sure students meet learning objectives while increasing mastery levels <p>Students:</p> <ul style="list-style-type: none"> ○ <i>Are able to demonstrate their understanding of the learning objective</i> 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> ○ <i>Develops a structure for students to monitor their own engagement</i> <p>Students:</p> <ul style="list-style-type: none"> ○ Monitor their level of engagement ○ Confer with the teacher to achieve learning targets 	<p>...and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Initiate activities to: <ul style="list-style-type: none"> ○ Address their learning strengths and next steps ○ Take academic risks
<ul style="list-style-type: none"> ○ Professional Practice is Observable during a classroom observation. □ Professional Practice is Not Observable during a classroom observation. 				

Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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Element c: Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.

<p>The teacher:</p> <ul style="list-style-type: none"> ○ Incorporates evidence-based strategies into lessons 	<p>The teacher:</p> <ul style="list-style-type: none"> ○ Makes connections between student data and research-based practices 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> ○ Individualizes instructional approach to meet unique needs of each student 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> □ <i>Creates an environment in which students are expected to reflect on and communicate about their own learning</i> <p>Students:</p> <ul style="list-style-type: none"> ○ Embrace new and unique ways of learning as they are introduced through research-based lessons 	<p>...and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Apply skills and knowledge learned in the classroom
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Element d: Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.

<p>The teacher:</p> <ul style="list-style-type: none"> ○ Uses available technology to facilitate classroom instruction 	<p>The teacher:</p> <ul style="list-style-type: none"> ○ Employs strategies and procedures to ensure that students have equitable access to available technology ○ Monitors the use of available technology in the classroom 	<p>...and</p> <p>The teacher uses available technology to:</p> <ul style="list-style-type: none"> ○ Enhance student learning ○ Develop students' knowledge and skills ○ Enhance creative and innovative skills ○ Provide engaging and motivating learning experiences 	<p>...and</p> <p>The teacher uses available technology to:</p> <ul style="list-style-type: none"> ○ <i>Engage students in virtual or face-to-face learning activities</i> <p>Students:</p> <ul style="list-style-type: none"> ○ Engage in virtual or face-to-face learning activities enhanced by appropriate use of available technology 	<p>...and</p> <p>The teacher uses available technology to:</p> <ul style="list-style-type: none"> ○ <i>Accelerate learning</i> ○ <i>Apply team building and networking skills</i> ○ <i>Deepen critical thinking skills</i> ○ <i>Communicate more effectively</i> <p>Students use available technology to:</p> <ul style="list-style-type: none"> ○ Accelerate their learning ○ Apply team building and networking skills ○ Deepen critical thinking skills ○ Communicate effectively
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○ Professional Practice is **Observable** during a classroom observation.
 □ Professional Practice is **Not Observable** during a classroom observation

Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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Element e: Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.

<p>The teacher:</p> <ul style="list-style-type: none"> ○ Has high expectations for all students ○ Holds students accountable for their learning 	<p>The teacher:</p> <ul style="list-style-type: none"> ○ Sets student expectations at a level that challenges students ○ Incorporates critical thinking and problem-solving skills 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> ○ Challenges all students to learn to their greatest ability ○ Systematically and explicitly teaches higher-order thinking and problem-solving skills ○ Ensures that students perform at levels meeting or exceeding expectations 	<p>...and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Help set their learning objectives ○ Apply higher-order thinking and problem-solving skills to address challenging issues 	<p>...and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Monitor their progress toward achieving teacher’s high expectations ○ Seek opportunities to test their problem-solving and higher-order skills
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Element f: Teachers provide students with opportunities to work in teams and develop leadership qualities.

<p>The teacher:</p> <ul style="list-style-type: none"> ○ Includes all students in individual and group activities 	<p>The teacher plans lessons that:</p> <ul style="list-style-type: none"> ○ Provide opportunities for students to participate using various roles and modes of communication 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> ○ Flexibly groups students ○ Adjusts team composition based on lesson objectives and student needs ○ Varies group size, composition, and tasks to create opportunities for students to interact and learn from each other 	<p>...and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Accept and fulfill their assigned roles within the team ○ Assume leadership roles in their teams 	<p>...and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Utilize group processes to build trust and promote effective interactions among team members ○ Participate in teams in ways that build trust and ownership of ideas among team members
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- Professional Practice is **Observable** during a classroom observation.
- Professional Practice is **Not Observable** during a classroom observation.

Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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Element g: Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.

<p>The teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Communicates effectively with students 	<p>The teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Models effective communication skills <input type="radio"/> Encourages students to communicate effectively 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Teaches students to be effective communicators <input type="radio"/> Provides opportunities for students to practice communication skills 	<p>...and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="radio"/> Apply effective written and oral communication skills in their work 	<p>...and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="radio"/> Use academic language in spoken and written work
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Element h: Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.

<p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides actionable feedback to students, families, and significant adults <input type="radio"/> Involves students in monitoring their learning <input type="radio"/> Assesses learning outcomes appropriately 	<p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements appropriate strategies for assigning grades <input type="checkbox"/> Bases grades on multiple measures <input type="checkbox"/> Includes documentation of student progress toward mastery of state content standards in assessment plans 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Uses a variety of assessment methods <input type="radio"/> Provides actionable, timely, specific and individualized feedback about the quality of student work. <input type="radio"/> Teaches students to use feedback in their learning. 	<p>...and</p> <p><i>The teacher:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Teaches students how to set learning goals</i> <p>Students:</p> <ul style="list-style-type: none"> <input type="radio"/> Self-assess on a variety of skills and concepts <input type="radio"/> Articulate their personal strengths and needs based on self-assessment <input type="radio"/> Effectively use formal and informal feedback to monitor their learning 	<p>...and</p> <p><i>The teacher:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Discusses learning goals with students</i> <p>Students assume ownership for:</p> <ul style="list-style-type: none"> <input type="radio"/> Monitoring their progress <input type="radio"/> Setting learning goals <input type="radio"/> Applying teacher feedback to improve performance and accelerate their learning
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Professional Practice is **Observable** during a classroom observation.
 Professional Practice is **Not Observable** during a classroom observation.

<p>Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.</p>	<p>Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.</p>
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Quality Standard IV: Teachers reflect on their practice.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.				
<p>The teacher:</p> <input type="checkbox"/> Collects and analyzes student data to inform instruction	<p>The teacher:</p> <input type="checkbox"/> Collects multiple examples of student work to determine student progress over time	<p>...and</p> <p>The teacher applies knowledge of student learning, development, and growth to the development of:</p> <input type="checkbox"/> Lesson plans	<p>...and</p> <p>The teacher develops student learning plans based on:</p> <input type="checkbox"/> Multiple examples of student work	<p>...and</p> <p>The teacher:</p> <input type="checkbox"/> Monitors and evaluates personal behavioral changes to determine what works for students
<p>Uses data to:</p> <input type="checkbox"/> Support student learning		<input type="checkbox"/> Instructional strategies	<input type="checkbox"/> Other data points	
<input type="checkbox"/> Inform practice			<input type="checkbox"/> information gathered from students, families, significant adults and colleagues	
Element b: Teachers link professional growth to their professional goals.				
<p>The teacher:</p> <input type="checkbox"/> Implements performance feedback from supervisor and/or colleagues to improve practice	<p>The teacher:</p> Engages in professional development activities based on:	<p>...and</p> <p>The teacher:</p> <input type="checkbox"/> Advocates for professional development that is evidence based and targeted toward improving student learning	<p>...and</p> <p>The teacher:</p> <input type="checkbox"/> Willingly tries new and different ways of teaching new skills	<p>...and</p> <p>The teacher:</p> <input type="checkbox"/> Develops and follows a long-term professional development plan
<p>Actively engages in professional development focused on:</p> <input type="radio"/> Addressing student needs	<input type="checkbox"/> Likelihood of having a positive impact on student learning	<input type="checkbox"/> Applies knowledge and skills learned through professional development to instructional practice	<input type="checkbox"/> Adapts teaching skills to meet student needs	
<input type="radio"/> School and district initiatives	<input type="checkbox"/> Alignment with Colorado Academic Standards and school and district initiatives			
<input type="radio"/> Meeting professional goals	<input type="checkbox"/> Current research			
	<input type="checkbox"/> Student needs			
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				

Quality Standard IV: Teachers reflect on their practice.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element c: Teachers are able to respond to a complex, dynamic environment.				
<p>The teacher collaborates with colleagues to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implement new ideas to improve teaching and learning <input type="checkbox"/> Support struggling students <input type="checkbox"/> Contribute to campus goals 	<p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains a positive, productive and respectful relationship with colleagues 	<p>...and</p> <p>The teacher initiates and leads collaborative activities with colleagues to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze student data and interpret results <input type="checkbox"/> Apply findings to improve teaching practice <input type="checkbox"/> Support struggling and/or advanced/above grade level students 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Serves as a critical friend for colleagues, both providing and receiving feedback on performance 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types of performance data
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				
<p>Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.</p>		<p>Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.</p>		

Quality Standard V: Teachers demonstrate leadership.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: Teachers demonstrate leadership in their schools.				
<p>The teacher:</p> <input type="checkbox"/> Participates in school activities of all teachers <input type="checkbox"/> Works collaboratively for the benefit of students and families <input type="checkbox"/> Supports school goals and initiatives	<p>The teacher:</p> <input type="checkbox"/> Contributes to school committees and teams	<p>...and</p> <p>The teacher:</p> <input type="checkbox"/> Leads school-based teams to leverage the skills and knowledge of colleagues and families	<p>...and</p> <p>The teacher:</p> <input type="checkbox"/> Shares lessons learned with colleagues <input type="checkbox"/> Confers with school administrators to improve teacher working and student learning conditions	<p>...and</p> <p>The teacher initiates and leads collaborative activities that:</p> <input type="checkbox"/> Partner with families to coordinate learning between home and school <input type="checkbox"/> Share ideas to improve teaching and learning <input type="checkbox"/> Support struggling students
Element b: Teachers contribute knowledge and skills to educational practices and the teaching profession.				
<p>The teacher:</p> <input type="checkbox"/> Shares expertise with colleagues <input type="checkbox"/> Supports the work of colleagues <input type="checkbox"/> Actively participates in activities designed to improve policies and procedures that affect school climate, family partnering and student learning	<p>The teacher collaborates with colleagues to:</p> <input type="checkbox"/> Support student growth and development <input type="checkbox"/> Provide input into policies and procedures that affect school climate and student learning <input type="checkbox"/> Partner with families	<p>...and</p> <p>The teacher:</p> <input type="checkbox"/> Leads professional growth and development activities whenever possible	<p>...and</p> <p>The teacher:</p> <input type="checkbox"/> Participates in district-wide decision-making processes that impact the school community, including families	<p>...and</p> <p>The teacher:</p> <input type="checkbox"/> Advocates for the inclusion of teachers and families in education and government decision-making processes
Element c: Teachers advocate for schools and students, partnering with students, families and communities as appropriate.				
<p>The teacher:</p> <input type="checkbox"/> Partners with every family to support student success	<p>The teacher:</p> <input type="checkbox"/> Discusses potential revisions to policies and procedures with administrators to better address student, family and school needs	<p>...and</p> <p>The teacher:</p> <input type="checkbox"/> Contributes to school and/or district committees to advocate for students and their families	<p>...and</p> <p>The teacher:</p> <input type="checkbox"/> Advocates for students and the school to external agencies and groups	<p>...and</p> <p>The teacher:</p> <input type="checkbox"/> Collaborates with professional, governmental, and/or community agencies to advocate for curricular, school, and instructional improvements

- Professional Practice is **Observable** during a classroom observation.
- Professional Practice is Not Observable during a classroom observation.

Quality Standard V: Teachers demonstrate leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element d: Teachers demonstrate high ethical standards.				
<p>The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains confidentiality of student records as required by law <input type="checkbox"/> Adheres to standards of professional practice 	<p>The teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Models ethical behavior, including honesty, integrity, fair treatment, and respect for others 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Maintains confidentiality of student, family and fellow teacher interactions as well as student data 	<p>...and</p> <p>The teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Helps students understand the importance of ethical behavior as an individual member of society <input type="radio"/> Encourages colleagues to demonstrate ethical behavior 	<p>...and</p> <p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="radio"/> Honesty <input type="radio"/> Respect for others

- Professional Practice is **Observable** during a classroom observation.
- Professional Practice is Not Observable during a classroom observation.

<p>Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.</p>	<p>Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.</p>
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Teacher Evaluation Worksheet

This form should be completed by the evaluator prior to the final evaluation and goal-setting meeting held each spring. The Teacher and evaluator should discuss the contents of this form, the accompanying Summary Evaluation Sheet, and the goal-setting form and agree on the professional practices ratings as well as the recommended actions for improvement, resources needed to accomplish those actions, and a determination of how the Teacher and evaluator will know improvements have been made.

Standard I. Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

	B	PP	P	A	E
a. Provides instruction aligned with the CO Academic Standards; the District's organized plan of instruction; and the individual needs of students.					
b. Demonstrates knowledge of student literacy development in reading, writing, speaking and listening.					
c. Demonstrate knowledge of mathematics and understands how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.					
d. Demonstrates knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.					
e. Develops lessons that reflect the interconnectedness of content areas/disciplines.					
f. Makes instruction and content relevant to students and takes actions to connect students' background and contextual knowledge with new information being taught.					
Overall Rating for Standard I					
<p>Comments:</p> <p>Recommended actions for improvement:</p> <p>Resources needed to complete these actions:</p>	<p>Evidence or documentation to support ratings:</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				

Standard II. Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.					
	B	PP	P	A	E
a. Fosters a predictable learning environment in which each student has a positive, nurturing relationship with caring adults and peers.					
b. Demonstrates a commitment to and respect for diversity, while working toward common goals as a community and as a country.					
c. Engages students as individuals with unique interests and strengths					
d. Adapts teaching for the benefit of all students, including those with special needs across a range of ability levels.					
e. Provides proactive, clear and constructive feedback to families about student progress and works collaboratively with families and significant adults in the lives of their students.					
f. Creates a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.					
Overall Rating for Standard II					
Comments:	Evidence or documentation to support ratings: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
Recommended actions for improvement:					
Resources needed to complete these actions:					

Standard III. Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.					
	B	PP	P	A	E
a. Demonstrates knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.					
b. Plans and consistently delivers instruction that draws on results of student assessments, is aligned to academic standards, and advances students' level of content knowledge and skills.					
c. Demonstrates a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of students.					
d. Thoughtfully integrates and utilizes appropriate available technology in instruction to maximize student learning.					
e. Establishes and communicates high expectations for all students and plans instruction that helps students develop critical-thinking and problem solving skills.					
f. Provides students with opportunities to work in teams and develop leadership qualities.					
g. Communicates effectively, making learning objectives clear and providing appropriate models of language.					
h. Uses appropriate methods to assess what each student has learned, including formal and informal assessments, and uses results to plan further instruction.					
Overall Rating for Standard III					
Comments:	Evidence or documentation to support ratings: <input type="checkbox"/> Unified Improvement Plan <input type="checkbox"/> Supervisor Feedback <input type="checkbox"/> Teacher Feedback <input type="checkbox"/> Parent Survey <input type="checkbox"/> Student Survey <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
Recommended actions for improvement:					
Resources needed to complete these actions:					

Standard IV. Teachers reflect on their practice.					
	B	PP	P	A	E
a. Demonstrates that he/she analyzes student learning, development, and growth and applies what he/she learns to improve practice.					
b. Links professional growth to professional goals.					
c. Is able to respond to complex, dynamic environment.					
Overall Rating for Standard IV					
<p>Comments:</p> <p>Recommended actions for improvement:</p> <p>Resources needed to complete these actions:</p>	<p>Evidence or documentation to support ratings:</p> <p><input type="checkbox"/> Unified Improvement Plan</p> <p><input type="checkbox"/> Teacher Feedback</p> <p><input type="checkbox"/> Parent Survey</p> <p><input type="checkbox"/> Student Survey</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>				

Standard V: Teachers demonstrate leadership.					
	B	PP	P	A	E
a. Demonstrates leadership in the school.					
b. Contributes knowledge and skills to educational practices and the teaching profession.					
c. Advocates for schools and students, partnering with students, families and communities as appropriate.					
d. Demonstrates high ethical standards.					
Overall Rating for Standard V					
<p>Comments:</p> <p>Recommended actions for improvement:</p> <p>Resources needed to complete these actions:</p>	<p>Evidence or documentation to support ratings:</p>				

Determining the Overall Rating for Professional Practices

Standard	Rating for the Standard	Number of Points for the Rating	Weight Assigned by the District	Weighted Points for the Standard
I. Mastery of and Pedagogical Expertise in the Content They Teach			30	
II. Safe, Inclusive and Respectful Learning Environment for Diverse Population of Students			20	
III. Effective Instruction and an Environment that Facilitates Learning			20	
IV. Reflection on Practice			15	
V. Leadership			15	
Total Points for All Standards			100	

Translating the Total Points for All Standards to Overall Professional Practices Rating

Total Number of Weighted Points Received	Rating for Number of Points Received	Total Number of Points Received for this Evaluation = <input type="text"/>
0 to 70 Points	Basic	Overall Professional Practices Rating = <input type="text"/>
71 to 150 Points	Partially Proficient	
151 to 240 Points	Proficient	
241 to 330 Points	Accomplished	
331 to 400 Points	Exemplary	

Name	Employee ID number
Title/position	Supervisor/evaluator name
Site	Date started in current position
Probationary Status Probationary: 1 st year _____ 2 nd year _____ 3 rd year _____ Non-probationary _____	

Pre-observation conference date(s)	
Observations date(s)	
Post-observation conference date(s)	
Final ratings evaluation conference date	

Employee signature	Date
Supervisor/evaluator signature	Date
Supervisor of the evaluator signature	Date

Appendix A



MEMORANDUM OF UNDERSTANDING BETWEEN AURORA PUBLIC SCHOOL DISTRICT AND AURORA EDUCATION ASSOCIATION REGARDING



Article 35 Performance Evaluation & SENATE BILL 10-191 "CONCERNING ENSURING QUALITY INSTRUCTION THROUGH EDUCATOR EFFECTIVENESS"

Introduction

In May 2010, the Colorado Legislature passed and Gov. Bill Ritter Jr. signed Senate Bill 10-191, which establishes new requirements for local personnel evaluation systems. Among other requirements, this law requires that at least 50 percent of teachers' evaluation be determined by the academic growth of their students and at least 50 percent of principals' evaluation be determined by the academic growth of the students in the principal's school. The new requirements must be piloted in 2012-13, and 2013-14, and fully implemented in 2014-15.

During the 2011-12 school year, the district Teacher Evaluation Revision Committee reviewed and modified the Colorado Department of Education's "Teacher Evaluation Rubric" to reflect the values of APS, as well as the needs of APS teachers and students. During the 2012-13 school year a limited pilot was conducted involving a select number of school sites and non-probationary teachers who voluntarily agreed to participate for the purposes of data collection and revision.

Section 22-9-106 (4) (a), C.R.S, allows performance evaluations to be conducted by an individual who has completed a training in evaluation skills that has been approved by CDE. Teachers may fill the role of an evaluator if they are a designee of an individual with a Principal or Administrator license and have completed a training on evaluation skills that has been approved by CDE. The use of designees will be evaluated by the Teacher Evaluation Revision Committee at the conclusion of the 2013-14 pilot.

Any licensed staff member identified as the principal's designee for the purpose of evaluation must have been identified as effective/meeting standards on their most recent performance evaluation.

The parties agree that Teacher Coaches may serve as a principal's designee for the purpose of evaluating licensed staff. To maintain the integrity of the coaching relationship, the Teacher Coach may not evaluate licensed staff in a building in which they coach.

In the 2013-14 school year, the APS Teacher Evaluation Rubric/Evaluation will be piloted district wide:

Non-Probationary Teachers

- A. The performance ratings obtained during the 2013-14 pilot year will not impact a teacher's non-probationary status as stated in Colorado Department of Education rules pursuant to CRS 22-9-104 through 22-9-107; Beginning with evaluations conducted during the 2014-15 school year, for a non-probationary teacher, a rating of ineffective or partially effective shall be considered the first of two consecutive years of ineffective performance that results in a loss of probationary status.

- B. Non-probationary teachers on a remediation plan under the current evaluation system shall continue to be evaluated using the existing APS evaluation model/process during the 2013-14 school year.
- C. A non-probationary teacher who has met standards on his/her most recent performance evaluation may request a building administrator or administrator's designee to serve as the evaluator. If the teacher requests the designee, the teacher would not be permitted to select a specific individual. This request will be honored to the extent practicable. Factors taken into consideration when assigning an evaluator will include but not be limited to, the balance of teachers assigned to the building administration/designee and content area expertise

Probationary Teachers

- A. The performance ratings obtained during this pilot year will impact a probationary teacher's ability to earn non-probationary status as stated in Colorado Department of Education rules pursuant to CRS 22-9-104 through 22-9-107; a rating of ineffective or partially effective will not count towards the accrual of years towards non-probationary status.
- B. Probationary teachers shall be evaluated by their immediate supervisor; the building principal and/or assistant principal.

As the Teacher Evaluation rubric and Guidelines are all in draft form, these documents are subject to change during the pilot year by the Teacher Evaluation Revision Committee and District Performance Evaluation Advisory Council based on formalized feedback. Components of the rubric and Guidelines are subject to bargaining (Article 35, Performance Evaluation) prior to the 2014-15 school year when the new evaluation system is fully implemented statewide.

The parties agree that Article 35 Performance Evaluation will be a mutual subject of negotiations in 2013-14. The present provisions of Article 35, with the exception of Section E Allegations of Unsatisfactory Performance, are set aside according to the provisions of this MOU. The Guidelines for the Evaluation of Teachers in the Aurora Public Schools will control the evaluation process for the school year 2013-14. Therefore, a teacher who feels that the Guidelines have been inappropriately applied may file a grievance under Article 43 Grievance Procedure.

During the 2013-14 school year, the bargaining teams will research and analyze peer evaluation systems for potential implementation in 2014-15

The terms of this Memorandum of Understand is limited to the 2013-14 school year.

Date of agreement, April XX, 2013 by:

Aurora Public School District
John Barry, Superintendent

Aurora Education Association
Amy Nichols, President

Aurora Board of Education
JulieMarie Shepherd, President

Appendix B

Glossary

Academic Language is the language used in textbooks, in classrooms, and on tests. It is different in structure and vocabulary from the everyday spoken English of social interactions. Many students who do not speak English well have trouble comprehending the academic language used in high school and college classrooms. Low academic language skills have been shown to be associated with low academic performance in a variety of educational settings. The main barrier to student comprehension of texts and lectures is low academic vocabulary knowledge. (Definition downloaded on August 20, 2012 from http://www.academiclanguage.org/Academic_Language.html).

Academic Vocabulary is sub-technical vocabulary. In other words, it is not the technical vocabulary of a particular academic discipline. Academic vocabulary is used across all academic disciplines to teach about the content of the discipline. For example, before taking chemistry, no students know the technical words used in chemistry. But the underprepared students also don't know the vocabulary used to teach the chemistry concepts. Underprepared students are unfamiliar with words like evaluation, theory, hypothesis, assumption, capacity, validate. Professors assume students comprehend such academic vocabulary, but such vocabulary is not often used in the everyday spoken English of many students. Academic vocabulary is based on more Latin and Greek roots than is everyday spoken English vocabulary. In addition, academic lectures and texts tend to use longer, more complex sentences than are used in spoken English. (Definition downloaded on August 20, 2012 from http://www.academiclanguage.org/Academic_Language.html).

Administrator means any person who administers, directs, or supervises the education instructional program, or a portion thereof, in any school or School District in the state and who is not the chief executive officer or an assistant chief executive officer of such school or a person who is otherwise defined as an Administrator by his or her employing School District or BOCES.*₃

Glossary items marked with an "" were taken from the State Rules document dated November 9, 2011.

Artifacts are the documents, materials, processes, strategies, and other information that result from the normal and customary day-to-day work of Teachers. To effectively address the requirements of the evaluation system, it is not necessary for teachers to collect all of the artifacts listed as examples for each standard. In fact, they may choose not to use any artifacts so long as they and their evaluators agree on their rating levels. Artifacts other than those included as examples may also be used. Artifacts are used only if either the teacher or the evaluator believes that additional evidence is required to convince the other of the accuracy of the self-assessment as compared to the evaluator's assessment of the teacher's performance.

Colorado Academic Standards means the standards adopted by the State Board pursuant to section 22-7-1005, C.R.S., that identify the knowledge and skills that a student should acquire as the student progresses from preschool through elementary and secondary education, and include English language proficiency standards. Section 22-7-1013, C.R.S., requires each local education provider to ensure that its preschool through elementary and secondary education standards meet or exceed the Colorado Academic Standards.*

Colorado Model Evaluation System: The fair, equitable, and valid educator evaluation system provided by the Colorado Department of Education to Colorado's school districts to enable them to meet the requirements of S.B. 10-191.

Colorado Standards are the Colorado Academic Standards, the Colorado English Language Proficiency standards, and the Extended Evidence Outcomes for students with significant cognitive disabilities.

Comments may be provided by the teacher and/or the evaluator. Both have the opportunity to provide comments on the performance of the teacher.

Disciplinary Literacy is literacy instruction embedded within content-areas. Disciplinary Literacy instruction engages learners with content in ways that mirror what scientists and mathematicians do to inquire and gain understanding in their disciplines. (Definition downloaded on August 20, 2012 from <http://www.clemson.edu/aophub/documents/DL%20Flyer%20C%2011.1.2010tp.pdf>)

Elements of the Quality Standards are the detailed descriptions of knowledge and skills that contribute to effective teaching and leading, and which corresponds to a particular Teacher Quality Standard or Teacher Quality Standard.*

Equity Pedagogy refers to a commitment to a diverse population of students, demonstrated by the creation of an inclusive and positive school culture and strategies that meet the needs of diverse student talents, experiences and challenges. Equity pedagogy values students' individual backgrounds as a resource and utilizes approaches to instruction and behavioral supports that build on student strengths.*

Evaluatee: Person being evaluated.

Evidence Provided by Artifacts describes the unique information that each artifact used in the evaluation provides above and beyond that provided by performance ratings. The evidence is used to support adjustments to ratings during the end-of-year discussion between the teacher and evaluator to determine final ratings for the teacher.

Expected Growth is a student's expected/predicted performance on a current year test given his or her previous year's test score. This information is obtained by regressing the current year test score on the prior year test score. In other words, estimating expected growth addresses the question, "Compared to students with the same prior test score, is the current year test score higher or lower than would be expected?"

Formative Assessment is a process used by Teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

Gain Score Model: A gain score model measures year-to-year change by simply subtracting the prior year score from the current year score.

Growth Models: Traditional definitions of growth models indicate they are models that measure student achievement growth from one year to the next by tracking the same students. This model addresses the question, "How much, on average, did students' performance change from one grade to the next?" To permit meaningful interpretation of student growth, the model implicitly assumes that the measurement scales across grades are vertically linked (i.e., that student scores on different tests across grades are directly comparable and represent a developmental continuum of knowledge and skill). An alternate understanding of growth models as put forth by Damian Betebenner is a model that examines performance of students with identical prior achievement scores and computes a percentile for each student indicating the probability of that outcome given the student's starting point, which can be used to gauge whether or not the student's growth was atypically high or low (Growth, Standards and Accountability, The Center for Assessment, April 2009: http://www.nciea.org/publications/growth_and_Standard_DB09.pdf).

Interim Assessments: A term generally used to refer to medium scale, medium-cycle assessments currently in wide use. Interim assessments: 1) evaluate students' knowledge and skills relative to a specific set of academic goals, typically within a limited time frame, and, 2) are designed to inform decisions at both the classroom and beyond the classroom level, such as the school or district level. Thus, they may be given at the classroom level to provide information for the Teacher, but unlike true formative assessments, the results of interim assessments can be meaningfully aggregated and reported at a broader level.

Licensed Personnel mean any persons employed to instruct students or to administer, direct, or supervise the instructional program in a school in the state that hold a valid license or authorization pursuant to the provision of article 60.5 of title 22, Colorado Revised Statutes.

Literacy Skills include but are not limited to phonological awareness, phonics, reading fluency, vocabulary, comprehension, writing, speaking, and listening.

Measures of Student Academic Growth mean the methods used by School Districts and BOCES for measuring Student Academic Growth in order to evaluate Licensed Personnel.*

Multiple Measures of Student Learning: The various types of assessments of student learning, including for example, value-added or growth measures, curriculum-based tests, pre-/post- tests, capstone projects, oral presentations, performances, artistic portfolios, or other projects.

Multiple Measures of Teacher: The various types of assessments of Teachers' performance, including, for example, classroom observations, student test score data, self-assessments, or feedback from other staff members, families and significant adults, students, or community members.

Non-tested Grades and Subjects: The grades and subjects that are not required to be tested under the Federal Elementary and Secondary Education Act.

Norm-referenced: A type of test or assessment that yields an estimate of the tested individual's performance evaluation relative to a predefined population, with respect to the trait being measured. This type of test determines whether the test taker performed better or worse than other test takers, but not whether the test taker knows either more or less material than is necessary for a given purpose.

Observations: Used to measure observable classroom processes including specific Teacher practices, aspects of instruction, and interactions between Teachers and students. Classroom observations can measure broad, overarching aspects of teaching and subject-specific or context-specific aspects of practice.

Other Assessments: The development and/or adaptation of other measures of student growth for non-tested grades and subjects used across schools or districts. These measures may include early reading measures; standardized end-of-course assessments; formative assessments; benchmark, interim, or unit assessments; and standardized measures of English language proficiency. Other assessments may be developed at either the state education agency or local education agency level. Teacher-developed assessments of student learning or growth also may fall into this category when those assessments meet expectations for rigor and comparability across classrooms in a district or across classrooms statewide.

Performance Evaluation Rating means the summative evaluation rating assigned by a School District or BOCES to licensed personnel and reported to the Department on an annual basis. It is the equivalent of a "performance standard," as defined in section 22-9-103 (2.5), C.R.S.*

Performance Rating Levels/Rating Scale: Describes the Teacher's performance on professional practices with respect to state performance standards.

Not Evident: Teacher is significantly below state performance standard

Partially Proficient: Teacher is below state performance standard but is demonstrating progress toward meeting standard.

Proficient: Teacher meets state performance standard.

Accomplished: Teacher exceeds state standard.

Exemplary: Teacher significantly exceeds state standard.

Performance Standards: Levels of effectiveness established by rule of the state board pursuant to section 22-9-105.5(10).

Pilot Period means the time during which the Department will collaborate with School Districts and BOCES to develop, define, and improve the State Model System. The Pilot Period will end on July 2013 or when the State Model System based on the Teacher and Teacher Quality Standards has been completed, and the commissioner has provided notice of such implementation to the reviser of statutes, whichever is later.*

Policy: The formal guidance needed to coordinate and execute activity throughout an institution. When effectively deployed, policy statements help focus attention and resources on high priority issues – aligning and merging efforts to achieve the institutional vision. Policy provides the operational framework within which the institution functions.

Postsecondary and Workforce Readiness: “Postsecondary and workforce readiness” describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. To be designated as postsecondary and workforce ready, secondary students shall demonstrate that the following content knowledge and learning and behavior skills have been achieved without the need for remedial instruction or training. This demonstration includes the completion of increasingly challenging, engaging, and coherent academic work and experiences, and the achievement of proficiency shown by a body of evidence including postsecondary and workforce readiness assessments and other relevant materials that document a student’s postsecondary and workforce readiness.

Prepared Graduate Competencies include postsecondary and workforce readiness skills as well as 21st century skills.

Principal means a person who is employed as the chief executive officer or an assistant chief executive officer of a school in the state and who administers, directs, or supervises the education program in the school. *

Professional Practice means the behaviors, skills, knowledge and dispositions that Educators should exhibit. Teacher Quality Standards I-V and Principal Quality Standards I-VI address the Professional Practice standards for Educators in Colorado.* These are the day-to-day activities conducted by teachers and Teachers as they go about their daily work. Professional practices included in the rubric are those one would expect Teachers to demonstrate at each level of the rating scale.

Quality Standards for Professional Practice: The behaviors, skills, knowledge, and dispositions Teachers should exhibit. Within the Council’s proposed framework, these are the 6 (Teachers) or 7 (Principals) major categories that serve as the basis of judging educators as effective or not.

Reliability: The ability of an instrument to measure consistently across different raters and contexts.

Resource Bank: A collection of tools, materials, and other resources provide by the Colorado Department of Education to enable Colorado’s school districts to implement the Colorado Model Evaluation System and meet the requirements of S.B. 10-191.

Rigor/Rigorous: Conducted with strict precision and/or scientific precision.

School Administrator: Principals and Assistant Principals working in Colorado’s schools.

School District or **District** means a School District organized and authorized by section 15 of Article IX of the state constitution and organized pursuant to article 30 of title 22, Colorado Revised Statutes.*

School Improvement Plan: See Unified Improvement Plan.

Senate Bill 10-191: Known as the ENSURING QUALITY INSTRUCTION THROUGH EDUCATOR

EFFECTIVENESS (EQUITEE) bill, S.B. 10-191 is the guiding legislation for Colorado's work on educator effectiveness issues.http://www.leg.state.co.us/clics/clics2010a/csl.nsf/fsbillcont3/EF2EBB67D47342CF872576A80027B078?open&file=191_enr.pdf

Shared Attribution or Measures of Collective Performance: The use of measures required by the current provisions of the Elementary and Secondary Education Act and/or other standardized assessments used to measure the performance of groups of Teachers. Measures of collective performance may assess the performance of the school, grade level, instructional department, teams or other groups of Teachers. These measures can take a variety of forms including schoolwide student growth measures, team-based collaborative achievement projects, and shared value-added scores for co-teaching situations.

Stakeholders: Teachers, families and significant adults, students, community members, business persons, and others who have an interest in the well-being of the school.

State Board means the State Board of Education established pursuant to Section 1 of Article IX of the state constitution*

State Council means the state council for Educator effectiveness established pursuant to article 9 of title 22.*

State Scoring Framework: This framework outlines how data collected around the professional practice of Principals, and Teachers and the student growth outcomes for students in the school should be combined in order to make a singular judgment about the person being evaluated.

State Scoring Framework Matrix: A matrix that will be adopted by all districts statewide to assign Teachers and Principals to appropriate performance standard ratings based on locally-calculated professional practice and student growth scores. The process of assigning cut scores and determining where performance ratings go within the matrix will be undertaken by CDE after examining the data gathered during the pilot and rollout phases.

State Model System means the personnel evaluation system and supporting resources developed by the Department, which meets all of the requirements for local personnel evaluation systems that are outlined in statute and rule.*

Statewide Summative Assessments mean the assessments administered pursuant to the Colorado student assessment program created in section 22-7-409, C.R.S., or as part of the system of assessments adopted by the State Board pursuant to section 22-7-1006, C.R.S.*

Student Academic Growth means the change in student achievement against Colorado Academic Standards for an individual student between two or more points in time, which shall be determined using multiple measures, one of which shall be the results of Statewide Summative Assessments, and which may include other standards-based measures that are rigorous and comparable across classrooms of similar content areas and levels. Student Academic Growth also may include gains in progress towards postsecondary and workforce readiness, which, for Teachers, may include performance outcomes for successive student cohorts. Student Academic Growth may include progress toward academic and functional goals included in an individualized education program and/or progress made towards Student Academic Growth Objectives*

Student Academic Growth Objectives mean a participatory method of setting measurable goals, or objectives for a specific assignment or class, in a manner aligned with the subject matter taught, and in a manner that allows for the evaluation of the baseline performance of students and the measureable gain in student performance during the course of instruction.*

Student Growth: The change in student achievement for an individual student between two or more points in time.

Summary of Ratings for the Standard: At the end of the rubric for each standard is a section for summarizing individual element ratings for the standard. Summary ratings are also included in the summary rating worksheet, where

the evaluator and the Teacher being evaluated will review all standard and element ratings and determine the overall professional practices rating.

Teacher means a person who holds an alternative, initial, or professional Teacher license issued pursuant to the provisions of article 60.5 of title 22 and who is employed by a School District, BOCES or a charter school in the state to instruct, direct, or supervise an education program.*

Teacher Evaluation System Framework means the complete evaluation system that all School Districts and BOCES shall use to evaluate Teachers employed by them. The complete Teacher Evaluation System Framework includes the following component parts: (i) definition of Teacher Effectiveness set forth in section 3.01 of these rules, (ii) the Teacher Quality Standards described in section 3.02 of these rules, (iii) required elements of a written evaluation system described in section 5.01 of these rules, and (iv) the weighting and aggregation of evidence of performance that are used to assign a Teacher to one of four Performance Evaluation Ratings as described in section 3.03 of these rules.*

Teacher Feedback: SB. 10-191 requires that all educator evaluation systems include opportunities for Teachers to provide feedback on the performance of their Teachers. The Colorado Model Educator Evaluation System provides this opportunity through the use of required artifacts described for each standard. There are a number of possibilities for artifacts that may be used to satisfy this requirement. The CDE provides the TELL survey at no charge to schools and districts. In addition, a number of districts are already using the ValEd Teacher feedback system and the Balanced Leadership Profile as feedback measures. Should districts choose, they may also develop their own measures or adopt other measures to satisfy this requirement.

Teacher Professional Performance Plan means the plan required by section 22-9-105.5 (3), C.R.S., and is a written agreement developed by a Teacher and School District administration or local school board that outlines the steps to be taken to improve the Teacher's effectiveness. The Teacher Professional Performance Plan shall include professional development opportunities.*

Teacher Quality Standard means the Professional Practice or focus on Student Academic Growth needed to achieve effectiveness as a Teacher.*

Teacher Turnover Rate: The rate at which Teachers leave a school prior to retirement. This is calculated by dividing the number of Teachers who resign from or transfer out of a school by the total number of Teachers who work at the school.

TELL Survey: The Teaching Empowering Leading and Learning Survey is a statewide survey of school based educators to assess teaching conditions at the school, district and state level. (<http://www.tellcolorado.org/>)

Twenty-First Century Skills: The Partnership for 21st Century Skills developed the Milestones for Improving Learning and Education (MILE) Guide for 21st Century Skills to assist educators and administrators in measuring the progress of their schools in defining, teaching, and assessing 21st century skills. The following describes the skills and knowledge required of students in the 21st century. This list, developed by the North Carolina Professional Teaching Standards Commission in 2008, was adapted from the 21st Century Partnership's MILE Guide. Also see Appendix A for an explanation of Colorado's Postsecondary and Workforce Readiness skills.

Global Awareness

- Using 21st century skills to understand and address global issues.
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.
- Having the ability to utilize non-English languages as a tool for understanding other nations and cultures.

Financial, Economic, Business and Entrepreneurial Literacy

- Knowing how to make appropriate personal economic choices.
- Understanding the role of the economy and the role of business in the economy.
- Using entrepreneurial skills to enhance workplace productivity and career options.

Civic Literacy

- Being an informed citizen to participate effectively in government.
- Exercising the rights and obligations of citizenship at local, state, national and global levels.
- Understanding the local and global implications of civic decisions.

Health Literacy

- Having the ability to access health information and services, navigate health institutions and act as an effective advocate to improve health for self, family and/or community.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.
- Demonstrating understanding of national and international health.

Thinking and Learning Skills

Critical Thinking and Problem Solving Skills

- Exercising sound reasoning in understanding.
- Making complex choices.
- Understanding the interconnections among systems.
- Framing, analyzing and solving problems.

Communication

- Articulating thoughts and ideas clearly and effectively.

Information and Media Literacy Skills

- Understanding, managing and creating effective oral, written and/or multimedia communication in a variety of forms and contexts.
- Analyzing, accessing, managing, integrating, evaluating and creating information in a variety of forms and media.

Creativity and Innovation Skills

- Demonstrating originality and inventiveness in work.
- Developing, implementing and communicating new ideas to others.
- Being open and responsive to new and diverse perspectives.

Collaboration Skills

- Demonstrating ability to work effectively with diverse teams.
- Being willing to be helpful and make necessary compromises to accomplish a common goal.

Contextual Learning Skills

- Having the ability to take advantage of education in a variety of contexts both inside and outside the classroom; understanding that knowledge is acquired within a context.

ICT literacy

- Using technology in the course of attaining and utilizing 21st century skills.

Life Skills

Leadership

- Using interpersonal and problem-solving skills to influence more than one person toward a goal.

- Having the ability to leverage strengths of others to accomplish a common goal.

Ethics

- Demonstrating integrity and ethical behavior in personal, workplace and community contexts.

Accountability

- Setting and meeting high standards and goals for one's self and others.

Adaptability

- Adapting to varied roles and responsibilities.
- Tolerating ambiguity and changing priorities.

Personal Productivity

- Utilizing time efficiently and manage workload.
- Being punctual and reliable.

Personal Responsibility

- Exercising personal responsibility and flexibility in personal, workplace and community contexts.

People Skills

- Working appropriately and productively with others.

Self-Direction

- Monitoring one's own understanding and learning needs.
- Demonstrating initiative to advance professional skill levels.
- Having the ability to define, prioritize and complete tasks without direct oversight.
- Demonstrating commitment to learning as a lifelong process.

Social Responsibility

- Acting responsibly with the interests of the larger community in mind.

Unified Improvement Plan: A school's improvement plan that addresses all state and federal planning and reporting requirements. This is the school plan required pursuant to section 22-11-210, C.R.S.*

Unique Identifier: Numbers that are assigned to each student and Teacher.

Validity: The ability of an instrument to measure the attribute it intends to measure.

Value-Added Models (VAMs): Complex statistical models that attempt to determine how specific Teachers and schools affect student achievement growth over time. This model generally uses at least two years of students' test scores and may take into account other student- and school-level variables, such as family background, poverty, and other contextual factors. VAMs attempt to determine the extent to which changes in student performance can be attributed to a specific school and/or Teacher compared with that of the average school or Teacher.

Weighting: How much a particular measurement tool, student growth measure or quality standard determines overall performance when multiple measures are combined into a single rating.