



## MONITORING REPORT

### October 16, 2025

Policy: **2.1**

Policy Category: **Ends**

Period Monitored: **2024 - 2025 School Year**

*This is the monitoring report on the Board of Education's Ends Policy 2.1.  
This report is presented in accordance with the Board's monitoring schedule.  
I certify that the information is true and complete.*

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## Board End Policy and Interpretation

*2.1 Educators will receive high-quality professional development and engage in planning that directly improves their impact on their students.*

### INTERPRETATION:

We interpret the following language:

*2.1 Educators will receive high-quality professional development and engage in planning that directly improves their impact on their students.*

To mean:

*Jeffco administrators, educators, and staff will receive high-quality professional learning and engage in planning that impacts student outcomes.*

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## EXECUTIVE SUMMARY

Effective professional learning, aligned to district strategy and goals, is central to driving systemic improvement. Research shows a strong connection between high-quality professional learning (HQPL), high-quality instructional materials (HQIMs), effective teaching practices, and improved student outcomes. In addition, HQPL also supports educator and employee recruitment and retention, making it a critical lever for long-term success. The 2023-24 TLCC data, which comes out every two years, for professional learning in our district is favorable. 77% responded that the school provides opportunities for educators to learn from other teachers. 88% of teachers feel supported in trying out new instructional strategies.

Jeffco's Professional Learning Department provides professional learning for all staff— central leaders, principals, educators, and Educational Support Professionals (ESPs), in particular our paraprofessionals, paraeducators, secretaries, custodians, and other Jeffco team members—ensuring coordinated growth and development opportunities.

Jeffco's Professional Learning Department is grounded in research based frameworks and principles:

- The [Standards for Professional Learning](#) from Learning Forward describe conditions, content and processes to ensure high quality leadership,

instruction and learning for students and educators. These Standards support the design and planning for professional learning across stakeholder groups and throughout the district that ensures coherence and consistency.

- [Adult Learning Principles](#) establish criteria of high quality professional learning that transcend across all stakeholder groups. Research from Elena Aguilar and Malcolm Knowles encompass brain science, learning theory, behavioral and cognitive psychology.
- Professional Learning evaluation frameworks and research is used for continuous monitoring and evaluation for high quality professional learning. Researchers, Joellen Killion and [Thomas Gusky](#), provide specific resources that are leveraged.
- We support educators to create a culture of excellence in teaching and learning through equity, high expectations and belonging so that all classrooms prepare each child for a bright and successful future locally and globally.
- We build capacity in our organization through ongoing, research-based professional learning experiences that create a culture of continuous improvement so that students have challenging and compelling experiences.
- We are dedicated to growing and developing future Jeffco leaders and educators through our transformative educator-induction, onboarding and continuous development programs.
- We drive system coherence through cascading professional learning, consistent structures, and clear communication that provide educators and employees with high-quality development to directly improve their impact on students.

Monitoring Report 2.1 reflects the professional learning and planning that administrators, educators, and staff engaged in during the 2024-25 school year. The focus of professional learning during the year, and expanded upon in this report, was as follows:

- Administrator learning, designed to build the instructional leadership capacity of school and central leaders to strengthen instructional excellence, focusing on building a school culture of coherence, consistency, and belonging. This involved creating conditions for teachers to internalize and use high-quality instructional materials, providing feedback in classrooms to monitor the instructional core, and using student voice and data to foster a culture of deep student engagement.
- Licensed staff learning, designed to support the internalization process that supports the implementation of high quality instructional materials and evidence-based practices in elementary literacy and K-12 mathematics, as well as role-based learning for other content area teachers.

- Education Support Professionals' (ESP) learning, designed to build necessary skill sets within the current work of an educational support professional or in licensed or leadership roles in the future.

An Arc of Learning (Figure 1 below) was developed to support Jeffco's *Instructional Excellence* strategic plan, providing a clear framework to ensure coherence and consistency in professional learning throughout the 2024–25 school year. The overarching learning targets for both administrators and teachers emphasize the interconnectedness and interdependence of key concepts and tools.

**Figure 1. Jeffco's 2024-25 Instructional Excellence Arc of Learning**



**Administrator Professional Learning**

**Leadership Launch July 2024**

We welcomed 505 central and school leaders into the 24-25 school year at our annual Leadership Launch. The purpose of this event is to provide cohesive professional learning that supports our common vision anchored to the Jeffco Thrives 2025 Strategic Plan. Professional learning is an essential component for creating the conditions for improving student outcomes. There were three main goals for the learning experience:

- **Strengthening Instructional Excellence:** The event defined instructional excellence and refined the instructional leader's role, focusing on key components like the instructional core and Professional Learning Communities (PLCs) to guide deeper implementation.

- **Leading District Initiatives:** Leaders were equipped to champion and effectively lead major district initiatives, to drive impact in their schools.
- **Focus on Student Belonging:** The event emphasized a dual focus on academics and the student experience, charging leaders to strengthen the instructional core while also fostering a culture of belonging and deep student engagement.

As shown in Table 1 below, feedback was collected each day of Leadership Launch that provided an opportunity for individual reflection and feedback on learning content, alignment to the strategic plan and relevance to work as a leader.

**Table 1. July 2024 Leadership Launch Participation Feedback**

Question	Percent Favorable Responses Rated 3 or Higher on a Scale of 1 - 5
	July 2024 Leadership Launch
I can take key learnings from today and implement them in my work.	92%
The learning experience was useful in my growth as a leader.	91%

Participants also responded to the following question: **What action(s) do you plan on taking as a result of today’s professional learning?**

Responses included:

- *“I’m thinking that through the use of our student data ... how we can connect more deeply with students and engage them in conversations about their learning experience and what they need/want it to be.”*
- *I loved this day so much! I will be able to refine deescalation strategies with our staff. I am excited to work with our leadership team to develop systems for conflict management. The calendar session provided a tool for a clear vision for ensuring instructional excellence.*
- *“I feel more aligned with my admin team. We have a collective plan and had time to discuss next steps and prioritize together”*

Executive Leadership Meetings 2024 - 25

The 2024-25 ELM monthly learning for school and central leaders was designed to deepen a common culture of instructional excellence and monitoring and strengthening the instructional core in all schools across Jeffco. We established the foundational role of Professional Learning Communities (PLCs) in helping teachers effectively use high-quality instructional materials. We took a deep dive into

academic monitoring and the value of effective feedback, a key driver for increasing student engagement and improving outcomes.

The learning was reinforced through dedicated school visits, which allowed leaders to learn from their peers and collectively strengthen a culture of instructional excellence across the district. To better support our school-level initiatives—Elementary ELA/Math, Magic of Middle School, and High School Reimagined—leaders were organized into groups by school level.

Content for the ELM sessions were developed in partnership with the Chief of Schools/School Leadership and the Chief Academic Officer/Teaching & Learning. This collaboration created the conditions for systemic professional learning, empowering principals with ready-to-use resources to facilitate similar learning with their own staff.

Participants completed monthly feedback and reflection surveys after each ELM learning. A series of common questions were administered in each survey with results shown in Table 2 below.

**Table 2. 2024-25 Executive Leadership Learning Participant Feedback**

Question	Percent Favorable Responses		
	September n=176	November n=174	March n=98
I can take key learnings from today and implement them in my work.	95%	96%	99%
I am inspired to lead this work in my school/role.	98%	98%	97%
The learning experience was useful in my growth as a leader.	95%	97%	100%

*\*March reflects ES leaders and central leader feedback (MS & HS engaged in similar learning at retreats.)*

**Data Camp for Assistant Principals, Instructional Coaches District Leaders**

During the 2024-25 school year, the district continued to leverage Data Literacy Competencies for school based assistant principals and instructional coaches as well as district leaders. As referenced in Board Monitoring Report 2.3, data literacy expectations for instructional leaders included four broad areas: gather data, understand data, use data and communicate data. Building from initial principal Data Camp training, 6 Data Camps were also held in September and October of 2024. Cabinet, Community Superintendents and professional learning leadership

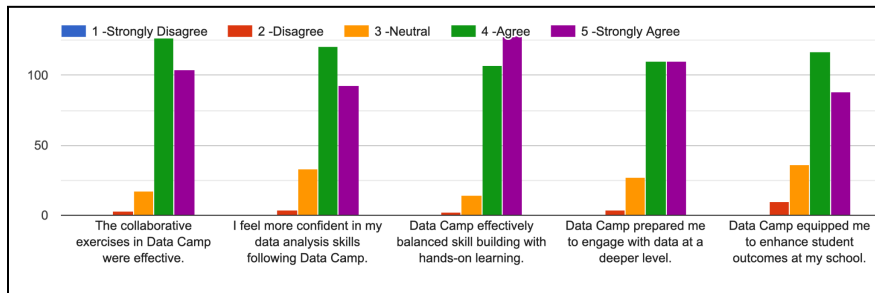
co-facilitated all sessions to maintain consistency. The outcomes for Data Camp were:

1. **Facilitate Learning:** Serve as a force to foster an environment where learning is prioritized, guiding leaders and educators alike towards achieving academic excellence.
2. **Master Data Analysis:** Deep understanding of data and interpreting its implications to drive instructional decisions.
3. **Coach with Clarity:** Enhance decision-making by asking critical questions. What insights do we gain from the data? Based on these insights, what specific actions should be taken? How will we measure the success of these actions?
4. **Drive Results:** Hold yourself and others accountable for achieving targeted outcomes, ensuring that our moves are purposefully designed to meet or exceed the objectives.

Participants engaged in the School Progress Monitoring Dashboard to deepen their data culture skills through simulated experiences at the school, team and individual student level. There were 384 participants including every district-managed school. Feedback collected was mostly positive.

For the survey, 5 questions focused on participants' Data Camp experience. Results showed 88% positive responses, 10% neutral, 2% negative (see Figure 2 below).

**Figure 2: Fall 2024 Data Camp Participant Feedback**

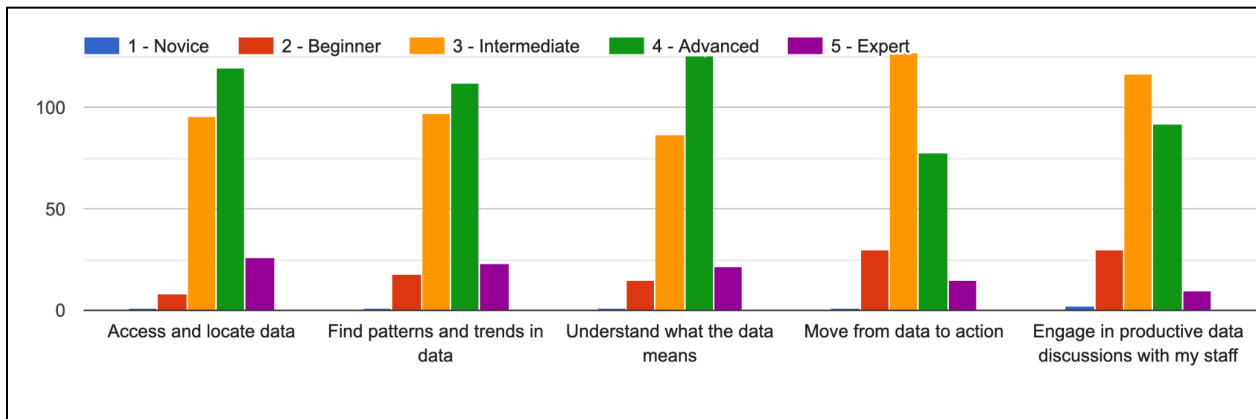


In addition, participants reported 3 main aspects that were most effective aspects of Data Camp. Included are specific quotes within those aspects.

1. Hands on Learning and Exploration of the Dashboard
  - *“Having time to explore the tool because there is a lot to look at and figuring out—what button to push and how to get back took a lot of time.”*
  - *“Time to engage in using the tool and reflect on school implementation.”*
  - *“Time to engage in using the tool and reflect on school implementation.”*
2. Collaborative Conversations and Peer Discussions
  - *“Collaborating with colleagues around data and strategies.”*
  - *“I really enjoyed taking the time to take a deep dive into 1 student, with the guiding questions. It helped narrow my focus.”*
  - *“The collaborative time to talk with people that are in the same job as me about the data and how to use it.”*
3. Scenarios and Case Studies
  - *“Going through scenarios—looking at the PMD and hearing how other APs would engage with teachers.”*
  - *“Going through a scenario for a particular student (Aaron). Have a video was extremely effective.”*
  - *“Looking deeply at the faux students' data and synthesizing and making inferences about the why and next steps.”*

As shown in Figure 3 below, assistant principals and instructional coaches self-reported strong skills in accessing data, finding patterns, and understanding data on the survey. Areas for continued growth fall within the areas of ‘Move from data to action’ and ‘Engage in productive data discussions with my staff.’

**Figure 3. Fall 2024 Data Camp Data Literacy Self-Assessment**



A goal of the Jeffco Thrives 2025 strategic plan is to create conditions for leaders to effectively and efficiently use data. Participants provided feedback that was used for continuous improvement. Many participants found the dashboard valuable, describing

it as a powerful starting point for data-informed decision-making. Users wanted repeated engagement, ongoing support and practice opportunities to build fluency. Elementary leaders noted the dashboard felt secondary focused. School teams- principals, assistant principals, instructional coaches and eventually teachers- want to engage in data analysis together. There was a need to clarify expectations for data use at the building level. Teacher training and Progress Monitoring dashboards for teachers were elevated as next steps.

Assistant Principal Professional Learning

Assistant Principal (AP) professional learning cascaded directly from ELM Professional Learning, ELM Business Meetings, and School Walkthrough learning prior to visiting classrooms.

During the 2024-25 school year, the focus of ELM, and therefore AP Professional Learning, was unit and lesson internalization, academic monitoring, and providing access and challenge for all students to support the instructional core and grade-level, rigorous instruction.

Much like ELM Professional Learning, feedback surveys were given each session for continuous improvement for facilitation of our AP professional learning. Some of the same questions from ELM PL were utilized each time for AP PL, as shown in Table 3 below.

**Table 3. 2024-25 Assistant Principal Learning Participant Feedback**

Question	Percent Favorable Responses		
	September n=155	February n=131	May n=62
I can take key learnings from today and implement them in my work.	96%	96%	92%
The learning experience was useful in my growth as a leader.	93%	98%	87%

Assistant Principal Professional Learning enhanced instructional leadership by equipping APs with new knowledge and strategies.

Key trends and feedback include:

- **Improved PLC Facilitation:** APs reported they are improving their facilitation skills within Professional Learning Communities.
- **Teacher Rubric and Evaluations:** APs reported they are focused on implementing the updated teacher rubric to provide feedback and guide evaluations.
- **Exemplars and Academic Monitoring:** APs showed a growing interest in using exemplars and academic monitoring to improve instruction and learning.

- **Collaboration:** APs valued opportunities to collaborate with colleagues to share ideas and discuss challenges.
- **Actionable Planning and Implementation:** APs consistently seek practical strategies and actionable steps that they can implement in their schools.

Assistant Principals reported increased confidence in supporting teachers and implementing district initiatives. They also found value in reflecting and collaborating with colleagues. APs who attended the learning sessions felt seen and heard by central leaders.

### New Educator and Administrator Induction

Jeffco's Induction programs are committed to nurturing the continuous growth and development of new educators and leaders by providing support and fostering a community that encourages connections among participants and within the broader educational system. This philosophy emphasizes continuous learning, core teaching principles, utilizing mentorship, reflective practice, and communities of practice to equip new educators and leaders with the skills, knowledge, and mindset required to inspire students and drive the district's strategic plan.

#### New Educator Induction

The New Educator Induction Program was approved to continue offering state endorsed induction programs for both teachers and special service providers (SSP) after participating in the Colorado Department of Education's renewal process during the 2023-24 school year.

The theory of action states that if we provide intentional and aligned support to new educators, then we will accelerate educator empowerment, thus improving teacher retention to advance student achievement and growth. A fundamental premise of the New Educator Induction program is that Jeffco's new educators will be energized, known, and know where to go for support during their initial years in our system.

Jeffco's Induction program has Three Layers of Support that highlight the philosophy to directly impact educator practice through site based, role based and program level elements.

- Site based supports focus on the school community and include observation and feedback cycles from school administrators, instructional coaching and PLC or collaborative teams.
- Role based supports provide role specific professional learning, learning cohorts and learning labs all connected to the specific role of each new educator.

- Program level supports orient new educators to the district and consist of teacher planning cohorts, licensing requirements and Communities of Practice that connect them with other members of the Jeffco educator community.

A total of 300 new teachers and new special service providers (SSPs) were supported through Jeffco's induction program and team throughout the 2024-25 school year. Based on the educator's role, seven specific induction guides outline requirements. New educators complete required coursework to gain their professional license beginning with the August Induction Kick-Off and continuing with monthly Communities of Practice and weekly Instructional Coaching throughout the school year. Required coursework includes:

- Welcome to Jeffco
- Planning for Instructional Excellence
- Creating a Culture of Trust and Belonging
- Technology for Teaching and Learning
- Professional Decision Making: Our Ethical and Legal Responsibilities
- Safe and Caring Schools

Throughout the year, site based instructional coaches provide ongoing mentorship to new educators to grow instructional practice for our newest teachers which includes 1:1 classroom instructional coaching for a minimum of 45 minutes a week (total of 180 minutes a month). Instructional coaches engage with new educators in a combination of collaborative planning, coaching observations and feedback, co-teaching and analyzing data to inform and adjust instruction. One structure of professional learning that directly supports the work is the Instructional Planning cohort focused on supporting schools with large numbers of new educators with planning at the unit and lesson level (internalization), refining instruction, using data and discussing evidenced based practices. This cohort included 19 Instructional Coaches and 42 new teachers across 17 schools from all levels.

Another example of professional learning that directly supports implementing district initiatives is the Communities of Practice (CoP). CoP are facilitated by teacher leaders and designed to answer questions, guide educators towards Jeffco resources, support the transition into Jeffco, and offer networking opportunities with other colleagues new to the profession. The first semester was focused on belonging through name, strength, and need and supporting a welcoming positive classroom culture. The second semester emphasized instructional excellence aligned to the district's focus on internalization and cascading instructional practices. Over the course of the year, 92% of CoP participants responded favorably to I can take key learnings from today and apply them in my work. These communities also included

specific artifact sharing from individual classroom implementation in November and March.

The Induction Reflection Survey is one way feedback is gathered on the relevancy and validity of the Induction Program for educators in their classrooms. Two times each year (October and April) all new educators complete a reflection survey about their experiences and the support they have received. This induction requirement is used to strengthen and inform the induction program. Teachers and Special Service Providers provide input on the time spent with their Instructional Coach or mentor, their community of practice, as well as naming what most impacts their sense of belonging in Jeffco and their daily practices in their classroom or role. During the 2024-25 school year, [survey results](#) showed teachers said that observation and feedback as well as PLC had the greatest impact on their classroom practice. Meanwhile their sense of belonging was most impacted by the community of practice and colleagues at their school.

### New Administrator Induction

Jeffco Public Schools invests in its leaders. Our goal is to have high performing leaders in every school. To help our first-year assistant principals' succeed as they embark on a new role in Jeffco, onboarding/induction offers opportunities to develop leadership skills, create a cohort with other new leaders, foster connections within the district, and meet the principal induction requirements from the Colorado Department of Education as needed. Jeffco Schools aims to support growth, development, and retention of its leaders throughout their careers to provide the best possible learning environments for leaders, teachers, and students (Our People, Our Strength).

38 leaders participated in 2024-2025 onboarding/induction programming. Induction programs in Jeffco are annual nine-month courses for individuals who are converting an initial principal or administrator license to a professional principal or administrator license through CDE. Onboarding programs support new leaders or those new to Jeffco get oriented to Jeffco systems and structures and create connections with other leaders in the district. Successful completion of this program fulfills CDE's requirements for Principal or Administrator Induction and meets the requirements for Jeffco Assistant Principal and Central Leader Onboarding.

The components of the induction program include:

- Monthly leadership content learning
- Creating a portfolio of induction materials in Schoology
- On-the-job practice
- School visits for shared observations and feedback conversation coaching by Professional Learning Coaches for leaders in their first year

- Individualized coaching from mentor principal
- Cohort networking & collaborative problem-solving experiences

In Table 4 below, the Induction final feedback survey results reflect the impact of the learning experience on our assistant principals and central leaders.

**Table 4. 2023-24 Induction Participant Feedback**

Question	Percent Favorable Responses (n=31)
The induction program has contributed to my continued professional growth.	97%
I have been able to directly apply and implement my learning to my practice.	100%
The observation/feedback learning has helped me consider my role in the evaluation process as an instructional leader.	100%
I found the mentoring experience extremely valuable.	97%
Interactions with my mentor directly support my work now and/or in the future.	100%

Based on exit survey feedback, the Principal/Administrator Induction Program is highly effective in providing invaluable mentorship and foundational support, which is a significant strength. Participants did have suggestions regarding logistical scheduling issues (asking for a later start time), refining content for greater applicability and differentiation, and fostering broader peer and district-level collaboration.

Comments from participants:

- *"I really enjoyed this experience and meeting other leaders in the building. I hope that there can be continued opportunities for leaders to come together."*
- *"I found this extremely helpful and wouldn't change the format. The topics have been very helpful (and sometimes very timely and connected with what's going on or what I've been thinking about)."*
- *"Having these sessions in the afternoon is very difficult. Offering a morning once in a while would be nice."*
- *"I've found Google Classroom to be a bit more user-friendly and easier to navigate than Schoology, it feels a little more intuitive when trying to quickly access our sources or find assignments. If there's an opportunity to consider switching platforms or simplifying how things are organized, that could make things a bit smoother for everyone!"*

## **Licensed Staff Professional Learning**

### **Non-Student Contact Days**

The Professional Learning team coordinated, communicated and supported central departments to design and facilitate role-specific professional learning for Jeffco educators to enhance a culture of instructional excellence and extraordinary student experiences in alignment with these major improvement strategies. Overarching teacher outcomes were also developed to align to the leader outcomes. The outcomes were:

- **Develop a Common Culture of Instructional Excellence:** I will collaboratively internalize units and lessons using high-quality instructional materials so that all students engage in tasks that meet or exceed grade level expectations and Colorado Academic Standards.
- **Monitor & Strengthen the Instructional Core:** I will monitor student progress toward mastery of content standards and provide in-the-moment feedback that engages and develops student agency and ownership of their learning.
- **Develop a Culture of Belonging and Deep Student Engagement:** I will listen to student voice and use data to ensure students are connected to their classroom culture and learning experiences.

Courses were offered for the following content areas: elementary literacy, K-12 Illustrative Mathematics, English as a second language (ESL), dual language, special education, early learning in preschool and kindergarten, science, social studies, world language, music, physical education, theater, visual arts, positive behavior supports,

multi-tiered system of supports (MTSS), social emotional supports, mental health, restorative practice and assessment on 8 days throughout the year. Vector, our professional learning system, supported educators to register and sign in to the courses they attended.

Courses were optional with the exception of August and high quality resource implementation that was cohort based. Common feedback questions and facilitator reflections were gathered each month by the Professional Learning Team. In the first semester 140 courses across 8 departments were offered. Specific teacher feedback for each session was provided to facilitators for their continued growth and development of content and engagement strategies. Common themes in facilitator reflection included:

- Positive feedback from teachers regarding the applicable nature of the course and how the content deepened the learner's knowledge
- Strong ability to differentiate based on participant need
- Low attendance during optional professional learning
- Teachers want more in depth discussion and guidance with specific instructional strategies.

Teacher input was sought by the Professional Learning Team through a professional development [request form](#). Various departments shared with specific teaching groups as well as district wide access. In addition to teacher leader avenues this feedback supported the planning of professional learning.

## **School Based Professional Learning**

### **Instructional Coaching**

The Jeffco Instructional Coaching Program is grounded in the research from Joellen Killion's [Coaching Heavy](#), which emphasizes that a coach's primary responsibility is to improve student outcomes by strengthening teacher practice. Instructional coaches support this work by guiding teachers to plan rigorous, grade-level lessons in PLCs and by providing side-by-side coaching to strengthen instruction with high-quality instructional materials. The ultimate goal: every student achieves lesson-level mastery every day.

To bring clarity and alignment, we developed the [Jeffco Instructional Coaching Program Handbook](#). The handbook promotes coherence and consistency across the program by defining the vision and mission, outlining essential success conditions such as role clarity and aligned instructional vision, and standardizing the Prioritized Instructional Coaching Roles and the structure of the Coaching Cycle.

We also facilitated a [Coaching Essentials](#) session to equip central leaders and assistant principals with the research, beliefs, and practices of coaching. The Coaching Essentials training led to a strong increase in participants' perceived access to resources, with the average score for having access to the tools needed to effectively coach rising from 2.73 to 3.40 (an increase of 0.67). Additionally, participants reported improved clarity regarding expectations for central leaders' coaching engagement in Jeffco, as the average score for clearly defined expectations increased from 2.33 to 2.77 (an increase of 0.44). See Table 5 below.

**Table 5. Coaching Essentials Participant Feedback**

Survey Questions	Average Pre-Scores	Post-Scores	Increase
In Jeffco, there are <b>clearly defined expectations</b> for how central leaders engage in the work of coaching.	2.33	2.77	0.44
As a central leader, I have <b>access to the tools I need to effectively coach</b> within my role.	2.73	3.40	0.67
As a central leader I <b>feel confident</b> in my ability to coach across the Jeffco system.	2.67	3.11	0.44

In 2024–2025, 128 site-based coaches (full- and part-time) engaged in [professional learning](#) facilitated by instructional coaching coordinators in partnership with the Professional Learning team and the Curriculum & Instruction literacy and math departments. Professional learning focused on:

- Strengthening teaching practices and **student outcomes** through coherent classroom coaching aligned to school and **district goals**.
- Improve literacy and math practices by leveraging **high-quality instructional materials** during **PLCs** and ensure **access and challenge** for every student.

Table 6 below provides data and feedback from these learning sessions.

**Table 6. Instructional Coach Professional Learning Feedback**

<p><b>24-25 Goal:</b> By May 2025, <b>70%</b> of instructional coaches will rate themselves a 3 or 4 on the Likert scale from 1-4 with 1 representing “I am never in classrooms” and 4 representing, “I am present in classrooms at least 2-3 times per day.”</p>
<p><b>Progress Monitoring Data</b></p> <ul style="list-style-type: none"> <li>❖ <b>August</b> data indicates that <b>58%</b> of instructional coaches rate themselves a 3 or 4 on the Likert scale from 1-4 with 1 representing “I am never in classrooms” and 4 representing, “I am present in classrooms at least 2-3 times per day.”</li> <li>❖ <b>November</b> data indicates that <b>61%</b> of instructional coaches rate themselves a 3 or 4 on the Likert scale from 1-4 with 1 representing “I am never in classrooms” and 4 representing, “I am present in classrooms at least 2-3 times per day.”</li> <li>❖ <b>May</b> data indicates that <b>74%</b> of instructional coaches rate themselves a 3 or 4 on the Likert scale from 1-4 with 1 representing “I am never in classrooms” and 4 representing, “I am present in classrooms at least 2-3 times per day.”</li> </ul>
<p><b>Summarizing Quote from Instructional Coach</b></p> <p>"The shift in my role from supporting teachers to improving student learning through building teacher capacity really stood out to me. This highlights a fundamental change in perspective, prioritizing student outcomes as the driving force behind teacher actions and the coach's role."                      –Instructional Coach</p>

Learning Labs

Learning Labs are a job-embedded professional learning structure harnessing observation as a tool to support a shift in teaching and planning practices to ensure rigorous academic expectations for all students. Groups of educators engage in facilitated classroom observations that support high-quality resource implementation and unit-level and lesson-level planning in the content areas of math, literacy, science, social studies, choice programming and CTE (Career Technical Education). A focus is on strong planning with HQIM that includes: clarity in what students need to know and show in lessons and units, assessment and monitoring of these skills and practices, and refinement in instructional practices that provide access and challenge for this learning is emphasized.

In 2024-2025, labs were also used as a tool to support Instructional Coaches who gathered in cohort experiences where they set goals, and learned through observation of each other’s coaching practices. The focus on coaching for teacher clarity through internalization, academic monitoring within the classroom and student data demonstrating shifts or modifications to teaching practices was a consistent thread of this work and proved to move instruction and learning forward for all students.

**Key Learning Focus:**

- Internalization as a pathway to teacher and student growth
- Making learning and impact visible

**Overview of Lab Quantities Across Jeffco:**

- Over 18,890 Students Impacted by Labs
- 348 Teachers in Labs
- 52 Learning Lab Cohorts
- 40 Facilitators
- 100% of labs include a focus on unit and lesson internalization
- 5 Whole School Labs
- 43 Coaches in Labs

PLC Coaching

The Professional Learning Community (PLC) team provides learning opportunities and training for teachers and school teams that focus on teacher collaboration, instructional excellence through the use of high quality resources, standards analysis and data reflection. In our two Instructional Leadership Cohorts of 2024-2025, eight school teams (principal/admin, coach, and teacher leaders) engaged in learning around the [Jeffco PLC Model](#) as well as planning for how they lead and progress monitor PLC work in their buildings. Each cohort met for three full days of learning with in-school coaching in between (and afterward) from PLC coaches. Seven of the eight schools reported that staff beliefs and behaviors shifted to be more collaborative by EOY. Seven of the eight schools reported greater consistency and intentionality of PLC facilitation by EOY.

Learning Targets for the Instructional Leadership Cohort were aligned with the DUIP:

As leadership teams,

- We can build Professional Learning Communities where each community member is invested and has the tools and agency to demonstrate individual and collective ownership.
- We can create the conditions for a collaborative culture that impacts instructional practice and student learning.
- We can lead, monitor, and coach collaborative teams to:
  - Develop a common culture of instructional excellence
  - Monitor and strengthen the instructional core
  - Develop a culture of belonging and deep student engagement

Embedded Specific Targets:

- We can deepen our understanding of the Jeffco PLC Model. We can clarify the collaborative work that drives the PLC process.

- We can build a shared vision of what collaborative culture might look and sound like for our teams/ALT/school—as well as the impact we expect to see in the classroom for students. .
- We can reflect on/self-assess where we are in our progress toward that vision (collaborative culture, work of the team, and impact on kids).
- We can set goals as a leadership team to lead and progress monitor the PLC work in our school. We can set a goal as a leadership team to take a specific step forward toward our vision, including how we will measure (and celebrate) our growth/progress.

As we reflected on program effectiveness, we recognized how interdependent our efforts have been this past year. PLC learning and support was intentionally integrated across multiple structures of coach learning: Coach Impact Circles, Classroom Centered Coaching (PL for Coaches after ELM), and All Coach Learning.

With Coach Impact Circles, for example, we built mini communities of coaches observing each other implementing effective coaching practices. These communities were anchored in school goals, Instructional Leader outcomes, and research. The purpose was to impact coach practice that impacts educator thinking/practice and results in increased student learning. One of the learning targets all year was: I can coach for the collective sensemaking (coherence) at all layers of my school system. (This target includes PLC.) We had four different impact circles composed of 27 schools (17 elementary and 10 secondary). Circles met 5 times during the year for half day cohort learning and sharing of practice. Coaches in circles received one-on-one support in between circles from PL Coaches.

85% of coaches in Impact Circles specifically focused on ensuring PLCs impacted classroom practice.

Comments from coaches:

- “Always coach through internalization and academic monitoring - everything can be addressed through this tight focus.”
- “For the first time, we have a PLP written (and hopefully owned) by multiple levels in our building that will be co-owned and co-monitored. Teachers are continuing to do the work and make their practices visible so that we operate as a coherent system.”
- “This is truly transformative work; it is what is building coherence between the whole-group sessions and the sight-based work we are doing.”
- This learning has helped me make sense about how to layer teacher data and student data into a PLC conversation so that teachers can think about the many layers of unit planning: teacher practice, student behaviors, and their interplay with student outcomes.

- “Keep: Creating time, space, and structures for us to see each other's classrooms and coaching, as well as time to collaborate.”

In Classroom Centered Coaching, required for all coaches on the afternoons of ELM, learning targets were focused on making connections between the planning work that happens in a PLC (internalization, creating an exemplar, planning for academic monitoring) and observations/feedback in the classroom—specifically in ELA and Math.

- 85% of instructional coaches agreed or strongly agreed when asked if they have strong protocols and processes in place that maximize time together in PLCs.
- 80% of instructional coaches agreed or strongly agreed when asked if they had sufficient time to complete their roles and responsibilities as a facilitator of PLCs.
- 61% of instructional coaches agreed when asked if educators at your school have moved from PLC compliance to PLC commitment.
- [☰ Mid-Year Coach Data PLC Summary](#)
- Sampling of participant comments:
  - "I really appreciated the way this session tended to the planning work I needed to do as a coach. I had some new thinking about ways I could refine my PLCs and I was in a space of wanting to solidify my vision for PLCs this year, so I appreciated the time to do that."
  - "Thanks for pointing out the PLC activities on IM. That was very helpful."
  - "I made a detailed plan for leading a lesson internalization."

### Adaptive Schools

The Professional Learning team also provided Adaptive Schools training for 31 participants across 6 school and central teams. The goal of Adaptive Schools Seminars is to develop the collective identity and capacity of organization members as collaborators, inquirers and leaders. This 4-day training directly connects to the district's strategic plan of implementing effective collaborative structures and creating conditions that focus on student outcomes. 100% of participants reported they would immediately apply processes and strategies from this training in their work. 93% also said this seminar met or exceeded their expectations. When asked “How has Adaptive Schools impacted you and your work?”, participants replied:

- *Adaptive Schools has increased my awareness of how to be intentional in my facilitation of groups so that they can be more productive. I have learned and practiced many strategies that will be impactful as a leader in my school and as an instructor with students.*
- *I plan to use many of the tools to increase the effectiveness of the team I lead. There are tools that I will use myself to improve my ability to be a more skillful lead to improve our overall functioning.*

**Education Support Professionals (ESPs) Professional Learning**

An area of focus for 2024-2025 was to evolve the working partnerships with the Jeffco Education Support Professional Association (JESPA) to gather feedback and work together on centrally offered PD for the district’s nearly 4,000 ESPs. Our educational support professionals are critical to achieving instructional excellence and providing an extraordinary student experience. They ensure our school environments are safe, welcoming and conducive to learning. They are the friendly faces greeting students on our school buses and in the office, in the cafeteria while students enjoy their lunches and on the playground when students are building their social emotional skills through positive interactions with peers.

We partnered with JESPA to hold a Professional Learning Committee. This committee reviewed data and offered feedback and suggested next steps both on the content that was offered and the systems we use to communicate the learning.

The Educational Support Professional employee group is made up of nearly 4,000 employees. ESPs work in the following departments or job classifications:

- Facilities Management
- Materials Management
- Information Systems
- Transportation
- Risk Management
- Food and Nutrition Services
- School Safety
- Paraprofessionals
- Office Professionals (school-based and central)
- Health Aids
- Instructional Tutors & Interpreters
- Locker Room Aides
- Special Education Para Educators
- Preschool

**Table 7. JESPA Professional Learning**

During the 2024-2025 school year, a working group of colleagues across Teaching and Learning and Student Services worked to evolve the learning sessions being offered in the system beyond introductory sessions while continuing to aligned to the <a href="#">Para Competencies</a> .	
4 days of learning	<ul style="list-style-type: none"> <li>● Aug. 14</li> <li>● Nov. 1</li> <li>● Jan. 6</li> <li>● March 24</li> </ul>

Attendance	Average of 600 participants per day (includes duplicate attendees throughout the day)
Started offering 11 sessions Grew to offering 18 session	<ul style="list-style-type: none"> <li>• Math</li> <li>• Structured Literacy &amp; Lexia</li> <li>• De-escalation &amp; RP</li> <li>• CLDE practices</li> <li>• Library Management</li> <li>• CPR/1st Aid</li> </ul>
Feedback	<ul style="list-style-type: none"> <li>• 90% implement key learnings</li> <li>• 90% of learning was useful in their growth</li> <li>• 89% Inspired to engage in this work</li> <li>• 79% aligned to school or dept. Focus</li> </ul>
Quotes	<p>“Using the multi-layer approach to reading new words, by using the mirror to see their mouth form letters. Using the sand to draw the letters for sensory feedback. I believe that the students will benefit greatly from these tools... The hands-on practice was excellent!”</p> <p>“Actions that I plan on taking as a result of today's professional learning is really paying attention to the deescalation strategies and taking that int consideration again that its okay to pause especially when a problem arises and resetting.”</p> <p>“By asking myself "Who is doing the math thinking?"</p>

Office Professionals’ Learning

The School Office Staff PL planning team in partnership with central departments (listed below) identified professional learning needs for each of these front office roles (Principal Secretary, School Secretary, Financial Secretary, business managers and Enrollment Secretary):

- Student Data Privacy Reporting/ Instructional Data Reporting
- School Accounting Support Team
- Division of Family and Community Partnerships
- School Safety
- Human Resources
- Payroll
- Student Technology Services

**Table 8. School Office Staff Professional Learning**

During 2024-2025, we created differentiated learning pathways for each task that school office staff perform by offering learning for new staff and experienced. The School Office Staff Planning Team prioritized learning to create streamlined pathways for new-to-role and other overlapping roles in front offices of schools and centrally.

5 days of learning	<ul style="list-style-type: none"> <li>● July 25 &amp; 26</li> <li>● Sept 20</li> <li>● Oct 17</li> <li>● Jan 3</li> <li>● April 24</li> </ul>
Attendance	Average of 317 participants per day (includes duplicate attendees throughout the day)
Feedback	Feedback was sporadic throughout the days because we switched from Google Form to Vector to Google Form. I'm looking forward to being more consistent with this next year to get more feedback!
Quotes	<p>"I feel a little more comfortable with digging in to the new look. I am confident that it will be an easier transition than I thought."</p> <p>"This will help me to stop and think about how to respond to an elevated student or parent."</p> <p>"I plan on using these tools in a variety of aspects in my work. Marketing, and the brainstorming tool especially."</p>

This [linked data](#) was captured to represent professional learning for paras and secretaries. In addition, central support staff such as techs, lead techs, central secretaries, administrative admins and other roles had their own monthly professional learning to address needs specific to their roles.

### Central Office Professional Learning

#### Presentation Skills Studio

To support high quality professional learning directly connected to standards, adult learning principles and best practices in designing and delivering content for their colleagues, the professional learning team developed and offered Presentation Skills Studio.

For the 2024-25 school year, we offered three **Presentation Skills Studio** sessions and three **Planning with Coaching** sessions. We also offered sessions as requested by specific departments. We facilitated the original workshop for SAST (School Accounting Support Team)

16 people participated in the learning from a variety of departments including Curriculum & Instruction, Ed Tech, Postsecondary Workforce Readiness, Instructional Data Services, Student Success, Federal Programs, and Student Data Privacy and Records. We also had one participant from a school site.

Overall, the feedback indicated a positive and useful experience, with participants noting inspiration from clear objectives, engagement activities, and planning templates that they intend to apply in future work, particularly when presenting to

adults (see Table 9 below). Consistent feedback surveys were given each session, supporting continuous improvement for facilitation and differentiation for our various stakeholder groups.

**Table 9. 2024-25 Presentation Skills Studio Participant Feedback**

Question	Percent Favorable Responses
	n=16
The learning structure was engaging.	89%
I can take key learnings from today and implement them in my work.	94%

Participants appreciated the strategies offered in the course and inputs regarding how to facilitate learning for adults. Some comments were:

- *"I appreciated the different inputs full of strategies to apply to upcoming sessions."*
- *"Thank you so much!! You made me really take the time to think about how I am received."*

A trend in the feedback was the commitment to formalizing and dedicating more time to the planning process. As a result of engaging in Presentation Skills Studio, participants planned to implement organizational tools and spend more time preparing to ensure clarity and relevance for their audience.

By offering baseline learning for facilitators of PL and meetings in Jeffco, we move to systemize high quality professional learning.

Values Based Leadership

As part of Jeffco Thrives 2025 priority- Our People: Our Strength, this initiative is to build a values-based culture throughout the district. The purpose and goals were to:

- Provide meaningful and high-quality development opportunities designed to build both leadership and management skills cross-functionally in an effort to increase the district’s ability to implement the new strategic plan.
- Develop a values-based culture through relationship building across leadership through exercises focused on values-based behaviors.
- Provide development opportunities aligned to key strategic initiatives and needs.

In the Fall of 2024, Jeffco launched efforts to create a sustainable plan for continuing values-based culture and leadership support across the district. This plan includes a cost and impact analysis to identify what initiatives can continue without CDE grant

funding and to determine which will remain central to the Jeffco Values-Based Culture Landscape.

Building on the pilot activities from 2023–24—including the launch of the Culture Playbook, Culture Champions, Values-Based Leadership cohorts, Thrives Leadership workshops, Better Together Day, the Jeffco Thrives employee recognition event, and Central Service Town Halls—we have continued to strengthen and expand our work through:

- Culture Champions
- Values Based Leadership
- Pilot a Manager of People learning series
- Better Together Day
- Thrives Awards Event
- Central Services Town Hall

**Table 10. Values Based Initiative Impact Numbers**

Values Based Initiative	#s of Attendees
Culture Champions	76
Values Based Leadership	66
Manager of People learning series	15
Thrives Awards Event	78
Central Services Town Hall (2)	450

**Teaching and Learning Conditions in Colorado Results**

According to the [Colorado Department of Education](#), “the Teaching and Learning Conditions in Colorado (TLCC) survey is a statewide, anonymous survey intended to support school, district, and state improvement planning, as well as research and policy.” This is administered every two years. For the 2023-24 school year, 4,400 school-based building leaders, teachers, special service providers, and educational support professionals participated in the TLCC survey. Results for the professional learning questions are provided in Table 11 below. All items showed improvement from last year by up to 7-percentage points except one that remained unchanged. The district also met/exceeded the state favorability ratings by up to 5-percentage points.

**Table 11. 2023-24 Teaching and Learning Conditions in Colorado Jeffco Results for Professional Learning**

QUESTION	<b>85 %</b> <sup>1</sup> responded favorably	<b>▲ 5</b> from 2022
<p>➤ I receive adequate professional development to carry out my job responsibilities. (ESP/SSP)</p>		
QUESTION	<b>73 %</b> <sup>1</sup> responded favorably	<b>▲ 2</b> from 2022
<p>➤ The school improvement plan (e.g., Unified Improvement Plan) influences teachers' professional learning choices.</p>		
QUESTION	<b>60 %</b> <sup>1</sup> responded favorably	<b>0</b> from 2022
<p>➤ Professional learning opportunities are personalized and aligned to teachers' needs and strengths.</p>		
QUESTION	<b>88 %</b> <sup>1</sup> responded favorably	<b>▲ 5</b> from 2022
<p>➤ I am able to participate in the professional development that is offered. (ESP/SSP)</p>		
QUESTION	<b>61 %</b> <sup>1</sup> responded favorably	<b>▲ 5</b> from 2022
<p>➤ The effectiveness of professional development is assessed regularly.</p>		
QUESTION	<b>69 %</b> <sup>1</sup> responded favorably	<b>▲ 1</b> from 2022
<p>➤ Teachers and support personnel receive ongoing support and coaching to improve their practice.</p>		
QUESTION	<b>77 %</b> <sup>1</sup> responded favorably	<b>▲ 4</b> from 2022
<p>➤ Teachers receive adequate professional development to effectively use student data (e.g., assessments, surveys).</p>		
QUESTION	<b>72 %</b> <sup>1</sup> responded favorably	<b>▲ 2</b> from 2022
<p>➤ Teachers and support personnel receive adequate professional development to support their students' social and emotional learning.</p>		
QUESTION	<b>71 %</b> <sup>1</sup> responded favorably	<b>▲ 4</b> from 2022
<p>➤ Professional learning opportunities are reinforced through coaching (e.g., knowledge building over time).</p>		
QUESTION	<b>69 %</b> <sup>1</sup> responded favorably	<b>▲ 7</b> from 2022
<p>➤ I am appropriately compensated for professional development. (ESP/SSP)</p>		

## System Supports

### Vector

The software program, Vector, became our centralized program for organizing, tracking and communicating professional learning. The district continued to utilize Vector for the 2024-25 school year to allow employees to view the professional learning courses (mandatory, required and optional) being offered by departments, track their feedback for each course and download licensure hours for recertification. Logistically this platform made scheduling easier and allowed users to go back and review content as needed.

The implementation of the Vector PL Management software across our district has been a significant step in enhancing the efficiency, accessibility, and documentation of professional learning. The Professional Learning (PL) team has played a pivotal role in navigating challenges, fostering cross-divisional collaboration, and achieving milestones to support this initiative.

### Professional Learning Pathways:

The professional learning team developed and designed Pathway work for the three associations in Jeffco: JCAA, JCEA and JESPA. The vision for the Pathway development was to organize and communicate mandatory and required learning within a cohesive system driven by Jeffco Thrives strategic plan and priorities. Mandatory training is determined by either Legal or Human Resources as a requisite part of an employee's employment in the district. This training was monitored for completion through the Vector professional learning platform for all mandatory training. Required training or learning supports employees to do their job effectively. This training creates a baseline for expectations for the employee group. In addition, licensing requirements are also outlined on specific stakeholder Pathway documents based on CDE guidelines. During the 2024-25 school year, one pagers were created to capture and communicate training for multiple stakeholder groups with each of the associations. The yearly Panorama survey indicates 79% of staff understands what mandatory training is necessary for their role and 70% understand what required learning they need to attend. Panorama data also indicates the continued need to develop training and learning opportunities to meet stakeholder needs. 35% of staff responded professional learning and training was helpful for their work. This data will need to be analyzed more closely to understand the discrepancies in the professional learning data that was shared in this report.

\*Key Definitions are provided in the [Appendix](#).

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## COMPLIANCE STATEMENT

### On Track

#### **Creating the Conditions for Student Outcomes**

The Instructional Excellence Initiative ensures rigorous academic expectations for all students through deliberate, aligned action. During the 2024–25 school year, we achieved significant growth in establishing consistent and coherent learning across schools through systemic professional learning for leaders and teachers focused on Jeffco’s Instructional Excellence Arc of Learning. Principals, assistant principals, and instructional coaches engaged in professional learning designed to build school cultures of coherence, consistency, and belonging. This learning emphasized supporting teachers to internalize and use high-quality instructional materials, provide meaningful classroom feedback, and use student voice and data to deepen engagement.

#### **Consistent and Coherent Learning**

Our approach centered on providing common professional learning through ELM to principals and instructional coaches, ensuring collaborative planning and implementation aligned to strengthen and monitor the instructional core. This foundational learning was strategically adapted for assistant principals through role-specific sessions, creating a systematic cascade of professional learning that built unified leadership capacity. The July 2024 Leadership Launch and monthly Executive Leadership Meetings reinforced this arc of learning, ensuring consistent, coherent implementation of instructional practices across schools aligned to the *Jeffco Thrives* priority, *Our Learners: Our Future*.

#### **Professional learning opportunities for ESP team members**

The Professional Learning Department continued to cultivate partnerships and work collaboratively with JESPA and central departments to create professional learning and training grounded in the [Paraprofessional Competencies](#) aligned to our Jeffco’s values. This professional learning program continues to evolve to meet the specific needs of Jeffco’s various paraprofessionals that demonstrates their professional value to our system.

### Challenges

While there have been many areas of success as described in this report, there are challenges and tensions within our system that can be barriers to the work of professional learning. One of the primary challenges continues to be time.

#### **Meeting a variety of educator needs**

The district has 14 non-student contact days spread across the school year for professional learning. Two days are reserved for required district training on system

initiatives like curriculum, assessments, and role-specific learning. The remaining 12 days are split into three parts: school-based learning (3 hours), individual planning (4 hours), and optional central office sessions that educators may attend. Because central departments have limited direct time with teachers, most professional learning is delivered to school leaders and coaches, who then share it with staff using provided slide decks and materials. This trainer-of-trainer approach depends on the presenter's comfort level, leading to uneven implementation across schools.

Other challenges include balancing district, school, and individual priorities; addressing the wide range of educator experience and content areas; and ensuring time for follow-up and application. These factors make it complex to provide consistent, high-quality professional learning that meets all teacher's needs.

### **Sustainability of Jeffco Values Based leadership and learning**

Jeffco has laid a strong foundation for values-based leadership, but challenges remain in fully embedding this work across the district. To truly live our values, we must not only name them but also hold ourselves and one another accountable to the daily behaviors that reflect them. This means intentionally weaving values-based language and practices into programs, professional learning, and leadership development so they become part of how we lead and learn every day.

The leadership retreats at The Nature Place have been critical in helping senior leaders reflect, respond to feedback from direct reports, and create action plans that build relational trust. Yet sustaining this practice requires continued commitment and accountability across all levels of leadership.

Financial sustainability also poses a significant challenge. With the end of grant funding, responsibility now shifts to departments and schools. In the context of current budget reductions, many will face difficult decisions and may be unable to prioritize this work, even though it is essential to trust, belonging, and stronger outcomes for students and staff.

### **Vector as a Professional Learning monitoring tool**

While substantial progress has been made in efficiently utilizing Vector, ongoing issues such as finalizing Service Level Agreements, improving single sign on (SSO) capabilities, a streamlined user experience, and enhancing Vector's versatility continue to require attention.

Continued support and resource allocation are needed to ensure benchmarks and enhanced professional learning opportunities district-wide are met. The search feature is complicated and leads to a frustrating user experience. Other challenges include: compiling feedback across multiple courses, monitoring mandatory learning, and event approvals which are all labor intensive. This tool remains a

standalone system which could be incorporated into the new ERP in the future with support across divisions.

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## APPENDIX

### Key Definitions & Resources

#### **Cascading Professional Learning**

The cascade model for professional learning is designed to ensure consistent and clear messaging in Jeffco Schools. The learning is differentiated for each stakeholder group: Instructional Coaches, Assistant Principals, and Teachers (through Turnkey decks). This approach supports coherence and shared understanding of district initiatives to ensure high quality instruction for all students.

#### **High Quality Instructional Materials (HQIM)**

HQIM are curriculum resources that are standards-aligned, research-based, and designed to promote deep learning for all students. They include clear learning progressions, rigorous and engaging content, supports for diverse learners, and guidance for effective instructional practice. HQIM enable educators to focus on high-impact teaching and learning rather than creating materials from scratch, ensuring consistency and coherence across classrooms. They also foster collaboration among educators, provide structures for formative assessment, and support flexible differentiation. By ensuring access to grade-level, high-quality content for all students, HQIM advance equity, close opportunity gaps, and prepare students for success in college, career, and civic life.

#### **Internalization**

Unit/lesson internalization is the process by which teachers study the unit to deeply understand what students are expected to learn (instructional standards), how students will be assessed, and the learning scope and sequence over the course of a unit. Teachers engage in this process collaboratively with grade-level or department colleagues, instructional leaders, and administrators prior to teaching each unit. During internalization, teachers identify success criteria for what it will look and sound like when students have met the level of the standard. Teachers unpack priority lessons and key student tasks for which they co-create exemplars, anticipate student misconceptions, and preplan for feedback, access, and challenge. Unit and lesson internalization is a critical practice because it leads to the level of shared clarity teachers and teams need to be able to academically monitor and to offer feedback in-the-moment that moves students toward lesson level mastery.

### **Pathways for Learning**

A learning pathway for the workplace provides a “map” for classes, training, modules, and/or on-the-job training to help employees develop skills and advance professionally. Opportunities are accessed through different venues: in person, asynchronous, synchronous, virtual and on-line. Pathways allow an organization to ensure all employees attain a specific skill set needed to meet the organizational goals.

### **Rigor**

Rigor asks teachers to fully immerse students in the journey of learning, allowing them to grapple with ideas, sort through ambiguities, and deal with complexities.

Rigor goes beyond simply increasing the difficulty of tasks or assignments; it encompasses the quality of learning and the expectations set for students. It involves promoting higher-order thinking skills, such as analysis, evaluation, and synthesis, rather than relying solely on rote memorization or basic comprehension.

Rigor requires students to do the thinking and make meaning for themselves. It involves creating an environment where students are intellectually engaged, encouraged to think critically, solve problems, and apply their knowledge in meaningful ways.

### **Standards-based**

Standards-based education in Colorado is defined as an ongoing teaching/learning cycle that ensures all students learn and master Colorado’s Academic Standards and associated concepts and skills. In this continuous process of teaching/learning, student achievement is frequently measured through a variety of formats and assessment practices, and students are provided multiple opportunities to learn until they reach mastery. Regardless of content area, course, level, or revisions in standards, this teaching/learning cycle remains constant. Comprehensive standards-based practices involve more than knowing state and district standards; posting standards, learning goals, or objectives in a classroom; referencing standards in lessons or units; “covering” a curriculum; or following a textbook purported to follow state standards. Rather, it means consistently teaching with activities, lessons, and units specifically designed to ensure every child learns the grade-level expectations that lead to mastery of the standards.

### **Resources**

- [Comprehensive Professional Learning System: A Workbook for States and Districts](#). Learning Forward
- [Defining Curriculum-Based Professional Learning: Building a Common Language](#). This paper describes core features of instructionally focused teacher professional learning for the field and established common

understanding and application. Research Partnership for Professional Learning