

School Effectiveness Framework

Student success through continuous improvement.



2021-2023

“Preparing today’s youth for tomorrow’s responsibilities.”

Table of Contents

Part 1

Context	2
“The Why” - Key Purposes of the School Effectiveness Framework PK-12	3
“The What” - Key Components of the School Effectiveness Framework PK-12	4
“The How” - Key Processes for Measuring District and School Effectiveness	5
The School Self-Assessment Process	6
The District Review Process	8

Part 2

Figure 3	Standards of Highly Effective Schools	12
	Standards and Indicators of Highly Effective Schools	13
Standard 1	Standards-Based & Continuous Improvement Planning	15
	<i>District Resources</i>	19
	Standards and Indicators of Highly Effective Schools	20
Standard 2	Rigorous and Engaging Instruction	28
	<i>District Resources</i>	34
	<i>Deconstructing Standards</i>	35
	<i>Table 3.2 Content Standards-Key Words</i>	36
	<i>PLC at Work</i>	37
	<i>Professional Learning Framework</i>	38
	<i>Rigorous and Engaging Instruction</i>	40
Standard 3	Assessment <i>as, of, and for</i> Learning	41
	<i>District Resources</i>	44
	<i>A Balanced Assessment System</i>	45
	<i>Assessment Terms and Definitions</i>	46
	<i>Classroom Assessment Blueprint Template</i>	55
	<i>Classroom Assessment Blueprint Example</i>	56
	<i>Keys to Quality Classroom Assessment</i>	57
Standard 4	School Culture and Environment	58
	<i>District Resources</i>	61
Standard 5	Social, Emotional, and Behavioral Health	62
	<i>District Resources</i>	65
Standard 6	Home, School, and Community Partnerships	66
	<i>District Resources</i>	69

Part 3

Glossary	70
----------	--------------------

Part 4

Standards/Resources	76
---------------------	--------------------

Part 5

References/Bibliography	77
-------------------------	--------------------

1

Part 1

Context

The School Effectiveness Framework PK-12 (SEF PK-12) supports the strategic priorities of Fountain-Fort Carson School District 8:

Priority #1: Student Learning

The district will support every student to achieve and grow to his/her fullest potential and to continue to ensure all students have access to opportunities that meet individual needs.

Priority #2: Operational Planning

The district will ensure the best learning environment and outcomes for students through facilities planning, fiscal guidelines and accountability, human resource leadership, and technology management.

Priority #3: Community Engagement

The district is committed to safe learning and working environments, strong safety and security protocols and practices, effective communications systems, and the development of family, student, school, civic, business and community partnerships that engage students to be responsible citizens.

The SEF PK-12 will guide district and school continuous improvement planning processes. It is a dynamic framework grounded in evidence-informed practices and research and will assist educators in the pursuit of improved student learning and performance and development of the whole child.

The Framework was designed and developed by school and district leadership and includes local and national references to recent research, policies, processes, and practices. The tool will be revised by school and district leadership biannually and will incorporate feedback from school staff and community stakeholders as part of revision processes.

THE WHY:

A call to action

The School Effectiveness Framework is a dynamic document. Seeking the input of our stakeholders is essential to our district operations and school communities. We have systematized improvement planning efforts to ensure stakeholder input is continuous. While fostering a philosophy of mutual respect and collegiality, the district will continue to push the boundaries of improvement and effectiveness. We believe that our collective improvement efforts must be implemented with a sense of urgency.

Our students deserve no less.

Equity of outcomes for all learners

Fountain-Fort Carson School District must reach every child to bring about success for all regardless of personal circumstances. In a truly equitable system, factors such as race, gender, and socio-economic status do not limit students from achieving ambitious outcomes or limit opportunities. The basic premise of equity is the belief that schools can meet the individual needs of children successfully; and as a result, empower all students to achieve.

An equitable system:

- believes that *all* children can learn and achieve given the proper supports;
- maintains high expectations and rigorous performance standards;
- assumes all students have high potential and ability;
- disaggregates data in order to determine individual needs;
- differentiates and/or accommodates instruction appropriately;
- ensures access and inclusion;
- connects students to real life experiences;
- capitalizes on diversity of students and adults;
- maintains positive environments based on respect and empathy; and
- involves the community in a variety of meaningful ways.

Social emotional learning matters in an equitable environment

Schools in the district are increasingly multicultural and multilingual with student from diverse social and economic backgrounds. Our educators and community serve students with different motivation for engaging in learning, behaving positively, and performing academically. Social emotional learning (SEL) provides a foundation for safe and positive learning, fosters relationships between educators and students, and enhances the ability of students to succeed in school, careers, and life.

Professional accountability

The District respects the professional expertise of its educators. We honor their desire to bring about improvement from within the profession. The research of Leithwood (2006) confirms that teacher job satisfaction and sense of self-efficacy increase when students are successful and that professionalism is enhanced when schools improve.

There is an increased focus on accountability in all public sectors. Too often, however, it focuses on accountability that is imposed from external sources. Fountain-Fort Carson School District recognizes

that sustained improvement cannot be attained by top-down and short-term mandates for change and therefore, will monitor its own effectiveness. The ultimate form of accountability includes professionals engaging in self-assessment and reflection to bring about change and improvement. Our effectiveness processes will:

- Help instructional staff identify areas of strength, areas requiring improvement, and areas of strategic planning;
- Act as a catalyst for shared instructional leadership through collaborative conversations focused on high levels of student learning and performance;
- Support school staff in identifying explicit, intentional, and precise improvement goals and monitoring their progress;
- Create critical feedback loops between district and school leadership, school staff, students, and parents;
- Foster clarity in communications with stakeholders to increase public confidence about school and district improvement and effectiveness; and
- Build coherence in expectations for effective instruction and the development of the whole child across the district.

THE WHAT:

Key Components of the School Effectiveness Framework (SEF) PK-12

The SEF will be used for both the School Self-Assessment Process and the District Review Process. The framework is intended to provide indicator for critical analysis of key components of school effectiveness. Two major components are identified and include six standards that describe and explain instructional practices, programming, and professional learning that result in a highly effective school or district.

Academic Learning & Performance:

- Standard 1: Standards-Based & Continuous Improvement Planning
- Standard 2: Rigorous and Engaging Instruction
- Standard 3: Assessment *as, of,* and *for* Learning

Culture and Community:

- Standard 4: School Culture and Environment
- Standard 5: Social, Emotional, and Behavioral Health
- Standard 6: Home, School, and Community Partnerships

THE HOW:

Not an evaluative tool

The School Effectiveness Framework is not designed to be a performance appraisal tool nor is it designed to evaluate the principal or any other staff member. It is a process about schools that are willing and ready to learn from observation, analysis, reflection and feedback for improvement and action planning. It acknowledges where schools are and incorporates their vision and goals for improvement.

Measuring effectiveness

The framework is intended to provide indicators for critical analysis of key components of school effectiveness. The framework will be used for *both* the School Self-Assessment Process and the District Review Process. While all Standards within the Framework are important and, in keeping with our belief that one size does not fit all, the Standards are divided into the following two categories:

Essential Components

- ✓ Evidence of Student Learning & Achievement
- ✓ Rigorous and Engaging Instruction
- ✓ Assessment *as, of, & for* Learning

Components for Local Selection

- ✓ School Culture and Environment
- ✓ Social, Emotional, & Behavior Health
- ✓ Home, School and Community Partnerships

Creating a collaborative school community

Our priority is to promote a culture of reflection, collaborative inquiry, and shared responsibility within continuous improvement at both the district and school levels. To be successful, the processes must be collaborative, equitable, inclusive, and generate meaningful and measurable outcomes. The uniqueness of each school will drive the strategies implemented to promote increased student learning, performance, and well-being. Collectively, the processes utilized should:

- Create complex inquiry processes and on-going progress monitoring specific to the indicators each school has identified in the School Effectiveness Improvement Plan (SEIP);
- Help develop a deeper understanding of school strengths, areas of need, and areas for improvement; and
- Align school needs and improvements to the District Improvement Plan, district budget priorities, district professional learning plans, and curricular supports and programs.

School Self-Assessment Process

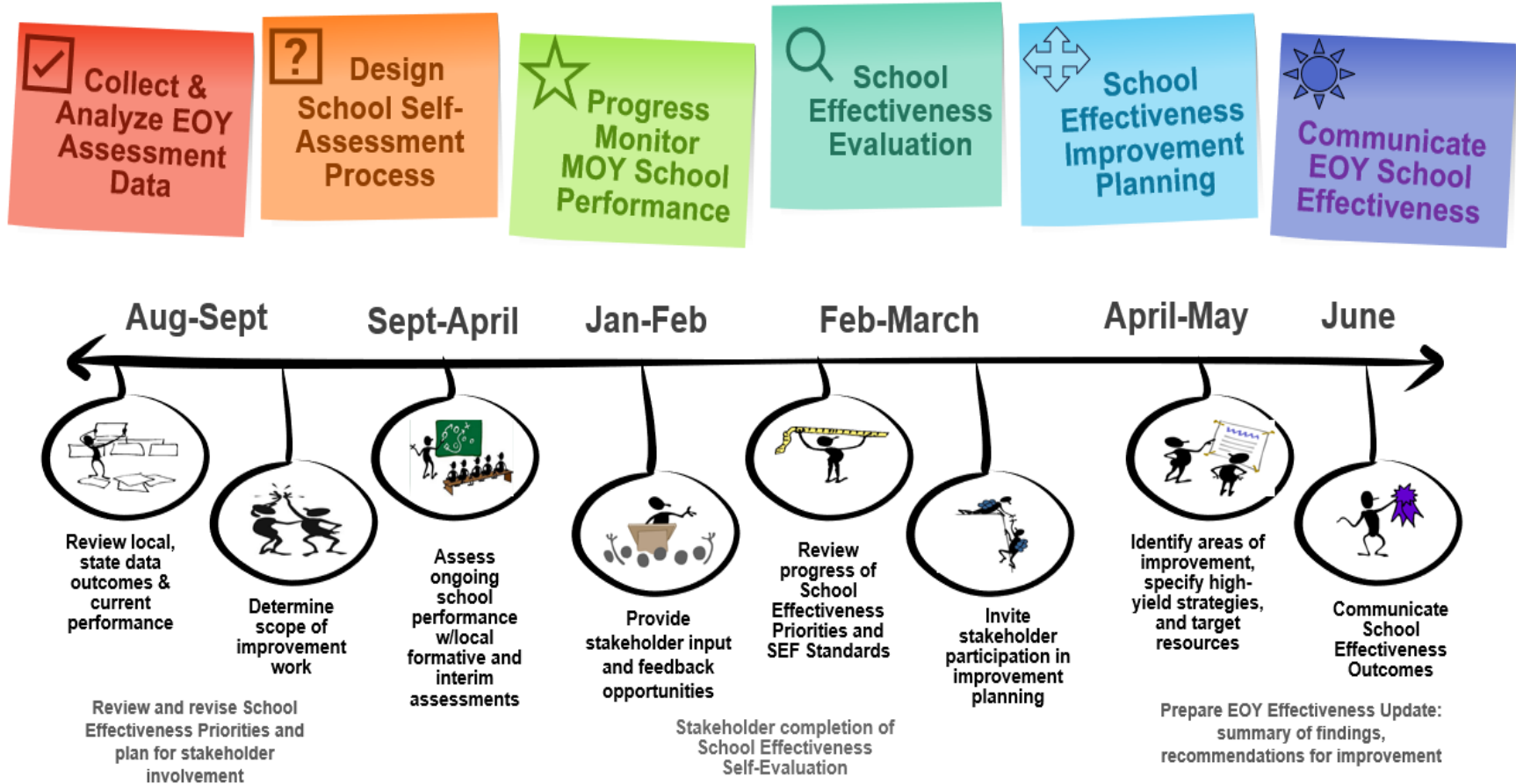


Figure 1

The School Self-Assessment Process

An annual continuous improvement process for schools

Assessment of effectiveness is a continuous inquiry process that drives improvement in the district, schools, and classrooms. Participation by schools and staff in an annual self-assessment process should enhance effectiveness goals and priorities, build leadership capacity, and foster improved student learning and well-being. The Standards in the SEF serve as the basis for the school self-assessment process and the development of the school improvement plan. The process is conducted collaboratively with staff, students, parents, and the greater school community. For school self-assessment to be successful, certain conditions must be in place (Vanhoof & Van Petegem, 2006):

- Clear communication throughout the process;
- Personal and professional support, where needed
- Shared leadership so that appropriate stakeholders are involved in decision making; and
- Willingness of teaching staff to share ideas, to explore, to build commitment and to mentor one another.

Improving school effectiveness through strategic stakeholder involvement

A variety of stakeholder teams play a major role in the different phases of the School Self-Assessment Process. They will strategically gather and analyze evidence to assess both student performance and other systems within the school. As illustrated in Figure 1 above, the following are completed by each school:

- Review next steps from previous School Self-Assessments and feedback (if applicable);
- Conduct school self-assessment for current year and determine areas requiring revision;
- Determine what data will be collected and used for evidence of success;
- Determine how monitoring will occur;
- Share the results of the School Self-Assessment and progress made in the School Improvement Plan with all stakeholders;
- Implement and adjust actions in response to data and evidence gathered through monitoring; and
- Develop revised or new School Improvement Plan when on the two-year, CDE “Performance” cycle

Each stakeholder group must assume the role of Critical Friend as they collaborate with each other and engage in self-analysis to create a highly effective school. The process should build greater capacity among all stakeholders to not only better understand overall school effectiveness but to also identify the strategies and systems needed for improvement.

The District Review Process



Figure 2

School selection for District Review Process

Any school rated by the state on the SPF as “Improvement” or “Priority Improvement” or “Turnaround” or receiving federal “Targeted” or “Comprehensive” support will be included in the District Review Process. The district will also prioritize schools that have consistently reported student performance data that is static or declining. The District Review Team will be co-chaired by the building principal and the Assistant Superintendent or Executive Director of Student Achievement.

Fostering a climate of collaboration

No sustained change in practice is possible without a climate of collaboration in and across schools and across districts. Effective schools do not exist in isolation. They are an integral part of the communities they serve. Effective schools break down norms of privacy and isolation to foster learning across networks. They involve parents, families and caregivers in their children’s education and help them to connect with relevant resources in the broader community. They also work in partnership with community groups and service agencies to expand knowledge, skills and resources in order to help all children overcome barriers. In order to be effective, it is essential that the District Review Process be:

- focused on continuous improvement in student achievement;
- collaborative, collegial and respectful;
- open, honest and transparent;
- reflective, self-critical and growth-promoting;
- capacity building and help to develop new knowledge and skills; and
- the basis for dialogue and inquiry.

Determining scope of work

The District Review Team will play a key role in supporting and monitoring progress in District Review Process. Using the indicators in the School Effectiveness Framework, the District Review Team will collaborate with school leadership to determine the scope of the review and the specific collection of evidence that will guide improvement planning and the implementation of appropriate strategies. The following aspects will be District decisions:

- the number of schools that will be reviewed each year;
- the composition of the review team;
- the training and orientation of those who will serve on the teams;
- the reporting and monitoring process; and
- how the findings will impact future decisions, including internal capacity building and resource allocation.

Improvement planning

The purpose of school improvement planning is to increase the quality of teaching and learning through targeted interventions. Once school leadership and staff receive feedback from the District Review Process, they will incorporate the recommendations into the school improvement plan. It is critical that school staff take ownership in shaping the school improvement plan. Schools should also include community stakeholder input into the school improvement plan to ensure opportunities for varied perspectives.

School improvement planning involves students, parents, school staff, school leadership team and the greater school community reflecting on effectiveness together. To be effective, alignment of the priorities, strategies, and resources is required. Initiatives need to be integrated throughout the school. It is critical to identify and address the needs of groups of students who are underachieving by providing the strategies and programs to bring about equity of outcomes. Key components of a school improvement plan include:

- a clear focus on literacy and numeracy;
- a small number of priorities determined by school-wide and subgroup data;
- evidence of alignment to the District plan;
- ambitious achievement targets;
- specific strategies to meet the targets;
- strategies to ensure equity of outcomes;
- clear timelines;
- identification of measurable indicators of success;
- monitoring strategies;
- identification of required resources; and
- communication strategies.

Building Mid-Year Review

Each school selected for the District Review Process will conduct a formal building mid-year review for all stakeholders. During the process, school leadership, school staff, and other stakeholders will review and analyze progress toward goals related to the School Effectiveness Improvement Plan. The Building Mid-Year Review process should include:

- SEF PK-12;
- SEF School Evaluation Matrix (pages 21-26);
- World Café or similar discussion format;
- Specific questions or discussion items aligned to school goals for groups to evaluate;
- Data and evidence to support group claims, evaluation, and discussion (i.e., studentwork samples and exemplars; video evidence of teacher collaboration and/or student learning); and
- Participation representative of all school stakeholder groups (school staff, students, parents, etc.).

Guidelines for the use of data

It must be reiterated that the District Review Process is collegial and collaborative. More specifically, the building mid-year review process used as part of the overall process does not subscribe to the “shame and blame” and/or ranking approach to school improvement. In using such a process, the district is unique in that schools are achieving results by building upon the professionalism and collaboration of our educators. Data from the District Review Process must be used for the improvement of the school. It may also be used for District research, for decision making regarding the allocation of resources or for school- or district-based capacity building. In addition, it will provide evidence of successful practices and facilitate sharing among educators.

Feedback and reporting

This District Review Process should culminate in an end-of-year summary report that will assist schools in determining the key areas that need to be addressed in order to improve student achievement. Key observations, evidence of effectiveness and recommendations for improvement should be highlighted in the written feedback provided to principals and their staff.

Feedback sessions should provide an opportunity for discussion in order to delve deeper into current practice and to determine next steps. All feedback should respect the professionalism of those who work in schools and be presented in a way that fosters the ability to experiment, innovate, and take professional risks. Feedback at its best is precise, timely and based on evidence. It is designed to move schools towards higher levels of performance and effectiveness.

The summary report should provide a clear sense of the range of evidence to support the indicators outlined in the School Effectiveness Framework. More specifically this report should provide:

- a summary of strengths;
- areas requiring improvement;
- recommendations for capacity building;
- ways in which the school is providing equity of outcomes;
- clear recommendations for next steps in the improvement process; and
- a concluding statement about the effectiveness of the school in improving student achievement.

The District Review Process must be transparent with clear and timely communication of findings and recommendations provided to all stakeholders. School leadership and teacher leadership should be available to discuss findings, recommendations and next steps. The spirit of this collegial process relies on honest and open feedback delivered in a respectful manner to members of the school leadership and staff.

Standards of Highly Effective Schools

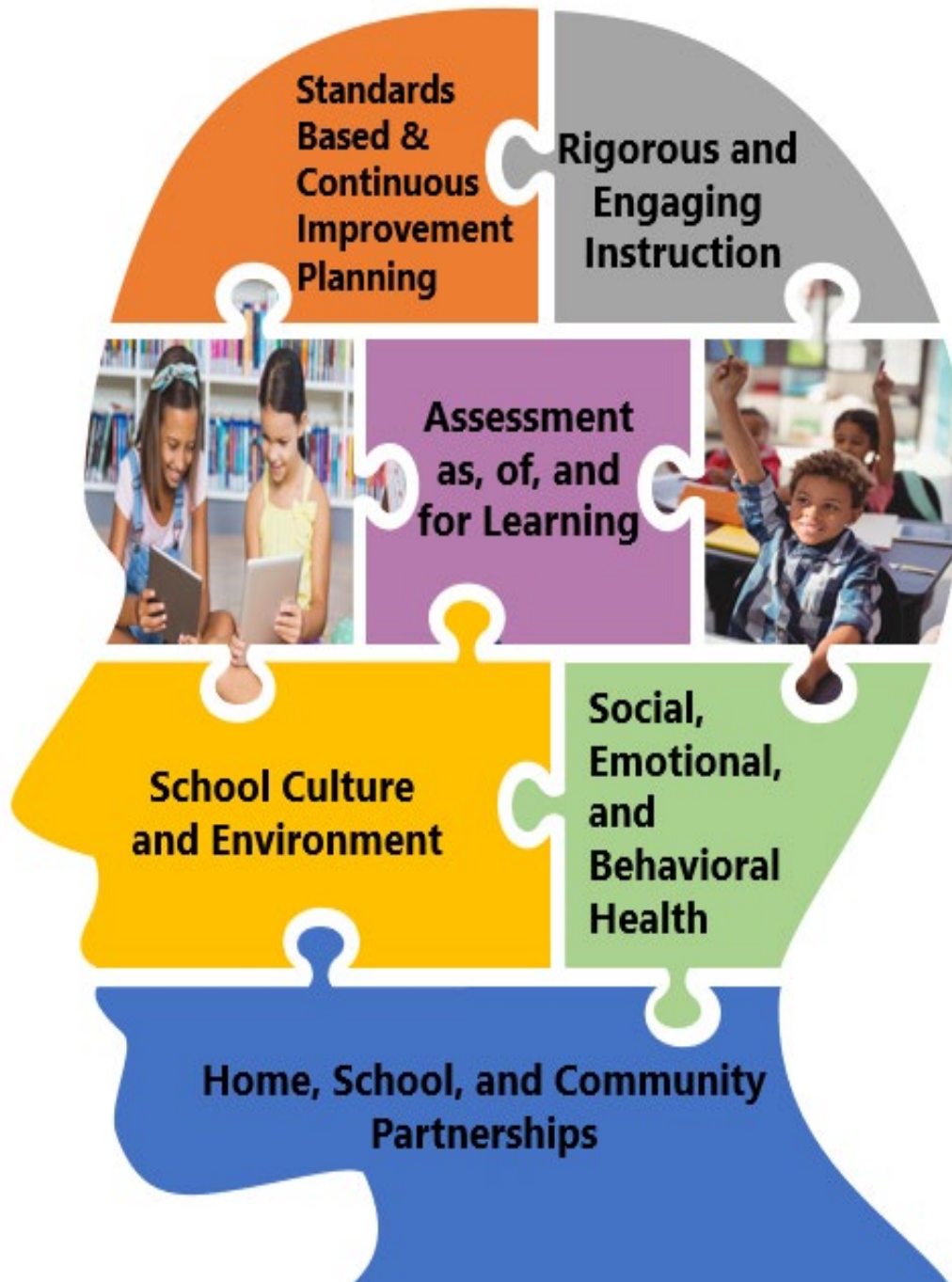


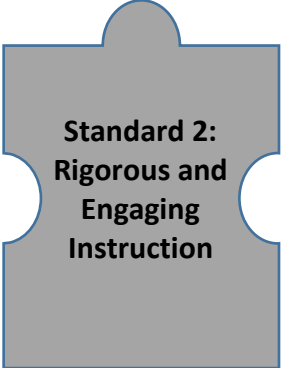
Figure 3

STANDARDS AND INDICATORS OF HIGHLY EFFECTIVE SCHOOLS




Standard 1: Standards-Based & Continuous Improvement Planning

- 1.1 The school promotes and supports articulation of the Colorado Academic Standards and curriculum resources in all grade levels.
- 1.2 School improvement plans and processes are collaborative, clear, strategic, and evaluated consistently.
- 1.3 School improvement plans and processes address the learning needs, interests, and postsecondary aspirations of all students.
- 1.4 School improvement plans and processes reflect systems of shared responsibility and distributive leadership as part of continuous improvement.



Standard 2: Rigorous and Engaging Instruction

- 2.1 High levels of rigor and student performance are expected outcomes for all Colorado Academic Standards.
- 2.2 School leadership consistently monitors the implementation of the Colorado Academic Standards and curriculum resources.
- 2.3 Instructional staff implements a standards-based system of instruction in all content areas.
- 2.4 Instructional staff implements a tiered system of support and intervention in response to student learning needs.
- 2.5 Instructional planning is collaborative and includes the use of highly effective instructional strategies and technology.
- 2.6 Instructional planning engages students in authentic, relevant, and meaningful learning experiences.



Standard 3: Assessment *as,* *of,* and *for* Learning

- 3.1 A variety of data is used by instructional staff and students to consistently progress monitor learning and inform instruction.
- 3.2 Timely, ongoing, and descriptive feedback is effectively utilized during learning.
- 3.3 Instructional staff emphasizes the skills of self-assessment, progress monitoring, and feedback for student growth and improvement.

STANDARDS AND INDICATORS OF HIGHLY EFFECTIVE SCHOOLS




Standard 4: School, Culture, & Environment

- 4.1 A culture of high expectations enhances the belief that all students can learn, progress, and achieve.
- 4.2 School leadership promotes a safe, secure, and orderly learning environment.
- 4.3 Postsecondary readiness is a shared responsibility of all schools and affirms the value of education to all students.



Standard 5: Social, Emotional, & Behavioral Health

- 5.1 Comprehensive programming ensures all students learn the social, behavioral, and affective skills that promote well-being.
- 5.2 Social, emotional, and behavioral health are integrated into professional development, curriculum, assessment practices, and school activities.
- 5.3 Student, staff, and family interactions within the school are positive, supportive, and enrich student learning and well-being.



Standard 6: Home, School, & Community Partnerships

- 6.1 The school and the community partner to enhance learning opportunities, social/emotional health, and well-being of students.
- 6.2 Students, families, and community members are engaged and welcomed as valued partners in student learning.
- 6.3 Consistent, descriptive feedback and communication about student progress engage all stakeholders.

2

Part 2

Standards and Indicators of Highly Effective Schools

Standard 1 Standards-Based and Continuous Improvement Planning

The real path to greatness, it turns out, requires simplicity and diligence...It demands each of us to focus on what is vital-and to eliminate all of the extraneous distractions.

-Jim Collins, 2001

At the District

District/District Leaders:

- Ensure that district curriculum for all content areas meets and/or exceeds the requirements of the Colorado Academic Standards.
- Utilize research-informed practices to ensure district program resources are age and developmentally appropriate and differentiated to address the diverse needs of district students.
- Implement a clear and public process for school staff and stakeholders to address current program resource issues and participate in decision-making.
- Develop, implement, and evaluate a comprehensive improvement plan.
- Communicate a clear vision, direction, and action plan focused on student achievement and growth.
- Collaborate with community members and organizations to provide postsecondary opportunities for all students.

Indicator 1.1 The school promotes and supports the articulation of the Colorado Academic Standards and curriculum resources in all grade levels.

At the school:

- School leadership collaborates with instructional staff to develop, articulate, and define needs of program resources to ensure that they are relevant, engaging, and equitable for all students.
- School leadership holds instructional staff accountable to implement district adopted program resources.
- School leadership and instructional staff consistently evaluate the effectiveness of implementation of district adopted program resources.

- School leadership communicates the expectation that instructional decision-making should include a variety of data sources and use as part of the observation process.
- School leadership ensures that supplemental programs and instructional materials align to the Colorado Academic Standards.

In the classroom:

- Instructional staff collaborates consistently with their grade level team(s), content team(s), and/or other schools to promote articulation of standards and programs that are coherent, rigorous, and focused.
- Instructional staff collaboratively plans, designs common assessments, creates unit plans, and share resources in all grade levels and content areas.
- Instructional staff identifies clear learning targets and success criteria for the knowledge and skills that students are expected to learn in all content areas.
- Instructional staff reflects upon and revise delivery methods used to motivate and engage students to improve academic performance.

Students:

- Can communicate learning targets and success criteria within a unit of learning.
- Can connect learning targets and success criteria to prior learning.

Indicator 1.2 School improvement plans and processes are collaborative, clear, strategic, and evaluated consistently.

At the school:

- Qualitative and quantitative data, from a variety of sources, inform school improvement planning.
- School leadership and staff focus on closing learning gaps between subgroups and include specific success criteria.
- The vision, beliefs, and goals of the school are collaboratively reviewed and revised by a variety of stakeholders as part of school improvement planning.
- School leadership and school staff incorporate a growth mindset when implementing change.
- Student achievement progress and improvement are communicated frequently throughout the year to families and the school community.
- Instructional staff compares and validates data against educational research and levels of student achievement in similar performing schools.
- School staff designs, organizes, and implements recognition opportunities for their peers.

In the classroom:

- Instructional staff regularly collects and analyzes data in the areas targeted by the school improvement plan.
- Instructional staff uses school and classroom data to inform instructional decision-making.
- Instructional staff connects school improvement plans with their own professional growth and learning.

Students:

- Are included as a stakeholder group at the school that gives feedback and input on the progress of school goals.

Indicator 1.3 School improvement plans and processes address the learning needs, interests, and postsecondary aspirations of all students.**At the school:**

- A variety of classroom and school-wide opportunities meet the diverse needs, interests, and aspirations of all students.
- Students are consistently supported in educational and postsecondary planning through a variety of activities, events, and experiences.
- Structures and processes are in place to support successful transitions (e.g., home to school, grade to grade, elementary to secondary, secondary to post-secondary/work).
- School and community partners work collaboratively to support diverse, authentic, experiential, and contextualized learning opportunities within the school and broader community.
- School leadership emphasizes and applies the essential skills in the Colorado Academic Standards to postsecondary success.
- School leadership identifies ambitious goals and targets and monitors progress in learning and student achievement in the School Effectiveness Improvement Plan (SIEP) throughout the year.

In the classroom:

- Instructional staff teaches students how to develop awareness of themselves, how to set goals, and how to create plans for goal achievement.
- Instructional staff informs and supports student decisions to ensure successful transitions (e.g., changing contexts, grade to grade, school to school, school to postsecondary/work).
- Instructional staff plans and executes authentic learning tasks and experiential opportunities that apply subject-specific knowledge and skills to real-world experiences.
- Instructional staff plans and applies classroom instruction to the postsecondary options and plans of students.

Students:

- Reflect on: *who am I, what are my opportunities, who do I want to become, and what is my plan for achieving my goals.*
- Formally record and document their future/postsecondary planning and thinking (grades 3-12) and share plans with families and peers.
- Demonstrate an understanding of the relationship between what they are learning, why they are learning it, and how it connects to their lives.
- Set goals and select appropriate activities, courses, programs, and pathways that reflect their interests, skills, and aspirations.

Indicator 1.4 School improvement plans and processes reflect systems of shared responsibility and distributive leadership as part of continuous improvement.

At the school:

- School leaders actively support the development of distributed leadership including training for instructional and other staff.
- Exemplary leadership is recognized and celebrated throughout the organization.
- Professional learning priorities are developed based on the needs that emerge from the analysis of student data and are directly aligned with school improvement goals.
- The impact of professional learning on instructional practice and student learning is evaluated.
- Structures and systems are in place to ensure that school leaders actively co-learn with staff.

In the classroom:

- Instructional staff and school staff collaborate with external agencies to identify and implements innovative approaches to provide students with assistance beyond the school day.
- Instructional staff monitors the effectiveness of engaging families and community members to support student learning.
- Planning, instruction, and assessment align with goals identified in the SEIP.
- Formative and summative student achievement data are used to identify and design instruction that results in mastery of Colorado Academic Standards.
- Specific highly effective instructional strategies are a focus of professional development opportunities and later, are observed in classrooms.
- Collaborative learning, inquiry, co-planning, and/or co-teaching inform instructional planning and practices to meet the needs of students.

Students:

- Engage in advisory/committee opportunities to make decisions and/or make recommendations related to the school and school improvement planning.
- Design, create, and lead student organizations and clubs, activities and opportunities within the school and community.
- Confidently engage in learning processes and take ownership for their learning.

“Without change there is no innovation, creativity, or incentive for improvement. Those who initiate change will have a better opportunity to manage the change that is inevitable.”

-William Pollard

Standard 1 District Resources

Websites

- Colorado Academic Standards, <https://www.cde.state.co.us/standardsandinstruction>
- SpringBoard Math (Grades 6 – 12), <https://springboard.collegeboard.org/math>
- SpringBoard ELA (Grades 6 – 12), <https://springboard.collegeboard.org/ela>
- MyMath (Grades K – 5), <https://www.mheducation.com/prek-12/program/microsites/MKTSP-ACJ04M0.html>
- Wonders (Grades K – 5), <https://www.mheducation.com/prek-12/program/MKTSP-BGA07M0.html>
- ALEKS (Interactive Digital Math Intervention, Grades 3 – 12), <https://www.mheducation.com/prek-12/program/aleks/MKTSP-GAB02M0.html?page=1&sortBy=title&order=asc&bu=seg>
- Orton Gillingham for Literacy Intervention (Academy of Orton-Gillingham Practitioners and Educator) (Grades K – 5), <https://www.ortonacademy.org/resources/what-is-the-orton-gillingham-approach/>

**materials are available at each school*

STANDARDS AND INDICATORS OF HIGHLY EFFECTIVE SCHOOLS

School Self-Assessment

Indicator	Implementation Ratings	Strengths	Next Steps
1.1 The school promotes and supports articulation of the Colorado Academic Standards and curriculum resources in all grade levels. Overall Rating:	SAAC: Staff: SLT:		
1.2 School improvement plans and processes are collaborative, clear, strategic and evaluated consistently. Overall Rating:	SAAC: Staff: SLT:		

Implementation Ratings are on a scale of 1 through 4. Level 4 indicates evidence of systemic implementation across all areas of the school in all criteria. Level 1 indicates little to no evidence of systemic implementation across all areas of the school in all criteria.

STANDARDS AND INDICATORS OF HIGHLY EFFECTIVE SCHOOLS

School Self-Assessment

<p>1.3 School improvement plans and processes address the learning needs, interests, and postsecondary aspirations of all students.</p> <p>Overall Rating:</p>	<p>SAAC:</p> <p>Staff:</p> <p>SLT:</p>		
<p>1.4 School improvement plans and processes reflect systems of shared responsibility and distributive leadership as part of continuous improvement.</p> <p>Overall Rating:</p>	<p>SAAC:</p> <p>Staff:</p> <p>SLT:</p>		
Standard 2: Rigorous and Engaging Instruction			
Indicator	Implementation Ratings	Strengths	Next Steps
<p>2.1 High levels of rigor student performance are expected outcomes for all Colorado Academic Standards.</p> <p>Overall Rating:</p>	<p>SAAC:</p> <p>Staff:</p> <p>SLT:</p> <p>Students:</p>		

Implementation Ratings are on a scale of 1 through 4. Level 4 indicates evidence of systemic implementation across all areas of the school in all criteria. Level 1 indicates little to no evidence of systemic implementation across all areas of the school in all criteria.

STANDARDS AND INDICATORS OF HIGHLY EFFECTIVE SCHOOLS

School Self-Assessment

2.2 School leadership consistently monitors the implementation of the Colorado Academic Standards and curriculum resources. Overall Rating:	SAAC: Staff: SLT: Students:		
---	--	--	--

Implementation Ratings are on a scale of 1 through 4. Level 4 indicates evidence of systemic implementation across all areas of the school in all criteria. Level 1 indicates little to no evidence of systemic implementation across all areas of the school in all criteria.

Standard 2: Rigorous and Engaging Instruction			
Indicator	Implementation Ratings	Strengths	Next Steps
2.3 Instructional staff implements a standards-based system of instruction in all content areas. Overall Rating:	SAAC: Staff: SLT: Students:		
2.4 Instructional staff implements a tiered system of support and intervention in response to student learning needs. Overall Rating:	SAAC: Staff: SLT: Students:		
2.5 Instructional planning is collaborative and includes the use of highly effective instructional strategies and technology. Overall Rating:	SAAC: Staff: SLT: Students:		
2.6 Instructional planning engages students in authentic, relevant, and meaningful learning experiences. Overall Rating:	SAAC: Staff: SLT: Students:		

Implementation Ratings are on a scale of 1 through 4. Level 4 indicates evidence of systemic implementation across all areas of the school in all criteria. Level 1 indicates little to no evidence of systemic implementation across all areas of the school in all criteria.

Standard 3: Assessment <i>as, of, and for</i> Learning			
Indicator	Implementation Ratings	Strengths	Next Steps
3.1 A variety of data is used by instructional staff and students to consistently progress monitor learning and inform instruction. Overall Rating:	SAAC: Staff: SLT: Students:		
3.2 Timely, ongoing, and descriptive feedback is effectively utilized during learning. Overall Rating:	SAAC: Staff: SLT: Students:		
3.3 Instructional staff emphasize the skills of self-assessment, progress monitoring, and communication for student growth and improvement. Overall Rating:	SAAC: Staff: SLT: Students:		

Implementation Ratings are on a scale of 1 through 4. Level 4 indicates evidence of systemic implementation across all areas of the school in all criteria. Level 1 indicates little to no evidence of systemic implementation across all areas of the school in all criteria.

Standard 4: School Culture and Environment			
Indicator	Implementation Rating	Strengths	Next Steps
4.1 A culture of high expectations enhances the belief that all students can learn, progress, and achieve. Overall Rating:	SAAC: Staff: SLT: Students:		
4.2 School leadership promotes a safe, secure, and orderly learning environment. Overall Rating:	SAAC: Staff: SLT: Students:		
4.3 Postsecondary readiness is a shared responsibility of all schools and affirms the value of education to all students. Overall Rating:	SAAC: Staff: SLT: Students:		

Implementation Ratings are on a scale of 1 through 4. Level 4 indicates evidence of systemic implementation across all areas of the school in all criteria. Level 1 indicates little to no evidence of systemic implementation across all areas of the school in all criteria.

Standard 5: Social, Emotional, and Behavioral Health			
Indicator	Implementation Rating	Strengths	Next Steps
5.1 Comprehensive programming ensures all students learn the social, behavioral, and affective skills that promote well-being. Overall Rating:	SAAC: Staff: SLT: Students:		
5.2 Social, emotional, and behavioral health are integrated into professional development, curriculum assessment practices, and school activities. Overall Rating:	SAAC: Staff: SLT: Students:		
5.3 Student, staff, and family interactions within the school are positive, supportive, and enrich student learning and well-being. Overall Rating:	SAAC: Staff: SLT: Students:		

Implementation Ratings are on a scale of 1 through 4. Level 4 indicates evidence of systemic implementation across all areas of the school in all criteria. Level 1 indicates little to no evidence of systemic implementation across all areas of the school in all criteria.

Standard 6: Home, School, and Community Partnerships			
Indicator	Implementation Rating	Strengths	Next Steps
6.1 The school and the community partner to enhance learning opportunities, social/emotional health, and well-being of students. Overall Rating:	SAAC: SLT: CPs:		
6.2 Students, families, and community members are engaged and welcomed as valued partners in student learning. Overall Rating:	SAAC: SLT: CPs:		
6.3 Ongoing and descriptive feedback and communication about student progress engages all stakeholders. Overall Rating:	SAAC: SLT: CPs:		

Implementation Ratings are on a scale of 1 through 4. Level 4 indicates evidence of systemic implementation across all areas of the school in all criteria. Level 1 indicates little to no evidence of systemic implementation across all areas of the school in all criteria.

Standard 2 **Rigorous and Engaging Instruction**

“I have come to believe that a great teacher is a great artist and that there are as few as there are any other great artists. Teaching might even be the greatest of the arts since the medium is the human mind and spirit.

— John Steinbeck

At the District

District/District leaders:

- Align assessment, evaluation, and reporting policies and practices with the principles of equity and inclusive education to meet the diverse needs of students and their families.
- Use a variety of data and information about student learning to inform decision making and actions for the district, schools, and classrooms (e.g., District Improvement Plan, School Effectiveness Improvement Plans).
- Establish collaborative structures, feedback loops, and professional learning opportunities for school and district leaders to learn from one another.

Indicator 2.1 High levels of rigor and student performance are expected outcomes for all Colorado Academic Standards.

At the school:

- All curriculum resources are aligned to Colorado Academic Standards.
- Literacy and numeracy concepts, processes, and skills are explicitly taught within all standards.
- Instructional planning includes professional dialogue aligned to: the Colorado Academic Standards, highly effective instructional strategies, and cross-curricular connections.
- Classroom instruction within all content areas emphasizes student agency.
- Professional learning focuses on improved knowledge and implementation of highly effective instructional strategies.

In the classroom:

- Instructional staff selects resources strategically to support instruction.
- Instructional staff consistently evaluates rigor within instructional planning.
- Rigorous learning targets and success criteria are set and regularly evaluated with students.
- Teaching and learning processes enable students to make connections across content areas.
- Students provide feedback on the effectiveness of instructional practices and are part of instructional decision making.
- Teaching and learning strategies support student inquiry, collaboration, and problem solving.

Students:

- Communicate learning through a variety of modes and formats for different purposes and audiences.
- Listen actively to others (e.g., ask questions, share ideas, identify strategies, or build on the ideas of others).
- Engage in the intended learning as individuals, small groups, and as a whole class based on standards being taught.
- Apply knowledge, skills, concepts, and processes independently in different and meaningful contexts to meet the outcomes within the Colorado Academic Standards.

Indicator 2.2 School leadership consistently monitors the implementation of the Colorado Academic Standards and curriculum resources.**At the school:**

- School leadership sets clear expectations for instruction that maintain fidelity to Colorado Academic Standards.
- School leadership emphasizes the importance of highly effective, responsive, and rigorous standards-based instruction.
- School leadership demonstrates a strong shared sense of accountability for student learning, instructional decision making, and progress monitoring.
- School leadership ensures that all students have access to high quality instruction and provide relevant information to families and teachers.
- School schedules maximize the use of instructional time throughout the day and school year.

In the classroom:

- Instructional staff consistently utilizes district adopted program resources to meet or exceed learning targets and success criteria.
- Instructional staff promotes and demonstrates a strong sense of shared accountability for student learning with students and families.

Students:

- Utilize district adopted program resources to meet or exceed expectations in the content level standards.

Indicator 2.3 Instructional staff implements a standards-based system of instruction in all content areas.**At the school:**

- School leaders share responsibility with school instructional staff to promote, monitor, and evaluate effective standards-based instructional practices.
- Instructional planning practices include the use of the district curriculum maps and district adopted program resources in all content areas.

- Instructional staff identifies essential knowledge and skills for students using rigorous learning targets and success criteria.
- Essential knowledge and skills are evaluated using common language to ensure appropriate levels of cognition, content, processes, products, and skills.

In the classroom:

- Instructional staff intentionally communicates learning expectations in multiple ways.
- Instructional staff communicates the learning expectations in a language that students and families can understand.
- Instructional staff ensures students understand expectations for learning and how progress will be assessed.
- Instructional staff collaboratively sequences and paces essential knowledge and skills for all content areas.
- Instructional staff collaboratively evaluates essential knowledge and skills for all content areas at specific points throughout an instructional cycle.

Students:

- Analyze progress toward mastery of essential knowledge and skills identified for all content areas.
- Communicate progress toward mastery of essential knowledge and skills identified for all content areas.
- Describe what they are learning, the purpose of the learning, and how it will be demonstrated.

Indicator 2.4 Instructional staff implements a tiered system of support and intervention in response to student learning needs.

At the school:

- Success of all students is recognized as a shared responsibility.
- Mechanisms are in place to consistently identify and support students in need of more individualized social, emotional, and/or behavioral supports.
- Gaps in achievement are identified for students through disaggregated data and, targets are set to close achievement gaps.
- Communication and collaborative planning result in early intervention to support students and families.
- Tracking mechanisms are simple, available to all staff, and used dynamically to refine instructional strategies.
- Multiple opportunities are provided for families and students to actively participate in monitoring student progress.
- Differentiation is based on consistent, informal and formal assessment methods, and student outcomes.
- The allocation of human capital and other resources are responsive to changing student needs.

- Sustained, uninterrupted blocks of learning time are incorporated into daily schedules.
- Instructional staff are aware of community supports that can assist students and families with learning needs.

In the classroom:

- Student learning plans are current and used to support and monitor progress.
- Intervention processes include social, emotional, and/or behavioral skills development and mindsets.
- Student formative data are used to identify and implement interventions to support both academic and social emotional learning.
- Learning groups are flexible and based on classroom formative assessment data.
- Student choice is provided based on classroom formative assessment.
- Students whose language differs from the language of instruction are supported appropriately.

Students:

- Demonstrate confidence in their capacity to learn and succeed (e.g., risk taking, willingness to try new tasks, share learning with others).
- Make choices based on their readiness, interests, and learning preferences.
- Work collaboratively and follow group norms.
- Participate in discussions with school staff to advocate for conditions that support their learning.

Indicator 2.5 Instructional planning is collaborative and includes the use of highly effective instructional strategies and technology.

At the school:

- Culturally relevant perspectives are integrated lesson plans in all content areas.
- Instructional staff includes critical thinking, problem solving, communication, and/or collaboration within student learning outcomes.
- Highly effective instructional strategies are supported through the meaningful integration of technology.

In the classroom:

- Instructional planning consistently integrates higher-order thinking and questioning skills across all content areas.
- Instructional planning integrates the use of instructional strategies that best align to the student learning target and success criteria.
- Instructional planning includes tasks and assessments require students to apply knowledge, think critically, analyze, and synthesize in new situations and contexts.

Students:

- Demonstrate resilience and persistence on assigned tasks when faced with academic and/or social challenges.
- Assume leadership roles when working on authentic problems and projects with peers.
- Access and select appropriate technologies based on the task.
- Use technologies to construct knowledge and document their learning.
- Evaluate text resources for reliability, validity, and credibility.
- Demonstrate the ethical use of information and communication technologies.

Indicator 2.6 Instructional planning engages students in authentic, relevant, and meaningful learning experiences.**At the school:**

- School leadership sets the expectation that research-based instructional strategies are used and assume part of the responsibility for monitoring their implementation.
- School leadership provides ongoing support, expertise, and feedback on effective implementation of instructional practices that allow all students to meet rigorous expectations.
- School and community partners work collaboratively to support diverse, authentic, experiential, and contextualized learning opportunities within the school and broader community.
- Experiences are provided to help students explore future learning or postsecondary opportunities.

In the classroom:

- Problem solving challenges students to connect ideas and develop conceptual understanding.
- Critical thinking skills are taught, modeled, and practiced within instruction
- Instruction enables all students to apply knowledge, research, and skills to develop deep conceptual understanding.
- Students are provided with regular opportunities for planned, purposeful, and accountable collaboration.
- Explicit teaching of the concepts, processes, and skills of inquiry is evident.

Students:

- Integrate teacher feedback into their learning to improve work products and learning outcomes.
- Identify authentic problems and pose significant questions for investigations in all content areas.
- Demonstrate curiosity and a positive and productive disposition to learning tasks.
- Demonstrate skills of metacognition.

- Take risks to share work in progress (e.g., ideas, solutions, strategies) in order to test hypotheses or obtain feedback.
- Demonstrate understanding of the relationship between what they are learning, why they are learning it, and how it connects to their lives.

“Perhaps the most salient characteristic of a great teacher is his/her ability to recognize the difference between “I taught it” and “They learned it.”

-Doug Lemov, 2015

Standard 2 District Resources

Websites

- District Curriculum Maps, <https://www.ffc8.org/Page/2990>
- AVID: <http://www.avid.org>
- MTSS: <http://www.cde.state.co.us/mtss>
- Understanding by Design, <http://www.ascd.org/research-a-topic/understanding-by-design-resources.aspx>
- Learning Intentions and Success Criteria, <https://www.edutopia.org/article/framework-lesson-planning>
- Differentiated Instruction, <https://www.edutopia.org/topic/differentiated-instruction>

Books and Articles*

- *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement* by Richard Dufour and Robert Eaker

**materials available at each school*



DECONSTRUCTING STANDARDS

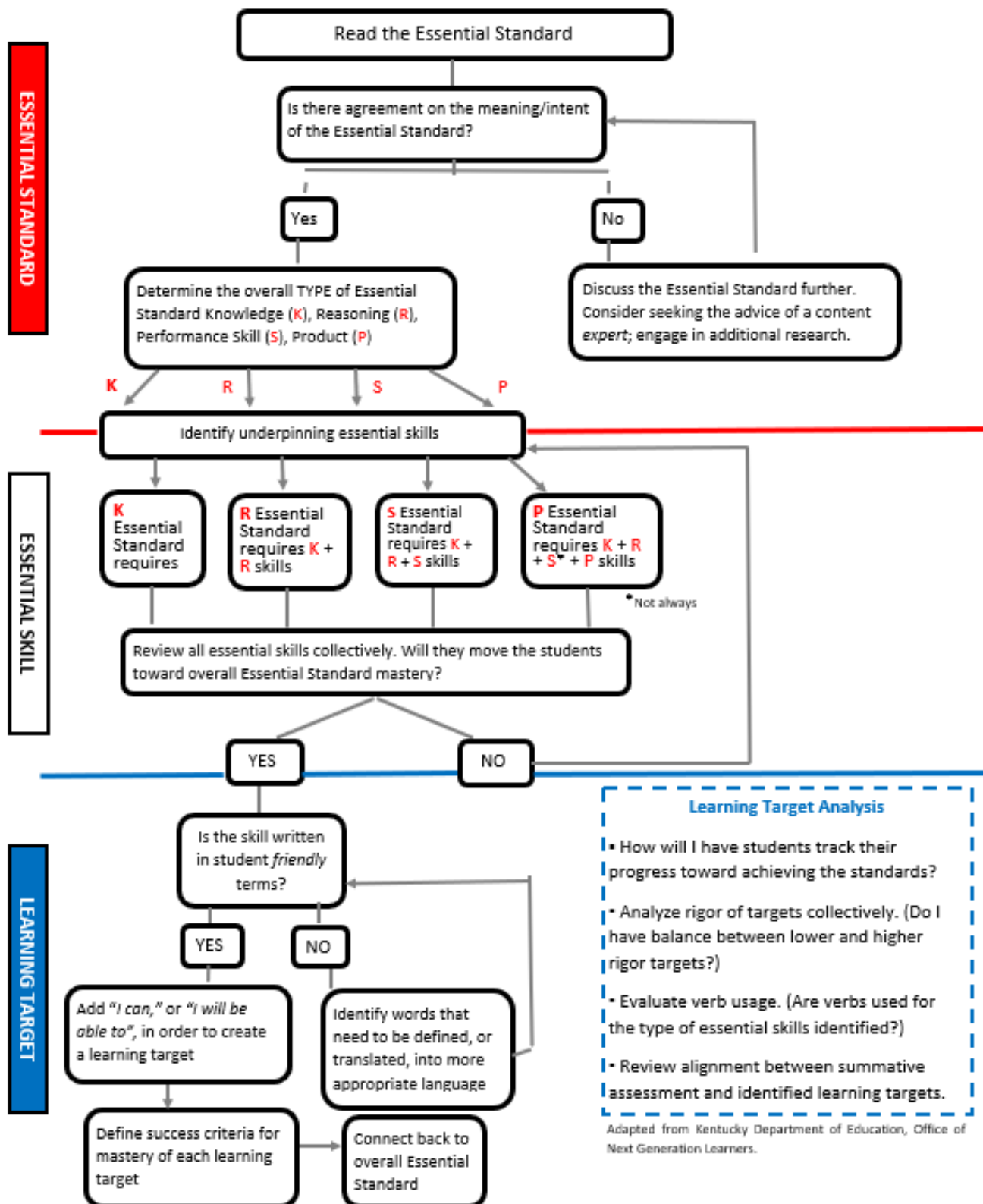


Table 3.2 Content Standards-Key Words

Target Type	Explanation	Content Standards Key Words	Examples
Knowledge/ Understanding	Some knowledge/facts/ concepts to be learned outright; some to be retrieved using reference materials	Explain, understand, describe, identify, tell, name, list, define, label, match, choose, recall, recognize, select, know	<ul style="list-style-type: none"> • Vocabulary • Measurement concepts • US Government structures • Patterns of growth and development
Reasoning	Thinking proficiencies using knowledge to solve a problem, make a decision, plan, etc.	<ul style="list-style-type: none"> • <i>Analyze</i>: components, parts, ingredients, logical sequence, steps, main idea, supporting details, determine, dissect, examine, order • <i>Compare/contrast</i>: discriminate between alike and different, distinguish between similarities and differences, juxtapose • <i>Synthesize</i>: combine into, blend, formulate, organize, adapt, modify • <i>Classify</i>: categorize, sort, group, give examples • <i>Evaluate</i>: justify, support opinion, think critically, appraise, critique, debate, defend, dispute, evaluate, judge, prove 	<ul style="list-style-type: none"> • Think critically • Analyze author's use of language • Solve problems • Compare forms of government • Self-evaluate • Analyze health information
Skills	Behavioral demonstrations; where the doing is what is important; using knowledge and reasoning to perform skillfully	Observe, focus attention, listen, perform, do, question, conduct, work, read, speak, assemble, operate, use, demonstrate, measure, investigate, model, collect, dramatize, explore	<ul style="list-style-type: none"> • Read fluently • Oral presentation • Play an instrument • Use laboratory equipment • Conduct investigations
Products	Where the characteristics of the final product are important; using knowledge, reasoning, and skills to produce a final product.	Design, produce, create, develop, make, write, draw, represent, display, model, construct	<ul style="list-style-type: none"> • Writing • Artistic products • Research reports • Make a map • Personal fitness plan • Make a model that represents a scientific principle

Stiggins, R. J., Arter, J.A., Chappuis, J., & Chappuis, S. (2004). *Classroom Assessment for Student Learning. Doing it right-doing it well.* Assessment Training Institute, Portland, OR. (p. 64).

PLC at Work



Essential Standards

Learning Targets & Success Criteria

Planning & Collaboration

Rigorous Instruction

Formally Assess & Evaluate Learners

Interim and Summative



How do we ensure students have mastered the necessary skills to be college and career ready?

How will we specifically describe the learning outcome and hold students accountable for their daily learning?

How do we design rigorous and highly engaging instruction?

Differentiated Enrichment/Intervention

- How do we meet the needs of all students?

Implement Standards Based Instruction

- How do we teach effectively to ensure all students are learning?

Formatively Assess

- How do we know students are learning each day?

Learning Environment

- How will we create a rigorous, supportive, and engaging learning environment while building strong relationships with students?

How do we know students are making growth toward standards mastery?

1

2

3

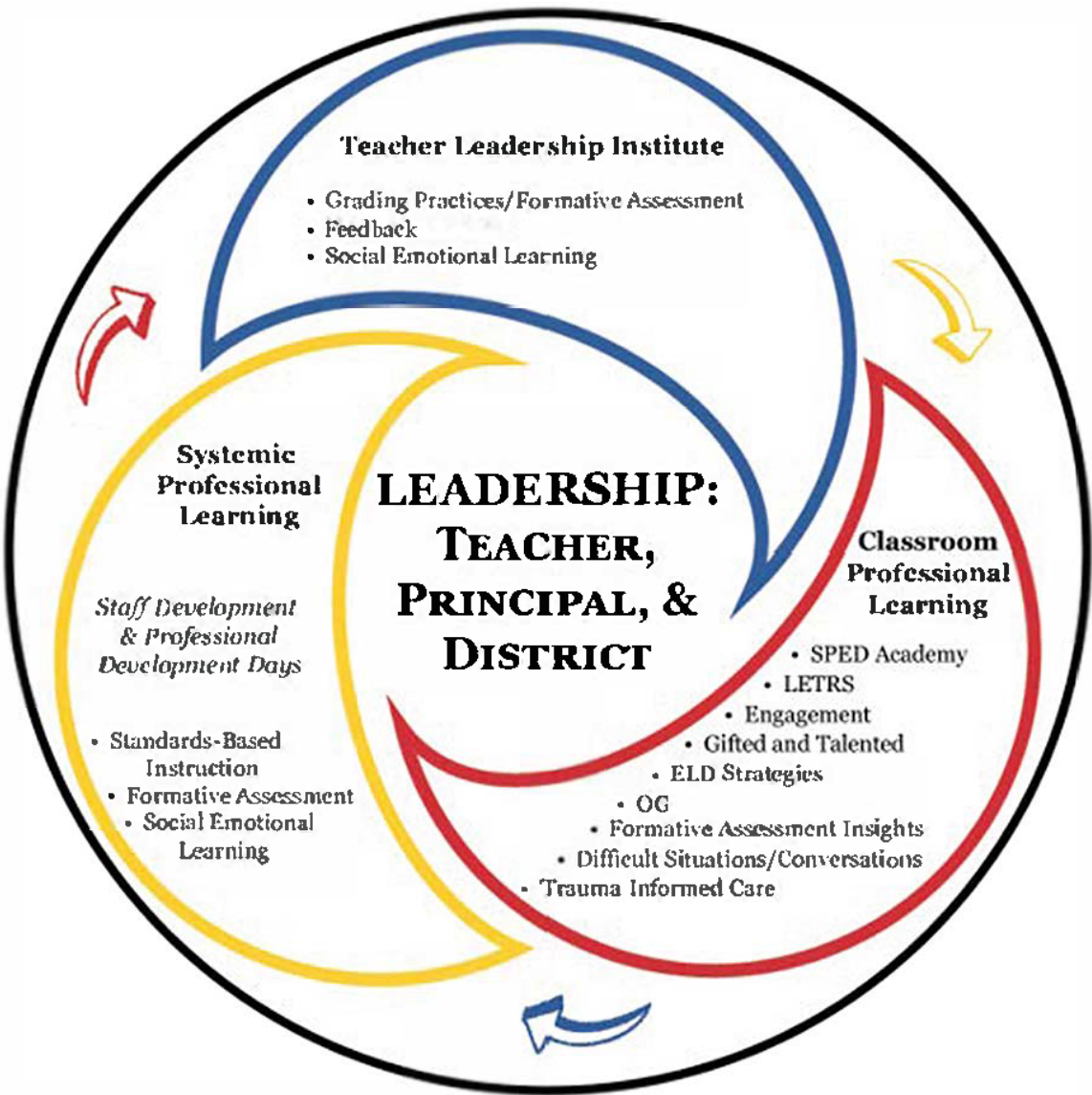
4

5



Professional Learning Framework

The research that serves as a foundation for professional learning in Fountain-Fort Carson School District 8 includes the following: (1) Professional learning must be significant and ongoing to allow time for teachers to learn and implement newly learned skills; (2) Professional learning content must be explicitly grounded in a teacher’s specific discipline or content area; (3) Initial exposure and introduction to new learning must engage teachers by using varied approaches; (4) Application of new concepts must be connected to daily classroom instruction and include consistent modeling, feedback, and coaching (Gulamhussein, 2013).



The District Professional Learning Framework includes three components to create a balanced and systemic approach for educators to deepen their professional learning aligned to district instructional goals. The Framework is organized to provide opportunities to experience learning in a variety of methods, including small group workshops, blended learning opportunities, team and school collaboration, traditional classroom learning, online, and action research opportunities. Most critical to the success of the Professional Learning Framework is the consistent collaboration and feedback loop between school leaders and district leadership to identify instructional priorities within each component.

Systemic Professional Learning opportunities focus on continual improvement of district instructional goals. School leaders work in conjunction with district leadership to align and develop full-day professional learning opportunities for teachers on designated staff development days (5-6 days per year).

Teacher Leadership Institute (TLI) is a 3-day professional learning experience for teachers to deepen their understanding, application, and practice aligned to district and building instructional goals. Teachers are selected for TLI in 3 priority areas based on leadership abilities with their peers.



Classroom Professional Learning opportunities focus on refinement or implementation of specific instructional strategies considered best practice in educational research. The goal for school and district leadership is to consistently review and revise strategies taught throughout the year related to ensure rigor in the classroom.

Rigorous and Engaging Instruction

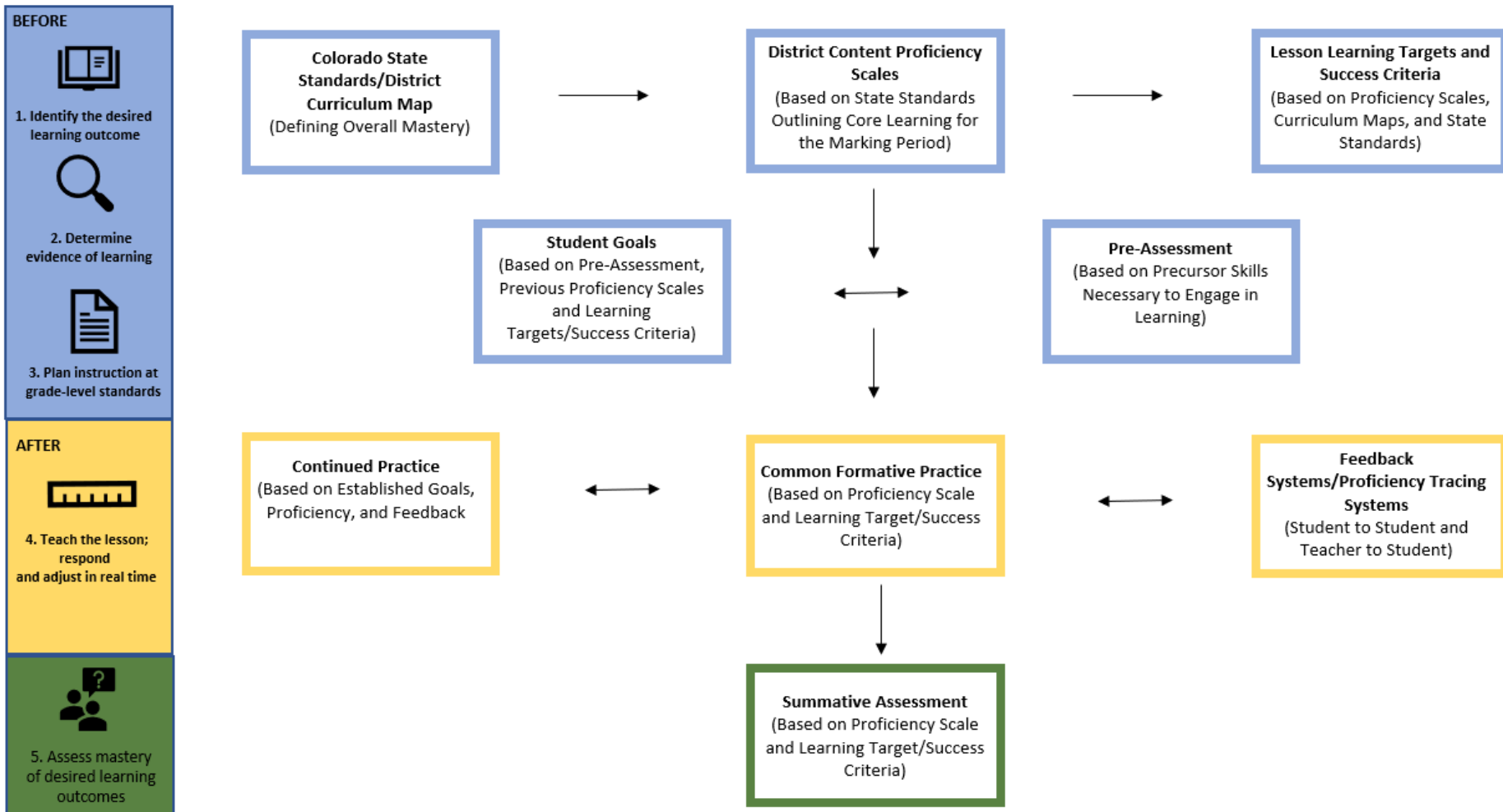


Figure 5

Standard 3 **Assessment *as, of, and for* Learning**

“The teacher’s job is not to transmit knowledge, nor to facilitate learning. It is to engineer effective learning environments for the students. The key features of effective learning environments are that they create student engagement and allow teachers, learners, and their peers to ensure that the learning is proceeding in the intended direction. The only way we can do this is through assessment. This is why assessment is, indeed, the bridge between teaching and learning.”

-Dylan Wiliam, 2011

At the District

District/District Leaders:

- Establish a culture of high expectations for student engagement, learning, achievement, and well-being.
- Build connections and coherence among curriculum, instruction, and assessment to address the diverse learning needs of students.
- Monitor and support comprehensive academic programs to equip students for success.
- Develop policies and allocate funding to help ensure that learning resources are current, culturally relevant, responsive, and inclusive.
- Develop, implement, and monitor policies for the safe, legal, and ethical use of information and technology.

Indicator 3.1 A variety of data is used by instructional staff and students to consistently progress monitor learning and inform instruction.

At the school:

- A shared understanding of assessment *as, of, and for* learning is demonstrated in classroom instruction.
- Outcomes for learning are determined collaboratively across grades, courses, and pathways.
- Meaningful tasks and learning experiences are designed to:
 - Foster thinking and metacognition;
 - Build on students’ diverse perspectives, knowledge, and experiences; and
 - Assess the depth of new learning in order to identify next steps.
- Instructional staff collects and analyzes student data (e.g., observations, work samples, conversations, and assessment tasks) at critical checkpoints to monitor progress and determine next steps to ensure continuous improvement.
- Qualitative and quantitative student assessment outcomes inform professional learning.

In the classroom:

- Instructional staff and students co-construct success criteria in relation to learning targets and assessment tasks.
- Assessment *as, of, and for* learning processes are evident in student learning tasks.

- Multiple and varied assessment opportunities are provided for students to demonstrate, communicate, and refine their learning.
- Executive functioning skills, metacognition, and instructional routines are explicitly taught and assessed.
- Instructional decisions are made and actions are taken in response to student learning demonstrations.

Students:

- Analyze errors in assessment tasks and regularly document assessment progress within a unit of instruction to identify learning gaps.
- Regularly provide feedback aligned with learning targets and success criteria to their peers.
- Apply assessment data results to refine their work, plan next steps, and monitor their progress.
- Provide reflective feedback about their learning progress to instructional staff and advocate for what they need as learners based on assessment results.

Indicator 3.2 Timely, ongoing, and descriptive feedback is effectively utilized during learning.

At the school:

- A culture of learning is promoted through regular error analysis opportunities.
- A variety of ongoing, descriptive feedback is implemented to provide information about student learning.
- Assessment and evaluation practices are collaboratively analyzed to support providing students with high quality and consistent feedback.

In the classroom:

- Timely, explicit, and constructive feedback related to success criteria is observed independently and with peers to extend student learning.
- Timely, explicit, and constructive feedback related to success criteria is observed between student and instructional staff to extend student learning.
- Learning progress is clarified as students perform regular and varied error analysis and/or editing of their work.
- Student progress is recognized and celebrated consistently and in a variety of ways.

Students:

- Provide accurate, constructive, and descriptive feedback to themselves, classmates, and instructional staff in relation to success criteria.
- Apply descriptive feedback, based on the success criteria, to revise and refine the learning outcomes and assess individual learning goals.

Indicator 3.3 Instructional staff emphasizes the skills of self-assessment, progress monitoring, and feedback for student growth and improvement.

At the school:

- Instructional staff teaches strategies to students to evaluate work, identify strengths, areas for improvement, and develop learning goals based on success criteria.
- Instructional staff teaches the skills of self-assessment and self-reflection as part of critical thinking strategies.

In the classroom:

- Instructional staff facilitates opportunities for students to engage in learning conversations and peer assessment to gain a deeper understanding of their strengths and areas for improvement.
- Instructional staff engages students in the development of quality success criteria to develop deep understanding of learning objectives.
- Instructional staff utilizes models of strong and weak work to assist students in defining success criteria.
- Instructional staff provides students with qualitative feedback about their individual and peer evaluation skills.
- Instructional staff includes multiple and varied opportunities for students to revise and refine demonstrations of learning.

Students:

- Engage in learning conversations and peer assessments to explain and question their own thinking.
- Use models of strong and weak work to understand what quality work looks like and to develop or refine their understanding of success criteria.
- Use success criteria to assess and monitor their individual progress.
- Collect and analyze evidence of their learning to inform the next steps in their learning progression.

Standard 3 District Resources

Websites

- Building Your Formative Assessment Practice Digital Workbook
- Colorado Department of Education – Assessment, <https://www.cde.state.co.us/assessment>
- Assessing the conditions for personalized learning, <https://www.leapinnovations.org>
- CDE Assessment Resource Bank, <https://www.cde.state.co.us/assessment/resourcebank-assessments>
- Assessment Literacy, <https://www.cde.state.co.us/assessment/coassessmentlitprog>
- Colorado State Assessment Data, <https://www.cde.state.co.us/schoolview>
- Formative Assessment:
 - Dylan Wiliam: What do we Mean by Assessment for Learning? https://www.youtube.com/watch?v=q-myBw36_DA
 - Dylan Wiliam Embedding Formative Assessment, https://www.youtube.com/watch?v=zwGaG1b_T2w
 - WestEd Formative Assessment Insights, <https://fa-insights.wested.org/>
- Grading:
 - District 8 Vision: Grading for Equity,
 - Stenhouse Publications, <https://www.stenhouse.com/free-resources/videos>
- Performance Assessment
 - Standard SCALE Performance Assessment, <https://scale.stanford.edu/>
 - CDE Performance Assessment, <https://www.cde.state.co.us/assessment/performanceassessments-developmentprocess>
- Training
 - Colorado Assessment Literacy Program, <http://www.cde.state.co.us/assessment/coassessmentlitprog>

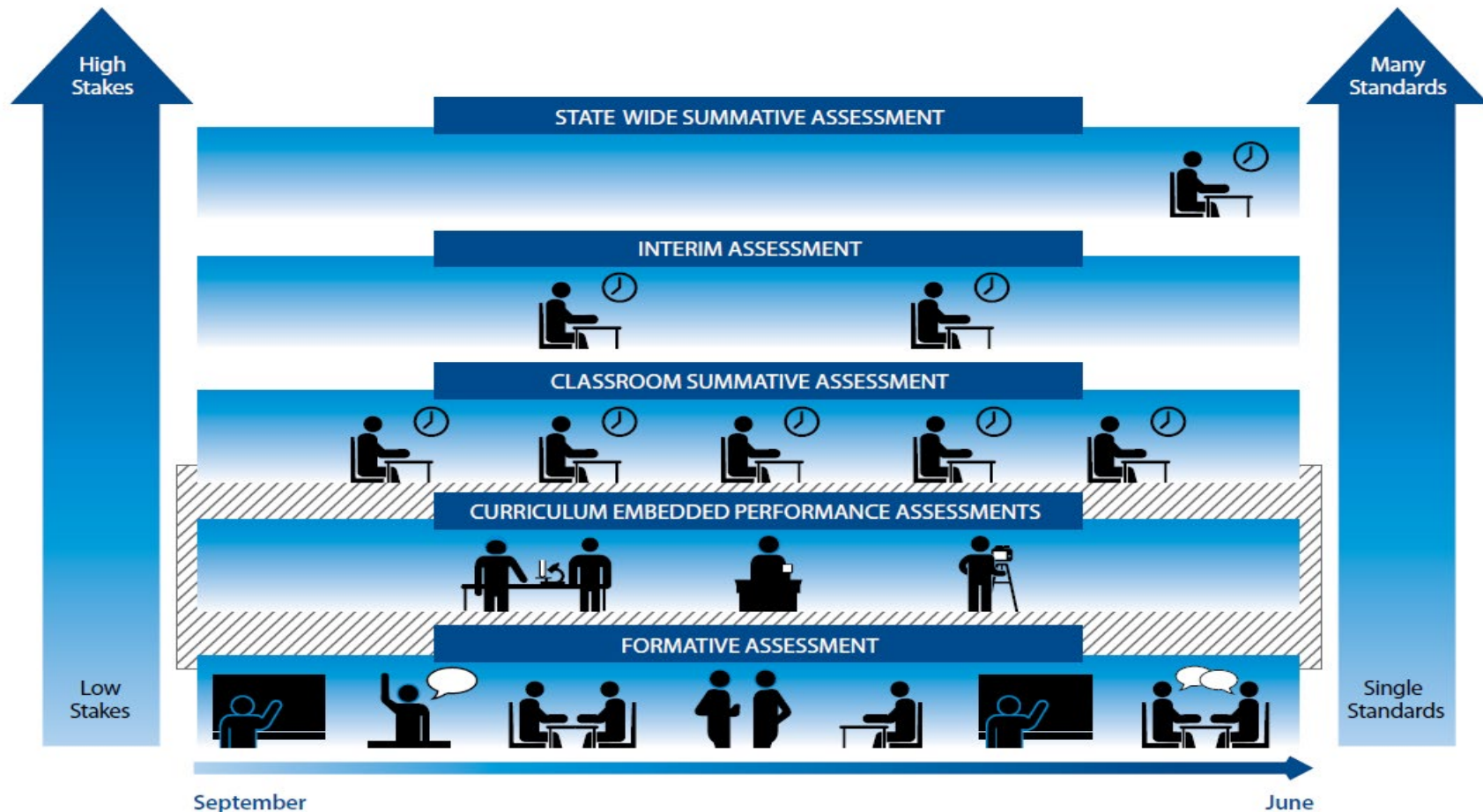
Books and Articles*

- *AVID Culturally Relevant Teaching: A Schoolwide Approach* by Terra Boyko
- *Seven Strategies of Assessment for Learning* by Jan Chappuis
- *Classroom Assessment for Student Learning: Doing It Right – Using it Well* by Jan Chappuis, et. al
- *Multiple Intelligences and Portfolios: A Window into the Learning Mind* by Evangeline Harris Stefanakis
- *Getting Started with Classroom Assessment for Student Learning* (Workshop Manual)
- *Revolutionize Assessment* by Rick Stiggins
- *Embedded Formative Assessment* by Dylan Wiliam

*materials available at each school

A Balanced Assessment System

Each type of assessment produces a different type and grain size of evidence, from the very individualized information of formative assessment to the broader year-long view of summative. Formative, interim, and summative assessment work together to create a multi-faceted view of learning at an individual, class, district and state level and the differing size of data generated by each is key to their appropriate use.



Educational Testing Service (2018). *Understanding Balanced Assessment Systems*.

ASSESSMENT TERMS AND DEFINITIONS

COLUMN DESCRIPTIONS

Type and User	Purpose	Frequency and Relationship to Instruction	Methods	Information	Uses/Actions
Category of assessment and who uses the assessment type and results	Function assessment serves within a comprehensive system of standards-based curriculum, instruction, and assessment	How often and when to assess students in relation to instructional goals	Strategies for obtaining evidence of learning	Types of evidence or information gained from assessment to inform uses and actions (see next column)	Actions that educators and students might take in relation to assessment information

Type and User	Purpose	Frequency and Relationship to Instruction	Methods	Information	Uses/Actions:
<p>Classroom Formative: Embedded in ongoing teaching and learning (Student, Teacher)</p>	<p>Assist teaching and learning</p> <p>Track learning relative to lesson goals</p> <p>Signal important learning goals</p>	<p>Minute-by-minute</p> <p>Daily</p> <p>Weekly</p> <p>During teaching and learning</p> <p>Short-term goals</p>	<p>Teacher placed strategically throughout the lesson:</p> <ul style="list-style-type: none"> • Observation of classroom discourse • Observation of students engaged in instructional tasks • Teacher and student interaction (e.g., teacher-student conferences) • Analysis of student work/representations • Student self-reflection (e.g., quick write, response to questions) • Student oral and written work products <p>(Opportunities to gather evidence of learning during ongoing instruction are intentionally planned by the teacher and may also occur spontaneously)</p>	<ul style="list-style-type: none"> •Emerging or partially-formed ideas, full understanding •Students’ current learning status relative to lesson learning goals (e.g., have students met the goal(s); are they nearly there?) •Difficulties and misunderstandings/misconceptions 	<ul style="list-style-type: none"> •Continue with planned instruction (S, T) •Stop and find out more (S, T) •Provide specific feedback to class or individual students (oral or written) (S, T) •Reflect on next steps (student self-assessment) (S) •Adjust instructional moves in relation to student learning status (e.g., act on “teachable moments”) in this or the next lesson (S, T) •Refine and improve assessment (S, T)

Users: S=Student, T=Teacher, SSS=Student Support Staff, SA=School Administrator, F=Family, D=District Administrator, ST=State

Type and User	Purpose	Frequency and Relationship to Instruction	Methods	Information	Uses/Actions
<p>Classroom Formative: Formal checkpoints on learning progress</p> <p>(Student, Teacher)</p>	<p>Assist/evaluate teaching and learning</p> <p>Signal important learning goals</p> <p>Monitor progress with respect to specifically targeted intervention goals</p> <p>Intervention Assessments</p> <p>Progress monitoring with respect to specifically targeted intervention</p>	<p>Weekly or as fits with instructional plan or schedule</p> <p>Short-term goals</p> <p>Short-medium-term goals</p>	<p>Teacher planned and placed strategically in relationship to instructional plan:</p> <ul style="list-style-type: none"> • Checklists (e.g., developmental, observational) • Curriculum-embedded assessments and/or completed student work products • Other external assessments, not developed by the teacher, that provide instructionally tractable information (i.e. READ ACT Assessments) • Progress monitoring measures (e.g., curriculum-based measurement; embedded Dynamic Learning Maps Alternate Assessment Program for qualified students) • Program (intervention) – based assessments 	<ul style="list-style-type: none"> • Emerging or partially-formed ideas, full understanding • Students’ current learning status relative to lesson learning goals (e.g., have students met the goal(s); are they nearly there?) • Difficulties and misunderstandings/ misconceptions • Student achievement of target learning goal(s) for a specific intervention 	<ul style="list-style-type: none"> • Plan instruction for start of new week (T, SSS) • Provide feedback to class or individual students (oral or written) (S, T) • Reflect on effectiveness of planning and instruction (T, SSS) • Reflect on next steps (student self-assessment) (S) • Reflect on effectiveness of curriculum and instruction in real-time (T, SSS) • Refine and improve assessment (T, SSS) • May be used as a portion of a comprehensive educator evaluation system (T, SSS) • Implement, continue, revise, or conclude intervention (T, SA, SSS)

Users: S=Student, T=Teacher, SSS=Student Support Staff, SA=School Administrator, F=Family, D=District Administrator, ST=State

Type and User	Purpose	Frequency and Relationship to Instruction	Methods	Information	Uses/Actions
<p>Classroom Summative</p> <p>(Student, Teacher, Student Support Staff, School Administrator, Family, District Administrator)</p>	<p>Signal important learning goals</p> <p>Evaluate attainment of important learning goals</p>	<p>After a more extended period of teaching and learning (e.g., after a unit is completed and before another unit begins)</p> <p>Medium-term goals</p>	<ul style="list-style-type: none"> • Student work products and performances (e.g., portfolio), with associated rubric(s) • Student self-reflection (e.g., short survey) • Classroom summative assessments designed/ selected by teacher(s) 	<ul style="list-style-type: none"> • Status of student learning relative to longer-term goals (e.g., unit learning goals) 	<ul style="list-style-type: none"> • Reflect on subsequent next steps moving forward (S, T, SSS) • Reflect on effectiveness of planning and instruction (T, SSS) • Report to administrators and families (T, SSS, F) • Discuss student progress as a basis for instructional planning of subsequent units during teacher grade level/ departmental meetings (T, SSS, SA) • Family involvement based on results (F) • Refine and improve assessment (T, SSS, SA) • May be used as a portion of a comprehensive educator evaluation system (T, SSS)

Users: S=Student, T=Teacher, SSS=Student Support Staff, SA=School Administrator, F=Family, D=District Administrator, ST=State

Type and User	Purpose	Frequency and Relationship to Instruction	Methods	Information	Uses/Actions
<p>Interim Summative</p> <p>(Student, Teacher, Student Support Staff, School Administrator, Family, District Administrator)</p>	<p>Signal important learning goals</p> <p>Track student achievement based on learning goals</p> <p>Inform Improvement strategies for:</p> <ul style="list-style-type: none"> • Teachers • Schools • Districts 	<p>At the end of a semester</p> <p>3x per year or more</p> <p>Across instructional units/calendar periods</p> <p>Medium-term goals</p>	<ul style="list-style-type: none"> • Teacher designed/ selected curriculum-embedded measures • Student work products and performances (e.g., portfolio), with associated rubric(s) • School/district standardized standards-based, grade-level achievement tests 	<ul style="list-style-type: none"> • Status of achievement of intermediate goals toward meeting standards • Prediction of end- of-year proficiency • Standardized test results aggregated and disaggregated: <ul style="list-style-type: none"> - By grade level, school, and/or teacher - By student subgroup - By sub-skill - Trends/patterns in student performance • Student data dashboard/graphic representation of understanding 	<ul style="list-style-type: none"> • Reflect on effectiveness of planning and instruction (T, SSS) • Reflect on effectiveness of school/district structures, programs, curricula (SSS, SA, D) • Make within-year decisions about instructional approaches or programs (T, SSS) • Make within-year adjustments to curriculum/ programs (T, SSS, SA) • Reporting (including communication with families and district personnel) (T, SSS, SA, F, D) • Family involvement based on results (F) • Identify student for supplemental intervention (T, SSS, SA) • Readjust professional learning priorities and resource decisions (T, SSS, SA, D) • Continue or readjust improvement strategies (T, SSS, SA, D) • Identify students in need of additional support or

Users: S=Student, T=Teacher, SSS=Student Support Staff, SA=School Administrator, F=Family, D=District Administrator, ST=State

Type and User	Purpose	Frequency and Relationship to Instruction	Methods	Information	Uses/Actions
<p>...continued</p> <p>Interim</p> <p>Summative</p> <p>(Student, Teacher, Student Support Staff, School Administrator, Family, District Administrator)</p>	<p>Progress monitor with respect to specifically targeted intervention</p>	<p>Medium-term goals</p>	<ul style="list-style-type: none"> • Progress monitoring measures (e.g., curriculum-based measurement; embedded Dynamic Learning Maps Alternate Assessment Program for qualified students) • Program (intervention)-based assessments • Observation inventories 	<ul style="list-style-type: none"> • Student achievement of target learning goal(s) for a specific intervention 	<ul style="list-style-type: none"> • Refine and improve assessment (T, SSS, SA, D) • Understand student performance at the school/district level for monitoring and improvement planning, local accreditation or the Request to Reconsider process (SA, D, ST) • Supports improvement planning (e.g., UIP) (SA, D) • Educator evaluations (T, SSS, SA, D) • Implement, continue, revise, or conclude intervention (T, SSS, SA)

Users: S=Student, T=Teacher, SSS=Student Support Staff, SA=School Administrator, F=Family, D=District Administrator, ST=State



Type and User	Purpose	Frequency and Relationship to Instruction	Methods	Information	Uses/Actions
<p>Summative: State, district, school, other external mandated</p> <p>(Student, Teacher, Student Support Staff, School Administrator, Family, District Administrator, State)</p>	<p>Accountability:</p> <ul style="list-style-type: none"> • Gauge student achievement of standards • Establish benchmark or floor for school/district • Gauge school/ district progress relative to student achievement and growth <p>Inform improvement strategies:</p> <ul style="list-style-type: none"> • Teacher • School • District • State <p>Signal important learning goals</p> <p>Align curriculum</p>	<p>After a year’s or a course worth of instruction and learning</p> <p>Long-term goals</p>	<ul style="list-style-type: none"> • State End-of-Year Assessments <ul style="list-style-type: none"> - Colorado Measures of Academic Success (CMAS): PARCC (English language arts, math), Science and Social Studies - Colorado Alternate Assessment (CoAlt): Dynamic Learning Maps Year-End (English language arts, math); Science and Social Studies - English language proficiency test (WIDA ACCESS for ELs) - College readiness/entrance exam • Large-scale End-of-Course Assessments: <ul style="list-style-type: none"> - Advanced Placement - International Baccalaureate • District/school created/selected end-of-course/year assessments • Teacher end-of-course or final assessments, including standardized and performance assessments and other curriculum-embedded measures 	<ul style="list-style-type: none"> • Status of student achievement with respect to standards • May be able to provide relative growth information for students and schools • Standardized test results aggregated and disaggregated: <ul style="list-style-type: none"> - Trends/patterns in student performance - Relative performances of cohorts, subgroups, grade levels, subject areas - Relative performance of teachers, schools, districts - Progress in closing achievement gap 	<ul style="list-style-type: none"> • Report on the status and progress of student achievement (T, SSS, SA, D, ST) • Make judgments about student learning relative to standards (S, T, SSS, SA, F, D, ST) • Gauge student, school, district, and state year- to-year progress (SA, D, ST) • Improvement planning (e.g., UIP, prioritize professional learning and resource decisions, curriculum program realignment, reflect on effectiveness of school initiatives) (S, T, SSS, SA, F, D, ST) • Educator evaluations (T, SA, D) • Certification/ Accreditation (S, D) • Family or student action based on results (S, F) • Refine and improve assessment (T, SSS, SA, D, ST) • Describe student performance at the school/district level for state and federal accountability ratings (SA, D, ST)

Users: S=Student, T=Teacher, SSS=Student Support Staff, SA=School Administrator, F=Family, D=District Administrator, ST=State

Type and User	Purpose	Frequency and Relationship to Instruction	Methods	Information	Uses/Actions
<p>Diagnostic & Screening</p> <p>(Teacher, Student Support Staff, School Administrator, Family, District Administrator)</p>	<p>Screening for special program placement or intervention</p> <p>Identifying underlying causes of breakdown in learning</p>	<p>According to school, district, or state testing calendars and/or referral policies and practices</p> <p>As needed, based on information from other types of assessment</p> <p>Short- medium- long-term goals</p>	<ul style="list-style-type: none"> • Norm-referenced standardized cognitive tests • Observation inventories • English language placement test (WIDA ACCESS for ELs) • Home language survey • State and interim assessment results • Demonstrated behavior and/or performance • Often one-on-one testing 	<p>Identification of students who are at-risk</p> <p>Identification of gifted students</p> <p>Identification of EL status</p> <p>Identification of additional areas of support for at-risk students</p>	<ul style="list-style-type: none"> • Provide targeted interventions for at-risk and gifted students (T, SSS, SA) • Conclude intervention (T, SSS, SA) • Program placement (S, T, SSS, SA, F, D, ST) • Align instruction to specific areas of need (T, SSS) • Provide targeted interventions for students (T, SSS, SA, D) • Refine and improve assessment (T, SSS, SA, D, ST) • Provide baseline information to assist educators in setting learning goals for students that inform their evaluation criteria (T, SSS)

Users: S=Student, T=Teacher, SSS=Student Support Staff, SA=School Administrator, F=Family, D=District Administrator, ST=State

Type and User	Purpose	Frequency and Relationship to Instruction	Methods	Information	Uses/Actions
<p>National & International Assessments</p> <p>(State, Public)</p>	<p>Inform the public about the achievement of:</p> <ul style="list-style-type: none"> Elementary and secondary students and progress at the national and state level Elementary and/or secondary students' achievement in comparison with other countries 	<p>NAEP:</p> <ul style="list-style-type: none"> Administered every 2 years in reading and math Other subjects (writing, science, arts, geography, etc...) are tested periodically, but with less frequency Test is based on NAEP framework and not Colorado standards, so no direct relationship to curriculum, no individual, school-, or district level results available <p>PISA: Administered every 3 years</p> <p>PIRLS/TIMSS:</p> <ul style="list-style-type: none"> Administered every 4 years, each based on its own framework No direct relationship to curriculum, no individual-school or district level results available 	<ul style="list-style-type: none"> NAEP PISA PIRLS/TIMSS <p>(All three assessments above use matrix sampled test forms with representative samples of students at select grade levels — 4, 8, 12)</p>	<ul style="list-style-type: none"> How Colorado students compare nationally and internationally What percent of Colorado students are considered proficient based on NAEP versus a state assessment 	<ul style="list-style-type: none"> Get an independent indicator how Colorado students and major subgroups are doing and whether performance is improving (ST) Establish the validity of state proficiency standards by comparing to NAEP's national barometer (ST) Learn from promising practices and school and student characteristics that are related to higher performance (ST) Refine and improve assessment (ST)

Users: S=Student, T=Teacher, SSS=Student Support Staff, SA=School Administrator, F=Family, D=District Administrator, ST=State

Classroom Assessment Blueprint: Multiple Assessment Methods

Learning Targets	Lesson Number	Target Type	Assessment Method	Test Item Numbers	Weight

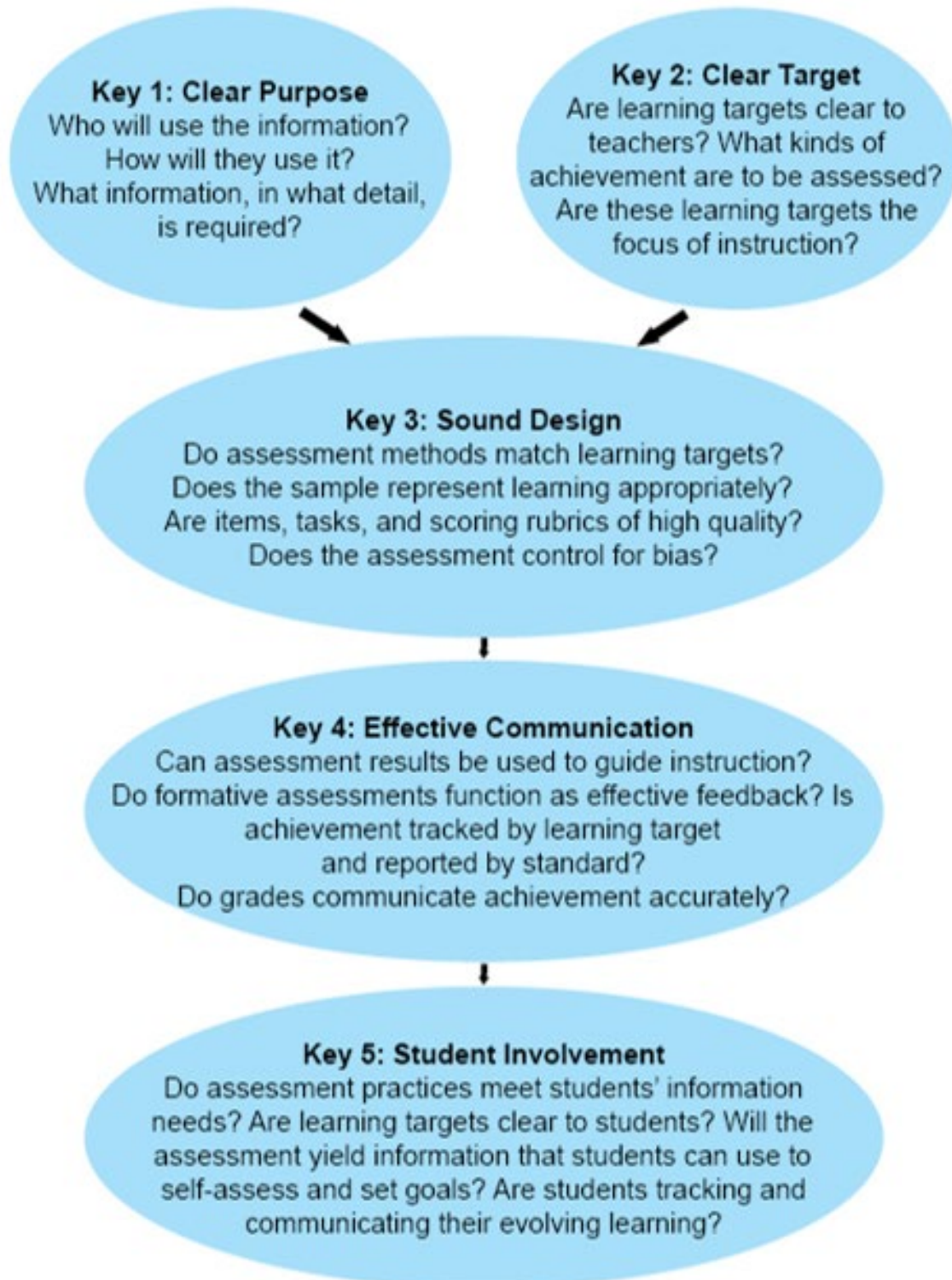
Classroom Assessment *for* Student Learning: Doing It Right – Using It Well, 2e
 Learning Teams Facilitation Guide and Activities & Resources
 Copyright © 2012 by Pearson Education, Inc., All Rights Reserved.

Classroom Assessment Blueprint: Multiple Assessment Methods

Adding and Subtracting Multi-Digit Numbers					
Learning Targets	Lesson Number	Target Type	Assessment Method	Test Item Numbers	Weight
S1.3.a.i I can fluently add and subtract multi-digit whole numbers <ul style="list-style-type: none"> • I can identify the associative, commutative, and/or identity property. 	1	K	SR	1, 2, 3	3 points
S1.3.a.i I can fluently add and subtract multi-digit whole numbers <ul style="list-style-type: none"> • I can use place value patterns to add and subtract multi-digit numbers. 	2	K	SR	4, 5, 6	3 points
S1.1.a.i I can understand place value to round multi-digit whole numbers to any place. S1.3.a.i I can fluently add and subtract multi-digit whole numbers. <ul style="list-style-type: none"> • I can estimate to add and subtract multi-digit whole numbers. 	4	K	SR	7, 8, 9	3 points
S1.3.a.i I can fluently add and subtract multi-digit whole numbers. <ul style="list-style-type: none"> • I can regroup to add. • I can check the reasonableness of answers using estimation strategies. 	5	K	SR	10, 12	4 points
S1.3.a.i I can fluently add and subtract multi-digit whole numbers <ul style="list-style-type: none"> • I can regroup to subtract. • I can check the reasonableness of answers using estimation strategies. 	6	K	SR	11, 13	4 points
S1.3.a.i I can fluently add and subtract multi-digit whole numbers. <ul style="list-style-type: none"> • I can regroup across zeros to subtract. 	7	K	SR	14, 15, 16	3 points
S1.3.b I can use the four operations with whole numbers to solve problems. <ul style="list-style-type: none"> • I can identify whether to add or subtract in a given word problem 	8	K	SR	17, 18	6 points
S1.3.b I can use the four operations with whole numbers to solve problems <ul style="list-style-type: none"> • I can solve multi-step word problems by solving smaller pieces to get a final answer. 	9	K	SR	19, 20, 21	6 points

Classroom Assessment for Student Learning: Doing It Right – Using It Well, 2e
Learning Teams Facilitation Guide and Activities & Resources

Quality Classroom Assessment



Classroom Assessment for Student Learning (Figure 1.3, page 5)

Standard 4 School Culture and Environment

*“There is no power for change greater than a community discovering what it cares about.”
-Margaret Wheatley*

At the District

District/district leaders:

- The district functions as an effective learning community and supports a climate of continuous improvement.
- District systems are implemented that support and recognize the efforts and work of all school staff.
- Change efforts are collaborative, carefully implemented and evaluated, and based on the needs of students and staff.
- The district emphasizes postsecondary readiness in all students PK-12.

Indicator 4.1 A culture of high expectations enhances the belief that all students can learn, progress, and achieve.

At the school:

- A focus on student achievement is evident and clearly communicated within the school and to the school community in a variety of ways and in languages reflective of community needs.
- Professional learning, grounded in evidence-based practice, research, and student assessment data focuses on continuous improvement.
- School leadership ensures equitable opportunities for all students.
- Systems address student needs and create motivation for staff and students to positively impact school culture and performance.
- Conditions that promote collaborative learning cultures are established (e.g., time to meet and talk, common planning time).
- School leadership regularly visits classrooms to engage in ongoing dialogue regarding effective instructional practices and how to increase their impact on student learning.
- Evidence of student learning is shared as a catalyst for professional dialogue (e.g., writing samples, mathematical representations of thinking, or class profiles).
- Professional dialogue, based on research literature and learning in the field, supports the use of consistent language and practices.

In the classroom:

- Instructional staff sets realistic and ambitious learning goals and regularly reviews them with students.
- Instructional staff emphasizes and models self-advocacy skills in the classroom.
- Instructional staff reflects and gives feedback to peers regarding their impact on collaboration, problem-solving, and continuous improvement.
- Instructional staff supports and leads professional learning community processes in their classrooms and with colleagues.

- Instructional staff builds positive working relationships with peers that promote trust, willingness to change, innovation, and empower leadership.
- Instructional staff implements highly effective instructional strategies based on needs of students (e.g., co-planning, co-teaching, mentoring, inquiry, questioning).
- Instructional staff demonstrates risk-taking by trying new instructional practices and strategies regularly.

Students:

- Demonstrate and apply their learning in a variety of contexts and forms.
- Give feedback about classroom instructional activities or practices when appropriate to support higher levels of academic achievement (e.g., how technology helps them extend their ideas and challenges their thinking).
- Hold each other accountable to meet the high expectations in the classroom.
- Use collaboration, problem-solving, and modeling in their daily interactions with school staff and peers.

Indicator 4.2 School leadership promotes a safe, secure, and orderly learning environment.

At the school:

- School leadership collaborates with district leadership to establish and implement procedures and processes that ensure a safe, healthy, orderly, and equitable learning environment.
- School leadership regularly collects data about the learning environment, establishes feedback loops, and/or creates responsive action plans to enhance safety and security.

In the classroom:

- School staff practices drills, procedures, and processes consistently to ensure students understand safety and security protocols.
- School staff provides feedback to school leadership concerning the learning environment, safety and security protocols and processes, and physical conditions of school and grounds.

Students:

- Demonstrate safety and security protocols and processes.
- Can explain safety and security protocols to others.
- Understand their responsibility to report any concerns to a trusted adult.

Indicator 4.3 Postsecondary readiness is a shared responsibility of all schools and affirms the value of education to all students.

At the school:

- PK-12 instruction focuses on the Colorado Academic Standards and the essential skills of postsecondary readiness.
- Systems have been created that encourage students' persistence and resilience.
- Various activities and events within the school, district, or community engage students in opportunities to explore their interests, strengths, aspirations.
- Structures and processes within and between the school(s) support successful transitions (e.g., home to school, grade to grade, elementary to secondary, secondary to post-secondary/work).
- Academic and elective courses are explained and offered to students to support their interests, aspirations, and strengths.
- Systems are created and time is consistently scheduled within the school day for students to plan, discuss, and document their future goals.

In the classroom:

- Instructional staff applies knowledge of postsecondary readiness standards for reading, writing, speaking, and listening in their instruction.
- Instructional staff explicitly teaches the essential skills of time management, resiliency, and metacognition through long-term assignments and multifaceted problems that require persistence.
- Instructional staff develops student tasks that require research into their interests and postsecondary options.
- Instructional staff supports students in making informed choices for successful transitions (e.g., changing contexts, grade to grade, school to school, school to postsecondary opportunity).
- Skills and strategies are integrated into all instruction that assist students to become self-directed, lifelong learners.

Students:

- Engage in setting short term and long-term learning goals, identify steps needed to achieve them, and evaluate their progress.
- Explore postsecondary options that are aligned to their aspirations and the postsecondary education or experience required.
- Understand the importance of assessment and the role it plays in their immediate and postsecondary future.
- Connect what they are learning to their future interests and aspirations.

“Never doubt that a small group of thoughtful citizens can change the world, it is the only thing that ever has.”

-Margaret Mead

Standard 4 District Resources

Websites

- ICAP, <https://www.cde.state.co.us/postsecondary/icaptoolkit>
- SRP, <https://www.iloveguys.org/srp.html>
- AVID, <https://www.avid.org/>
- Elementary – Responsive Classroom, <https://www.responsiveclassroom.org/>
- Secondary – Sources of Strength, <https://sourcesofstrength.org/>
- Professional Practices Rubric, <http://www.cde.state.co.us/sites/default/files/TeacherRubric.pdf>

Books and Articles*

- *Seven Strategies of Assessment for Learning* by Jan Chappuis
- *Classroom Assessment for Student Learning: Doing It Right – Using it Well* by Jan Chappuis, et. al
- *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement* by Richard Dufour and Robert Eaker

*materials available at each school

Standard 5 Social, Emotional, and Behavioral Health

“Each person holds so much power within themselves that needs to be let out. Sometimes they just need a little nudge, a little direction, a little support, a little coaching, and the greatest things can happen.”

-Pete Carroll, 2014

At the District

District/District leaders:

- Implement comprehensive PK-12 instruction and strategies that proactively foster the social, emotional, and behavioral (SEB) development of students.
- Foster family and community partnerships to leverage resources that address the SEB health needs of students.
- Develop data structures to collect and disaggregate student SEB data to identify gaps and address needs.
- Establish policies and practices related to student behavior that are trauma responsive and restorative, and are based upon high expectations.

Indicator 5.1 Comprehensive educational programming ensures all students learn the social, behavioral, and affective skills that promote well-being.

At the school:

- A growth mindset that focuses on the well-being of students is evident.
- Instructional staff collaborates to research, adopt, and communicate an effective system of student behavior.
- Stakeholders work collaboratively to develop and support the implementation of consistent school wide behavioral expectations and social emotional (SEB) learning.
- Instructional staff explicitly teaches school wide expectations, SEB skills, and consistent response patterns essential for academic development.
- Instructional staff applies foundational SEB skills and mindsets to help students meet their academic potential and close their achievement gap(s).

In the classroom:

- Instructional staff applies a variety of instructional methods that allow opportunities for students to foster and practice social-emotional skills and mindsets.
- Learning opportunities are aligned with and include components of the Colorado Social and Emotional Wellness Standards.
- Social emotional and behavioral (SEB) challenges of students are addressed using trauma-sensitive and culturally responsive practices.

Students:

- Can proactively address their own social, emotional, and behavioral challenges.
- Identify gaps in their own social, emotional, and behavioral (SEB) skill areas and work with school staff, families, and community providers to positively address them.
- Apply healthy coping skills (e.g., journaling, exercise, conversations with a trusted adult).

Indicator 5.2 Social, emotional, and behavioral health are integrated into professional development, curriculum, assessment practices, and school activities.

At the school:

- Learning environments are intellectually challenging, developmentally supportive of social, emotional, and behavioral needs, and organized to optimize teaching and learning for all students.
- Staff professional development addresses the social, emotional, and behavioral health systems and supports for students.
- Professional development and training resources for staff address wellness, burnout, and compassion fatigue.
- School accountability systems (e.g., staff evaluations, culture/climate surveys, health surveys, parent feedback, School Unified Improvement Plan) include social, emotional, and behavioral health efforts.

In the classroom:

- Social, emotional, and behavioral (SEB) health strategies learned during professional development are implemented and adapted to meet the unique needs of students.
- Opportunities to evaluate the efficacy of classroom practices, instruction, and management are often assessed during professional development.
- Instructional staff recognizes student achievement and positive behavior in the classroom.
- Instructional staff recognizes accomplishments and positive efforts of their peers.
- Trends and patterns in student data are used to identify and guide professional development, practices, and curricular decisions.
- Instructional staff models and teaches restorative practices to resolve conflict.

Students:

- Demonstrate self-advocacy in their capacity to learn and apply new skills or practices related to social, emotional, and behavioral health components.
- The achievements, accomplishments, and citizenship of peers are recognized.
- Identify characteristics and components of health, for self and peers, and access appropriate resources when needed.
- Apply restorative practices to resolve conflict with peers.

Indicator 5.3 Student, staff, and family interactions within the school are positive, supportive, and enrich student learning and well-being.

At the school:

- A culture of mutual respect and collaboration guides all interaction and communication.
- Intentional focus is placed on nurturing connectedness.

In the classroom:

- Classroom environments are inviting and respectful of students, staff, and families.
- Daily instructional routines prioritize collaboration and positive prosocial interactions.
- Individual differences are recognized and celebrated as adding value to the classroom community.

Students:

- Interact positively and respectfully with peers, families, and community members.
- Believe that the staff care for them.
- Engage in healthy relationships at school with peers and adults, including the demonstration of listening, conflict-resolution, and decision-making skills.

“In times of stress, the best thing we can do for each other is to listen with our ears and our hearts and to be assured that our questions are just as important as our answers.”

-Fred Rogers

Standard 5 District Resources

Websites

- Positive Behavioral Interventions & Supports www.pbis.org
- The Collaborative for Academic, Social, and Emotional Learning www.casel.org
- Intervention Central www.interventioncentral.org

Books and Articles*

- *Partnering with Parents to Ask the Right Questions* by Luz Santana, Dan Rothstein, and Agnes S. Bain
- *Fostering Resilient Learners* by Kristin Souers with Pete Hall
- *Better than Carrots or Sticks: Restorative Practices for Positive Classroom Management* by Dominique Smith, Douglas Fisher, Nancy Frey
- *Teaching to Strengths: Supporting Students Living with Trauma, Violence, and Chronic Stress* by Debbie Zacarian, Judie Haynes, Lourdes Alvarez-Ortiz
- *Relationship, Responsibility, and Regulation: Trauma-Invested Practices for Fostering Resilient Learners* by Pete Hall

*materials available at each school

Standard 6 Home, School, and Community Partnerships

“Alone we can do so little, together we can do so much.”

-Helen Keller

At the District

District/District leaders:

- Commit to outreach and development of partnerships with families and the community to support student well-being and achievement.
- Build and support home, school, and community partnerships by consistently sharing information and data about student learning and achievement.
- Provide learning opportunities and resources to help families support student learning.
- Implement processes and practices that encourage feedback from families to enhance their engagement in support of student achievement and well-being.

Indicator 6.1 The school and the community partner to enhance learning opportunities, social/emotional health, and well-being of students.

At the school:

- Staff and community mental health/behavioral health providers develop relationships, exchange information, and coordinate services for students.
- Procedures, policies, and processes support all students and their families who are transitioning back to school.
- Families have opportunities to enhance their own learning and skills in order to support student learning at home and school.
- Students and their families have access to the programs and services at school during and outside of regular school hours.
- School staff develops and updates strategies to maintain and improve the school climate (e.g., bullying prevention, intervention plans).
- Tenets of equity and diversity are embedded in the school culture.
- Ongoing opportunities are provided to gather and act upon feedback from stakeholders about the school culture, climate, and environment.
- All school staff is aware of their role in responding to emergencies, including those under local police/school board protocols.

In the classroom:

- School mental health staff and families collaborate to foster positive SEB health supports for improved academic achievement and prosocial skill development.
- Students are provided with learning experiences outside the classroom with community partners and/or local businesses.
- The learning environment supports the diversity of learners.
- Social-emotional learning resources and practices are an integral part of the learning environment.
- Methods of prevention, early intervention, and/or restorative discipline are observed.
- The learning environment enriches opportunities for modeling so that students make safe and healthy decisions (e.g., physical activity, digital safety).

Students:

- Partner with school leadership and staff to develop SEB supports that address their mindsets and needs.
- Integrate learning from experiences outside the classroom with community partners and local businesses.
- Demonstrate social responsibility in the school and community.
- Engage in safe and healthy living and relationships, including those developed through social media.
- Contribute to the establishment of a safe, accepting, and healthy learning environment.
- Respond in accordance with school practices for emergencies (e.g., fire drills, lock downs, etc.).
- Report incidents of discrimination, harassment, bullying, and injustice as well as contribute to solutions.

Indicator 6.2 Students, families, and community members are engaged and welcomed as valued partners in student learning.**At the school:**

- A wide variety of consistent strategies are used to communicate and engage families (e.g., informal discussions, school and/or class newsletters, websites, student agendas, surveys).
- A positive and welcoming school climate is fostered to encourage, value, and consider family and community perspectives.
- Cultural and linguistic diversity within the school and community are recognized and respected.
- Representatives of school organizations and committees work with families and community members to solicit feedback on how to continuously improve the school environment and culture.
- Representatives of school organizations and committees create school wide procedures and policies to ensure families have access to school-sponsored programs, events, and services.
- A variety of forums and opportunities are designed and implemented to deepen families' understanding of teaching and learning; social/emotional issues; and the growth and development of children.

In the classroom:

- A wide variety of consistent strategies are used to communicate learning, classroom activities, and encourage feedback to families.
- Student learning processes, programs, and policies reflect the needs of the student population with a focus on equity and access.
- Information about courses/units of study is shared with families to support student learning (e.g., learning targets, learning goals, and success criteria).
- Family partnerships foster positive attitudes about school, improved academic achievement, and social, emotional, and behavioral wellness.

- Families are consistently encouraged to attend opportunities to communicate and provide feedback about student learning.
- Information and opportunities are provided to help families better understand needs and expectations of educational transitions.

Students:

- View themselves as valued members of the school community and take pride in representing the school.
- Engage in cultural learning opportunities in the classroom and school.
- Provide feedback and recommendations to school and district committees that review and evaluate school policies, processes, and programs.
- Consistently share and communicate their learning with their family.
- Initiate student-led conversations about their learning.

Indicator 6.3 Consistent, descriptive feedback and communication about student progress engage all stakeholders.

At the school:

- School information about student progress is shared consistently using a variety of communication tools.
- School-wide processes are developed to inform and engage families and students in assessment practices and the analysis of student outcomes.
- Families are engaged in ongoing communication and dialogue to support student learning.

In the classroom:

- Classroom systems and processes allow instructional staff, students, and families to continuously monitor student progress.
- Clear learning targets and success criteria are identified, shared, and communicated with families.
- A variety of communication tools are used to assist students and their families in monitoring progress during learning.
- Student work demonstrations are consistently shared with the family.

Students:

- Identify and communicate their individual strengths, areas for improvement, and learning progress to their family.
- Engage in learning conversations and discussions with instructional staff and their families which demonstrates an evidence of understanding.
- Give feedback about their learning progress as part of interim and/or summative learning outcomes (e.g., interim assessments, report cards).

“Relationships matter: the currency for systemic change is trust, and trust comes through forming healthy working relationships. People, not programs, change people.”

-Dr. Bruce Perry, 2006

Standard 6 District Resources

Websites

- Parent Engagement
<https://www.edweek.org/ew/articles/2018/01/10/how-to-solve-the-parent-engagement-problem.html>
- Parent Engagement, <http://www.nea.org/tools/56945.htm>
- PTO Resources
<https://www.ptotoday.com/pto-today-articles/article/837-how-to-start-a-pto>
- CDE Family-School-Community Partnerships,
<https://www.cde.state.co.us/uip/familyengagement>

*materials available at each school

3

Part 3 Glossary

Accountability includes a set of policies and practices each state uses to measure and hold schools and the district responsible for raising student achievement for all students, and to prompt and support improvement where necessary. In addition, the district has designed a local accountability system that:

- Fairly and accurately evaluates student success using multiple measures to develop a more comprehensive understanding of each student's success, including additional performance indicators or measures, which may include non-academic student outcomes such as student engagement, attitudes, and dispositions toward learning;
- Evaluates the capacity of the school within the district to support student success; and
- Applies the results obtained from measuring student success and system support for student success as part of a cycle of continuous improvement.[†]

Alignment is the degree to which the state and local academic standards, educational programs, instructional materials, teaching strategies, and academic assessments all coordinate with one another within schools. Different components of alignment take place at the school, district, and state levels. Schools and school districts implement alignment as part of an effort to improve student performance. The district provides curriculum maps and other documentation to ensure academic standards are met or exceeded.<

Assessment refers to the process of gathering information and evidence that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

Assessment as Learning refers to the process of *developing and supporting student metacognition*. Students who are actively engaged in this assessment process: monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals. *Assessment as learning* requires students to have a clear understanding of their learning goals and success criteria. *Assessment as learning* focuses on the role of the student as the critical connector between assessment and learning. The information may be used to communicate the student's learning progress to the family, other teachers, students, and themselves.

Assessment for Learning refers to the ongoing process of *gathering and interpreting evidence* about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered provides feedback for the student and the teacher. *Assessment for learning* refers to a high-yield instructional strategy that takes place while the students are still learning and serves to promote learning.

Assessment of Learning processes the collected and interpreted evidence. The purpose of *summarizing learning*, at a given point in time, creates judgements about the quality of student learning on the basis of established criteria and assigns a value to represent that quality. The information gathered may be used to communicate the student's achievement to the family, other teachers, students, and themselves.*

Authentic Learning is intentionally designed to be meaningful to the life of the student (contextualized) and connected to real-life questions and issues. Several components that support authentic learning are:

- Tasks that involve real-world problems and that mimic the work of professionals; the task involves presentation of findings to audiences beyond the classroom;
- Use of open-ended inquiry, thinking skills and metacognition;
- Students engage in discourse and social learning in a community of learners; and
- Students direct their own learning in project work.™

Coherent curriculum refers to an academic program that is:

- Organized and purposefully designed to facilitate learning;
- Free of academic gaps and needless repetitions; and
- Aligned across lessons, courses, subject areas, and grade levels;
- Matched to the content that students are actually taught with the academic expectations described in academic standards; and
- Demonstrates alignment between assessments, text resources, assignments, lessons, and instructional practices.®

Collaborative Inquiry (in Professional Learning Communities) a process in which a group of instructional staff studies its practices and shares results of its studies. This deepens the understanding of every group member in order to refine practice in a way that will respond to student learning needs.*

Collaboration A systematic process in which [we] work together, interdependently, to analyze and impact professional practice in order to improve individual and collective results. The process focuses on student learning and achievement across grade levels through reflection, dialogue, and inquiry.ˆ

Common Assessments are based on the Colorado Academic Standards and are designed by two or more teachers. Common assessments include collaborative work to build consistency around balanced assessment practices and common understanding of learning goals through the development of success criteria.*

Culturally Relevant and Responsive Teaching (CRRT) is described as "a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural references to impart knowledge, skills, and attitudes" (Ladson-Billings, 1994, p. 382).

Teachers make standards-based content and curricula accessible to students and teach in a way that students can understand. To do this, teachers must incorporate relatable aspects of students' daily lives into the curriculum. Such familiar aspects include language (which may include jargon or slang), prior knowledge, and extracurricular interests such as music and sports. Once students feel comfortable with how a teacher talks and discusses academic material, they will feel comfortable enough to focus and try to learn the content.

A common misconception about culturally responsive instruction is that teachers must teach to a particular ethnic group. People often get intimidated by the words *culturally responsive* because of the incredible number of cultures and mixes of cultures in today's classrooms. Too often, teachers subscribe to the misguided idea that students of different races need to be taught differently, and they waste an enormous amount of effort in the process. Another result is that teachers usually appear fake by simply trying too hard to impress students of different backgrounds.®

District Accountability Advisory Committee (DAAC) is an advisory body to the district. DAAC provides a forum through which district and school leaders, families, and other members of school community can contribute to improving student achievement and well-being at the district level.*

Descriptive Feedback helps students learn by providing them with precise information about what they are doing well, what needs improvement, and what specific steps they can take to improve. *

Differentiated Instruction (DI) refers to a teaching approach that adapts instruction and assessment in response to differing student interests, learning preferences, and readiness in order to promote growth in learning.*

Diversity refers to the presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.*

Equity is a condition or state of fair, an inclusive and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.*

Evaluation refers to the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluations based on assessments of learning provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.*

Evidence-Based Strategies are practices supported by research and/or inquiry and experiences in classrooms, schools, and school boards that have been validated over time.*

Exemplars are samples of authentic student work that illustrate the intended quality of work as described by the success criteria or assessment tool.*

Experiential Learning are activities students learn from an experience, reflect on the learning, and then apply that learning to new situations.*

Family Engagement supports student learning and public confidence by involving families in the implementation of the equity and inclusive education strategy. Through school councils and parent involvement committees, families are encouraged to provide advice to educators on how to support and promote equity and inclusive education.*

Formative Assessment takes place during instruction in order to provide direction for helping students improve while they are still gaining knowledge and practicing skills.*

Higher-Order Thinking refers to the transformation of information and ideas that occurs when students combine facts and ideas. They then use them to synthesize, generalize, explain, hypothesize, or arrive at some conclusion or interpretation. By manipulating information and ideas through these processes, students are able to solve problems, acquire understanding, and discover new meaning. In contrast, lower-order thinking occurs when students are asked to receive or recite factual information or to employ rules and algorithms through repetitive routines.*

Inclusive Education is the collective set of principles of acceptance and inclusion of all students. Students see themselves reflected in their learning, their text resources, their physical surroundings, and the broader environment in which diversity is honored and all individuals are respected.*

Inquiry-Based Learning engages students by asking questions and using problem-solving to build knowledge.*

Learning Targets are brief statements that describe, for a student, what he or she should know and be able to do by the end of a period of instruction (e.g., a lesson, series of lessons, subtask). The goals represent subsets of the knowledge and skills that the student must master to successfully achieve the overall curriculum expectations.*

Metacognition refers to the process of thinking about one's own thought processes. Metacognitive skills include the ability to monitor one's own learning.*

Multi-Tiered System of Support (MTSS) emphasizes multiple levels of instruction. However, it focuses on all learners, including higher performing students and students that don't qualify for special education. MTSS may include a wider range of services within its tiers, focusing not only academics, but also behavioral, social and emotional supports. MTSS is also not solely student focused. It ensures that practices, policies, and programs are aligned on classroom, school, and district levels. Additionally, MTSS emphasizes professional development and instructional support for general education and support staff to maximize effectiveness.*

Pathways (Postsecondary Exploration and Planning) refers to increasing students' preparation for, access to, and completion of postsecondary education in order to meet the region's current and projected employment needs. Cross-sector partnerships among K–12, higher education, and business are focused on articulating curriculum pathways that align to workforce needs in their geographic areas, both urban and rural. Higher education and K–12 systems work together to align courses and increase access, and improve students' chances of success after graduation. Individualized education planning guides students, starting in middle school, to identify their interests and skills, select courses and internship experiences to explore different areas, and advance more deliberately from high school onward. ^

Performance Task refers to an authentic problem, or challenge, that requires students to demonstrate their understanding by applying knowledge and skills to real-life situations or scenarios. Performance tasks usually address a variety of learning expectations and provide flexibility in how students can demonstrate their learning.*

Postsecondary Planning is purposefully designed and documented processes and/or programs that support students in acquiring knowledge and skills required to make informed decisions about college, career, or work choices. This includes knowledge and

reflection of self, exploring opportunities to inform college, career, or work choices, goal setting, or learning experiences.*

Professional Learning Communities (PLCs), a process for ensuring the assessment of student learning and the results of assessment and evaluation are comparable across classes and/or schools. In PLCs, educators examine student work and outcomes together and align to beliefs and practices, create common understandings, compare their interpretations of student outcomes, and confirm their judgements about a student's level of achievement. Educators might also look at the assignment that was given and analyze its effectiveness in relation to the learning achieved by the students.>

School Accountability Advisory Committee (SAAC) is an advisory body to the school. SAAC provides a forum through which families and other members of school community can contribute to improving student achievement and well-being at the school level.*

School Climate includes the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, accepted, and actively promote positive behaviors and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect.*

Student Engagement identifies a students' value of schooling outcomes, sense of belonging at school, participate in academic and non-academic activities, strive to meet the formal requirements of schooling, and make a serious personal investment in learning. Willms, Friesen, and Milton (2009) identify three dimensions of student engagement:

- Social engagement: A sense of belonging and participation in school life.
- Academic/Institutional Engagement: Participation in the formal requirements of schooling.
- Intellectual Engagement: A serious emotional and cognitive investment in learning, using higher order thinking skills (such as analysis and evaluation) to increase understanding, solve complex problems, or construct new knowledge.*

Student Self-Assessment refers to a process by which a student, with the ongoing support of the teacher, learns to recognize, describe, and apply success criteria related to particular learning goals. They use the information to monitor their own progress towards achieving learning goals, make adjustments in learning approaches, and set individual goals for learning.*

Success Criteria refers to standards or specific descriptions of successful attainment of learning targets developed by teachers informed by the criteria in the achievement chart, discussed and agreed upon in collaboration with students. They are used to determine to what degree a learning targets(s) has been achieved in relation to student's work. Success Criteria describe what success "looks like" and allows the teacher and student to gather information about student progress and the quality of student learning.*

Summative Assessment refers to an evaluation that occurs at the end of important segments of student learning. It uses summarization and communication what students know and can do in respect to curriculum expectations.*

Sources:

- ˆDuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). *Learning by doing: a handbook for professional learning communities at work™*, pp. 2–4.
- ˆElsworth, S. (2010). *The Definition of Curriculum Alignment | Synonym*. Synonym.Com.
<https://classroom.synonym.com/definition-curriculum-alignment-6616423.html>
- #Great Schools Partnership. (2013, May 15). *Coherent Curriculum Definition*. The Glossary of Education Reform. <https://www.edglossary.org/coherent-curriculum/>
- ^Institute of Educational Services. (2019). *Postsecondary Pathways - REL West*. Ed.Gov.
<https://ies.ed.gov/ncee/edlabs/regions/west/Priority/PostsecondaryPathways>
- &King, I. (2020). *What is Multi-Tiered System of Support (MTSS)? | Kickboard*. Kickboardforschools.Com.
<https://www.kickboardforschools.com/blog/post/what-is-multi-tiered-system-of-support-mtss>
- *Ontario Ministry of Education. (2016). *The K–12 School Effectiveness Framework (2013): A support for school improvement and student success*. Gov.on.Ca.
<http://www.edu.gov.on.ca/eng/literacynumeracy/framework.html>
- @Rajagopal, K. (2011). *Culturally responsive instruction*. ASCD.org.
<http://www.ascd.org/publications/books/111022/chapters/Culturally-Responsive-Instruction.aspx>
- ˆRule, A. (2007, January 30). *The four characteristics of “authentic learning.”* Educational Research Newsletter and Webinars. <https://www.ernweb.com/educational-research-articles/the-four-characteristics-of-authentic-learning/>
- +Steffen, L. (2019). *Local Accountability System Grant | CDE*. State.Co.Us; Colorado Department of Education. <https://www.cde.state.co.us/localaccountabilitysystemgrant>

4

Part 4

Standards/Resources

Standard 1

District Resources.....	Page 19
Standards and Indicators of Highly Effective Schools	Page 24

Standard 2

District Resources.....	Page 34
Deconstructing Standards.....	Page 35
Table 3.2 Content Standards-Key Words	Page 36
PLC at Work.....	Page 37
Professional Learning Framework.....	Page 38
Rigorous and Engaging Instruction.....	Page 40

Standard 3

District Resources.....	Page 44
A Balanced Assessment System	Page 45
Assessment Terms and Definitions	Page 46
Classroom Assessment Blueprint Template.....	Page 55
Classroom Assessment Blueprint Example	Page 56
Keys to Quality Classroom Assessment.....	Page 57

Standard 4

District Resources.....	Page 61
-------------------------	-------------------------

Standard 5

District Resources.....	Page 65
-------------------------	-------------------------

Standard 6

District Resources.....	Page 69
-------------------------	-------------------------

5

Part 5

References

Chappuis, J. (2012). *Classroom assessment for student learning: doing it right - using it well.*

(Second Edition). Pearson College Div.

Chappuis, J. (2016). *Seven strategies of assessment for learning.* Assessment Training Institute,

Inc.

Erkens, C., Schimmer, T., & Dimich Vagle, N. (2018). *Instructional agility : responding to*

assessment with real-time decisions. Solution Tree Press.

Hansen, M. T. (2018, January 12). *How to Succeed in Business? Do Less.* WSJ; Wall Street

Journal. [https://www.wsj.com/articles/how-to-succeed-in-business-do-less-](https://www.wsj.com/articles/how-to-succeed-in-business-do-less-1515770816)

[1515770816](https://www.wsj.com/articles/how-to-succeed-in-business-do-less-1515770816)

Hattie, J. (2009). *Visible learning: a synthesis of over 800 meta-analyses relating to*

achievement. NY, NY: Routledge.

Hattie, J. (2012) *Visible learning for teachers: maximizing impact on learning.* NY, NY:

Routledge.

Hoerr, T. R. (2017). *The formative five : fostering grit, empathy, and other success skills every*

student needs. ASCD.

Hoerr, T. R. (2020). *Taking social-emotional learning schoolwide : the formative five success skills for students and staff*. ASCD.

Leonhardt, D. (2017, May 2). Opinion | School Vouchers Aren't Working, but Choice Is. *The New York Times*. <https://www.nytimes.com/2017/05/02/opinion/school-vouchers-charters-betsy-devos.html>

Maeda, J. (2006). *The laws of simplicity*. MIT Press.

Ontario Ministry of Education. (2013). *The K–12 School Effectiveness Framework (2013): A support for school improvement and student success*. Gov.on.Ca.
<http://www.edu.gov.on.ca/eng/literacynumeracy/framework.html>

Schmoker, M. J. (2018). *Focus : elevating the essentials to radically improve student learning*. ASCD.

Sporleder, J., & Forbes, H. T. (2016). *The trauma-informed school : a step-by-step implementation guide for administrators and school personnel*. Beyond Consequences Institute, LLC.

Whole School, Whole Community, Whole Child. (2011). ASCD.org.
<http://www.ascd.org/programs/learning-and-health/wsc-model.aspx>

Wiliam, D. (2011). *Embedded formative assessment*. Solution Tree.