



MONITORING REPORT

October 25, 2024

Policy: **2.1**

Policy Category: **Ends**

Period Monitored: **2023 - 2024 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.

EXECUTIVE SUMMARY

Characteristics of high-quality professional learning research demonstrates a positive link between high-quality professional learning (HQPL), high-quality instructional materials (HQIMs), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in educator recruitment and retention. The TLCC data for professional learning in our district continues to be 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. *“Effective professional development requires thoughtful planning followed by careful implementation with feedback to ensure it responds to learning needs.”* ([Why Professional Development Matters](#), Learning Forward)

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.

2023-24 Professional Learning Team [Organization Chart](#)

Jeffco's Professional Learning Department's Vision:

- We drive system coherence by ensuring educators receive high quality professional development that directly improves their impact on students.
- 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.
- In our pursuit of excellence, we are dedicated to growing and developing future Jeffco leaders and educators through our transformative educator-induction, immersive residency, and continuous development programs.
- We ensure coherence through cascading professional learning, consistent structures, and communication.

Monitoring Report 2.1 reflects on the professional learning and planning that administrators, educators, and staff engaged in during the 2023-24 school year. The focus of professional learning during the year, and expanded upon in this reports, was as follows:

- Administrator learning, designed to build the instructional leadership capacity of our central and school leaders specifically in the area of internalization (grade level, rigorous instruction) and Professional Learning Communities (PLCs)
- 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.

Administrator Professional Learning

Leadership Launch July 2023

We welcomed 485 central and school leaders into the 2023 - 24 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:

- Clarity on Jeffco Thrives initiatives that focused on student outcomes and central services in support of student outcomes
- Ensure aligned data practices inform all aspects of our work, understand how to use data well for decision-making and use new district dashboard tools throughout the year for progress monitoring
- Learn about two high-leverage strategies that support instructional excellence in Jeffco —collaborative structures and unit/lesson internalization

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 2023 Leadership Launch Participation Feedback

Question	Percent Favorable Responses Rated 3 or Higher on a Scale of 1 - 5
	July 2023 Leadership Launch
I can take key learnings from today and implement them in my work.	95%
The learning today was aligned to the strategic plan.	98%
The learning experience was useful in my growth as a leader.	92%

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:

- *Clear understanding of lesson/unit internalization that can be taken back to my building. Intentionally guiding teachers through the process of thinking to build experiences they can turn into habits.*
- *Creating intentional systems, such as specific reflection points, to look at the actions and mindsets of adults that may be contributing to steps that disconnect students from learning or accessing opportunities for growth.*
- *Using the common language of internalizing units and lessons to align our work in PLCs to grade level standards.*

- *I ensure I align the language that I am using in my Staff-Kickoff to the language of the strategic plan and the district. Additionally, acting with a sense of urgency to disrupt the patterns and trends that have marginalized our students.*

Executive Leadership Meetings 2023 - 24

School and central leaders engaged in monthly professional learning, from August to May, during Executive Leadership Learning (ELM). During the 2023 - 24 school year, the professional learning focus was on strengthening the instructional core through unit and lesson internalization within the PLC model. Content for ELM was developed in partnership with the Chief of Schools/School Leadership and Chief Academic Officer/Teaching & Learning. This professional learning created the conditions for improving student outcomes and providing systemic professional learning through the turnkey decks that principals used to facilitate similar professional learning with their teachers.

The learning was influenced by the [TNTP: Opportunity Myth Report](#). The TNTP Opportunity Myth Report highlights what was found in the 2021 external review of Jeffco systems including the need for grade-level and rigorous work in all classrooms.

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. 2023-24 Executive Leadership Learning Participant Feedback

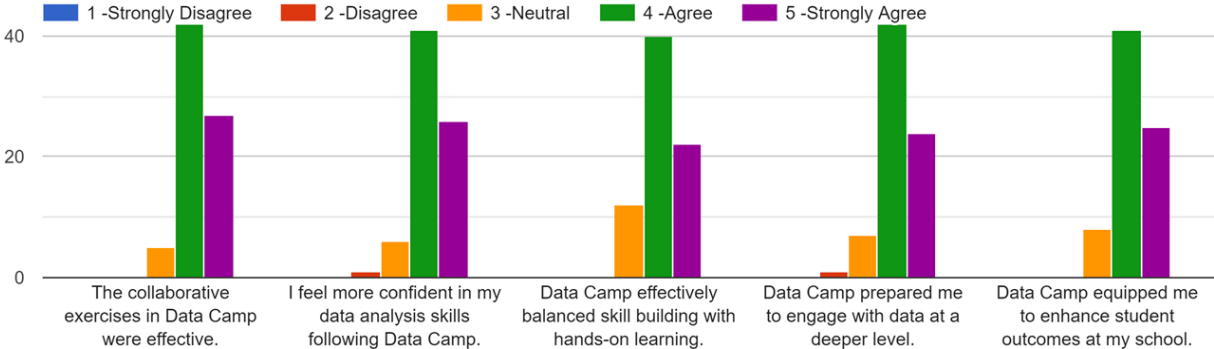
Question	Percent Favorable Responses		
	September n=191	February n=166	March n=172
I can take key learnings from today and implement them in my work.	94%	98%	98%
The content was relevant to my work.	95%	99%	97%
The learning experience was useful in my growth as a leader.	95%	96%	98%

Data Camp for Principals and District Leaders

During the 2023-24 school year, the district developed Data Literacy Competencies for principals and district leaders. As detailed in the monitoring report for Board Ends 2.3 the data literacy expectations for instructional leaders include four broad areas: gathering data, understanding data using data and communicating data. These Data Literacy Competencies became the outcomes for a two day Data Camp professional learning experience in May 2024. Principals and central instructional leaders engaged in the School Progress Monitoring Dashboard to deepen their data culture skills. This cascading learning was led by Deputy Superintendent then Community Superintendents facilitated for principals. There were 260 participants including every principal of a district-managed school. Feedback collected from principals was mostly positive.

For the survey, 5 questions focused on participants' Data Camp experience. Results showed 89% positive responses, 10% neutral, 1% negative (see Figure 1 below).

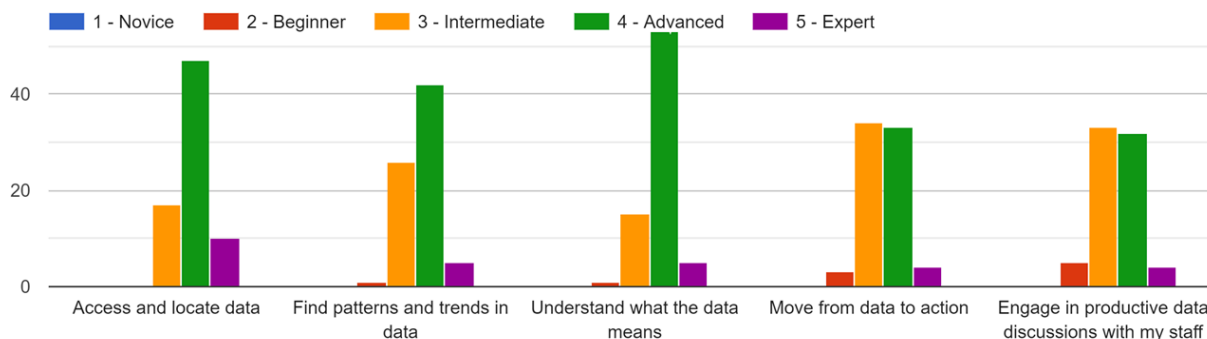
Figure 1. Spring 2024 Data Camp Participant Feedback



In addition, principals reported the School Progress Monitoring Dashboard as a valuable tool in their open-ended response feedback with 29 positive comments, 1 neutral, 2 negative.

As shown in Figure 2 below, principals 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 2. Spring 2024 Data Camp Data Literacy Principal Self-Assessment



Principal Survey Comments

- (positive) *“The whole training was extremely well organized and ran at a just right pace. This is the best professional learning I have attended as a leader this year.”*
- (positive) *“Access to this new wonderful tool, a chance to collaborate with colleagues, and engaging instructional practices.”*
- (positive) *“Overall, great job! This was a very well designed and thoughtful process in so many ways, so thank you for taking time and effort to make it a great experience.”*
- (negative) *“The least effective was only having two hours with my schools data. I could of had the overall introduction day one and then had day two for planning.”*
- (negative) *“Not seeing our own data until the last hour of the camp. I would have loved more time to talk with other principals about plans regarding my own data rather than a different set.”*

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 2023-24 school year, the focus of ELM, and therefore AP Professional Learning, was unit and lesson internalization as well as observation and feedback to monitor 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. The same common questions from ELM PL were utilized each time for AP PL, as shown in Table 3 below.

Table 3. 2023-24 Assistant Principal Learning Participant Feedback

Question	Percent Favorable Responses		
	September n=132	January n=76	March n=78
The learning structure was engaging.	87%	83%	94%
I can take key learnings from today and implement them in my work.	89%	88%	96%
The content was relevant to my work.	91%	91%	92%
The learning experience was useful in my growth as a leader.	89%	82%	90%

New Educator and Administrator Induction

Jeffco's New Educator & Administrator Induction programs reflect a commitment to nurturing the continuous growth and development of our educators and leaders. Our programs are designed to provide support and guidance to educators and leaders in the initial stages of their professional journey. Our philosophy for induction is based on the belief that educators and leaders flourish within a community that fosters connections, both among themselves and within the broader educational system. We emphasize the importance of continuous learning, adaptability, flexibility, and a strong foundation in the core principles of teaching and learning. This approach allows educators and leaders to thrive in the ever-changing landscape of education while driving our district's strategic plan. This philosophy underscores the importance of mentorship, reflective practice, cascading learning, communities of practice and a dynamic scope and sequence that equips novice educators and leaders with the skills, knowledge and mindset required to inspire and educate the next generation of Jeffco students.

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 2023-24 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
- Jeffco's Suicide Prevention Education and Protocol Review
- 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 9 Instructional Coaches and 32 new teachers across 10 schools from all levels.

Another example of professional learning that directly supports in 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, 98% 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. In the [Fall Teacher Survey](#), October 2023, 65% of teachers expressed they focused frequently on internalization with their instructional coach and 63% said they met regularly with their coach. By the Spring, the percentage of new teachers meeting regularly with their instructional coach had risen to 75% and 90% said they had received professional learning on unit and lesson internalization. This speaks to the focused instructional coaching component of the areas of acceleration in last year's monitoring report. Connection and support are crucial to retaining and growing Jeffco's newest teachers. This is confirmed through comments from teachers like, "my Teacher Leader is the biggest reason I survived my first year. She is an incredible educator and mentor" and "my Instructional Coach supports and guides me on all my new teacher expectations." One key change during the 2023-24 school year was creating a [separate survey](#) for special service providers (SSP). The survey for SSP elevated belonging for educators serving these roles and allowed our team to work with central partners more closely to analyze the data and make adjustments..

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 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. 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).

42 leaders participated in 2023-2024 Onboarding and/or Induction programming. Induction programs 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 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=27)
The induction program has contributed to my continued professional growth.	100%
I have been able to directly apply and implement my learning to my practice.	96%
The observation/feedback learning has helped me consider my role in the evaluation process as an instructional leader.	96%
I found the mentoring experience extremely valuable.	93%

Interactions with my mentor directly support my work now and/or in the future.	93%
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Assistant Principal Comments:

- *Thank you for providing this opportunity. This was well planned and facilitated. It has been nice to connect with other people who are new to leader roles in Jeffco.*
- *The most value for me ... is realizing that I do not have to have all of the answers, just who to reach out to when I need help. In addition to that, the importance of considering all perspectives that will influence a decision that will have both short and long term consequences.*
- *My mentor and I met regularly. This was very helpful and I would have felt more alone without that. Most of our time was spent on updates, logistics, or check ins. While this was very helpful I wish more of that time would have been spent coaching me from her lens on what she thinks I need to learn based on my performance.*

Central Leader Comments:

- *Being new to Jeffco the mentoring experience was extremely valuable for me in the area of evaluations. This is an intimidating process which became less intimidating by being walked through the process in the induction/onboarding meetings.*
- *I appreciated having the time to connect and talk with other emerging central leaders each month, as well as my mentor. The connection and the community was the most valuable part of this program for me.*

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 to Jeffco educators to enhance a culture of instructional excellence and extraordinary student experiences. According to 23-24 TLCC survey data, 85% of teachers reported they receive adequate professional development to carry out their job responsibilities. This is an increase from the previous year by 5%. While 60% report professional learning opportunities are personalized and aligned to teacher needs and strengths. All professional learning was aligned to the 2023-24 Major Improvement Strategies:

- Monitor & strengthen the instructional core through the strategy unit/lesson internalization
- Enhance a culture of data literacy
- Expand a culture of safety & belonging

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, equity and assessment on 7 days throughout the year ([August](#), [September](#), [October](#), [January](#), [February](#), [March](#) and [April](#)). 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 for Illustrative Math that was cohort based in the spring, when departments facilitated learning and shared new resources to ensure the start of the school with consistent messaging and connection to the strategic plan. A series of common questions were developed and used in feedback [surveys](#). [Feedback was month specific](#) and collected by the Professional Learning department to ensure consistent questions and to monitor the overall effectiveness. Specific teacher feedback for each session was provided to facilitators for their continued growth and development of content and engagement strategies. Table 5 below provides a summary of that feedback.

Table 5. 2023-24 Optional Licensed Staff Professional Learning Feedback

Feedback Statement	Percent Favorable Responses				
	September	October	January	February	March*
The learning structure was engaging.	95%	89%	87%	93%	66%
I can take key learnings from today and implement them in my work.	92%	89%	91%	96%	74%
The learning today was aligned to the strategic plan.	96%	87%	89%	94%	69%
The learning experience was useful in my growth.	94%	90%	89%	88%	74%
Number of Sessions Offered	1 required 31 optional	39 optional	50 optional	30 optional	1 required 20 optional
*Most of the unfavorable responses came from the required Illustrative math training provided by the vendor. Teacher comments ranged from adjusting to the new platform, wanting to be by grade level or needing to learn more about the resource.					

School Based Professional Learning

Professional Learning Plans

The Professional Learning team provided learning and support around the creation of professional learning plans aligned to the District Unified Improvement Plan (DUIP). The district strategic plan cascades to inform the DUIP, which in turn informs school UIPs. These three plans provide a direction and focus for the work of the district and individual schools. While these plans inform a school's professional learning plan, one thing that is unique about the professional learning plan is that its intended audience is educators. Much like a unit plan makes visible the overarching and prioritized learning focus for students in a given chunk of time, a professional learning plan makes visible the overarching and prioritized learning focus for teachers in a given school year in support of their UIP outcomes.

Approx 30+ schools in Jeffco have Professional Learning Plans as of Spring 2024 (10 Elementary, 5 Middle Schools, 5 High Schools). Schools have reported the professional learning plans have provided focus and direction for leaders and teachers.

Table 6. Spring 2024 Professional Learning Plan Training Feedback

Data from the spring 23 "Crafting an Effective Professional Learning Plan" session	Percent Favorable Responses
The learning structure was engaging	100%
I can take key learnings from today and implement them in my work	100%
Aligned to the strategic plan	100%
The learning experience was useful in my growth	100%
Comment Sample:	"We are all working on the same thing and heading in the same direction as a district (even though the PLP will be unique to our school) - love that we are continuing to build coherence in the district!"

Instructional Coaching

The instructional coaching program's primary objective is to improve teaching practices and support educators in their professional growth in a job-embedded context. In 2023-2024, there were 123 site-based, full-to-part time, coaches engaged in professional learning planned and facilitated by instructional coaching coordinators in partnership with the professional learning team and Curriculum and Instruction literacy and math departments. The focus of professional learning was:

- Increasing clarity of **grade level** expectations through unit/lesson internalization and observations of classrooms
- creating **collaborative teams to engage** unit/lesson internalization that ensure access and challenge for each and every student
- implementation of high-quality instructional materials and best practices for literacy and math instruction.

Instructional coaches embedded their monthly learning into their work with teams of educators at schools by facilitating Professional Learning Communities and supporting individual educators in their classrooms.

Throughout the year, instructional coaches [engaged in learning](#) around how to successfully use unit and lesson internalization to deepen educators collective clarity around grade level expectations and aligned tasks, coaching practices, and content knowledge/best practices in reading and math. Instructional coaches were engaged with up to eight content learning sessions (literacy or math), which helped build their capacity to support teachers with successful implementation of core = resources. As shown in Table 7 below, Instructional Coaches shared that they felt increased clarity on grade level expectations and were better prepared to facilitate unit and lesson internalization. They also reported feeling better equipped to support the implementation of literacy and math curricular resources. Data from the instructional coach learning sessions show that they felt the learning they received was relevant and engaging (see below). Coaches also appreciated learning alongside their principal which affirms the Professional Learning Department's shift to offer Executive Leadership Meetings for coaches and principals to attend together.

Table 7. 2023-24 Instructional Coach Learning Feedback

Professional Learning Feedback Survey Statement	Percent Favorable Responses			
	BOY	MOY	EOY	Average 23-24 Favorable Responses
The learning structure was engaging.	90%	92%	97%	95%

I can take key learnings from today and implement them in my work.	85%	64%	86%	84%
The learning today was aligned to the Strategic Plan.	98%	80%	100%	94%
The learning experience was useful in my growth.	96%	65%	86%	85%
Comment Samples	<ul style="list-style-type: none"> • <i>“The internalization process for strengthening the instructional core was successful in my building this year- teachers took ownership, had more collaborative planning conversations, and really learned their grade level standards.”</i> • <i>“The way this has been rolled out has had a positive impact on the learning at my school. This has tightened the routines we already had in place within our PLCs, and really gives us a clear map for our work.”</i> • <i>“Academic monitoring specifically has been a source of curiosity, joy, and success for teachers in my building. I think they’ve been able to make the connection during academic monitoring on the lessons they’ve internalized vs the lessons they have not. Teacher clarity has led to student clarity. We have also gotten clearer around exemplars and mentors.”</i> • <i>“Internalization has helped create clarity for both teachers and students in our building. Generating exemplars and progressions together ensures we are in agreement about expectations. This has been especially helpful on grade level teams that have new members.”</i> 			

To ensure coherent and differentiated role specific learning, the instructional coaching team partnered with the Library Services team to co-create a [Roles and Responsibilities](#) document specific to Innovation Coaches. Our teams completed school visits together to all schools with an innovation coach to ensure coherence of the role across the system. The instructional coaching team also collaborated with the CLDE team to provide [aligned learning experiences for Dual Language Coaches](#).

Learning Labs

Learning Labs are facilitated classroom observations for small groups of educators 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). The learning lab team provided training for school teams to develop professional learning plans that drive the school Unified Improvement Plan, ensuring that staff can connect the professional learning they are receiving to the work they are doing. Instructional coaches and leaders are trained to facilitate this 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. During the 2023-2024 school year, 100% of labs included a focus on unit and lesson internalization: 509 teachers across Jeffco participated in 72 learning lab cohorts, impacting 21,965 students.

At the end of the 2023-24 school year, the 3 schools with whole school labs scored between 2% and 21% above the district average in all 3 categories (Belonging, Jeffco Strategic Plan, & Well-Being) in every instance except one which was equivalent to the district average as measured by the *Jeffco Listens* Panorama Educator Survey.

End of Year Reflections from Lab Facilitators:

- *“I’m really leaning into the access and challenge piece on internalization. I know it will make the high expectations piece clear for others.”*
- *“We improved our intentionality in feedback, questioning, academic monitoring, and clarity is what is being taught and assessed.”*
- *“There is a shift in what students are doing, tasks that allow students to grapple, problem solve and think.”*
- *“Part of providing equity for all student outcomes is holding onto the belief that all teachers can grow and change and the most compassionate vehicle for that change is coaching heavy. So, I have to be brave enough to take big risks, just like I ask my teachers to do for students. I must “expect a great deal of [teachers and students], convince them of their own brilliance, and help them to reach their potential in a disciplined and structured environment.”*
- *“Teachers are able to think deeply about research based practices to engage student[s] in the learning and move towards acceleration (instead of remediation).”*
- *“I truly believe we learn the most just learning together and that is what a learning lab does. It will have teachers focus on their practice and how it is impacting students. The labs make us reflect, implement change, and repeat. “*

Table 8 below provides the average score on a scale of 1 to 5 for Learning Lab Cohort feedback from the beginning of the school year to the end of school year.

Table 8. 2023-24 Learning Lab Cohort Feedback

Feedback Statement	Data From Lab Facilitator Learning Session Feedback Survey Rank on Scale of 1(Not confident at All) to 5 (Extremely Confident)		
	MOY	EOY	Average 23-24
How confident are you that this learning will lead to a change in teacher practice?	3.8	4.3	4.3
How confident are you that this learning will lead to increased student outcomes?	4.3	4.2	4.3

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. The four-day PLC Foundation training in 2023-24, provided four school teams (including their leadership teams and teacher leaders), new to PLCs, the opportunity to learn how to establish effective collaborative team structures for teachers. Two Professional Learning Communities of Practice (PLCoPs)—cohorts of six well-established PLC elementary schools and four secondary schools—innovated, refined, and made their practices visible to each other in a collaborative structure focused on instructional planning, leadership, and system coherence. Ten other elementary and Pre-K and five other secondary schools engaged in PLC coaching outside of these learning structures. The overarching Learning Targets for all PLC team learning structures and individual coaching were intentionally aligned with the DUIP:

Learning Target 1: We can build Professional Learning Communities where each community member is invested and has the tools and agency to demonstrate individual and collective ownership in our shared goals of:

- Strengthening and monitoring the instructional core
- Enhancing a culture of data literacy, and
- Expanding a culture of safety and belonging.

Learning Target 2: Schools will create the conditions for collaboration that prioritizes developing teachers' collective efficacy and results in improved student outcomes.

- In PLC Communities of Practice (CoPs) learning and PLC 101 learning, intentional adjustments were made to include unit and lesson internalization.

Data and testimonials:

- *80% of coaches who were supported by a PLC coach stated work with their PLC coach improved unit/lesson internalization.*
- *96% of PLCoP participants reported that the learning has had an impact on student learning.*
- *"Amy helped me process how to bring unit and lesson internalization into our existing PLC structure, yet still help us ensure that we have time to analyze data during our PLCs as well."*
- *"Teams are having deeper conversations about instruction!"*
- *"I believe teachers have a better capability to read and understand their grade level standards."*

With all PLC learning structures, in-school coaching was built in (in addition to

professional learning experiences). Data and testimonials:

- *100% of participating schools reported that PLC coaches have impacted their PLC systems and structures.*
- *100% of participating schools reported that teachers are demonstrating an increase in leadership and ownership.*
- *“The time we get to work together (with great guidance) as a leadership team supports our school as a whole.”*
- *“I feel awesome about the fact that I see a shift on the horizon where the responsibility of this work won't rest solely on my and my Instructional Coach's shoulders. I am moving into the role of facilitator and watching teacher leaders bloom.” ~Principal from PLC 101 Session*
- *“Katie worked to help us with Teacher Leadership work this year which has been fantastic. The teacher leaders led our vertical teams and are working on better leadership within weekly PLCs.”*

PLC coaches worked closely with the instructional coach coordinators to co-plan and co-facilitate all school-based instructional coach learning each month. This collaboration ensured that learning connected to the DUIP (and ELM) was aligned across all stakeholders and learning structures.

- Data and testimonials from PLC learning structures:
 - *96% of participants in PLC 101 and the elementary PLCoP named the learning targets as relevant to their needs as educators.*
 - *“I can't believe how much our work has made its way into our PLC's and our students. This has been one of the best years I have had learning and teaching, thanks to a great PLC understanding and implementation.”*

In the spring of 2024, the PLC team worked collaboratively with a team of stakeholders across the system to create and get feedback on what is now the [Jeffco PLC Model](#). There was a need to frame and calibrate at a system level what it is we want for students, the work in teams in order for instruction to meet those student needs, and the conditions that need to be established in buildings for that team work to happen.

Adaptive Schools

The Professional Learning team also provided Adaptive Schools training for 94 participants across 11 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. 98% also said this seminar met or exceeded their expectations. 98% of participants said I will immediately apply processes and strategies from this training in my work. When asked "How has Adaptive Schools impacted you and your work?", participants replied:

- *"Increased productivity with all of the new things being implemented, this was a great push to getting back to what I love about teaching.*
- *This training is immediately and unequivocally the most impactful training I have had to support the work I do daily... literally the best professional development I have ever had."*

Education Support Professionals (ESPs) Professional Learning

An area of focus for 2023-2024 was to strengthen the working partnerships with the Jeffco Education Support Professional Association (JESPA) to 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, 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

During the 2023-2024 school year, a working group of colleagues across Teaching and Learning and Student Services worked to align the Paraprofessional Competencies to the learning sessions being offered in the system.

Office Professionals' Learning

The ESP 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 and Enrollment Secretary):

- Student Data Office and Instructional Reporting
- School Accounting Support Team
- Division of Family, Community and School Partnerships
- School Safety
- Human Resources
- Payroll
- School Safety

During 2023-2024, we created differentiated learning pathways for each role. During 2024-2025, greater clarity of the responsibilities of each role will be collaboratively achieved as to continue to evolve learning pathways that encompass new-to-role and other overlapping roles in front offices of schools and centrally. In addition, central support staff such as techs, lead techs, central secretaries, administrative admins and other roles will have their own monthly professional learning to address needs specific to their roles.

This [linked data](#) was captured to represent professional learning for paras and secretaries.

2024 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.” 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 9 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 9. 2023-24 Teaching and Learning Conditions in Colorado Jeffco Results for Professional Learning

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

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. This course was required for all presenters of learning in the Teaching and Learning department and made available to presenters in other departments.

We offered nine sessions December 2023 through June 2024. In addition, we offered the course to departments and teams individually. For example, the SEL team and teacher leaders for Teacher Induction participated in this learning during their regularly scheduled team meetings.

186 people participated in the learning from a variety of departments including Teaching & Learning, Human Resources, Instructional Data Services, Student Success, and Operations (Facilities and Food and Nutrition Services).

Overall, the feedback from participants was highly positive (see Table 10 below). To align with other PL structures (ex. ELM PL and AP PL) consistent feedback surveys were given each session. These supported continuous improvement for facilitation and differentiation for our various stakeholder groups.

Table 10. 2023-24 Central Staff Learning Participant Feedback

Question	Percent Favorable Responses
	n=120
The learning structure was engaging.	99%
I can take key learnings from today and implement them in my work.	99%
The learning experience was useful in my growth as a leader.	97%

Participants appreciated the organization and structure of the course, including the participant guide and the time to plan for an upcoming session they would be facilitating. Some comments were:

- *I will take time in my preparation to research meaningful data and resources to share with the adult learners as part of my preparation and practice. I will use the participant guide as my road map as I prepare the training.*
- *I learned microskills that I can incorporate for PL next week. It was a good reminder that good planning can prevent many of the in the moment issues from arising*
- *This was a well-planned PL on the topic that was transparent about making key components of presentations grounded in adult learning theory visible.*
- *I've already rewritten my next big meeting to include new strategies*

For some, the content was new while others were validated in their current practices while adding additional strategies to their toolbox. The intent to directly implement what was learned both individually and with their teams was a theme as well.

- *I plan to be more purposeful in my planning for smaller group meetings. I put a lot of time and effort to write down goals, agendas etc for large presentations, but don't put the same amount of time into my smaller meetings. I plan on utilizing the template provided to guide my thinking.*
- *Tangible ideas that help me plan for a meeting tomorrow. That's super helpful! The reason that is inspiring is because it supports me in giving an experience that considers the needs of my group.*

The chance to interact with colleagues was also important to participants.

- *I enjoyed being in the room with other colleagues I don't normally have the opportunity to engage with and meet a few new people.*
- *Hearing so many great ideas from the other participants*

By offering baseline learning for facilitators of PL and meetings in Jeffco, we move to systemize professional learning. To ensure that this professional learning is strategic, aligned, and connected to ongoing work, it will be part of a multi-year, cyclical professional development plan that addresses the needs of all employee groups. In the 2024-25 school year, the original workshop will be marketed to a wider group of participants and additional coaching-supported workshops will be offered where participants can bring and plan for an upcoming professional learning they will be facilitating with the support of a coach.

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 2022, Jeffco applied to be part of a CDE Strategic Plan pilot cohort and was granted \$150K to conduct work to establish a values-based culture in the district. In the summer of 2023, Jeffco received an additional \$100K to continue the pilot. The grant was used primarily to pilot the following activities in the 2023-24 school year:

- Creating a culture playbook
- Launching a culture champion program
- Conducting values-based leadership experience cohorts
- Designing and delivering “Thrives Leadership” workshops
- Hosting a Better Together Day
- Reimagining the Jeffco Thrives Awards / employee recognition event
- Central Services Town Halls

Table 11. 2023-24 Jeffco Thrives Leadership Development Pilot Participation Counts

Session	# of attendees <small>(w/ links to full attendance record)</small>
Working Better Together	65
Conflict Management	29
Want Excellence? Provide Clarity!	29
Bias 2.0 Deconstructing Bias	10
Partnering for Success-- Increasing Engagement and Performance on Your Team (Part 1)	40
Building a Foundation for Equity: Values-Based Training	13

Most of the feedback collected was unique to the session, the facilitator and content. 100% of respondents reported that the content of the session was relevant.

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 2023-24 school year to allow employees to view the professional

learning courses (mandatory 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.

In July 2023, Vector was introduced for use during the annual Leadership Launch event. Throughout the year, the Professional Learning team continued to work with Jeffco staff to normalize the use of Vector for professional learning needs as opposed to ESS. The PL Team created a “Vector Work Group” to include multiple people from not only the PL department, but other central departments as well. This group created monthly schedules to share the duties of approving courses being entered into the system as well as training on how to consistently enter courses, access attendance and feedback for facilitators and authors of courses.

There are limitations within Vector when using a common feedback form to inform professional learning trends across multiple courses on specific days. The Professional Learning team is creating systems to become more efficient in gathering and analyzing data for progress monitoring purposes. These systems are currently labor intensive and are continually being refined with our Vector partnership.

[Professional Learning Pathways:](#)

The professional learning team worked to develop an introduction to pathway work for the three associations in Jeffco: JCAA, JCEA and JESPA. The vision for the Pathway development was to organize and begin to communicate mandatory and required learning. Multiple stakeholders provided feedback and perspective on the needs across the system. A definition for mandatory and required was created through stakeholder input based on identified professional learning needs. Mandatory training is required by either Legal or Human Resources as part of an employee’s employment in the district. This learning was monitored for completion through the Vector professional learning platform for all mandatory training. Required training/learning supports employees to do their job effectively. Required learning creates a baseline for expectations for the employee group. During the 24-25 school year, one pagers are being developed to capture mandatory and required training for multiple stakeholders.

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

COMPLIANCE STATEMENT

On Track:

Creating the Conditions for Student Outcomes. The purpose of our Instructional Excellence Initiative is to take thoughtful and deliberate action to ensure rigorous academic expectations for all students. With that in mind, we identified professional learning that was key to our instructional excellence initiative. Principals and instructional coaches engaged in learning that was focused on: 1) Unit and lesson internalization and 2) Implementing effective collaborative structures for teacher planning. The July 2023 Leadership Launch and monthly Executive Leadership Meetings were designed as an arc of learning and provided learning sessions to go deeper with these strategies. This approach built coherence in the delivery of content and increased common understanding of district-wide expectations among school leaders and school-based educators aligned with the Jeffco Thrives priority, Our Learners: Our Future. We are beginning to hear common language being used around instructional excellence across the district.

Professional learning opportunities for ESP team members. The Professional Learning Department actively cultivated a relationship and worked collaboratively with JESPA to create a set of [Paraprofessional Competencies](#) aligned to our Jeffco's values and identify and offer professional learning opportunities to support the work of our paraprofessionals and demonstrate 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, is time. In 23-24 TLCC data, 64% of teachers and support personnel responded they have adequate time to engage in professional learning.

Time to meet a variety of educator needs The district has increased the number of non-student contact days to fourteen spread out over the course of the school year. These days represent the greatest opportunities for staff professional learning. Two of the fourteen days are reserved for required district professional learning and focuses on system initiatives such as curriculum implementation, assessment training, and role-specific learning. The time available on the remaining twelve non-student contact days is divided into three major areas: school-based professional learning (3 hours), individual teacher planning (4 hours) and *optional* professional development provided by central departments that educators may *choose* to attend in order to not compete with school-based priorities. This severely limits direct access from central departments to classroom educators for professional learning. As such, we

have relied primarily upon providing professional learning directly to our school leaders and instructional coaches and then provided them “turnkey” slide decks and materials that we have asked they use to provide professional learning to their staff at their building sites. The district’s school based method for delivering content, a trainer-of-trainer model, can vary in effectiveness based on the comfort level of the person presenting the information and thus has resulted in inconsistent implementation.

Systemic approach to Jeffco Values Based leadership and learning. As Jeffco moves to operationalize its values-based leadership and learning work, there is an identified need to promote a clear and consistent understanding of values-based culture in Jeffco. This includes describing the program and its components in a way/place that is accessible to all Jeffco employees and potentially future Jeffco employees. Jeffco leaders and staff also need to be able to articulate this program consistently. Additionally, a distinction must be made between the organizations’ values-based professional learning and management training and the different target audiences. And a learning program/curriculum must be codified specific to values-based culture.

Vector as PL monitoring tool.

The feedback we have received from participants is that the system is cumbersome in registering for a course, logging in for attendance and completing the feedback form. Compiling feedback across multiple courses is labor intensive. For example, Jeffco has developed internal processes to monitor and communicate mandatory learning completion. This tool remains a standalone system which could be incorporated into the new ERP in the future.

APPENDIX

Key Definitions

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, which sets up the work they will do over the course of teaching the unit. During internalization, teachers identify priority lessons to focus on and key student tasks they want to analyze throughout the unit to know how students are progressing.

Unit and lesson internalization is a critical practice because it anchors teacher support in instruction.

Rigor:

Academic rigor refers to the quality of the teaching and learning. Rigorous teaching and learning should meet grade-level expectations, be aligned to academic standards, and be meaningful and engaging to students. Students should feel both success and challenge on a daily basis. In terms of classroom teaching, we view an academically rigorous curriculum as one that has high levels of student engagement and learning.

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.

Pathways for Learning:

A learning pathway for the workplace provides a "map" for classes, micro-learning modules, and/or on-the-job training to help employees develop skills and advance professionally. Pathways allow an organization to ensure all employees attain a specific skill set needed to meet the organizational goals.

Cascading Professional Learning:

The cascade model for professional learning is a mechanism for delivering training to leaders at the central and school level who then "turnkey" their learning to staff at the local level through several layers.

Symmetrical Professional Learning Experiences:

Adult learning experiences where the facilitator is modeling and using methods that can be translated into good pedagogy in the classroom with students. After experiencing the model or method, the facilitator then invites the adults to participate in a metacognitive process of reflecting on how it impacted their own learning and how they can in turn create similar experiences for their students.