I-M-P-A-C-T-S

AURORA
PUBLIC SCHOOLS
— Power Your Potential —

Improving Measures of Performance and Accountability through Calibration, Training, and Support

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Section 1: APS Guiding Principles

APS 2026: Faces of the Future is based on our community's core beliefs about education—these are our foundation. We, as a community, believe:

- Every student has unique abilities that we must recognize and engage.
- A district with students at its center provides an adaptable and responsible foundation for learning.
- Student and staff safety is essential to our vision and mission.
- Students, families, staff and community members share the responsibility for student achievement.
- Student achievement and growth are driven by highly-effective and respected staff working as a team.
- Students take an active and ongoing responsibility for their learning.
- Families are our partners in education.
- Community partnerships provide vital resources and opportunities for students and families.
- All students must have equitable access to learning opportunities, technology and environments that support them in reaching their full potential.
- Diversity is strength in our community.
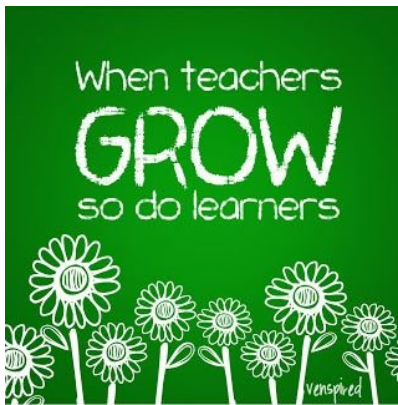
One of the most important components of our commitment to high quality learning is reflected in our core belief of: **Student achievement and growth are driven by highly-effective and respected staff working as a team.** Any effective system of support for highly-effective staff consists of professional learning and evaluation. Why do we have evaluation? Not only because the law requires it but to ensure teacher quality and drive professional development.

Any effective system of evaluation has its foundation in basic beliefs; Basic beliefs around individual potential as effective and satisfied employees as well as beliefs about supporting productive working relationships that enhance teacher quality and result in student achievement.

Purpose of Evaluation

In APS, the primary purpose of performance evaluation is to provide meaningful and credible feedback that improves teaching performance through observations, instructional dialogue and support. **As APS evaluators and educators we believe:**

- ✓ *Every student has the right to receive the highest quality instructional program possible.*
- ✓ *Educators have a continuous desire to learn and perform their jobs professionally. They acknowledge that improvement takes effort and that change is difficult and requires considerable support, encouragement and feedback.*
- ✓ *Educator performance is enhanced by a work environment that is positive, supportive, and professional and treats individuals with respect and dignity.*
- ✓ *Educator motivation to grow and contribute to APS high quality instruction is created in part, from the recognition of his/her strengths and accomplishments.*
- ✓ *Data informs our decisions but we recognize that professional judgement will always be a component of evaluation.*
- ✓ *Highly effective educators result in improved student achievement— Teachers, Special Service Providers, Educators on Special Assignment, Assistant Principals, and Principals matter!*

Section 2: Evaluation Components & Requirements

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

The Master Agreement between the Aurora Education Association and the Aurora Public Schools (Article 35), as well as the procedures and regulations outlined in these guidelines, govern the evaluation of licensed non-administrative school professionals. These policies and regulations are in full compliance with CRS 22-9-106(1) (c) and Senate Bill 10-191 and Senate Bill 22-070.

Aurora Public Schools has chosen the Colorado State Model Evaluation System and the electronic evaluation tool (Colorado Performance Management System) provided by the Colorado Department of Education and RANDA Solutions for licensed evaluations. The District developed rubrics for categories of teachers (Deans of Students and Non-Instructional Teachers on Special Assignment) that were not included in the rubrics developed by the State.

APS and Colorado State Model Evaluation System
Educating children is a complex activity requiring multiple skills and aptitudes. A significant and indispensable part of the definition of effective educators is the ability to obtain growth in student academic performance. Colorado expects that effective educators will not only ensure student academic growth but they will also ensure that:

- All students are learning in ways that will prepare them for college or a career by the time they graduate from high school
- All students are prepared for future civic responsibilities
- Families of their students are engaged in school activities and support their children

Colorado educators will be evaluated on measures of student learning/outcomes as well as their demonstrated performance against the Quality Standards, including their ability to attain positive outcomes for the students they teach. The use of professional growth plans will guide their

professional planning, goal-setting and professional development.

All districts and Boards of Cooperative Educational Services (BOCES) are required to use the state-approved definitions for effectiveness for the person or group whose evaluations they are conducting. These definitions are included in the sections of the user's guide for individual groups.

The principal/assistant principal, teacher and specialized service professionals Quality Standards outline the knowledge and skills required of an effective educator and will be used to evaluate all licensed educators in Colorado. All school districts and BOCES will base their evaluation of licensed educators on the full set of Quality Standards and associated elements, or they should adopt their own locally developed standards that meet or exceed the state's Quality Standards. School districts that adopt their own locally developed standards must crosswalk those standards to the state's Quality Standards and elements, so the school district or BOCES is able to report the data required.

Measures Used to Determine Final Effectiveness Rating

Based on the passage of Colorado Senate Bill 22-070, the following determines the composition of a licensed educator's evaluation rating.

- Overall professional practices rating **(70 percent-NEW FOR 2023-24)**
- Ratings on measures of student learning/outcomes **(30 percent NEW FOR 2023-24)**
- Combining overall professional practices rating and measures of student learning/outcomes rating to determine the final effectiveness rating.

The effectiveness definitions and Quality Standards provide clear guidance about the professional practices associated with Quality Standards and the way to measure student learning/outcomes. Seventy percent of the final effectiveness rating is based on professional practices and thirty percent is based on measures of student learning/outcomes. The use of multiple measures ensures that these ratings are of high quality and will provide a more accurate and nuanced picture of professional practice and impact on student learning. The use of different rating levels to rate performance allows more precision about professional expectations, identifies educators in need of improvement and recognizes performance that is of exceptional quality.

NEW FOR 2023-24--Evaluation Changes Per Senate Bill 22-070:

Evaluation Composition

30% of a teacher's or principal's evaluation is based on the academic growth of students, and the remainder, 70%, is based on the teacher's or principal's attainment of quality standards;

Highly Effective Evaluation Pathway-

Districts can have an evaluation pathway and process for educators rated Highly Effective for three consecutive school years. (APS will be determining if there will be development of a Highly Effective Pathway during the 2023-24 school year).

New CDE and APS developed rubrics for licensed personnel in a limited number of specialized teacher or principal roles.

- CDE Special Education Teacher Rubric (New for 2023-24)
- CDE Teacher Librarian Rubric (New for 2023-24)
- CDE Instructional TOSA Rubric (New for 2023-24)
- APS Developed new Non-Instructional TOSA Rubric (New for 2023-24)
- APS Developed new TOSA Dean of Students Rubric (New for 2023-24)

Updates to MSL/MSO portion of an educator's final effectiveness rating:

- Collective measure(s) within the MSLs/MSOs cannot exceed 10%. APS will have the Collective Measure Rating set at 5% starting in the 2023-24 school year.
- Collective measure(s) within the MSLs for teachers and principals can only use data based on the performance of students enrolled at their school.
- Any educator who is new to a district/BOCES cannot have data from before they were employed used in the collective measure(s) of their MSL/MSO.
- APS will continue to have the Collective Measure Rating developed at the site/building level as done in school years 2021-22 and 2022-23.

See Article 35 of the APS/AEA Negotiated Agreement (Oct 3, 2022-June 30, 2028) for all definitions and requirements regarding the following:

- Formal and Informal Observations
- Pre/Post-Observation conferencing
- Evidence and Artifacts
- Evaluators/Designees
- Evaluation Component Timelines and guidance
- Evaluation Appeals

See Article 43 of the APS/AEA Negotiated Agreement regarding the Grievance process for licensed staff who believe their rating was the result of the improper application of the evaluation process.

Evaluation Composition

Teachers, TOSAs, Principals, & APs

- Standard 5 (Teachers, Principals, AP, and TOSA) Collective Measure — 5%
- Standard 5 (Teachers, Principals, AP, and TOSAs) Individual Measure — 25%
- Professional Practices Standards 1-4 (Teachers, Principals, AP, & TOSAs) — 70%

Special Service Providers

- Standard 5 Individual Measure #1 Special Service Provider (SSP)- Student Outcome Objective — 15%
- Standard 5 Individual Measure #2 Special Service Provider (SSP)- Student Outcome Objective — 15%
- Professional Practices Standards 1-4 Special Service Provider (SSP) — 70%

Evaluation Rubric Percentages: (New for 2023-24)

Rubric	Quality Standard I	Quality Standard II	Quality Standard III	Quality Standard IV	Quality Standard V (MSL/MSO)	Total
Principal	18%	18%	18%	16%	30%	100%
Dean of Students	20%	20%	20%	10%	30%	100%
Instructional TOSA	20%	20%	20%	10%	30%	100%
Non-Instructional TOSA	20%	20%	20%	10%	30%	100%
Teacher	20%	20%	20%	10%	30%	100%
Teacher-Librarian	20%	20%	20%	10%	30%	100%
Teacher-Special Education	20%	20%	20%	10%	30%	100%
SSP-Audiologist	20%	20%	20%	10%	30%	100%
SSP-Counselor	20%	20%	20%	10%	30%	100%
SSP-Nurse	20%	20%	20%	10%	30%	100%
SSP-Occupational Therapist	20%	20%	20%	10%	30%	100%
SSP-Orientation & Mobility Specialist	20%	20%	20%	10%	30%	100%
SSP-Physical Therapist	20%	20%	20%	10%	30%	100%
SSP-Psychologist	20%	20%	20%	10%	30%	100%
SSP-Social Worker	20%	20%	20%	10%	30%	100%
SSP-Speech Language Pathologist	20%	20%	20%	10%	30%	100%

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Evaluation Components:

The evaluation component list and charts on the next pages describe the various parts of the evaluation process as well as the responsibilities and requirements for those activities. Please see the Annual Evaluator Training PowerPoint and the AEA/APS Master Agreement on the Educator Effectiveness Website for more detailed information.

Evaluation Process Step	To be Done By:	To Be Done:		
		Before	**During**	**After**
	School Principal/ Supervisor	Determine who will evaluate each educator and notify educators being evaluated and their evaluators of their assignments.		
1. **Training** Every licensed professional evaluator involved in using the Colorado State Model Evaluation System must have been trained by a CDE approved training program. This process helps to ensure reliability and validity and makes certain that everyone has the same foundational knowledge to apply to this high stakes decision-making process.	**Evaluator**	Review and be thoroughly familiar with master agreement district observation and evaluation guidelines and all other required evaluation documents.	Actively participate in all training activities to ensure a thorough understanding of what is expected and when it is to be completed.	Discuss training and jointly confirm understanding of expectations and how they will be addressed during the year.
	Person Being Evaluated			
2. **Orientation** Each district should provide an orientation on the evaluation system, including all measures to which the licensed professional will be held accountable, no later than the end of the first two weeks of school each year. This will ensure that licensed professionals who are new to the system will have the knowledge they need to actively participate in their own evaluations. It will also provide a forum for district staff to review the system and learn of any changes made since the previous year.	**Evaluator**	Request information about changes to system since previous year.	Discuss changes to evaluation system since previous year, articulate all measures to which educators will be held accountable and agree on how to address any new requirements necessary to meet expectations.	Prepare for completing the year-long evaluation process based on current guidelines discussed during orientation.
	Person Being Evaluated	Review rubric and other evaluation materials.		

Evaluation Process Step	To be Done By:	To Be Done:		
		Before	**During**	**After**
3. **Self-Assessment** Each licensed professional should complete a self-assessment by the 2nd week of August or within 30 days of hire. This step in the process provides the person being evaluated with an opportunity to reflect on personal performance over the course of the previous year and in the context of the students, teachers and school for the current year. Sharing the self-assessment with an evaluator is optional. Completion of the self-assessment provides the educator with information that should be used in the creation of the annual Professional Growth Plan.	Evaluator	Encourage a thoughtful, comprehensive and honest approach to self-assessment.	Thoughtfully reflect on past performance and identification of strengths, weaknesses and ability to meet state standards during current school year. Beginning with a new rubric each year, honestly and fairly rate personal performance against all standards, elements and professional practices.	Review self-assessment throughout the year to make sure strengths are maintained and weaknesses addressed. If desired, share self-assessment with evaluator and/or other members of the evaluation team such as peer evaluators. The person being evaluated determines whether the self-assessment is shared and with whom.
	Person Being Evaluated	Review rubric and other evaluation materials.		
4. **Fall Connection Meeting Review of Annual Goals & Performance Plan** Once the licensed professional's self-assessment has been completed, the evaluator and the person being evaluated will review the school's annual goals (Unified Improvement Plan), as well as the professional goals for the person being evaluated. One professional goal is based upon previous years' evaluations (if applicable) as well as the result of the self-assessment. A second goal is based upon the site or district UIP. This allows the licensed professional and evaluator to consider the unique context for that year with respect to the school's culture, students, community, and changes in district initiatives.	Evaluator	Hold a beginning of year conference with person being evaluated to determine what sources of evidence/artifacts will be used to measure performance against their Quality Standards.	Discuss strengths and weaknesses and what it will require to maintain strengths and improve upon weaknesses in professional practice. Finalize goals and professional growth plan. Set targets and scales on measures of student learning/outcomes with educator	Monitor progress toward achieving goals and addressing all items in performance plan throughout the year.
	Person Being Evaluated	Send Professional Growth Plan to evaluator so he/she has time to review it.		Review Professional Growth Plan periodically throughout the year to ensure that adequate progress is being made toward completing all action steps and achieving goals.
5. **Evaluator Assessment** Evaluators should review the performance of licensed professionals being evaluated throughout the year and record their ratings on the rubric as such information is collected. This is not an end of the year activity, but rather one that is conducted in a consistent and ongoing manner. The evaluator should complete the rubric prior to the end-of-year review.	Evaluator	Become familiar with all materials collected during the year for the purpose of determining levels of performance.	Beginning with a new rubric each year, assign rating level to each standard and element based on performance associated with each professional practice.	Provide a copy of the rubric and other materials used to determine rating levels to the teacher being evaluated.
	Person Being Evaluated	Provide all information requested by evaluator.		Objectively review evaluator ratings and prepare for End-of-Year Review by collecting additional artifacts/ evidence if necessary.

Evaluation Process Step	To be Done By:	To Be Done:		
		Before	**During**	**After**
6. **Mid-Year Connection Meeting** The licensed professional and evaluator will meet to review progress toward achieving the Professional Growth Plan. In addition to the review of the educator goals, the meeting should review the most up to date Evaluator Assessment Rubric. As a result of that rubric review, every person being evaluated should have a clear understanding of their potential effectiveness rating based on evidence available to date. During the mid-year connection meeting the educator and evaluator should identify further potential evidence or artifacts and review progress monitoring data for meeting the educator's Student Learning Objective/ Outcome Objective. Mid-year meetings will occur by the end of the first semester for probationary educators and by the end of January for non-probationary educators.	**Evaluator**	Schedule review. Review Professional Growth Plan, and any available evidence regarding progress to date, barriers to achieving goals and ideas for revising plan for the second half of the year if such a revision is necessary. Review progress made on the Evaluator Assessment Rubric and Measures of Student Learning (SLO/SOO)	Discuss progress toward achieving annual school and professional performance goals, evaluator assessment rubric, and measures of student learning (SLO/SOO). Examine progress toward meeting goals, professional practices and student goals. Adjust Professional Growth Plan and or SLO/SOO if necessary to reflect unanticipated barriers to success as well as successes to date. Agree on action steps to be completed in order to achieve annual performance goals, profession practices and SLO/SOO goals. Identify artifacts that may be used to demonstrate success.	Provide ongoing feedback based on multiple classroom visits, data, targeted development activities and other information. Schedule additional face-to-face discussions as needed.
	Person Being Evaluated	Provide Professional Growth Plan along with comments about progress to date and barriers to completion by year end to evaluator in time to allow for review prior to discussion. Review Evaluator Assessment Rubric and progress made toward meeting the Measures of Student Learning (SLO/SOO)		Request discussions with evaluator to share progress made and adjust Professional Growth Plan and SLO/SOO if necessary.
7. **End-of-Year Connection Meeting** Every educator will meet with their evaluator for an end of year review connection meeting to discuss the professional growth plan, the rating on the Evaluator Assessment Rubric, the Measures of Student Learning rating and any additional evidence. If the educator wishes, they may submit written comments within fifteen (15) working days, which shall be attached to the evaluation. The end of year meeting and final evaluation ratings for teachers will occur at least two (2) weeks before the last class day of the school year (APS/AEA Master Agreement Article 36, Section C). The evaluation report will be filed with the Division of Human Resources through the Colorado Performance Management System (COPMS-RANDA) evaluation tool.	**Evaluator**	Schedule review. Review Professional Growth Plan and barriers to achieving goals and ideas for continuing goals if necessary. Review Evaluator Assessment Rubric and provide to educator prior to meeting date and review Measures of Student Learning (SLO/SOO) - Data Summary and Reflection.	Reflect on the extent to which professional growth plan goals have been met and determine growth areas to target during the coming year. Discuss Evaluator Assessment Ratings and Measures of Student Learning Ratings, if agreement on final effectiveness rating educator and evaluator may sign off on the final rating. If not, further meetings may be scheduled to finalize ratings.	Provide written comments to the person being evaluated summarizing discussion and noting any follow-up necessary.
	Person Being Evaluated	Provide SLO/SOO data summary and reflection and Professional Growth Plan comments about progress made to evaluator with enough time for them to review prior to meeting date. Review Evaluator Assessment Rubric. If necessary, provide additional artifacts/evidence to support rating levels under consideration.		Prepare additional evidence if called for during possible further conversations.

Evaluation Process Step	To be Done By:	To Be Done:		
		Before	**During**	**After**
8. **Final Effectiveness Rating** The end of year review and final evaluation ratings for teachers will occur at least two (2) weeks before the last class day of the school year (APS/AEA Master Agreement Article 36, Section C)... The evaluation report will be filed with the Division of Human Resources through the Colorado Performance Management System (COPMS-RANDA) evaluation tool. Final evaluation reports must be signed off by both the educator and the evaluator before the evaluator's supervisor signs off.	**Evaluator**	If final rating not agreed upon in the End of Year Review Connection Meeting, schedule appointment to conduct final performance discussion.	Discuss any new evidence provided by the educator and assign a rating for each element and standard to determine professional practices rating for the year. Use the processes contained in COPMSP-RANDA for determining the final effectiveness rating.	Process all necessary paperwork and notify human resources through COPMS-RANDA of overall professional practices rating, measures of student learning/outcomes rating and final effectiveness rating for person being evaluated.
	Person Being Evaluated	If final rating not agreed upon at End of Year Review Connection Meeting, provide evaluator with additional evidence/artifacts prior to appointment.	Openly and honestly discuss year's performance and work with evaluator to determine final professional practices ratings for the year.	Sign off on final professional practices ratings. If there is disagreement between evaluator and person being evaluated regarding rating level, person being evaluated should be notified of rebuttal, grievance or if eligible, the district appeal process.
9. **Goal-Setting and Performance Planning** (Not Required) Before the next evaluation cycle begins, the educator being evaluated should develop a professional growth plan designed to address any areas in which growth and development are needed, professional development or training required, and other resources needed to fully implement the professional growth plan. This step should be a natural outgrowth of the discussions conducted during steps 7 and 8 and may be approved before the end of the current school year. Any necessary updates to the plan may be made at the beginning of the next school year.	**Evaluator**	Review all evaluation materials with person being evaluated.	Openly and honestly discuss areas of strength as well as those needing attention. Identify potential goals, action steps and resource needs in order to improve performance or maintain high quality performance.	Review goal-setting plan, offer suggestions for improvement if any are needed and approve the plan for the subsequent year.
	Person Being Evaluated	Review all evaluation materials available including information on progress toward meeting targets set for measures of student learning/outcomes.		Prepare professional growth plan for subsequent school year and discuss with evaluator and/or supervisor (if different).

APS Evaluation Process & Timelines (NOTE-See specific year timeline on the APS Educator Effectiveness website)

	Beginning of the Year Connection Meeting by LAST DAY OF AUGUST			
Activity	**Timeline**	**Who**	**Requirements**	**Reference**
1. **Training/Orientation for Evaluators on the State Model Evaluation System**	Prior to start of school	All evaluators/ evaluator designees	Annual	State Statute CDE State Model Evaluation User Guide
2. **Annual Orientation for Educators**	Prior to **END OF AUGUST** Or Within three (3) weeks after educator begins work	All licensed educators	Annual Review of: • Evaluation Process, Timelines & Resources • RANDA • Evaluation Assignments • SLOs/SOOs	AEA/APS Master Agreement - Article 35, Section (C)

3. **Begin Self-Assessment of Professional Practices**	Allow time for educators to begin work on these by **END OF AUGUST**
	
	Allow at least 1 hour during work day (ins-service, faculty meeting, professional development) to begin work on:
	  o Self-Assessment
	  o Professional Growth Plan
	  o Student Learning Objective (SLO)/ Student Outcome Objective (SOO)
		All licensed educators including Teachers, SSPs, TOSAs, Principals & Assistant Principals	Completed in RANDA	AEA/APS Master Agreement - Article 35, Section (C)
				
				CDE State Model Evaluation User Guide
				
				Aurora Public Schools IMPACTS Licensed Evaluation Manual

4. **Begin Professional Growth Goals**			**Professional Growth Plan**-(Goal Setting) **Minimum two (2) goals**: • Goal 1 - based on previous year's evaluation (if applicable) as well as results of self-assessment • Goal 2 – Can be based on site or district UIP	
5. **Begin Student Learning Objectives (SLOs)/ Student Outcome Objectives (SOOs)**			• **Teachers:** 2 SLOs required • **TOSAs:** 2 SLOs or SOOs required (depending upon job duties) • **Principals/APs:** 2 SLOs or SOOs required • **SSPs:** 2 SOOs required but can have more than two	

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Fall Evaluation Connection Meeting by MID SEPTEMBER				
Activity	**Timeline**	**Who**	**Requirements**	**Reference**
1. **Reflect on Self-Assessment of Professional Practices** 2. **Review Professional Growth Plan** 3. **Submit 1st Draft of Student Learning Objectives/ Outcomes**	**Meeting to discuss between evaluator & educator by** <mark>**MID SEPTEMBER**</mark>	All licensed educators including Teachers, SSPs, TOSAs, Principals & Assistant Principals	**Self-Assessment-** Optional to share with evaluator **Professional Growth Plan**-(Goal Setting) Minimum **two (2) goals:** • Goal 1 - based on previous years evaluation (if applicable) as well as result of self-assessment • Goal 2 – Can be based on site or district UIP 1st Draft **SLO/SOO submitted** • On the SLO/SOO Template	AEA/APS Master Agreement - Article 35, Section (C) Aurora Public Schools IMPACTS Licensed Evaluation Manual

Final Draft of Student Learning Objectives (SLOs)/ Student Outcome Objectives (SOOs) by MID OCTOBER				
Activity	**Timeline**	**Who**	**Requirements**	**Reference**
1. **Submit Final Draft of Student Learning Objective (SLO) / Student Outcome Objective (SOO)**	By <mark>**MID OCTOBER**</mark>	All licensed educators including Teachers, SSPs, TOSAs, Principals & Assistant Principals	**Final SLO/SOO Submitted** • On the SLO/SOO Template and **uploaded into RANDA**	Aurora Public Schools IMPACTS Licensed Evaluation Manual

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Mid-Year Review Connection Meeting by LAST WORKING DAY IN DECEMBER (Probationary) by LAST WORKING DAY IN JANUARY (Non-Probationary, Principals & APs)				
Activity	**Timeline**	**Who**	**Requirements**	**Reference**
1. **Check Progress on Professional Growth Plan**	Meeting to discuss between evaluator & educator by **LAST WORKING DAY IN DECEMBER (Probationary)** **LAST WORKING DAY IN JANUARY (Non-Probationary, Principals & APs)**	All licensed educators including Teachers, SSPs, TOSAs, Principals & Assistant Principals	Educators & Evaluators complete the Mid-Year Review Template in RANDA	AEA/APS Master Agreement - Article 35, Section (C) CDE State Model Evaluation Users Guide Aurora Public Schools IMPACTS Licensed Evaluation Manual
2. **Check Progress on Professional Practice Rubric**			**AT LEAST ONE (1) FORMAL OBSERVATION NEEDS TO BE COMPLETED PRIOR TO THE MID-YEAR REVIEW MEETING**	
			Educators & Evaluators review ratings to date on the Evaluator Assessment Rubric in RANDA **Non- renewal language- (Probationary)** Notify in RANDA those probationary educators being considered for Non-renewal (Mid-Year Review Comment Box) *"If performance concerns noted in this evaluation are not addressed, you may be recommended for non-renewal."*	
3. **Check Progress on Student Learning Objective/ Student Outcome Objective**			Educators & Evaluators review student progress on educator's SLO/ or progress data for SOO	

Yearlong- Ongoing Evaluation Activities **Formal & Informal Observations-Collection of Evidence**				
Activity	**Timeline**	**Who**	**Requirements**	**Reference**
1. **Formal Observations-(One class period/ minimum of 45 min.)**	**Probationary-** Minimum of Two (2) required formal observations • At least 1 by LAST WORKING DAY IN DECEMBER • Strongly recommended to have Two (2) informal observations completed by this date as well. **Non-Probationary-** Minimum of One (1) required formal observation • Completed by LAST WORKING DAY IN JANUARY • Strongly recommended to have Two (2) informal observations completed by this date as well.	All licensed educators including Teachers, SSPs, and TOSAs	**Pre-Observation Conference-** At least two (2) working days prior to the formal at request of either the educator or evaluator. • Notification of formal at least two (2) days in advance. **Post Observation Conference-** Must take place within five (5) working days of the formal. • Minimum of 3 weeks between Post Obs. Conf. and next formal **Pre-Post Observation Forms-** Uploaded into RANDA by the educator.	AEA/APS Master Agreement - Article 35, Section (B) Aurora Public Schools IMPACTS Licensed Evaluation Manual
2. **Informal Observations-(Minimum of 10 min.)**	By END OF 1ST WEEK IN MAY		**Minimum of four (4) informal observations** • Min. of 1 week between • Feedback must be provided in RANDA within 2 days of informal- date, time, Standards & Elements observed, evaluator comments.	
3. **Notification of Probationary Non-Renewal**	**Meeting with Educator to Notify** **Mid-March**	Probationary Educators	**Non- renewal language- (Probationary)** • "Due to performance concerns documented in this evaluation, I am recommending non-renewal of your employment."	

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	End of Year Evaluation Connection Meeting			
	by END OF FIRST WEEK IN MAY (All Teachers, TOSAs, SSPs) **by END OF 3RD WEEK IN MAY (Principals & APs)**			
Activity	**Timeline**	**Who**	**Requirements**	**Reference**
1. **Submit SLO/ SOO Data Summary & Reflection**	**Prior to End of Year Meeting-** Suggested due date- 1 week prior to end of year meeting	All licensed educators including Teachers, SSPs, TOSAs, Principals & Assistant Principals	Educator needs to complete the SLO data collection, summary of data & reflection on process to Evaluator	AEA/APS Master Agreement - Article 35, Section (C) CDE State Model Evaluation Users Guide Aurora Public Schools IMPACTS Licensed Evaluation Manual
2. **Sign off on End of Year Review of Professional Growth Plan**	Meeting to discuss between evaluator & educator by **END OF 1ST WEEK IN MAY (Teachers, TOSAs, & SSPs)** **END OF 3RD WEEK IN MAY (Principals & APs)**		Educators & Evaluators complete the End of Year Review Template in RANDA	
3. **Finalize Evaluator Assessment Rubric Ratings**			Educator & Evaluator Review Evaluator Assessment Rubric	
4. **Finalize MSL/MSO Ratings**			Evaluator Reviews SLO/ SOO Data Summary & Reflection & enters rating on the MSL/MSO Worksheet in RANDA	
5. **Sign off on Final Effectiveness Rating**			Educator & Evaluator Review the Final Effectiveness Rating and sign off in RANDA	
6. **Goal Setting and Performance Planning for Next School Year**			Optional, but strongly recommended- Goals set during this time will roll over to RANDA in the PGP for the following year and can be edited.	

Late Hire & Leave of Absence Requirements & Due Dates						
Hire Date/ Return from Leave Date*	**Formal Observations**	**Informal Observations**	**SLO/ SOO Requirements**	**Fall Connection Meeting**	**Mid-Year Connection Meeting**	**End of Year Connection Meeting**
Start of school year through mid-November (the 15th or next duty day)	2 Formal Observations for Probationary 1 Formal Observation for Non-probationary	4	SLO/SOO Requirements to be met (1 SLO for teachers with an option for 2, 2 SOOs for SSPs & TOSAs)	**Within 30 calendar days** of start date or return from Leave	<u>Probationary:</u> **<u>Last day before winter break</u>** <u>Non-Probationary</u> **<u>January 31st</u>**	**<u>End of 1st week in May</u>** **Non-renewals by <u>Mid-March</u>**
Mid November (the 15th or next duty day) through end of first semester.	2 Formal Observations for Probationary 1 Formal Observation for Non-probationary	4	No SLO/ SOO required Evaluation will be based 100% on Standards 1-5	**Within 30 calendar days** of start date or return from Leave	Will occur **within 45 calendar days** of start date or return from Leave	**<u>End of 1st week in May</u>** Non-renewals by **<u>Mid-March</u>**
Beginning of second semester through last contracted hire date in January.	1 Formal Observation First formal observation will occur between **25 – 35 calendar days** of start date**.**	4	No SLO/ SOO required Evaluation will be based 100% on Standards 1-5	**Within 30 calendar days** of start date or return from Leave	Will occur **within 45 calendar days** of hire or return from Leave	**<u>End of 1st week in May</u>** Non-renewals by **<u>Mid-March</u>**
For those with a contracted hired date after January 31st of the current school year.	No Evaluation Conducted	Informal Observations and feedback provided for support	No Evaluation Conducted	No Evaluation Conducted	No Evaluation Conducted	**<u>End of 1st week in May</u>** No formal evaluation completed but meeting to discuss performance required.

*Educators with re-occurring leave or multiple leaves during the year: Contact your HR Director for requirements.

Section 3: Professional Growth Plans & Professional Support:

Tier 3

- **Licensed Employee Development Plan (LEDP)** *(per remediaton language in CRS 22-9-106)*
  - Non-Probationary Educators
  - Overall Effectiveness Rating is Less Than Effective or Ineffective
  - Plan timeline should be a minimum of 60 work days and can be extended.

Tier 2

- **Structured Professional Growth Plan**
  - All Licensed Educators
  - Added to the PGP in RANDA
  - One or more standards are below proficient
  - Plan timeline should be a minimum of 45 to 60 work days.

Tier 1

- **Annual Professional Growth Plan (PGPs)**
  - All Licensed Educators
  - Goals setting focused on professional practices rubric and building/district goals.

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Tier 1: Professional Growth Plan

As part of the annual evaluation process all educators, probationary and non-probationary, shall complete a Professional Growth Plan. A Professional Growth Plan is developed annually by each educator in support of that educator's professional growth. Within the first month of school, all educators should complete a Professional Growth Plan that at a **minimum** includes: (Additional goals can be added.)

- *One goal that aligns to the professional practices rubric (Quality Standards 1-4/ TOSAs 1-5).* This goal should focus on the skills or practices the educator would like to improve upon, develop, or refine and include the action steps to be taken by the educator and the data to be collected that would support successful completion of the goal.
- *One goal that aligns to the school/district UIP.* This goal can be developed by the principal/ leadership team as a focus of the professional work of the school/district and should reflect the skills or practices to be improved upon, developed, or refined by educators. It should also include the action steps to be taken by the educator and the data to be collected that would support successful completion of the goal.

Sample #1: Goal aligned to professional practices rubric.

Goal Name

Writer's Workshop

Goal Description

Increase skill in using writing workshop instructional model, with particular attention to modeling the writing process using my own work.

Action Steps **+Add Action**

Description	Standards & Elements	Person responsible for Support/Mentoring	Data to be Collected to demonstrate progress	Evidence of Progress Toward Achieving Goal	
Model Lessons: I will model three lessons for my grade-level team that demonstrate the writing workshop instructional model.	1, 1.a, 1.b, 1.d, 1.e, 1.f, 3.a, 3.e, 3.f, 3.g, 4.a, 4.c	Principal (0030), Tony	Copies of the model lessons.	0 +Attach	Remove
Develop Portfolio: I will use the workshop instructional model to create a portfolio of my own work to revise in front of students.	1, 1.a, 1.b, 1.d, 1.e, 1.f, 2, 2.c, 3, 3.a, 3.b, 3.e, 3.f, 3.g, 4, 4.a	Principal (0030), Tony	Samples from the portfolio. Student work.	0 +Attach	Remove

Sample #2: Goal aligned to professional practices rubric.

Goal Name

Collaborative Math Learning

Goal Description

Increase collaborative learning in math by creating project-based lessons to allow student to more effectively work in groups.

Action Steps

[+ Add Action]

Description	Standards & Elements	Person responsible for Support/Mentoring	Data to be Collected to demonstrate progress	Evidence of Progress Toward Achieving Goal	
Develop, teach and evaluate six project based lessons to use in the classroom.	1, 1.a, 1.c, 1.d, 1.e, 2, 2.b, 2.c, 2.f, 3, 3.b, 3.d, 3.f	Principal (0030), Tony	Copies of lessons, student work, student data, student feedback surveys.	📄 0 [+ Attach]	Remove
Share the math project based lessons with the instructional coach and math colleagues for review. Share student work with math colleagues to plan for further instruction.	1, 1.a, 1.c, 1.e, 2, 2.d, 2.e, 3, 3.a, 3.e, 3.h, 4, 4.b, 4.c, 5, 5.a, 5.b	Principal (0030), Tony	Copies of lessons and lesson edits, plans developed from group sessions, student data.	📄 0 [+ Attach]	Remove

+ Show Removed Actions

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Sample #3: Goal aligned to school wide goal/UIP.

Goal Name

Parent Communication

Goal Description

Increase positive communication with parents of struggling students.

Action Steps

+ Add Action

Description	Standards & Elements	Person responsible for Support/Mentoring	Data to be Collected to demonstrate progress	Evidence of Progress Toward Achieving Goal		
By the end of the year make at least 5 positive contacts with my 10 lowest performing students' families.	2, 2.a, 2.b, 2.e	Principal (0030), Tony	Contact logs, communication sheets, copies of emails.	0	+ Attach	Remove
Regularly update the student support team, dean, school counselor, school psychologist, family liaison concerning the contacts and concerns over my lowest performing students.	2, 2.a, 2.b, 2.d, 2.e	Principal (0030), Tony	Phone logs, email, meeting notes, student anecdotal information.	0	+ Attach	Remove

+ Show Removed Actions

Tier 2: Structured Professional Growth Plan

In support of probationary and non-probationary educator improvement a second tier of support can be put in place. A Structured Professional Growth Plan (Structured PGP) is an extension of the annual Professional Growth Plan that all educators are required to complete. A Structured PGP can be put in place by evaluators who want to formalize specific feedback and monitor particular high leverage goals for educator improvement. **This more structured support is added in COPMS-RANDA as additional goals in the PGP.**

When can a Structured Professional Growth Plan be created?

Beginning of the school year:	During the school year:
➢ For educators who may have had one Standard or several elements within a Standard rated basic or partially proficient at the end of the previous school year. ➢ These educators have been provided ongoing specific actionable feedback and support regarding these instructional practices/components that are missing or in need of development. ➢ These educators have not improved those instructional skills or practices despite ongoing feedback and support and/or have not implemented, applied, or effectively utilized feedback or support provided.	➢ For educators who, during the year, have been provided specific actionable feedback and support over the course of the first semester regarding critical instructional practices/ components that are missing or in need of development. ➢ These educators have not improved those instructional skills or practices despite ongoing feedback and support and/or have not implemented, applied, or effectively utilized feedback or support provided. ➢ These educators are likely to receive an overall rating for one/two standards, or on a number of elements within a Standard or several Standards, that is basic or partially proficient. Educators may also be likely to receive an overall rating of Partially Effective without more formalized monitoring, feedback, and support.

Development and Implementation:

➢ A Structured PGP shall be developed collaboratively with the educator by September 1 for beginning of the year plans and by January 31 for mid-year plans.

➢ The educator should be provided a between forty-five (45) and sixty (60) working days to implement the plan.

➢ At the conclusion of the plan, there shall be a conference held between the educator and evaluator to review the Structured Professional Growth Plan, the implementation and educator progress.

Evaluator's Role:

➢ Review professional goal(s) and observational data with the licensed educator where performance concerns exist.
➢ Initiate the collaborative development of the Structured Professional Growth Plan.
➢ Clarify deficiencies in performance and provide clear expectations for improvement.
➢ Suggest and provide the educator with additional resources that support progress in meeting the Structured PGP goals around improved instructional performance.
➢ Establish timelines for additional observations, conferencing, progress monitoring and completion of the Structured PGP.
➢ Perform at least one observation within two (2) weeks of plan initiation.
➢ Provide ongoing specific and actionable feedback. (Should include at least monthly formal check in meetings during throughout the implementation of the plan.)

Educator's Role:

➢ Collaborate in the development of the Structured PGP with their evaluator.
➢ Seek support, additional resources, and professional development necessary to demonstrate improvement.
➢ Provide additional artifacts that demonstrate proficiency.
➢ Communicate with evaluator when opportunities exist for demonstrating proficiency.
➢ Work with the instructional coach/ teaching partner, PLC members, grade level team or department members to gain additional support where appropriate.
➢ Demonstrate proficiency to the satisfaction of the evaluator that remedies the specific performance concerns.

Required Elements of a Structured Professional Growth Plan *This is completed within the COPMS-RANDA PGP
1. Standards, elements, and practices that require improvement.
2. Strategies and activities to assist the educator in achieving a proficient/effective rating.
3. A timeline for implementation and review of the plan.
4. Information describing how improvement will be measured.
5. Professional development and resources available from building/district to the educator.

Concluding the Tier 2 Structured Professional Growth Plan:

Evaluator's Role:
➢ Hold a conference at the conclusion of the plan to review any additional observational data and discuss next steps.
➢ Following the conclusion of the Structured Professional Growth Plan an educator may
  ○ continue on a Structured PGP for an additional sixty (60) working days,
  ○ be removed from the Structured PGP, or
  ○ be recommended for a Licensed Employee Development Plan (LEDP)-for only those educators who are non-probationary
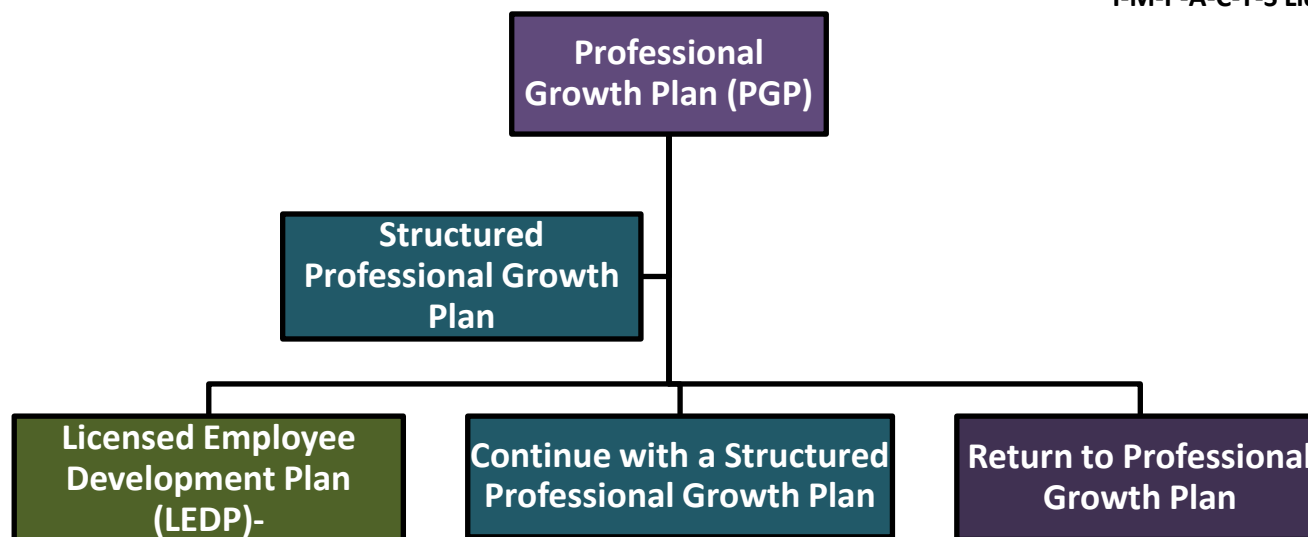
Tier 3: Licensed Employee Development Plan (LEDP)

Licensed Employee Development Plan (LEDP) shall mean the intervention for a **non-probationary licensed educator** who may have received an ineffective or partially effective final End of Year overall rating and who has not demonstrated proficiency/effectiveness through a Structured Professional Growth Plan. LEDPs shall be based upon the standards, elements and professional practices of concern that resulted in a less than effective rating and should be built upon the original or modified goals of the Professional Growth Plan/Structured Professional Growth Plan. This plan is intended to be more directive than the Professional Growth/Structured PGP while providing a higher level of support through multiple assistance avenues.

When can a Licensed Employee Development Plan be initiated?

➢ **Principals must consult with your HR Director and Learning Community Director in order to determine if a plan should be implemented, verify documentation of evidence, ensure consistent communication and provide support and feedback for the process.**

Beginning of the School Year	Mid-Year
➢ If non-probationary educator had a Final Effectiveness Rating of <u>Partially Effective</u> or <u>Ineffective</u> in the previous year.	➢ Educator has/or may have completed a Structured Professional Growth Plan during the first semester of a the school year and the current observations and documented feedback show a significant number of professional practices are still at a critical intervention level after the Structured Professional Growth Plan concluded. At least one (1) formal and two (2) informal observations have been completed and it is likely the educator will have a Final Effectiveness Rating of Partially Effective or Ineffective without more intensive support.

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        ┌─────────────────────┐
        │    Professional     │
        │  Growth Plan (PGP)  │
        └─────────────────────┘
              │
        ┌─────────────────────┐
        │    Structured       │
        │ Professional Growth │
        │       Plan          │
        └─────────────────────┘
```

Licensed Employee Development Plan (LEDP)-	Continue with a Structured Professional Growth Plan	Return to Professional Growth Plan

Development and Implementation of an LEDP:

➢ Non-probationary educator.
➢ Documented Ineffective or Partially Effective Final Effectiveness Rating from the prior school year and/or Documented completion of a Structured Professional Growth Plan in the first semester of the current school year.
➢ Developed collaboratively with the HR Director, Learning Community Director, Principal and educator by September 1 for beginning of the year plans and by January 31 for mid-year plans.
➢ The building Principal shall be the primary evaluator for all non-probationary educators on a Licensed Employee Development Plan.
➢ The educator shall be provided a minimum of sixty (60) working days to implement the plan.
➢ At the conclusion of the plan, there shall be a conference help between the educator and evaluator to review the Licensed Employee Development Plan, the implementation and educator progress.

Option for a Secondary Observer:

➢ If the non-probationary licensed educator's performance, in the judgement of the evaluator, merits placement on a Licensed Employee Development Plan (LEDP), the evaluator will inform the licensed educator of his/her option for a secondary observer. The purpose of a secondary observer is to provide a second opinion regarding the licensed educator's performance in areas of concern during the LEDP process.
➢ The secondary observer must hold a Principal's license and be approved by the building Principal and/or Learning Community Director.
➢ The secondary observer can conduct no more than half of the observations to be completed as part of the LEDP.

Required Elements of a   **Licensed Employee Development Plan**   ❖ **This is completed on the form provided at the end of this document and is uploaded into the Evidence and Artifacts section of the evaluation at the start and completion of the plan.**
1. Standards, elements, and practices that require improvement.
2. Strategies and activities to assist the educator in achieving a proficient/effective rating.
3. A timeline for implementation and review of the plan.
4. Information describing how improvement will be measured.
5. Professional development and resources available from building/district to the educator.
6. Listed responsibilities of the educator, evaluator and other support personnel.
7. Signatures of educator, HR Director, Learning Community Director, and Principal and date.

Principal's Role:

➢ Review data (Structured Professional Growth Plan, observational data, Final Effectiveness Ratings) with Human Resources Director and Instructional Director to get approval to initiate a Licensed Employee Development Plan.

➢ After approval to begin plan, review data (Structured Professional Growth Plan, observational data, Final Effectiveness Ratings) and inform the licensed educator where performance concerns persist and intent to create a Licensed Employee Development Plan.

➢ Initiate the collaborative development of the Licensed Employee Development Plan (LEDP) with the Human Resources Director, Instructional Director, and educator.

➢ Clarify deficiencies in performance and provide clear expectations for improvement to be made in the LEDP.

➢ Suggest and provide the educator with additional resources that support progress in meeting the LEDP goals around improved instructional performance.

➢ Establish timelines for additional observations, conferencing, progress monitoring and completion of the LEDP.

➢ Perform at least one (1) formal observation within two (2) weeks of plan initiation. Perform at least one (1) additional formal observation (after the one within the first two weeks) and a minimum of three (3) informal observations throughout the plan.

➢ Provide ongoing specific and actionable feedback.

Educator's Role:

➢ Collaborate in the development of the Licensed Employee Development Plan with their evaluator.
➢ Seek support and additional resources and professional development necessary to demonstrate improvement.
➢ Provide additional artifacts that demonstrate proficiency.
➢ Communicate with evaluator when opportunities exist for demonstrating proficiency.
➢ Work with the instructional coach/ teaching partner, PLC members, grade level team or department members to gain additional support where appropriate.
➢ Demonstrate proficiency to the satisfaction of the evaluator that remedies the specific performance concerns.

Instructional & Human Resources Director Role:

➢ Review Structured Professional Growth Plan, observational data, and Final Effectiveness Ratings with building Principal for approval to initiate a Licensed Employee Development Plan.
➢ Collaboratively develop the Licensed Employee Development Plan (LEDP) with the building principal and educator.

Concluding the Tier 3 Licensed Employee Development Plan:

Principal's Role:

➢ Meet with Human Resources and Instructional Director to review data and discuss next steps.
➢ Hold a conference with the educator at the conclusion of the Licensed Employee Development plan to review any additional observational data and discuss next steps.
➢ Following the conclusion of the Licensed Employee Development Plan:
   o If in the judgement of the evaluator the licensed educator has made sufficient progress toward the goals of the Licensed Employee Development Plan, the licensed educator will be placed back onto the regular Professional Growth Plan on the evaluation cycle. This would indicate that the likely outcome of the Mid-Year/ End of Year Rating would be Effective or Highly Effective.
   o If in the judgement of the evaluator the licensed educator has made sufficient progress toward the goals of the Licensed Employee Development Plan, but has not demonstrated effectiveness to the degree that the next rating would be Effective or Highly Effective the Licensed Employee Development Plan may be extended for an additional sixty (60) working days. The Licensed Employee Development Plan may be extended at the discretion of the Human Resources Director and Instructional Director.
   o If in the judgement of the evaluator, with consultation from both the HR Director and Instructional Director, the licensed educator has failed to demonstrate effectiveness toward the goals listed in the Licensed Employee Development Plan the district will exercise its authority and responsibility to
      ▪ return the non-probationary licensed educator to probationary status and/or (per State Statute SB 10-191)
      ▪ recommend dismissal of the educator to the Superintendent

Section 4: Evaluation Rubrics –Professional Practices Rubric

The cornerstone of the Colorado State Model Evaluation System is the set of rubrics designed for specific educator groups. These standards-based instruments provide descriptions of professional practices for each the five professional practices rating levels (Level 1, Level 2, Level 3 –meets State Standards, Level 4, and Level 5 professional practices).

- The cumulative nature of the rubrics requires that all practices for a rating level as well as all practices below that level be met in order to be rated at that level.
- Evaluators rate the educator on each element associated with each standard and then use the ratings to determine the ratings for standards as well as the overall professional practices rating.
- This overall professional practice rating will account for 50 percent of the educator's final effectiveness rating.

There are a number of differences between and among the rubrics.
- The teacher rubric is designed to be used primarily as an evidence gathering tool in order to meet the requirements of S.B. 10-191. Professional practices associated with Quality Standards I through III of the teacher rubric are almost all observable during a routine observation, while those associated with Standards IV will need to be rated using evidence other than classroom observations.
- None of the professional practices for principals/assistant principals and specialized service professionals are marked as observable. The rationale for this is easy to understand for principals and assistant principals because their work is almost always outside of the classroom and not easily observed by their supervisor/evaluator.
- Because of the nature of their responsibilities and the fact that many of the specialized service professionals do not work in a single school or even a single district, the professional practices for these groups are also marked as not observable. This approach provides flexibility for the evaluator to observe when possible and appropriate, but to choose additional appropriate evidence/artifacts if necessary to determine the level of performance on most of the professional practices.

Understanding the Rubrics

Quality Standards: To meet the requirements of S.B. 10-191, the State Council for Educator Effectiveness (SCEE) recommended Quality Standards for teachers, principals/assistant principals and specialized service professionals. These recommended standards were reviewed and revised during the official rulemaking process conducted by the Colorado State Board of Education and the Colorado Department of Education. The revised standards and elements were approved by the Colorado State Board of Education as well as the legislature and are now among the Colorado State Board of Education's official rules. These revised standards focus on the professional practices and measures of student learning/outcomes needed to achieve effectiveness. Standards I-IV for teachers, Standards I- IV for specialized service professionals (revised for the 2019-20 school year) and Standards I-IV for principals and assistant principals (revised for the 2019-20 school year) relate to professional knowledge and practices that contribute to effective teaching, while Standard V Teacher, SSP, Principal Rubrics, and Standard VI for TOSAs establishes measures of student learning/outcomes as a requirement for demonstrating effectiveness. S.B. 10-191 requires that these standards serve as the foundation for all educator evaluations in Colorado.

Structure of the Rubric

QUALITY STANDARD I Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).				
Level 1 Practices	**Level 2 Practices**	**Level 3 Practices (Meets State Standard)**	**Level 4 Practices**	**Level 5 Practices**
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.				
THE TEACHER *Plans lessons that reflect:* ✓ *Instructional objectives appropriate for students.* ✓ *Colorado Academic Standards.* ✓ *Student assessment results.*	…and **THE TEACHER** *Implements lessons that:* ✓ *Connect and communicate specific learning objectives to approved curriculum.* ✓ *Aligns to the district's plan of instruction.*	…and **THE TEACHER:** ✓ Demonstrates knowledge of vertical and horizontal alignment of the grade or subject area.	…and **STUDENTS:** ○ *Can articulate connections to the standards.*	…and **STUDENTS:** ✓ *Demonstrate new skills based on standards.*
○ *Professional Practice is Observable during a classroom observation.* ☐ Professional Practice is Not Observable during a classroom observation.				

(In this example the educator would be rated at Level 3 Practices since the professional practice for Level 4 was not checked even though the professional practice for Level 5 was checked.)

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Elements of the Standards: Are the detailed descriptions of knowledge and skills that contribute to effective teaching and leading and which corresponds to a particular teacher, principal or specialized service professional Quality Standard.

Professional Practice: Are the behaviors, skills, knowledge and dispositions that educators should exhibit.

Performance Rating Levels: Describe performance on specific elements of professional practices with respect to Quality Standards.

|	
Level 1 Practices	Educator's performance on professional practices is significantly below the state quality standard.
Level 2 Practices	Educator's performance on professional practices is below the state quality standard.
Level 3 Practices	Educator's performance on professional practices meets state quality standard.
Level 4 Practices	Educator's performance on professional practices exceeds state quality standard.
Level 5 Practices	Educator's performance on professional practices significantly exceeds state quality standard.

Measures: Are the documents, materials, processes, strategies and other information that result from educators' normal and customary day-to-day work.

Evidence & Artifacts: Except for the evidence required by S.B. 10-191, additional evidence/artifacts are not necessary unless the evaluator and person being evaluated have differing opinions about final ratings. In such a case, additional evidence about performance on the specific rating(s) in question may be considered. During the final evaluation conference, the evaluator and person being evaluated should agree on the specific evidence needed to support the rating(s) each believes is correct. Such evidence can include documents, communications, analyses, or other types of materials that are normally and customarily collected during the course of conducting their everyday activities. While the Colorado State Model Educator Evaluation System provides lists of artifacts for each standard and each educator group, educators should be aware that these lists are suggestions only and should not be considered requirements. In addition to the suggested artifacts lists, materials not included on any list may be used.

PLEASE SEE THE <u>APS EDUCATOR EFFECTIVENESS WEBSITE</u> TO VIEWALL EDUCATOR RUBRICS.

Section 5: Feedback and Coaching for Success

Where does coaching/feedback live in the evaluation cycle?
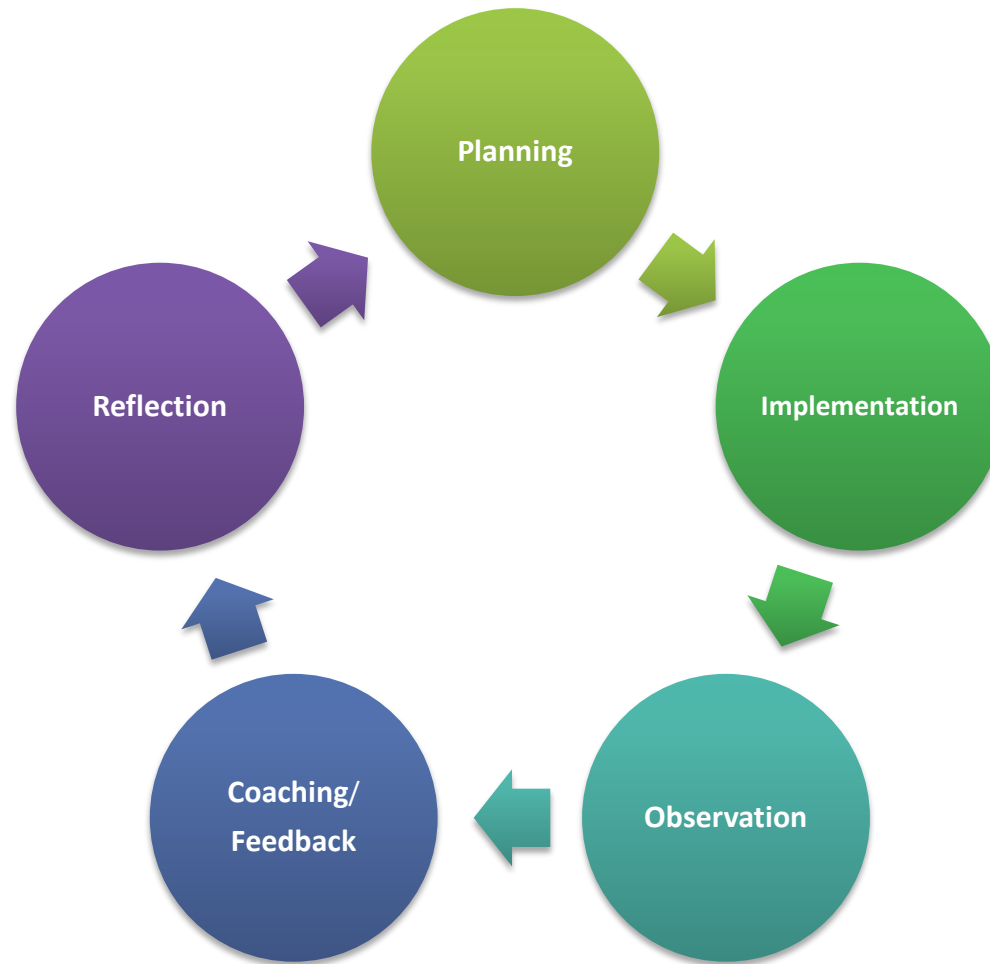
Aurora Public Schools recognizes the importance of professional growth of our teachers through continuous classroom observations and coaching/feedback. To be confident that every educator within our district is provided with the tools necessary to become highly-effective, we must create systems that ensure teachers receive a coaching and feedback experience that builds their instructional capacity and creates a culture of professional learning.

What does good coaching/feedback look like?

Timely
There is a big difference between feedback and evaluation. Evaluation provides and assessment of your performance at a specific place in time. The point of evaluation is judgment – you're either good or bad, right or wrong, meets standard or below standard, effective or ineffective. Feedback, on the other hand, provides you with ongoing information on how you are doing and how close you are to your goals. Thus, in order for feedback to be effective, we must give people feedback PRIOR to being evaluated so that they have a chance to make adjustments, corrections, or complete changes to their performance and get closer to their ultimate goals.

Targeted
There is also a big difference between feedback and advice. Advice offers suggestions for improvement. Feedback on the other hand provides data on my current performance. It points to specific actions or behaviors and the effect these have on my reaching my ultimate goal or outcome. If you only give me advice, I have no context for your advice because I am not sure how your advice relates to MY performance. By giving me targeted feedback, you show me that you are dialed in to my individual performance rather than offering generic advice ("you need to work harder on your writing"), or even vague praise ("good job.").

Tangible
Tangible feedback is focused on things we can actually do something about. It is actionable. Thus, if a student is struggling with their writing, rather than write a quick "awk" next to an awkwardly constructed sentence, you could write "The way that this sentence is constructed confused me. I got lost with all the different pronouns and couldn't keep track of who did what to whom." With "awk." I am not sure what to do. With the more tangible feedback I know that the key to correcting that sentence is to clear up the pronoun use. The same is true when giving feedback to teachers. Opaque feedback like "the students were not engaged" is a lot less powerful than saying, "When you spent 10 minutes working through one problem on the board, I noticed that although all students were initially paying attention to the board, about 3 minutes into your explanation, I counted 13 of your 28 students who were fidgeting, doodling, passing notes, and talking to other students as your back was turned."

Tied to Goals
The point of feedback is to give people information about their progress towards a goal. Thus, your feedback needs to have a clear connection to the learning or professional goal and needs to show students or teachers how close they are to achieving that goal and point them to the best next steps they need to take in order to achieve that goal.

Source: Mindsteps.com

Six Steps for Effective Feedback
Leading Post-Observation Face-to-Face Meetings

1 **Praise** 1-2 min	**Praise—Narrate the positive:**
	What to say: • "We set a goal last week of _____ and I noticed how you [met goal] by [state concrete positive actions teacher took.]. What made you successful? How did it feel?"

2 **Probe** 2-6 min	**Probe—Start with a targeted question & add scaffolding as needed:**
	Opening probe: • "What is the purpose of _____ [certain area of instruction]?" • "What was your objective/goal for _____ [the activity, the lesson]?" **Scaffolding:** **Level 1 (Teacher Drives)—Teacher self-identifies the problem:** • "Yes. What, then, would be the best action step to address that problem?" **Level 2 (Leader's Hands on Wheel)—Ask scaffolded questions:** • "How did your lesson try to meet this goal/objective?" **Level 3 (Put on Brakes & Hands on Wheel)—Present classroom data:** • "Do you remember what happened in class when ___? [Teacher then IDs what happened] What did that do to the class/learning?" • Show a video of the moment in class that is the issue. "What happened in this moment?" **Level 4 (Leader Drives; Teacher Responds)—Intervene or Model:** • Modeled by leader: "What did you notice about how I did it?" • Intervention in class: "When I intervened, what did I do?" • Show video of effective teaching: "What do you notice? How is this different than what you do in class?"

3 **Action Step** 1 min	**Use probing to lead to bite-sized action step:**
	• "So based on [what we talked about], our action step is [teacher or leader states it]." • State clearly and concisely language the bite-size action step that is the highest lever. • Make sure the teacher writes it down and can clearly state the action steps

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4 **Practice** As much time as remains	**Practice—Role play how to implement action step in current or future lessons:**
	Jump into role play and act out confused/noncompliant students: <u>What to say:</u> • **Level 1:** "Let's practice together. Do you want me to be the teacher or the student?" • **Levels 2-3:** o "Let's try that." or "I'm your student. I say/do _____. How do you respond?" • **Level 4:** Model for the teacher, and then have them practice it.
5 **Plan Ahead** As much time as remains	**Plan Ahead—Design/revise upcoming lesson plans to implement this action:**
	<u>What to Say:</u> • "Where would be a good place to implement this in your upcoming lessons?" • Make sure teacher writes out the steps into lesson plan, worksheet/activity, signage, etc.
6 **Follow-up** 1-3 min	**Set Timeline for Follow-up:**

	• **Levels 1-2:** "When would be best time to observe your implementation of this?"
	• **Levels 3-4:** "I'll come in tomorrow and look for this technique."
	• Set dates for all of the following—both teacher and leader write them down:
	  o **Completed Materials:** when teacher will complete revised lesson plan/materials.
	  o implementing the action step
	  o **(When valuable) Self-Video**: when you'll tape teacher to debrief in future meeting

Real-time Feedback—Modeling & Teaching in the Moment

Real-time Feedback	**When Applicable:**
	Indirect Feedback: • Give a pre-established signal/non-verbal cue to the teacher: e.g., red card means too much teacher talk, green card means affirm a student, etc. • Whisper advice to the teacher when students are working independently. **Co-Teaching:** • Stretch the thinking: "Ms. B, can I ask a question to the class?" • Check understanding: "Let's pause for a moment." Ask CFU question. • Address the management: "I've seen this class [do this action] before. Let's see you do it correctly." **Leading the Classroom:** • Plan ahead to do model teaching of part/all of the lesson. • On the spot, step in to teach the lesson.

Source: Bambrick-Santo, P. (2012). Leverage Leadership: A practical guide to building exceptional schools.

Section 6: Measures of Student Learning- Student Learning/Outcome Objectives

(Standard 5-Teacher, Specialized Service Professionals, Principals, Assistant Principals, & Standard 6-TOSAs)
* SLO/SOO Forms can be found on the Aurora Public Schools Educator Effectiveness website at https://aurorak12.org/educator-effectiveness/

Improving student learning is at the center of our work and measuring student learning is a critical part of the teacher evaluation process. Measures of student learning are included in teacher evaluations because:
- Student learning measures, when combined with classroom observations and evidence of Professional Responsibilities, improve the accuracy of the Final Effectiveness Ratings for teachers.
- Analyzing student learning data is a best practice for self-reflection and increased collaboration around student learning.
- Student learning is a critical indicator of teacher effectiveness.

Aurora Public Schools has been working over the past years to implement the student growth portion of the Colorado Great Teacher and Leaders Act (SB 10-191). SB 10-191 requires that thirty percent (30%) of an educator's evaluation be based on educator impact on student learning in relation to the Colorado Academic Standards. There are four basic requirements set forth in the State Board of Education Rules that districts need to consider when developing their measures of student learning for use in evaluation for teachers.
1. **Individual Attribution-** There needs to be at least one measure of student learning (growth) that is singularly attributable to an individual teacher.
2. **Collective Attribution-** There needs to be at least one measure of student learning (growth) that can be attributed to more than one teacher.
3. **Statewide Summative Assessments Results must** be included when available.
4. Results from the **Colorado Growth Model,** must be used when available.

Effective the 2022-23 school year:
Per SB22-069 the use of student growth data from the Colorado Growth Model or district/school performance frameworks may not be used in MSLs/MSOs.

SB 10-191 also requires that 30 percent of Specialized Service Professional (SSP) evaluations be based on educator impact on student outcomes in relation to the job defined duties and rubrics associated with the SSP. The requirements for Specialized Services Professionals include:
1. **Multiple Measures-** There needs to be more than one measure attributable to a Specialized Service Professional.
2. **Student Outcome Measures-** There needs to be at least two measures of student outcomes that can be attributed that Specialized Service Professional. (The Colorado Department of Education has developed some suggested measures of student outcomes and the APS SSP Evaluation group also developed some possible measures during 2014-15.)

What is an SLO? SOO?

SLOs/SOOs are a goal setting process that incorporates the key elements of teaching and learning:

- They are based on standards, curriculum and/or professional practices;
- Their use and results help inform instruction and/or professional practice; and
- They are monitored and measured using assessments.

At the intersection of these key elements of teaching and learning is the use of data. Ideally, the SLO/SOO model encourages educators to collaborate with their colleagues and be actively involved in writing SLOs/SOOs. It is participation that makes the process both meaningful and appropriate.

In education we have been setting goals for students and outcomes for years so the key elements of an SLO/SOO should be familiar. For other educators, this process may seem more difficult and/or confusing.

An SLO is a <u>statement of intended learning</u> that describes what students will know, understand or be able to do by the end of the instructional interval. An SLO primarily answers these three questions:

1. **What are the most important knowledge/skills I want my students to attain by the end of the interval of instruction?**

2. **Where are my students now (at the beginning of instruction) with respect to the objective?**

3. **Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?**
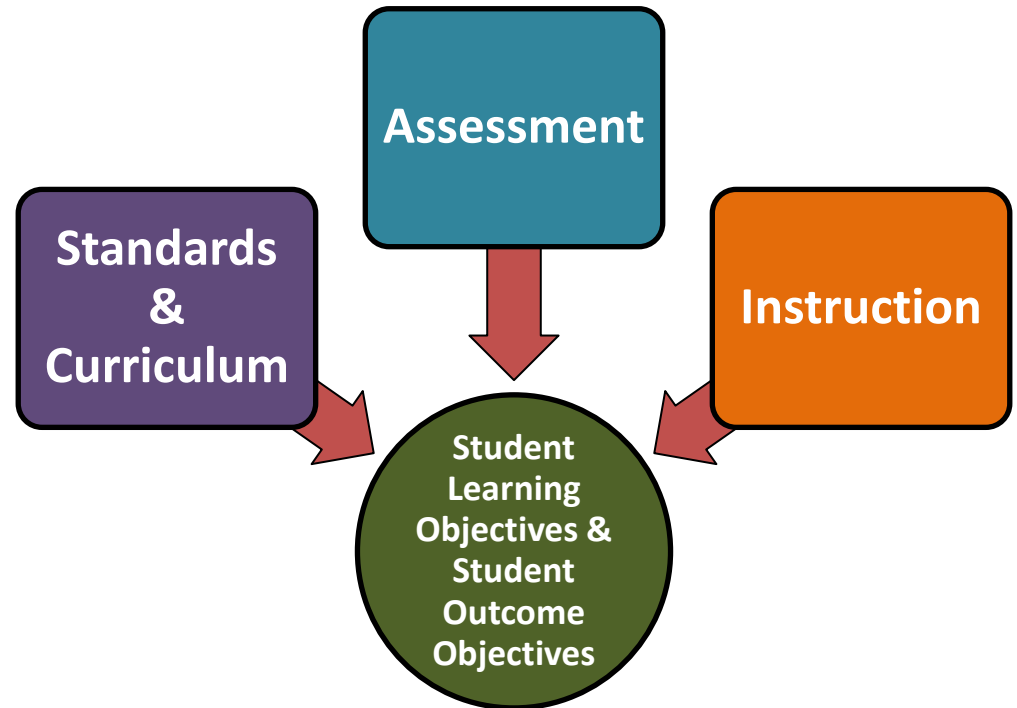
What is an SOO?

Student Outcome Objective:

An SOO is a measure of educator impact on student access to instruction/ student outcomes within a given interval of service. An SOO is used by specialized service professionals, dean of students, instructional (those who are not a teacher of record in a classroom) and non-instructional TOSAs to provide the 50% student outcome data for evaluation. It is reasonable for some TOSAs to create an SLO. An SOO is a measurable, long term outcome goal informed by available data that an educator or team of educators sets at the beginning of the year for student outcomes. An outcome is not necessarily an academic goal but a goal associated with the educator's specific impact on students. The educator(s) work toward the SOO target throughout the year and use data collected at regular intervals to assess progress toward the student based outcome. At the end of the year, the educator(s) collects their summative data and meets with their evaluator to discuss the attainment of the SOO and determine the educator's impact on students.

An SOO primarily answers these three questions:

1. **What is the most important outcome that will enable students to have better access to education through my services?**

2. **Where are my students now with respect to this objective?**

3. **Based on what I know about them, where do I expect my students to be by the end of the interval of service? How will I measure this change?**

Why SLOs? SOOs

Practical: SLOs/SOOs provide a research-based approach to student achievement increase and support effective teacher practice.

- **SLOs reinforce best teaching practice.** Setting goals for students, using data to assess student progress are all part of good teaching practice. SLOs help formalize good teaching by requiring each of these steps and using the performance growth targets to inform evaluation results. Identifying the long-term learning goal for teachers and students helps provide a sense of structure to the discipline and can support greater understanding of learning theory for teachers and metacognition for students.
  SOOs reinforce best professional practice. Setting student outcome goals, using data to assess progress toward those outcomes are all part of good professional practice for those who support the work of schools. SOOs help to formalize job roles and focus by requiring each step and using student outcome to inform evaluation results.

- **SLOs are adaptable.** All educators can demonstrate their impact on student learning and receive recognition for their efforts because SLOs are not dependent upon the availability of standardized assessment scores. Instead, SLOs can draw upon different data sources such as end of course exams, performance-based assessments scored by a rubric, classroom level teacher created assessments, and district created or team created assessments. SLOs can be highly adaptable, quickly reflecting changes in curriculum and available assessments.
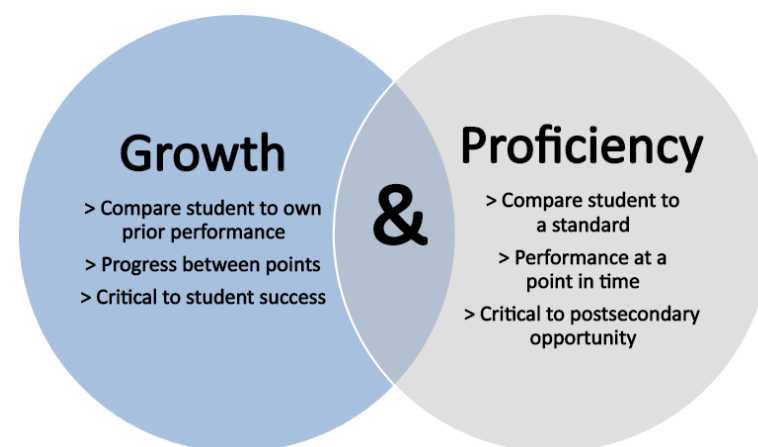
SOOs are adaptable. All educators can demonstrate their impact on students and receive recognition for their efforts. SOOs are specific to school based/ district based roles and can draw upon different data sources to reflect the educator's impact upon students.

- **SLOs acknowledge the value of teacher knowledge and skill.** The SLO process allows teachers to have input on how student learning will be measured and how teachers will be evaluated. Also, the process allows educators to focus on the objectives that are most relevant for their student population and content areas and provide a clear, measurable connection to instruction.
  SOOs acknowledge the value of professional knowledge and skill. The SOO process allows educators to have input on how student outcomes will be evaluated. The process allows educators to focus on the outcomes that are most relevant for their role in the school and are connected to the business of increasing access to learning for all students.

- **SLOs and SOO create potential for collaboration.** SLOs and SOOs can be used to collaborate and reflect upon instructional and/or professional practices among teachers and school professionals.

Legal: **SLO's/SOOs address the requirements of the Colorado State Statute under SB 10-191.**

- Colorado Revised Statute requires the use of student data (Measures of Student Learning- Quality Standard 5 for Teachers, Special Service Professionals, Principals/APs, and Standard-6 for TOSAs) as fifty percent of a teacher and principal's overall evaluation. State Statute also requires the use of Measures of Student Outcomes- Standard 6, for all Specialized Service Professionals.

Growth
> Compare student to own prior performance
> Progress between points
> Critical to student success

&

Proficiency
> Compare student to a standard
> Performance at a point in time
> Critical to postsecondary opportunity

High Quality SLOs/SOOs
*SLO/SOO Quality Criteria Checklists can be found on the Aurora Public Schools Educator Effectiveness website at https://aurorak12.org/educator-effectiveness/

Include the following:

1. **SLO Student Learning Goal:** a <u>statement of intended learning</u> which describes what students will know, understand or be able to do by the end of the instructional interval. It should include a rationale as to why the goal is important for students. (Endurance, Leverage, Endurance, and/or Readiness) SLOs should be written to reflect a Depth of Knowledge at a Level 3 for grades 3 and above. (See Appendix for Depth of Knowledge information).
   SOO Student Outcome Goal: a statement of intended outcome that describes what will be accomplished or completed by the end of the interval. This should also include why the outcome is important for students and how it relates to school success.

2. **Baseline and Trend Data:** The SLO should examine student information (test scores from previous years, results of pre-assessments, etc.), identify student strengths and weaknesses, and review trend data to inform the Learning Goal and establish the amount of growth that should take place during the instructional interval. The SOO should examine the data from previous years, results of pre-assessments etc.), identify areas of strength and weakness, and explain how the data informed the Student Outcome Goal and establish the target(s).

3. **Students:** The SLO should identify the students, course, grade level, and number of students included in the Learning Goal or Student Outcome Goal. This also includes any information concerning language proficiency, students with IEP, ILP, or ALP needs, and any other pertinent student information that have impact on the Learning Goal or Outcome Goal and Performance Target grouping.

4. **Instructional Interval:** The SLO should identify the duration of time that the SLO/SOO will cover.

5. **Standards and Content:** This section should explain the content, skills, and list the specific standards to which the SLO is aligned. All SLOs should be broad enough to represent the most important learning or overarching skills for the course/content, but narrow enough to be measured. SOOs should explain the professional standards or expectations to which the SOO is aligned. SOO Student Outcome Goals should be broad enough to encompass the bulk of the professional work and yet narrow enough to be measured.

6. **Measures and Scoring:** This section of the SLO/SOO explains the assessment instruments that will be used to measure student growth for the Learning Goal or Outcome Goal. The SLO assessment instruments should effectively measure course content and have sufficient "stretch" so that all students may demonstrate learning. Since the Learning Goal is really a **big idea** of the discipline, it is hard to imagine that it can be validly measured with a single assessment so this section should provide a plan for combining multiple assessments. The SOO assessment instruments should accurately reflect the data needed to determine Outcome Goal achievement and may also require more than one single assessment instrument.

7. **Performance Targets:** The SLO performance targets for student growth should reflect high expectations for student achievement that are developmentally appropriate. Both the SLO and SOO targets should be rigorous yet attainable. The SLO target should be tiered for specific students or groups of students in the classroom to allow **ALL** students to demonstrate growth, or the target can be equally applicable to all students in a class, grade, or subject. This section includes a rationale for the why the targets are achievable for these students and should draw upon assessment, baseline and trend data, student outcomes, curriculum and standards. SOO targets can be tiered for specific students or groups of students or can be equally applicable to all students in a class, grade level or school. SOO targets should also include a rationale for why the targets are achievable by the professionals and be aligned to baseline assessment data, trend data, curriculum and/or professional standards.

8. **Progress Monitoring:** The section of the SLO/SOO includes how the SLO student groups or the SOO will be monitored to track progress toward attainment of the Learning Goal or Outcome Goal. It should explain how Learning Goals or Outcome Goals will be monitored at critical junctures throughout the instructional interval and how instruction/actions will be adjusted and aligned to assist students in successfully completing the Learning Goal or Outcome Goal. Having a goal is not enough; educators need a clear understanding of the

important markers along the way that indicate progress toward the goal and steps needed to attain that goal. Learning Progressions, maps that describe skills, understandings and knowledge of a discipline in the sequence in which they typically develop are crucial to planning instructional next steps and formative assessment.

9. **Results and Reflection:** This section of the SLO provides a description and summary of the data and actual gains in student learning including the teacher's reflection on the SLO process as it affected their planning, instruction, and assessment throughout the instructional interval. For SOOs, this section provides a description and summary of the data collected at the end of the interval. It also includes professional reflection on the SOO process, how it affected their professional work and interactions as well as school outcomes.

The SLO/SOO approach…

- takes into account student starting points;
- has fewer disincentives for educators to serve students who start behind;
- provides a focused description of and plan for what students will understand and will be able to do at the <u>end of the instructional interval (semester or year);</u> or provide a focused plan for professionals as they work with student populations to affect positive student outcomes;
- <u>is focused on the standards</u> and curriculum being taught and <u>LEARNED</u> in the class/course; focused on job related school goals;
- is within the <u>educator's control</u> to effect change;
- is focused on what is important and <u>meaningful for</u> students to <u>LEARN</u> during the instructional interval; and
- <u>is achievable and ambitious</u> for both educators and students during the time span available for the <u>LEARNING</u> or <u>STUDENT OUTCOMES</u> to occur.

Student Learning Objective Requirements

All educators will have seventy percent of the final effectiveness rating based on the professional practices rubric (Quality Standards 1-4: Teachers, for SSPs, Principals/APs, and Quality Standards 1-5 for TOSAs) and 30% based on measures of student learning/ measures of student outcomes. Depending on the educator's specific assignment, educators will use one of the following measures to assess the educator's impact on student learning: Student Learning Objectives (SLOs) or Student Outcome Objectives (SOOs).

Measures of Student Learning for Teachers: Standard 5 (Draft Revised Teacher Rubric)

- **Individual Measure:** Minimum of (1) Student Learning Objective (SLO). An educator can elect to complete two (2) SLOs.
  - If educator chooses to have two (2) SLOs, each will count as approximately 12.5% = 25%
  - The SLO should be chosen and developed by the educator as it specifically relates to their content standards/outcomes/course expectations. (CDE Guidance: Measures of Student Learning in Teacher Evaluation –version 3.0)
    - The SLO can be developed by like educator groups (i.e. grade level team, PLT, department, etc.) but data from each individual's students will be used to rate educators separately.
    - If a building wide SLO goal is developed at the school level in support of the UIP – educators should be allowed to create their own SLO if they choose. Educators can maintain support for the school wide focus as part of the Professional Growth Plan for the educator. The Professional Growth Plan should center on the teacher skills to be demonstrated and action steps to demonstrate those skills.
- **Collective Measure:** School Performance Framework (SPF). (There are alternative measures for sites that do not have an SPF). Those educators who work at multiple sites or district level will receive the District Performance Framework (DPF).

Measures of Student Learning for TOSAs: (Dean of Students, Instructional TOSA, Non-Instructional TOSA) Standard 6

- **Individual Measure**: Minimum of one (1) Student Learning Objective (SLO) OR one (1) Student Outcome Objective (SOO). An educator can elect to complete two (2) SLOs/ SOOs.
  - If educator chooses to have two (2) SLOs OR two (2) SOOs, each will count as approximately 12.5% = 25%
  - The SLO/SOO should be chosen and developed by the educator as it specifically relates to their content standards/outcomes/course expectations/job responsibilities.
    - The SLO/SOO can be developed by like educator groups (i.e. PLT, department, etc.) but data from each individual's students/goals will be used to rate the educators separately.
    - If a team level or building level goal is developed at the school and/or district level in support of the UIP – educators should be allowed to create their own SLO/SOO if they choose. Educators can maintain support for the school/district wide focus as part of the Professional Growth Plan for the educator. The Professional Growth Plan should center on the teacher skills to be demonstrated and action steps to demonstrate those skills.
- **Collective Measure**: School Performance Framework (SPF). (There are alternative measures for sites that do not have an SPF). Those educators who work at multiple sites or district level will receive the District Performance Framework (DPF).

Measures of Student Learning for Principals and Assistant Principals: Standard 5

- **School Performance Framework**
  - Principals and Assistant Principals will receive the School Performance Framework (SPF) as ten percent (10%) of the measures of student learning. (There are alternative measures for sites that do not have an SPF).
- **Minimum of one (1) Student Learning Objective (SLO) OR one (1) Student Outcome Objective (SOO) but an educator can elect to complete two (2).**
  - If educator chooses to have two (2) SLOs OR two (2) SOOs, each will count as approximately 12.5% = 25%
  - The SLO or SOO should be chosen and developed by the educator as it specifically relates to their standards/outcomes/expectations/job responsibilities.
    - The SLO/SOO can be developed by like educator groups but data from each individual's students/ goals will be used to rate the educators separately.

Measures of Student Outcomes for Specialized Service Professionals: (Audiologists, Counselors, Nurses, Physical Therapists, Psychologists, Occupational Therapists, Orientation & Mobility Specialists, Social Workers, Speech Language Pathologists)-Standard 5
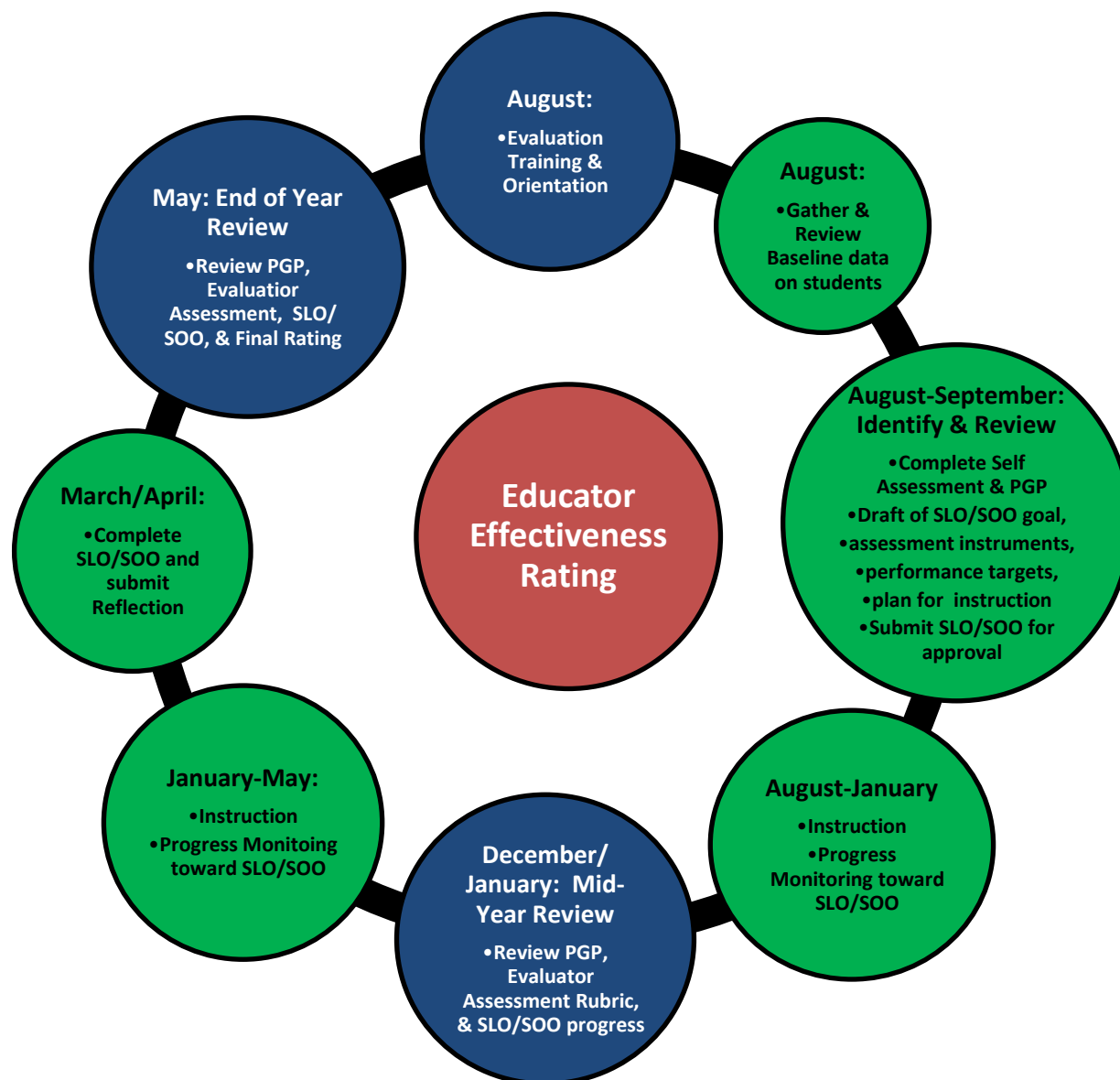
- **Minimum of two (2) Student Outcome Objectives (SOOs), but an educator can elect to complete three (3).**
  - If educator chooses to have three SOOs, each will count equally (approximately 10%)=30%
  - The SLO or SOO should be chosen and developed by the educator as it specifically relates to their content standards/outcomes/course expectations/job responsibilities.
    - The SLO/SOO can be developed by like educator groups (i.e. PLT, department, etc.) but data from each individual's students/goals would be used to rate the educators separately.
    - If a team level or building level goal is developed at the school and/or district level in support of the UIP – educators should be allowed to create their own SLO/SOO if they choose. Educators can maintain support for the school/district wide focus as part of the Professional Growth Plan for the educator. The Professional Growth Plan should center on the teacher skills to be demonstrated and action steps to demonstrate those skills.

How Do SLOs and SOOs Align to Current Evaluation Practice?

The SLO/SOO process aligns with the current evaluation system as well as current instructional expectations for APS staff.
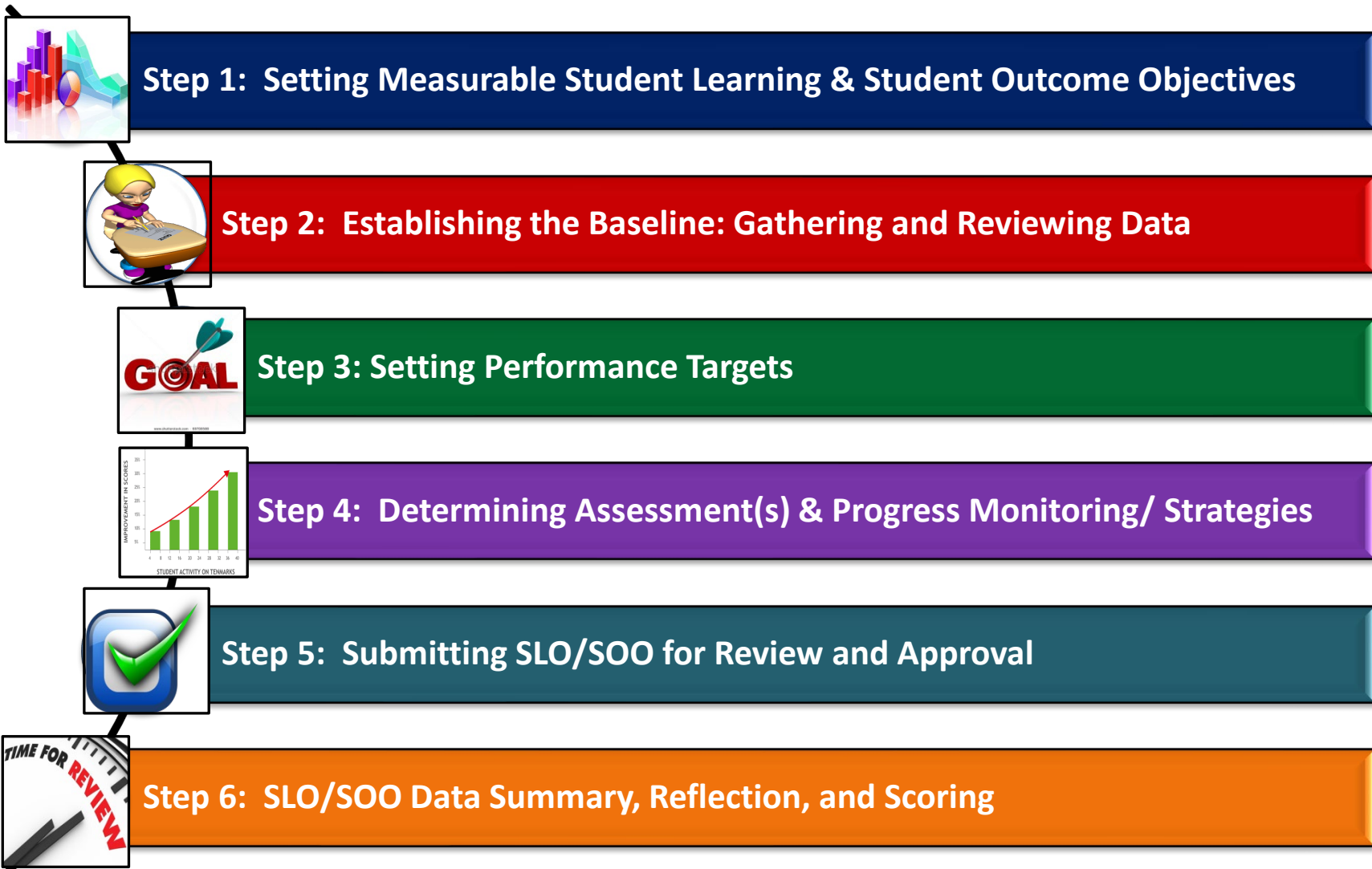
Alignment to Evaluation Process

- **Early August-**
  - All staff complete the annual evaluation training and orientation

- **Mid-August- Beginning of September-**
  - Throughout the month of August staff gather and review baseline data and begin developing SLOs/ SOOs, and plan for instruction/practice.
  - Staff completes their self-assessment and professional growth goals for the year and reviews those along with preliminary draft of SLO/SOO with evaluator.

- **Mid-September-**
  - Staff completes the SLO/SOO including how the SLO/SOO will be assessed, the performance targets, plan for instruction and progress monitoring of SLO/SOO, to submit for evaluator approval. The SLO/SOO can continue to be refined throughout the approval process.

- **August-January-**
  - Staff engages in high quality instruction and monitor progress toward SLO/SOO.

- **End of December/ End of January-**
  - Staff engages in Mid-Year Review conversations discussing progress made on professional growth goals, the evaluator assessment rubric, and the SLO/SOO to date.

- **January-May-**
  - Staff continues to engage in high quality instruction and monitor progress toward SLO/SOO.

- **Mid-March/April-**
  - Staff completes their final assessment of the SLO/SOO, collect and analyze the data, reflect on their process and submit to their evaluator for review.

- **Late April/ Early May-**
  - Staff engages in the End of Year Review conversation to review their professional growth goals, the final evaluator assessment rubric, the SLO/SOO final data, and discuss the Final Effectiveness Rating with their evaluator.

August:
- Evaluation Training & Orientation

August:
- Gather & Review Baseline data on students

August-September: Identify & Review
- Complete Self Assessment & PGP
- Draft of SLO/SOO goal,
- assessment instruments,
- performance targets,
- plan for instruction
- Submit SLO/SOO for approval

Educator Effectiveness Rating

August-January
- Instruction
- Progress Monitoring toward SLO/SOO

December/ January: Mid-Year Review
- Review PGP, Evaluator Assessment Rubric, & SLO/SOO progress

January-May:
- Instruction
- Progress Monitoing toward SLO/SOO

March/April:
- Complete SLO/SOO and submit Reflection

May: End of Year Review
- Review PGP, Evaluatior Assessment, SLO/SOO, & Final Rating

Setting SLOs/SOOs: Steps for Educators and Evaluators

APS has identified the following five steps in the SLO/SOO development cycle.

Step 1: Setting Measurable Student Learning & Student Outcome Objectives

Step 2: Establishing the Baseline: Gathering and Reviewing Data

Step 3: Setting Performance Targets

Step 4: Determining Assessment(s) & Progress Monitoring/ Strategies

Step 5: Submitting SLO/SOO for Review and Approval

Step 6: SLO/SOO Data Summary, Reflection, and Scoring

Step 1: Setting Measurable Student Learning & Student Outcome Objectives

Writing the Student Learning Objective Statement/ Student Outcome Objective Statement

A Student Learning Statement is a <u>statement of intended learning</u> that describes what students will know, understand or be able to do by the end of the instructional interval. Student Learning Statements should be at a minimum DOK Level 3 for 3rd grade and above. (See Appendix for Webb's DOK and Karen Hess' Cognitive Rigor Matrix for support.)

Writing the Student Learning Objective Statement	Writing the Student Outcome Objective Statement

Write the Objective Statement by answering the question:
 	
• What are the most important **content** or **skills** that my students need to **know** or **be able to do** at the end of the interval of instruction?
    ○ As an expert in the content, it is the educator's responsibility to ensure they have a deep understanding of the most important learning and skills in their content area, course or grade. Understanding what was expected in prior grades or previous years and what will be expected in subsequent grades and or next year is vital to developing a Student Learning that is focused on the critical components of the discipline.
	Write the Outcome Statement by answering the question:
	
	• What are the most important **outcomes** that my students need **be able to do** at the end of the interval of service?
	    ○ As an expert in the professional field, it is the educator's responsibility to ensure they have a deep understanding of the most important outcomes for their students in their context. Understanding what was expected in prior years and what will be expected in subsequent years is vital to developing a Student Outcome Objective that is focused on the critical contexts, program or processes.

Check the Scope, or Grain-Size of the Objective Statement. • <u>Ask the question:</u> Is the Objective Statement **broad** enough that it **captures the major content** of an extended instructional period, but **focused** enough that it **clearly pertains** to the course/ subject/ grade/ students and **can be measured**?	**Check the Scope, or Grain-Size** of the Outcome Statement. • <u>Ask the question:</u> Is the Outcome Statement **broad** enough that it **captures the critical aspects** of the Specialized Service Professional's role, but **specific** enough to clarify the focus of the SOO?
Write a rationale explaining the data-driven or curricular-based reasons for why this is such a crucial focus. • <u>Note:</u> if Baseline Data and Information reveals that students are already advanced in this area, then the Objective Statement should be revised to focus on a different need.	**Write a rationale** explaining the data-driven or outcome-based reasons for why this is such a crucial focus. • <u>Note:</u> if Baseline Data and Information reveals high levels of success in this area, then the Outcome Statement should be revised to focus on a different need.
List the standards to which this objective is aligned.	**List the professional standards/contexts** to which this outcome is aligned.

Step 1: Setting Measurable Student Learning & Student Outcome Objectives

Sample Student Learning Objective Statements

Student Learning Objective Statements are **broad** enough to **captures the major content** of an extended instructional period, but **focused** enough that they **clearly pertain** to the course/ subject/ grade/ students and **can be measured.** They should not include target data (e.g. target percentages for students to meet and/or performance level to be met.) Student Learning Objective Statements do include the specific knowledge and skills students will be able to demonstrate at the end of the instructional interval.

The samples below are not intended to be exemplars.

Grade Level or Content	Student Learning Objective Statement
1st Grade Math	Students will develop fluency with number combinations to 10 as well as an understanding of how 2-digit numbers are composed of tens and ones. Students will combine number fluency and number combinations to add and subtract 2-digit numbers using tens and ones with models.
3rd Grade Writing	Students will plan, organize and generate a paragraph on a given topic including an introduction to the topic (topic sentence), 3-5 supporting details and a concluding sentence.
3rd Grade Math	Students will be able to recall basic multiplication and division facts with fluency and accuracy and apply their understanding of multiplication and division to solve one and two-step problems.
5th Grade Art	Students will investigate, evaluate and create art that communicates the concept: The art of a culture gives understanding to the human experience of a culture.
6th Grade Science	By the end of the school year, students will write a scientific explanation concerning a topic of relevance in the community that includes a claim, evidence, and reasoning.
6th Grade Social Studies	Students will analyze primary and secondary sources (artifacts, eyewitness accounts, charts, etc.) to make a claim and support it with relevant evidence and reasoning in a coherent argumentative piece of writing
8th Grade Math	By the end of the year, students will need to be able understand and explain a proof of the Pythagorean Theorem. They will use this theorem to solve for missing sides on a right triangle and in real life situations. They will need to know how to write equations and evaluate square roots in order to be successful.
8th Grade Art	Students will be able to analyze the different styles of art, and through practice be able to identify and synthesize the stylistic qualities within a work of art. Students will also be able to create a work of art showing evidence of the contextual clues present within different genres of art.
High School Health	Students will demonstrate the ability to access, analyze, and evaluate health information, products, and services in order to become health literate consumers by creating a well-rounded nutrition plan incorporating various lifestyle factors and utilizing various products and services provided
High School Math	The students will be able to create equations with two or more variables to represent relationships between quantities and graph equations on coordinate axes with labels and scales, analyze procedures and solutions and verify the reasonableness of the result.
9th & 10th Grade Chorus	Students will demonstrate basic proficiency with reading and writing standard musical notation, including not/rest values, pitch, tempo, meter, dynamic and articulation markings.

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Step 1: Setting Measurable Student Learning & Student Outcome Objectives

Sample Student Outcome Objective Statements

Student Outcome Objective Statements are **broad** enough that it **captures the critical aspects** of the Specialized Service Professional's role, but **specific** enough to clarify the focus of the SOO. They should not include target data (e.g. target percentages for students to meet and/or performance level to be met.) Student Outcome Objective Statements do include the specific knowledge; skills and/or behaviors students will be able to demonstrate at the end of the interval of service.

The samples below are not intended to be exemplars.

Specialized Service Professional Role/ Service	Student Outcome Objective Statement
K-1 Speech Lang. Pathologist	Students will make measurable improvements in articulation, fluency, voice, and expressive and/or receptive language, depending upon their individual needs.
K-5 Library Media	Students will increase their access of informational text, as evidenced by the number of books and the proportion of non-fiction books checked out of the school library in the spring of 2014, in order to promote alignment to and success with the Common Core State Standards and Colorado Academic Standards.
K-5 School Nurse	Increase instructional time by decreasing preventable visits to the nurse's office and by efficiently and effectively handling ongoing medical needs of students.
Middle School Reading Specialist	Students will improve their comprehension of literary and informational text as shown by the Growth Score Value (GSV) on the Group Reading Assessment and Diagnostic Evaluation (GRADE) throughout the school year.
Middle School Counselor	Students will increase their awareness of forms of bullying (physical, verbal, cyber bullying, sexual harassment), including increasing their knowledge and use of strategies for preventing and addressing bullying and their feelings of self-efficacy for decreasing bullying behavior among their peers.
Middle School Social Worker	Students will be understand, manage, and express the social and emotional skills that enable them to be successful in classroom and other school social interactions.
9th-10th Grade School Psychologist	Students in my Stress Management Group will increase their knowledge and use of stress management strategies in order to decrease the impact of stressors on their instructional time, thereby improving their long-term academic outcomes.
High School Library Media	Students will demonstrate proficiency with citing print and electronic resources in an academic research paper, including a basic understanding of: when to use direct quotations, in-text citations, and footnotes/endnotes; how to use EasyBib for formatting in-text citations, footnotes, endnotes, and bibliographies; and plagiarism and copyright/intellectual property rights of creators.
High School Counselor	Students will acquire the skills to make informed college and career choices while successfully graduating high school.
High School Dean of Students	Student daily average attendance will improve including reducing the number of students who were chronically truant last year and reducing the number of minutes students are out of class.

Step 1: Setting Measurable Student Learning & Student Outcome Objectives

Aligning Student Learning Objectives

SLOs/ SOOs should be horizontally and vertically aligned, whenever applicable.

- When SLOs are *horizontally aligned,* all educators in the same grade level who teach the same course collaborate to set SLOs and then each educator sets specific targets based upon his or her own students' baseline knowledge and skills.

- When SOOs are *horizontally aligned*, all educators in the same educator group/ or who share similar job roles collaborate to set SOOs and then each educator sets specific targets based upon his or her own baseline data.

- *Vertical alignment* means that SLOs build on one another across a school, reflecting the scope of the larger curriculum and comprehensive assessment system from grade to grade or course level to course level. This requires significant collaboration and requires time for a faculty to develop.

- When SOOs are *vertically aligned*, outcomes build on one another across a school, between school levels or across the district. This too requires significant collaboration and requires time for educators to develop.

NOTE: There may be instances in which educators and building administrators collaborate to align their SLOs/SOOs as well. In these cases, educators can have direct or supportive alignment. There are some instances when it may not make sense for an educator to align their SLOs/SOOs with an administrator's SLOs or with a District goal or improvement plan.

Setting SLOs/SOOs is an intensive process that requires educators or teams of educators to analyze data, review assessments, and set targets. This process requires time, ideally time set aside specifically for this work.

Throughout the process, educators should refer to the SLO/SOO template and Quality Review Checklists to ensure all the necessary information is included and complete.

Step 1: Setting Measurable Student Learning & Student Outcome Objectives

There are three ways to think about alignment between teacher SLOs and building administrator SLOs:

- **Direct alignment** is when the focus of the objective statement, targets, and evidence sources are shared. The educator's SLOs/SOOs mirror the building administrator's SLOs.

- **Supportive alignment** is when the content or skills addressed in the educator's SLO/SOO relates to the content or skills of the building administrator's SLO, **but is not identical** and may be assessed using different evidence sources.

- **No alignment** is when the educator's SLO/SOO authentically reflects the most important content or skills of his/her discipline and grade level/ job duties, but do not align with the content or skills of the building administrator's SLO.

Step 1: Setting Measurable Student Learning & Student Outcome Objectives

An example of each type of alignment can be seen below.

Type	Example
Direct Alignment	In a K-5 school, multiple sources indicate that students struggle with literacy in the earlier grades and numeracy in the upper grades. The principal set the focus for K-2 on increasing the number of students reading on grade level and for 3-5 increasing the number of students who are proficient in math. The K-2 teachers collaborated to write and share an SLO focused on increasing the number of students reading on grade level and differentiated their *Targets* according to the students in their individual classes. The 3-5 teachers did the same with their own shared focus on numeracy. The teachers SLOs were directly aligned with the principal's SLOs.
Supportive Alignment	A middle school principal has set the focus on writing across the curriculum and students' ability to respond to informational text in their transition to the Common Core literacy standards. While some teachers' SLOs might directly align to the building administrator's SLO, others might focus more on complimentary skills. For example, an English teacher might write an SLO on reading and responding to informational text, while a social studies teacher might focus on synthesizing various primary and secondary sources focused on the social studies content. The skills that the building administrator, English teacher, and social studies teacher focus on are very similar, but the SLOs are tailored to the content of the course and the Evidence Sources are particular to each discipline.
No Alignment	The school principal has written an SLO focused on math and one on literacy. While the music teacher often incorporates math and literacy into her classroom and could align her SLOs to support the two building administrator SLOs, the main focus of the curriculum at the middle school is music performance. Given this focus, the LEA music teacher's evaluator did not feel alignment would be appropriate.

- *NOTE:* **It is essential that an educator's SLOs/SOOs authentically reflect the most important content or skills of the discipline and grade level they teach or the outcomes/job roles they represent. It is strongly encouraged that District administrators, school administrators, and teams of educators to work together toward common objective statements when appropriate, but it is not recommended to force alignment.**

Step 2: Establishing the Baseline: Gathering and Reviewing Data

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Data is information, and educators collect information from students every day in order to help them plan effectively, adjust instruction/service delivery, monitor progress, and assess student performance. In order to set appropriate long-term goals for students, teachers and support professionals must understand where their students are at the beginning of instruction/service delivery.

Identify the student population for the SLO/SOO:

1. Educators need to be clear about who will be included in their SLO/SOO. The student population is largely determined by the courses taught, and work done by the educator as well as the analysis of the data.

2. Educators should try and include as many students as possible in the SLO/SOO:
   o This should be an entire class for an elementary teacher,
   o This should be at a minimum one class period and could include a grade level for an elementary specials teacher;
   o For middle school and high school teachers this should be at a minimum one class period but could include a grouping of their class periods (i.e. all my 6[th] grade math classes, all my drawing classes, all my 11 grade literature classes etc.).
   o SOOs should include the largest group possible for the goal (i.e. all 7[th] grade students who are required for hearing and vision screening, my caseload of students with specific speech language needs, the third grade team of teachers I coach, etc.).

Baseline data: Who are your students? What do they know? What can they do?

3. SLOs/ SOOs are based on a clear understanding of the student population with whom the educator works. Educators should begin by answering the question: **Where are my students now (at the beginning of instruction) with respect to the standards for my course/grade or outcome objective?** Identify what baseline data or information you already have and what you need to collect in the coming weeks as you continue to get to know your students. Baseline data could include end of year data from state, district, school wide, or classroom assessment from the previous year. It could also include student work samples and current assessments given to determine understanding and skills and/or yearly outcome standards.

4. Specialized Service Professionals understand their students' in many ways at the beginning of the year and should consider data from prior years, data that has been collected over time (e.g. immunization records, absenteeism, survey data, IEPs), and possible pre-assessments as these data sources can provide important information about trends, skills and knowledge levels at the beginning of the interval of service.

Step 2: Establishing the Baseline: Gathering and Reviewing Data

Analyze baseline data: What do your students need?

- Thorough analysis of data helps to determine where students will need to demonstrate the most growth toward mastery of standards. Based upon the data analysis, the educator should have a clearer picture of the specific skills or knowledge student are lacking as it relates to the Colorado Academic Standards/ Common Core State Standards / WIDA / annual goals or outcomes etc. Data analysis serves as the foundation for determining the SLO/SOO.

Considerations for educators in developing an SLO/SOO:

- An individual SLO must include ALL students on the roster for the course or class period with which the objective is aligned. (I.E. the entire class period if that is what is the chosen student population or all the students in periods 2, 4 and 5 if that is the student population chosen for the SLO/SOO.)

- Percentages or particular groups of students may not be excluded. For example, students with IEPs in a general education setting must be included in the general educator's SLO.

- Educator's may not include absenteeism clauses into SLOs (e.g. "for students who are present 80% of the time) because these potentially exclude students. However, an evaluator can take extreme absenteeism into account when scoring the SLO and discuss exemptions with the educator.

- The expectation is that ALL students should make academic gains regardless of where they start.

"Providing every student with a path to academic success requires a revolution in what we do."

Jeffrey Benson

ASCD

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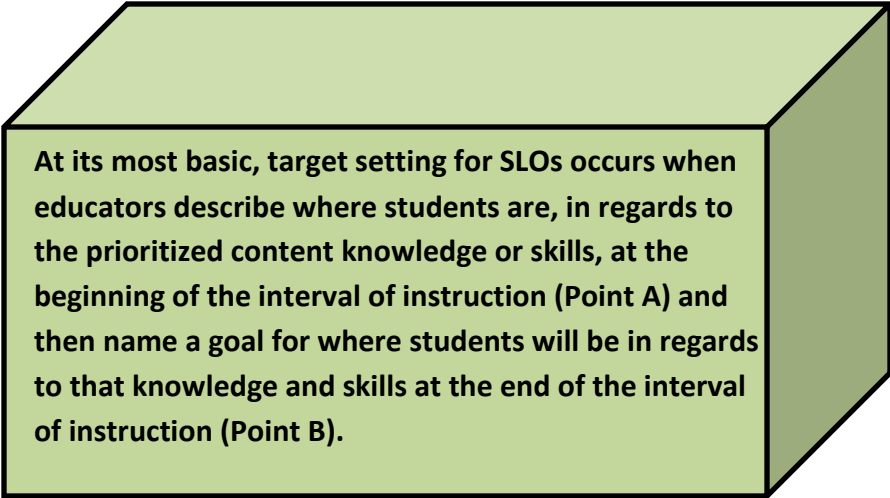PUBLIC SCHOOLS

Step 3: Setting Performance Targets

What is a target?

The third step in the SLO/SOO process requires educators to articulate the level of content knowledge or skills that are critical for students to develop while in the educator's class; this is the target(s).   Or in the case of an SOO, requires the educator to articulate the level of success the Specialized Service Professional anticipates achieving as a result of the work on the SOO throughout the time interval.

Writing a SLO target involves defining the level of content knowledge and skills that students will have at the end of the interval of instruction. A target is not simply a test score. A target may be expressed as a score on an assessment but that score must represent a level of performance that reflects students' performance on critical content knowledge and skills. Only after defining the knowledge and skills that students will develop can you find or create the right evidence source to allow students to demonstrate these knowledge and skills, along with defining cut scores, if necessary.

Writing an SOO target involves defining the level of success required by ALL the students, student groups or school community during the interval of service. A target should be appropriate for the group of students or the school community. Only after defining the specific outcomes desired at the end of the interval of service can you create of find the right evidence source(s).

Targets should include ALL students in the SLO/SOO group.

At its most basic, target setting for SLOs occurs when educators describe where students are, in regards to the prioritized content knowledge or skills, at the beginning of the interval of instruction (Point A) and then name a goal for where students will be in regards to that knowledge and skills at the end of the interval of instruction (Point B).

Step 3: Setting Performance Targets

Setting Rigorous but Realistic Performance Targets

In order to set rigorous but realistic targets, you need at least a basic idea of where students are starting; that is baseline data. It is important to note that the elements included (knowledge/skills, baseline data/information, targets and assessments) in the three essential questions are interconnected; targets are connected to student baseline data/information and also to the assessment an educator is using, all of which is related to the content and skills of the objective statement/ outcome statement.

Setting targets that are too rigorous so that they are unrealistic hurts students and educators alike. Conversely, setting targets that are not adequately rigorous can hurt students by lowering the expectations adults have for them and decreasing necessary urgency for significant progress to be made.

Setting SLO Performance Targets:

Educators and evaluators should use the following three questions to guide them as they write, review, and approve SLO targets for students in the educator's class or course:

1. **What does mastery or proficiency of the relevant course or grade-level standards or curriculum look like?**

   Once the content focus of an SLO has been set, the educator should think about or, if possible, discuss with colleagues what it would look like for students to demonstrate that learning.

   - What would students know and be able to do by the end of the interval of instruction?
   - How can students demonstrate what they know and are able to do?

   Does the evidence source(s) selected for the SLO allow for students to demonstrate that knowledge and understanding? If so, the next step is to determine the level of performance or the success criteria for that assessment(s) that would indicate basic proficiency. In other words, at what point would the educator feel confident that the student has progressed or learned enough to be positioned for success in the next course or grade level?

Step 3: Setting Performance Targets

2. What amount of progress toward that mastery of proficiency represents a year's worth of learning?

It is helpful to keep in mind when setting preliminary targets is that courses and curricula are aligned to standards that represent what is expected to be learned over the period of instruction. Educators should look to their course standards and curriculum to determine the skills and content knowledge students should have by the end of the interval of instruction.

The target for any SLO should reflect mastery of the relevant course or grade-level standards. The reality is that not all students begin with the same level of preparedness. Educators need to determine what successful learning progress would look like for students who enter significantly below or significantly above grade-level expectations. **Targets should be tiered to reflect differentiated expectations for learning. Targets should be set for ALL students in the SLO/SOO group. In all cases, educators should use their standards as a guide for understanding what students should be mastering year to year.**
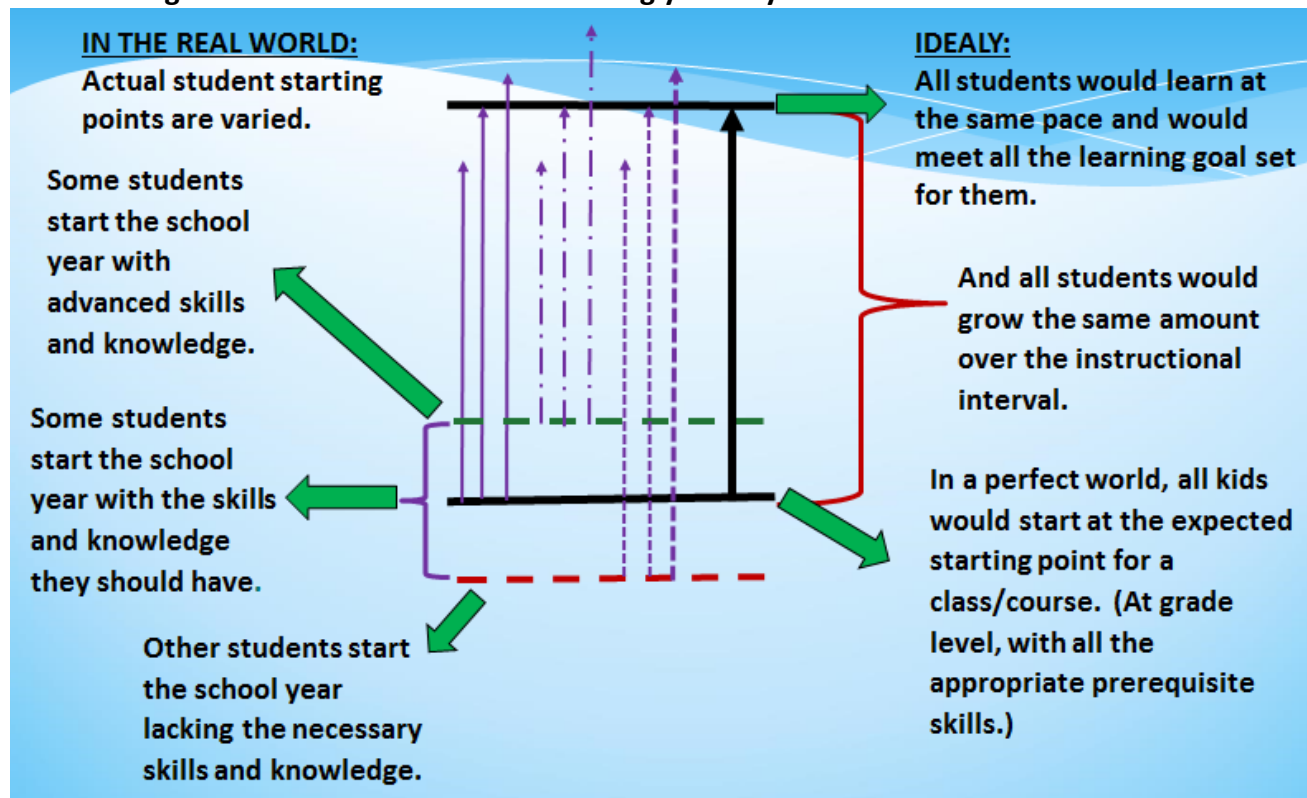
Step 3: Setting Performance Targets

3. What are the implications if students make a year's worth of learning?

If educators set targets that reflect a year's worth of learning/ successful learning progress, as defined above, they should consider what the implications would be if students met those targets.

Ultimately, if educators cannot say that targets support students in being prepared for the next level of instruction, narrowing or closing achievement gaps, or deepening their skills and content knowledge to a new and advanced level, then they are not rigorous enough.

Educators and evaluators should consider the following while reflecting on their targets for students:

- **For students meeting grade-level expectations, will they make enough progress so that they are ready for the next level of instruction (e.g., the next course or grade level)?** Students who enter a course with the necessary prerequisite knowledge or skills should be expected to master the relevant course or grade-level standards. If they do not, they will fall behind grade-level expectations and an achievement gap will have been created.

- **For those students coming in behind grade-level expectations, does this amount of progress help each student narrow or close, maintain, or widen an achievement gap?** While students in lower tiers may have a lower absolute target, reaching it may require them to make *more progress* than students with higher targets, resulting in a closing or narrowing of the achievement gap(s). At some point, these students who begin the course behind will need to make more than "a year's worth of learning" otherwise they will never catch up. Targets can be tiered, but they should not calcify achievement gaps. The need for fairness and appropriateness should be balanced by the need to challenge lower-achieving students and intensify their services and interventions to catch up to their peers. Obviously, this is a challenge that cannot be addressed solely by an individual teacher setting a target on an SLO. The school community as a whole must identify resources needed to help students who have fallen behind catch up and close the achievement gap.

Step 3: Setting Performance Targets

- **For students who are coming in ahead of grade-level expectations, does this amount of progress ensure that each student deepens their skills and content knowledge and continues to be challenged to a new and advanced level?** Students who enter the course with prerequisite knowledge or skills that exceed what is expected or required should deepen their learning or advance to the next set of grade-level skills. If students do not make this amount of progress then they have lost their advanced development.

- **Targets for students who are English Language Learners or for those who have a disability require additional consideration.** In some cases, evidence may need to be differentiated for English Language Learners to account for how they currently demonstrate content skills and knowledge. All educators should ensure their content targets for English Language Learners are informed by students' language comprehension and communication skills. Educators of students with IEPs should collaborate with other educators and staff members to review present levels of academic and functional performance and historical data to set appropriate targets that narrow and ultimately close achievement gaps.

Setting SOO Performance Targets:

When setting the target(s) for an SLO/SOO, the Specialized Service Professional should start by considering where it is expected for groups of students or the school community as a whole to be at the end of the interval of instruction or the interval of service (objective statement) based on where the students are with respect to the objective statement (baseline data).

Not all students begin with the same level of preparedness. Therefore, targets may be tiered to reflect differentiated expectations for learning/outcomes. Teachers can set as many tiers as is appropriate to help ensure that each student is appropriately challenged.

Setting tiered targets based on students' prerequisite knowledge and skills helps to ensure that the targets are rigorous and attainable for all students. Students entering a course or grade level with high proficiency or robust prerequisite skills will need to be challenged by a higher target. For students entering a course or grade level with lower proficiency or lacking prerequisite skills, a more modest target may be appropriate in order to ensure that it is reasonably attainable in the interval of instruction/service.

The intent of tiered targets is not to maintain achievement gaps. The needs for fairness and appropriateness should be balanced by the need to challenge lower-achieving students to catch up to their peers. Additionally, while students in lower tiers may have a lower absolute target, reaching that target may require them to make *more progress* than students with higher targets, resulting in a closing or narrowing of the achievement gap(s).

Step 3: Setting Performance Targets

Educators and evaluators should use the following three questions to guide them as they write, review, and approve SOO targets for students in the Specialized Service Professional's subgroup(s):

1. **What does mastery or proficiency of the relevant outcome or standard/expectation look like?**

   Specialized Service Professionals should, if possible, work with their colleagues to discuss/determine what it would be like for students if the outcome was achieved.

   - What would students know and be able to do by the end of the interval of service?
   - How can this outcome be demonstrated?

2. **What amount of progress toward that relevant outcome represents a year's worth of progress?**

   The target for any SOO should reflect mastery of the relevant outcome or standard/ expectations. The reality is that not all students begin with the same level of preparedness. Specialized Service Professionals need to determine what successful progress would look like for students who enter significantly below or significantly above the expectations. Targets should be tiered to reflect differentiated expectations.

3. **What are the implications if students make a year's worth of progress?**

   Ultimately, if Specialized Service Professionals cannot say that the targets support students increased access to instruction, being prepared for the next level of instruction, narrowing or closing achievement gaps, or deepening student's skills and content knowledge to a new and advanced level, then they are not rigorous enough.

Step 3: Setting Performance Targets

Student Performance Targets as Proficiency Targets or Growth Targets

According to Colorado State Statute in Senate Bill 10-191, educators are to include "Student Growth" data as a portion of their overall evaluation. With this directive it is important to view SLO Performance targets as measures of growth. Growth is defined as the amount of improvement students make from the where there began at the beginning of the instructional interval and where they ended up at the end of the instructional interval.

SLO Targets

Progress or the amount of improvement: A target can be expressed in terms of the progress or the amount of improvement the teacher expects the students to make from the beginning to end of a given interval of instruction. Given that they are based largely on students' starting points, describing a target this way is most appropriate for **constructs** (the content being measured) that are linear in nature or that clearly build upon pre-requisite knowledge and skills.

Improved achievement expectations: Targets can also be expressed in a way that describes improved achievement expectations students must meet by the end of the interval of instruction in order to be considered proficient or ready to advance to the next course or grade. Expressing targets in this manner by defining **mastery** of content knowledge or skills may be more appropriate for some content areas without well-established levels or scales (e.g., Chemistry, U.S. History, or Health). It should be noted, however, that the same level of mastery needn't be set for all students, just as the same amount of progress needn't be identical for all students. It may be appropriate, given students' differing levels of background knowledge or preparedness for the course, to expect different groups of students to meet different levels of mastery or different levels of progress.

Remember, targets can be individual or tiered, but the critical piece is that the amount of progress or improvement should be based the core questions:

1. **What does mastery or proficiency of the relevant course or grade-level standards or curriculum look like?**
2. **What amount of progress toward that mastery or proficiency represents a year's worth of learning?**
3. **What are the implications if students make a year's worth of learning?**

Step 3: Setting Performance Targets

No single way of phrasing a target (whether in terms of student progress or improved achievement expectations) is better or more rigorous than the other. Many times targets can simply be rephrased from one form into another. For instance, an elementary teacher with an SLO focused on literacy development could have targets aimed at increasing student reading levels. The following table illustrates that while the targets can be described in either of two ways, the targets remain the same.

Student (or Tier of Students)	Baseline Data/ Information/ Evidence	Target
1	Reading Level P	Reading Level S
2	Reading Level R	Reading Level U
2	Reading Level T	Reading Level W
Target(s) expressed in terms of progress or improvement:		
• All students will make 3 levels worth of progress by the end of the year.		
Target(s) expressed in terms of improved achievement expectations:		
• Students in Tier 1 will read at level S by the end of the year.		
• Students in Tier 2 will read at level U by the end of the year.		
• Students in Tier 3 will read at level W by the end of the year.		

SOO Targets

Setting targets for a Student Outcome Objective could also be written as progress or improvement targets or improved achievement expectations much like an SLO. A Specialized Service Professional could include all of the students in the school/site or focus on particular subgroups (e.g. caseload, specific grade level, and course/class). An SOO focused on a subgroup of students needs to include all the students in that subgroup.   An example of a Dean of Students is below:

SOO #1: Bullying Prevention			SOO #2: Attendance
6th Grade class	**7th Grade class**	**8th Grade class**	**8th Grade**

SOO #1 includes all students in all three subgroups or grades in the bullying prevention classes. SOO #2 focuses on improving 8th grade attendance and includes all 8th grade students in the school.

Step 3: Setting Performance Targets

Setting tiered targets according to students' starting points is recommended because students may begin at varying levels of preparedness. However, the expectation is that all students should make gains regardless of where they start. For example, students who begin below expectations may have a target of making substantial progress toward objectives by the end of the interval of service delivery, reducing the gap between their current and expected performance, while students who begin at a higher level may have a target of meeting or exceeding expectations by the end of the service delivery period.

When writing or reviewing targets in an SLO/SOO, educators should consider three criteria to determine their quality, including:

1. **Are all students included in the SLO/SOO addressed by the tiers?** Every student in the class/SOO group needs a target. If tiers are being utilized then every student in a specific tier has the same target, whether it defines the amount of progress or level of mastery students will achieve.

2. **Is the target(s) measurable?** Could you track the progress of the students (e.g. can students move from level A to level B) given how the targets are defined? If not, it's not measurable.

3. Based on the baseline data/information or assumptions about student mastery levels, **does the target(s) reflect a learning goal/ outcome goal that is rigorous yet attainable for all students** by the end of the interval of instruction/ service?

Step 4: Determining Assessments & Progress Monitoring / Strategies

An essential part of the SLO/SOO process is determining how students/ outcomes will be assessed. High quality assessment/evidence sources are essential for accurately measuring student learning/outcomes. A wide variety of evidence sources can be used for SLOs/SOOs including performance tasks, extended writing, research papers, projects, portfolios, unit assessments, final assessments, behavior charts, survey data, attendance records etc.

A combination of evidence sources is strongly suggested. The goal is to offer students the opportunity to demonstrate their skills and knowledge and for educators to determine whether or not students can perform at the desired level.

Evidence sources can be created by individual educators or by teams of educators. Evidence sources could be locally developed at the school or district or could be vendor created. Evidence sources need to be discussed and approved by evaluators and part of the SLO/SOO process.

Selecting the Right Summative Evidence Source(s) for an SLO/SOO:

In most cases, educators of the same course/ grade level should share an SLO/SOO that includes the same source(s) of evidence. Using a common source(s) of evidence ensures that students across the school or in each course are required to demonstrate their understanding in the same way and presents an opportunity for educators to collaborate in the creation or selection of the assessment, scoring, as well as in reviewing and analyzing assessment results. This collaboration promotes consistency and fairness, and can make the process more efficient for educators and evaluators.

Choosing the right evidence source(s) for an SLO/SOO is about finding the best assessment for the purpose intended. **Is the evidence source measuring what I want to find out?**

Alignment:

Content- (e.g., Does the SLO focus on analysis of primary and secondary sources and the evidence source(s) focus on analysis of primary and secondary sources?, Does my SOO focus on student attendance in 8th grade and does my evidence source(s) focus on 8th grade attendance?)

Coverage- (e.g., The SLO addresses multiple standards and those same standards are addressed by the evidence source(s), The SOO addresses a broad outcome and the evidence source(s) collect that broad range of data.)

Complexity- (e.g., The SLO addresses a Depth of Knowledge Level (DOK Level)[1] of a three and the evidence source(s) include items/tasks that align with that same DOK level., The SOO addresses the complexity of the interval of service and the evidence source(s) align with that same complexity.)—See Appendix for Webb's Depth of Knowledge and Karen Hess's Rigor Matrix.

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[1] DOK refers to Webb's (2002) Depth of Knowledge Framework, which includes four levels of cognitive demand: Level 1: Recall, Level 2: Skill/Concept, Level 3: Strategic Thinking, Level 4: Extended Thinking.

Step 4: Determining Assessments & Progress Monitoring / Strategies

Webb's Depth of Knowledge Levels
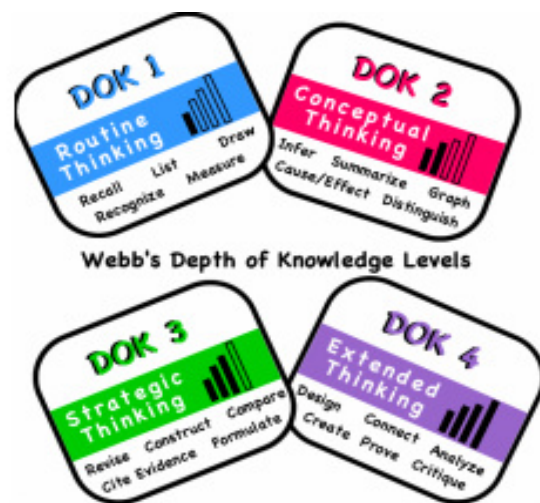
An assessment may be high-quality for a particular purpose, but if it is not aligned to the content standards of the SLO, it is not the best choice.

Additionally, the use of a single evidence source can be problematic if it does not capture the full breadth of skills and knowledge identified in the Student Learning Objective Statement.

Other considerations when thinking about evidence sources and their quality is to examine the format of the assessment, item types, and administration and scoring. Evidence sources should be as authentic as possible without being impractical to administer and score.

Using Multiple Measures as Evidence

Educators are strongly encouraged to use multiple measures in gathering evidence for their SLOs in order to gain a more comprehensive picture of student learning.

Using multiple assessments that measure different constructs/content:
The most common way multiple measures are used in SLOs is when an educator has multiple assessments that measure different constructs or the content being measured.

Examples:

- An English Language Arts teacher might have an SLO that focuses on student progress in narrative, argument, and expository writing. The SLO might be measured by three summative writing pieces, spanning these three types of writing.

- A World Language final exam might be made up of a written portion and an oral portion.

- Or, an art or science portfolio assessment might include many pieces of student work, representing a range of skills addressed by the SLO or indicating that students can *consistently* demonstrate a certain level of proficiency.

In these examples, because they measure different content or skills that are both addressed by an SLO, it is the expectation that the student will meet the target on *each source of evidence in order to have met their performance target.*

Step 4: Determining Assessments & Progress Monitoring / Strategies

Using multiple assessments that measure the same constructs/content:
Another way to have multiple measures is by using multiple assessments that measure the same constructs/content.
> Example:
> - An elementary teacher assessing students' literacy skills may use AIMSweb, DRA2, and STAR. While these three assessments are not identical, the skills they measure have great overlap. One important caution in this approach is checking to ensure students are not being over-assessed through redundant testing. If the assessments truly measure the same construct and new insight into student learning is not provided through additional assessments, then the higher-quality or better-aligned evidence source should be used.

It is strongly encouraged that educators utilize multiple assessments that measure connected constructs/content within a larger content focus. For instance, if an elementary teacher is assessing the literacy development of students he or she might utilize Dibbels (decoding), DRA2 (fluency and basic comprehension), and writing samples in response to reading authentic text (deeper comprehension and writing in response to text). Together they provide a more complete picture of the range of skills and knowledge students have in reading.

> **NOTE: Using multiple measures that allow the targets to be met on one "and/or" the other is inappropriate and contrary to the idea of a broad SLO statement of intended learning that encompasses an interval of instruction of a semester or year. If the two measures assess different constructs/content, meeting the target for one but not the other would indicate that the student has not learned all of the content or skills addressed by the SLO.**

Combining Multiple Assessments:

Key to the use of multiple measures is the combination of student scores to determine the student's success in meeting the overall performance target on the SLO. The decision on how to combine results from assessments administered has to be aligned with the goal of the SLO; that is, what students are expected to know and be able to do. Using a body of evidence increases the accuracy of inferences about student learning and ideally should be a triangulation of scores. Meaning, there should be at least three pieces of evidence that combined, show student consistency in demonstrating a certain level of proficiency.

Each end of instructional interval evidence source(s) used should include:
1. How each assessment instrument/ task will be scored (e.g., using a rubric, scoring guide) and should be attached to the SLO/SOO template.
2. The rules/description of how scores from the multiple evidence sources will be combined at the end of the instructional interval to determine the performance rating related to the SLO Learning Objective (e.g. beginning, partially met, met, exceeded) for each student.

Step 4: Determining Assessments & Progress Monitoring / Strategies

Example graphic organizer for combining multiple evidence sources:

Cut Scores	Beginning	Partially Meets	Meets	Exceeds
	0.00-1.49	1.50-2.49	2.50-3.49	3.50-4.00

Student Name	Evidence Source #1 (Weight 25%)	Evidence Source #2 (Weight 35%)	Evidence Source #3 (Weight 40%)	Overall SLO Score for Student
Student #1	2 (Partially Meets)= weighted score 0.50	3 (Meets)= weighted score 1.05	3 (Meets)= weighted score 1.20	**3 (Meets)= weighted score 2.75**
Student #2	3 (Meets)= weighted score 0.75	3 (Meets)= weighted score 1.05	3 (Meets)= weighted score 1.20	**3 (Meets)= weighted score 3.00**
Student #3	2 (Partially Meets)= weighted score 0.50	2 (Partially Meets)= weighted score 0.70	3 (Meets)= weighted score 1.20	**2 (Partially Meets)= weighted score 2.40**
Student #4	1 (Beginning)= weighted score 0.25	3 (Meets)= weighted score 1.05	2 (Partially Meets)= weighted score 0.80	**2 (Partially Meets)= weighted score 2.10**
Student #5	2 (Partially Meets)= weighted score 0.50	3 (Meets)= weighted score 1.05	4 (Exceeds)= weighted score 1.60	**3 (Meets)= weighted score 3.15**

For this example the educator has chosen to use 3 evidence sources at various weights to establish an overall SLO score for each student. The educator chose to weight the sources to establish the rules for combining the multiple assessments as they contribute to the overall score.

There are many ways to combine multiple assessments but the process used should be clearly identified and described in the educator's SLO/SOO upon submission for approval to the evaluator.

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Step 4: Determining Assessments & Progress Monitoring / Strategies

Progress Monitoring

Effective educators consistently monitor students' progress throughout instruction or delivery of service. It is strongly suggested that educators plan to take periodic instructional/ service "dips" to monitor student progress toward the SLO/SOO. Progress monitoring data is essential for making the necessary instructional/ program adjustments to achieve the SLO/SOO within the instructional interval or interval of service.

Progress monitoring data can be used in data discussions with teams of educators who share SLOs/SOOs and common evidence source(s). The data provides instructional discussion points and serves as a basis for the mid-year discussions with the evaluator.

> *"Formative Assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve student's achievement of intended instructional outcomes."*—**Council of Chief State School Officers**

Step 5: Submitting SLO/SOO for Review and Approval

As part of best practice in writing SLOs/SOOs it is important to collaborate throughout the process with your colleagues and your evaluator. Submitting the SLO/SOO to your evaluator in draft form early in the process can provide essential feedback and assist in the development and refinement of the SLO/SOO.

- **First drafts of SLO/SOOs** need to be submitted to evaluators as part of the Fall Conference discussing the self-assessment, professional learning goals, and at a minimum a draft of the SLO/SOO Template. As a result of the Fall Conference discussion educators should have a clearer idea as to where they might be heading and can review subsequent SLO/SOO drafts with colleagues to refine and finalize.

- **Final drafts of the SLO/SOO** need to be submitted to evaluators by the end of the third week in October. There can be adjustments and revisions to SLOs/SOOs made during the Mid-Year Review Conference with the approval of the evaluator.

Indicators of a Strong SLO/SOO:

Educators and evaluators should make themselves familiar with the Quality Criteria Review Tools for the SLO and SOO. Evaluators will use these tools in the approval process once an educator has submitted their SLO/SOO drafts.

See the APPENDIX for the

- SLO Quality Criteria Review Tool
- SOO Quality Criteria Review Tool

Step 5: Submitting SLO/SOO for Review and Approval

Providing Feedback to Strengthen an SLO/SOO

This section of the guide is designed to illustrate how feedback, reflection and revision can refine and strengthen an SLO/SOO with the ultimate goal of identifying instructional priorities, sound evidence sources and rigorous but attainable performance targets.

This section is set up to provide an initial DRAFT submitted by the educator(s) and then the comments and suggested revisions from the approver/evaluator. These are just samples and not intended to be exemplars to be adopted in full. SLOs/SOOs are always context specific and should be written to reflect the educator's curriculum, assessments, and individual students.

1. DRAFT	2. EVALUATOR'S FEEDBACK
This section is the initial draft submitted by the educator for review by the evaluator.	This section contains the comments and suggested revisions from the evaluator.
3. REVISION	4. HIGHLIGHTED CHANGES
The revision sections represent the educator's changes and adjustments based on the evaluator's comments and suggestions.	This section provides annotation that highlights the changes made.

Step 5: Submitting SLO/SOO for Review and Approval

SAMPLE #1—3rd GRADE MATH

Teacher's Name(s):		APS ID number:	School:
Reviewer's Name:		Course/Class Name:	Grade level: 3rd Grade
Content Area: Mathematics		Date:	Interval of Instruction: ☒ Year-Long(Aug-mid April) ☐ Semester (Aug- Dec or Jan- mid April)

Who will be your thought partners throughout this process? (e.g. School leader; teaching partner; grade-level team)
3rd Grade Team

	Essential Question:	**What are the most important knowledge/skills I want my students to attain by the end of the interval of instruction?**	

	Student Learning Objective Statement: • Identifies the priority content and learning that is expected during the interval of instruction • Should be broad enough that it captures the major content of an extended instructional period, but focused enough that it can be measured • If attained, positions students to be ready for the next level of work in this content area	**DRAFT** Students will be able to recall basic multiplication and division facts with fluency and accuracy.	**EVALUATOR FEEDBACK** This focus is too narrow. Accurate recall of these facts helps with efficiency, but it is also important that students can apply their knowledge of these facts to solve more complex problems involving multiplication and division. How could you revise this Objective Statement to include the application of multiplication and division facts?
ESTABLISHING A MEASURABLE LEARNING GOAL:		**REVISION** Students will be able to recall basic multiplication and division facts with fluency and accuracy and apply their understanding of multiplication and division to solve one and two-step word problems.	**HIGHLIGHTED CHANGES** The revised objective statement includes an emphasis on understanding of multiplication and division, as well as the application of that understanding to word problems. This addresses a wider scope of standards and requires more DOK than the original objective statement.
	Rationale: • Provides a data-driven and/or curriculum-based explanation for the focus of the Student Learning Objective • Why is this goal important for students to know	**DRAFT** These facts are the foundation for future mathematical concepts such as common denominators, ratio, and the addition and subtraction of fractions. Therefore, students must have a solid understanding of them in	**EVALUATOR FEEDBACK** Your rationale will need to change to reflect changes to the Objective Statement, but I like that you are thinking about how these mathematics skills build upon each other. However, I would argue that the foundation

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and be able to do? • What evidence do you have that students need this goal?	order to be successful in future mathematics courses.	you're describing is the understanding of multiplication and division as concepts, not automaticity with the facts.
	REVISION	**HIGHLIGHTED CHANGES**
	A solid understanding of the concepts of multiplication and division are the foundation for future mathematical concepts such as common denominators, ratio, and the addition and subtraction of fractions. Being able to recall multiplication and division facts with fluency and accuracy will help students save time and reduce errors when applying their understanding to authentic and rigorous mathematics problems.	The revised rationale highlights the connection of fluency and accuracy to the application of authentic mathematics problems.
Aligned Academic Standards: • Specifies the standards (e.g., CCSS, Colorado Academic Standards, or national standards) to which this objective is aligned – Please list full text of standard	**DRAFT**	**EVALUATOR FEEDBACK**
	3.OA.B.5 Apply properties of operations as strategies to multiply and divide. 3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	Are there standards you could add that pertain to students' application of their knowledge of multiplication and division facts?
	REVISION	**HIGHLIGHTED CHANGES**
	3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. 3.OA.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. 3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.A.4 Determine the unknown whole	The revised Rationale and Aligned Standards reflect the broader focus of the Objective Statement, which now includes understanding multiplication and division as concepts and the application of that understanding to solve one and two-step word problems.

number in a multiplication or division equation relating three whole numbers.

3.OA.B.5 Apply properties of operations as strategies to multiply and divide.

3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Essential Question:	Where are my students now (at the beginning of instruction) with respect to the objective?

BASELINE DATA/ EVIDENCE:

Students:
- Should describe the number, make up (e.g. IEP, ELL, GT, other) of the students in the SLO group.

Baseline Data/ Evidence:
- Describes students' baseline knowledge, including
  - the source(s) of data/ information and its relation to the overall course objectives
  - What did analysis of baseline data tell you about what students know and are able to do prior to the instructional interval?

DRAFT	EVALUATOR FEEDBACK
Students took a baseline assessment in which they completed 100 multiplication and division problems in 5 minutes 30 seconds. ▢ 18 students scored less than 50% ▢ 4 students scored between 51%-75% ▢ 2 students scored 76%+	Given that most students scored poorly, which is to be expected on a baseline on Gr. 3 content, is there an additional data source you can reference that might give you insight into what knowledge and skills students are bringing with them from Gr. 2?
REVISION	**HIGHLIGHTED CHANGES**
In addition, students completed a baseline assessment on Gr. 2 standards that required them to use addition and subtraction to solve one and two-step word problems. I scored this assessment and grouped students into four categories, based on their ability to comprehend the problem and set up an	This additional data source, as well as the anecdotal accounts of the Gr. 2 team, helps to create a fuller picture of what students CAN do. Organizing the data by what it reveals about students' strengths and weaknesses helps make it more useful to the teacher than just a raw score.

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equation (comprehension) and their ability to accurately solve the problem (computation).

- Weak comprehension & weak computation (5 students)
- Strong comprehension & weak computation (3 students)
- Weak comprehension & strong computation (6 students)
- Strong comprehension & strong computation (10 students)

Throughout the first few weeks of school, I have using ongoing observation of students completing tasks aligned to this objective to better understand the knowledge and skills that they are bringing to Grade 3. In addition, I conferred with the second grade team to validate the information I got from my baseline assessments. They were able to provide additional insight into the strengths and weaknesses of students who were in their classrooms last year. Shifting the focus from the overall score to students' relative strengths and weaknesses enabled me to get a clearer picture of their needs and will help me differentiate my instruction moving forward.

Essential Question:	Based on what I know about my students, where do I expect them to be by the end of the interval of instruction?

	Target(s):	DRAFT	EVALUATOR FEEDBACK

PERFORMANCE TARGETS:	• Describes where the teacher expects all students to be at the end of the interval of instruction
	    ○ How many performance groups will you have?
	    ○ What is expected student performance at the end of the instructional interval for each student performance group?
	• Should be measurable and rigorous, yet attainable for the interval of instruction
	• In most cases, should be tiered to reflect students'
		The 18 students who scored less than 50% on the baseline assessment will average 75% or better on the final three administrations of the assessment. Included in this tier are two students whose IEPs require extended time because of delayed fine motor skills. They will complete the assessment in 8 minutes (approx. 50% more time).
		The 4 students who scored between 51%-75% on the baseline assessment will average 85% or
			I appreciate that these targets are tiered to reflect students' individual needs/differences on the baseline assessment. I also appreciate that these include 100% of all of your students.

differing baselines	better on the final three administrations of the assessment. The 2 students who scored 76%+ on the baseline assessment will average 95% or better on the final three administrations of the assessment.	
	REVISION	**HIGHLIGHTED CHANGES**
	Target 1 (Mult. & Div. Facts) The 18 students who scored less than 50% on the baseline assessment will average 75% or better on the final three administrations of the assessment.* The 6 students who scored above 50% on the baseline assessment will average 90% or better on the final three administrations of the assessment. **Target 2 (Word Problems)** All students will be able to demonstrate basic proficiency with one and two-step word problems using the four operations. Basic proficiency is represented by a score of 75% on the summative word problem assessment. In addition, the 10 students whose baseline suggested a strong comprehension and computation will pass the word problem assessment with a score of 90% or higher. *The two students that their IEPs require extended time because of delayed fine motor skills will complete the assessment in 8 minutes (approx. 50% more time).	The revised targets explain how tiers were created and why particular cut scores were selected.
Rationale for Target(s): - Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, historical data for the students in the course, historical data from past students) and evidence that indicate the target is both rigorous and attainable for all students - Should be provided for each target and/or tier	**DRAFT** These targets are based on the average amount of improvement I have seen from similar groups of students in past years.	**EVALUATOR FEEDBACK** The rationale should provide at least a general explanation of why these scores were chosen as targets for each tier. What percentage or percentage range equates to proficiency on such an assessment or indicates that students are set up for success in the next grade level? Also, you will want to look for trends in students' incorrect answers: are they all in one family? All toward the end of the test? This will

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	REVISION	HIGHLIGHTED CHANGES
	These targets are based on the scores that the third grade team agreed represented basic proficiency on each assessment. We want all students to advance to grade 4 able to demonstrate fluency and accuracy with their multiplication and division facts (represented by a score of 75% on the timed assessment) and the ability to apply that knowledge to solve one and two-step word problems (represented by a score of 75% on the summative word problem assessment). However, we also want to make sure that we are challenging students to reach beyond basic proficiency, when appropriate. Therefore, we created a higher tier for students who distinguished themselves on the baseline assessments.	These targets include a minimal bar that all students are expected to reach before moving on to the next grade as well as a higher bar for those students who are well prepared and need to be challenged.

Essential Question:	How will my students demonstrate their knowledge/skills?

Assessment of Student Learning & Progress Monitoring:	**Progress Monitoring of Student Learning:** • Describes when progress data will be collected. (Approximate dates) • Specifically describes what data sources will be used to determine where each student is progressing throughout the instructional interval. (Describe in detail the student task(s)	DRAFT	EVALUATOR FEEDBACK
		Timed multiplication and division math fact assessments will be given monthly throughout the year.	Will practice on just math facts through these monthly assessments be enough to ensure students are successful on tackling word problems? How do you plan on progress monitoring for those skills?
		REVISION	HIGHLIGHTED CHANGES
		Timed multiplication and division math fact assessments consisting of 100 problems will be given monthly throughout the year. Students are expected to complete them within 5 minutes and 30 seconds. Students will, in addition to the math facts assessment have two word problems to solve for that align with the curriculum. These will be developed jointly by the 3rd grade team. And reviewed in our PLT time.	The revisions include progress monitoring for all aspects of the SLO goal statement and are scheduled regularly for monitoring by the individual educator and team.

Assessment of Student Learning:	**DRAFT**	**EVALUATOR FEEDBACK**
- Specifically describes how student learning will be assessed and why the assessment(s) is appropriate for measuring the objective (Describe in detail the student task(s). What data sources will be used to determine where each student is at the end of the instructional interval? - Describes how the measure of student learning will be administered (e.g., once or multiple times; during class or during a designated testing window; by the classroom teacher or someone else) - Describes how the evidence will be collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers; scored once or a percentage double-scored)	Multiplication and division math facts will be assessed using timed assessments that are part of our curriculum series. They include 100 problems and are typically completed in 5 minutes and 30 seconds. They will be given monthly throughout the school year and weekly in the month of May. The average of the final three administrations will be used as the summative score for this SLO.	When you expand the Objective Statement, you will also want to include an additional evidence source that measures students' ability to apply their knowledge of multiplication and division to solve more complex problems. This does not need to be a new assessment, but it may involve using the data from an existing assessment in a new way.
	REVISION	**HIGHLIGHTED CHANGES**
	Evidence Source 1 (Multiplication & Division Facts) Multiplication and division math facts will be assessed using timed assessments that are part of our curriculum series. They include 100 math facts and are completed in 5 minutes and 30 seconds. They will be given monthly throughout the school year and weekly in the month of May. The average of the final three administrations will be used as the summative score. **Evidence Source 2 (Multiplication & Division Word Problems)** Students' ability to comprehend one and two-step word problems and accurately use the four operations to solve them will be assessed using an assessment that was developed by the third grade team during the assessment professional development series we participated in last year. The task was designed so that a score of 75% equated to basic proficiency. In addition to this formal task, we will use formative assessments and the regular unit assessments to monitor these skills throughout the year.	Taking the average of the final three administrations puts less weight on any single assessment and increases the reliability of the data. In addition, a second evidence source was added to address the application of the math facts. There is alignment between the scope of the Objective Statement and what is measured by the Evidence Sources.

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Step 5: Submitting SLO/SOO for Review and Approval

SAMPLE #2—SOO 9th & 10th Grade School Psychologist

Educator's Name(s):		APS ID number:	School/Location:
Reviewer's Name:		Educator Role: School Psychologist	Grade level: 9th and 10th Grade
SOO Area of Focus: Stress Management		Date:	Interval of Instruction: ☐ Year-Long(Aug-mid April) ☒ Semester (Aug- Dec)
Who will be your thought partners throughout this process? (e.g. Supervisor; PLT) **District Supervisor, Principal, District PLT**			

Essential Question:	What is the most important outcome that will enable students to have better access to education through your services?

<table>
<tr>
<td rowspan="4" style="writing-mode: vertical-lr;">ESTABLISHING A MEASURABLE LEARNING GOAL:</td>
<td>Student Outcome Objective Statement:

• Describes the specific outcome that the support professional is working to achieve.
• Should be broad enough that it captures the context the service period, but specific enough to clarify the focus of the SOO</td>
<td>DRAFT</td>
<td>EVALUATOR FEEDBACK</td>
</tr>
<tr>
<td>Students in my Stress Management Group will increase their knowledge and use of stress management skills.</td>
<td>This focus seems appropriate, given your role. How does this increase of skill and knowledge impact or enable students to have better access to instruction on a daily basis? How can this be measured?</td>
</tr>
<tr>
<td>REVISION</td>
<td>HIGHLIGHTED CHANGES</td>
</tr>
<tr>
<td>Students in my Stress Management Group will increase their knowledge and use of stress management strategies in order to decrease social conflict, increase instructional time, and improving their attendance in class thereby positively influencing long-term academic outcomes.</td>
<td>The revised SOO focuses on the impact of the service provided on instructional time and provides an avenue for measurement.</td>
</tr>
<tr>
<td>Rationale:

• Provides a data-driven explanation for the focus of the Student Outcome Objective and indicates if it is aligned with a school or district priority.
• Why is this goal important for students or the organization?
• What evidence do you have that this goal is</td>
<td>DRAFT</td>
<td>EVALUATOR FEEDBACK</td>
</tr>
<tr>
<td>Increased levels of stress can cause negative impacts to student social interactions and school work.</td>
<td>This is true, but your rationale should include at least a basic explanation of how these skills are important concerning student access to instruction. You may want to consider the impacts on conflict with peers, attendance in class and improved grades.</td>
</tr>
</table>

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needed?	**REVISION**	**HIGHLIGHTED CHANGES**
	Students with increased levels of stress without appropriate coping strategies can lead to numerous problems in schools. 9th and 10th grade students in the prior two school years who indicated on self-assessments higher levels of stress had 33% more absences from school and class, 25% more increased social conflicts with their peers and teachers (office referrals, classroom removals, student self-reporting to office), and typically lower overall test scores and grades. Building student knowledge around identifying their personal stressors, providing them with various coping strategies and monitoring their use of strategies can greatly reduce absences, social conflicts all the while increasing time in class and positively influencing test scores and grades.	This rationale references historical data concerning student self-assessment surveys, student absence data, behavioral data and grades.

Aligned Professional Standards/ Practices:	**DRAFT**	**EVALUATOR FEEDBACK**
• Specifies the professional standard(s)/ practices to which this outcome objective is aligned	QS #2—Specialized Service Professionals support and/or establish safe, inclusive and respectful learning environments for a diverse population of students QS #3—Specialized Service Professionals plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.	As your objective statement adjusts your standards here might need to expand slightly and should probably include more specific professional practices as well as job responsibilities.
	REVISION	**HIGHLIGHTED CHANGES**
	QS #1— School psychologists demonstrate mastery of and expertise in the domain for which they are responsible. • Element C-- School psychologists integrate evidence-based practices and research findings into their services and/or specially designed instruction.	The revised SOO in more specific to the duties and expectations of the school psychologist and is aligned to the standards of professional practice established in the Colorado Model Evaluation System for Specialized Service Professionals.

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- Element D--School psychologists demonstrate knowledge of the interconnectedness of home, school and community influences on student achievement

QS #2—Specialized Service Professionals support and/or establish safe, inclusive and respectful learning environments for a diverse population of students
- Element A-- School psychologists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.
- Element C-- School psychologists engage students as unique individuals with diverse backgrounds, interests, strengths and needs.
- Element D-- School psychologists engage in proactive, clear and constructive communication and work collaboratively with students, families and other significant adults and/or professionals.
- Element E-- School psychologists select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time and appropriate behavioral strategies.

QS #3—Specialized Service Professionals plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.
- Element A-- School psychologists provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts'

organized plans of instruction and the individual needs of their students.

- Element B-- School psychologists utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.
- Element C-- School psychologists plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning and progress toward achieving academic standards and individualized student goals.
- Element E-- School psychologists establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.
- Element F-- School psychologists communicate effectively with students
- Element G-- School psychologists develop and/or implement services and/or specially designed instruction unique to their professions.

| **Essential Question:** | **Where are my students now with respect to the objective?** |

BASELINE DATA/ EVIDENCE:	**Students:** - Should describe the number, make up (e.g. IEP, ELL, GT, other) of the students in the SOO group.		
	Baseline Data/ Evidence:	**DRAFT**	**EVALUATOR FEEDBACK**
	- Describes baseline data: ○ the source(s) of data/ information and its	Prior to the start of school I pulled student data from my Stress Management class rosters. I	Please include the aggregate results of your baseline assessment. What did you use to

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	relation to the overall outcome objective ○ may include survey data, statistics, participation rates, or references to historical trends or observations	administered a stress inventory to my 9th and 10th grade Stress Management classes during the first two weeks of school.	assessment students? What did you learn about your students? Is there alignment between the objective statement and the outcome objective?
		REVISION	**HIGHLIGHTED CHANGES**
		During one of our Department planning days prior to the first day of school, I met with the Special Education Team to review students' results from the previous year's IEP meetings. I reviewed previous WISC, Woodcock Johnson, other available academic assessment scores, attendance data, grades and IEP goals for each of my students. Then, during the first two weeks of school, I administered a baseline stress assessment inventory that asked students a series of questions where they rated themselves on a scale of 1 to 10. I scored these using the inventory scoring guide and found that 80% of my 9th grade students felt stressed everyday by: homework, teachers, parents, and peers. The other 20% said they were stressed 3 or more days out of the week by these same stressors. Of these same students those in 9th grade had missed 10 or more days of school the prior year and had missed a 15 or more additional class periods due to referrals, classroom removal and or self-reporting to the office. Of the 10th grade student each of them had missed 12 or more days of school and an additional 12 or more class periods due to referral, classroom removal, and/or self-reporting to the office. The average grade point average for all students 9th and 10th grade was 2.0. In looking at the data it feels like all students should have similar targets based on the information provided but separated into	The revised SOO now provides more information to explain specific baseline data. The information is specific to access to classroom instruction and related to the outcome objective.

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		categories: self-assessment reporting, attendance, behavior, and grades.	
Essential Question:		**Based on what I know about my students, where do I expect them to be by the end of the interval of service?**	

<table>
<tr><td rowspan="6">PERFORMANCE TARGETS:</td><td>Target(s):

• Describes where it is expected for groups of students or the school community as a whole to be at the end of the interval of service
    o How many performance groups will you have?
    o What is expected performance at the end of the interval of service for each student group?
• Should be measurable and rigorous, yet attainable for the interval of service</td><td>DRAFT</td><td>EVALUATOR FEEDBACK</td></tr>
<tr><td></td><td>All students in the Stress Management Class will
• Show a decrease in the number of days they self-report being stressed.
• Show a decrease in the number of days they are absent from school.
• Show a decrease in the number of class periods missed due to referrals, classroom removal, and/or self-reporting to the office.
• Show an increase in overall grade point average of .5.</td><td>It's good that the targets are differentiated for the factors affected by factors addressed by the Stress Management Class. These targets should be more specific to the reduction expected and may be tiered for 9th grade verses 10th grade. Do the targets reflect the students' knowledge of and use of stress management strategies?</td></tr>
<tr><td></td><td>REVISION</td><td>HIGHLIGHTED CHANGES</td></tr>
<tr><td></td><td>Both 9th and 10th grade students in the Stress Management Class will
• Show a decrease by 50% in the number of days they self-report being stressed.
• Show a decrease by 50% in the number of days they are absent from school.
• Show a decrease by 60% in the number of class periods missed due to referrals, classroom removal, and/or self-reporting to the office.
• Show an increase in overall grade point average of .5.</td><td>The targets are more specific to the expected decreases that are influenced by student stressors. They clearly communicate expectations and can be measured.</td></tr>
<tr><td>Rationale for Target(s):

• Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, trend data, or historical data from past students) and evidence that indicate the target is both rigorous and attainable</td><td>DRAFT</td><td>EVALUATOR FEEDBACK</td></tr>
<tr><td></td><td>These targets reflect students' differing starting points, but it sets the expectation that the all of the students will have applied stress reducing strategies resulting in decreases in negative factors affecting access to classroom instruction and increasing overall achievement</td><td>This does not explain where the percent reductions and increases came from or how it was determined that reductions by 50% and 60% represent rigorous but attainable targets as well an increase in GPA of .5. It is difficult to ascertain the rigor without more information.</td></tr>
</table>

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for all students • Should be provided for each target and/or tier	by the end of the interval of service. Therefore, it is both rigorous and attainable.	

REVISION	**HIGHLIGHTED CHANGES**
These targets reflect students' differing starting points, but it sets the expectation that the all of the students will have applied stress reducing strategies resulting in decreases in negative factors affecting access to classroom instruction and increasing overall achievement by the end of the interval of service. Reaching these targets would mean that all of the students will be aligned with their grade level peers for the average number of days missed from school, class periods missed and average GPA. The reduction by 50% for the self-assessment of stress is reflective of these student's emotional and social needs pertaining to their IEPs and collected data from previous years and staff.	This additional information helps the evaluator determine the rigor and appropriateness of these targets. The addition of language regarding alignment to grade level peers for similar data reflects a rigorous goal considering the variety of reasons and various needs of the students in the Stress Management Classes.

Essential Question:	**How will my students demonstrate their knowledge/skills?**

	Progress Strategies: • Describes the method, strategies or plan that will be used to achieve the goal • Describes what data sources will be used to determine progress throughout the interval of service.	**DRAFT**	**EVALUATOR FEEDBACK**
Assessment of Student Learning & Progress Monitoring:		Students will take a Stress Self Inventory three times during the semester. Attendance, discipline and self-reporting data will be collected as well as end of semester grades.	Progress strategies appear to mirror the types of tasks required at the final assessment. However, it might be more useful to gather evidence on attendance, discipline, self –reporting and grade more often than just end of interval of service to allow for intervention and adjustment of service to ensure students meet the targeted outcome. How will you measure student knowledge and ability to apply stress management strategies?
		REVISION	**HIGHLIGHTED CHANGES**
		Students will take the Stress Self-Inventory every other week and reflect on their stress management strategies used during the two weeks. Attendance, discipline/behavior, and academic progress will be tracked weekly by weekly reports completed by the teacher and dean.	The revisions include progress strategies for all aspects of the SOO goal statement and are scheduled regularly for monitoring by the individual educator and support team.

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		Students will practice weekly with stress management scenarios with their peers and be able to identify appropriate strategies they could use in different scenarios.	
	Evidence Sources/ Assessment: • Specifically describes how the outcome objective will be measured and why the evidence source(s) is appropriate for measuring the objective (e.g. logs, scoring guides, screening procedures, surveys). What data sources will be used to determine the level of success at the end of the interval of service? • Describes how the measure of student outcome will be collected or administered (e.g., once or multiple times; during class time or during a designated testing window; by the supporting professional or someone else) • Describes how the evidence will be analyzed and scored (e.g., scored by the support professional individually or by a team of support professionals; scored once or a percentage double-scored)	**DRAFT** Summative Evidence Sources will include: 1. Final Stress Self-Inventory and strategy reflection log (see attached inventory and reflection expectation rubric.) 2. Semester Attendance sheets 3. Semester discipline, teacher and office logs. 4. Semester grades.	**EVALUATOR FEEDBACK** These data sources will provide the measurable data needed for the SOO target outcomes. How will you measure student knowledge and ability to apply stress management strategies?
		REVISION Summative Evidence Sources will include: 1. (30%) Final Stress Self-Inventory and strategy reflection log (see attached inventory and reflection expectation rubric.) 2. (10%) Semester Attendance sheets 3. (10%) Semester discipline, teacher and office logs. 4. (10%) Semester grades. 5. (40%) Stress Management Assessment—These scenarios developed and scored by the Student Support Team will have students examine 4 different stress scenarios and identify at least two different stress management strategies appropriate for the scenario and explain why one strategy would be helpful and what they might do if that first strategy did not reduce stress. (see attached scenarios and scoring rubric) To combine these items into one score, each will be weighted (see above) as an overall portion of the SOO. (See attached cut scores for the overall combination of evidence.)	**HIGHLIGHTED CHANGES** The revised SOO will be measured by weighting the evidence sources and combining them using a point scale and cut scores. In addition, it also references collaborative development and scoring of a stress management assessment among the Student Support Team.

AURORA
PUBLIC SCHOOLS

Step 6: SLO/SOO Data Summary, Reflection, and Rating

SLO/SOO Summary & Reflection Guidelines

As part of the End of Year Review Conference each educator is required to submit an SLO/SOO summary and reflection document to their evaluator. The following guidelines indicate what should be included in the summary and reflection.

Part 1: SLO Data Summary	Part 1: SOO Data Summary
• Data Summary ○ Restate the Student Learning Goal/Student Outcome Goal ▪ Was the overall goal met? Why or why not? ○ Summarize the raw data. ▪ How does the data provide the appropriate evidence in determining whether or not the goal was met? ▪ Summarize the overall data and subgroup data. How did your different target groups/sub groups perform? How did students perform overall?	• Data Summary ○ Restate the Student Outcome Objective ▪ Was the overall goal met? Why or why not? ○ Summarize the raw data. ▪ How does the data provide the appropriate evidence in determining whether or not the outcome objective was met? ▪ Summarize the overall data and subgroup data. If applicable, how did your different target groups/sub groups perform? Describe overall performance.
Part 2: SLO Reflection	**Part 2: SOO Reflection**
• Overall Reflection ○ What would you consider to be highlights or successes for students in meeting their goal? How did those successes happen? What contributed to the success? ○ What would you consider to be struggles for those who did not meet their goal? What did you do instructionally to overcome those issues? What did you change as an educator to better assist students in meeting their targets? ○ What would you do more of next time? What will you do differently?	• Overall Reflection ○ What would you consider to be highlights or successes in meeting the outcome objective? How did those successes happen? What contributed to the success? ○ What would you consider to be struggles in meeting the outcome objective? What did you do in your professional practice to overcome those issues? What did you change as a professional to increase attainment of the outcome objective? ○ What would you do more of next time? What will you do differently?

Step 6: SLO/SOO Data Summary, Reflection, and Rating

Scoring and rating of the SLO/SOO is based on the percentage of students meeting their designated performance targets. APS has determined that the following scales will be applied when rating the overall SLO/SOO. Educators should frame their data summary to reflect what percentages of students were successful in meeting the SLO/SOO.

SLO-Rating Rubric for RANDA

Much Less Than Expected Growth	Less Than Expected Growth	Expected Growth	More Than Expected Growth
The percentage of students meeting their expected target is less than 63%.	The percentage of students meeting their expected target is at or above 63% but below 75%.	The percentage of students meeting their expected target is at or above 75% but below 91%.	The percentage of students meeting their expected target is at or above 91%.

SOO Rating Rubric for RANDA

Much Less Than Expected Growth	Less Than Expected Growth	Expected Growth	More Than Expected Growth
The percentage of students/student group meeting their expected outcome is less than 63%.	The percentage of students/student group meeting their expected outcome is at or above 63% but below 75%.	The percentage of students/student group meeting their expected outcome is at or above 75% but below 91%.	The percentage of students/student group meeting their expected outcome is at or above 91%.

Section 7: AEA-APS Master Agreement- Article 35 Performance Evaluation

Article 36 Performance Evaluation

The primary purpose of performance evaluation is to provide meaningful and credible feedback that improves teacher performance through observations, instructional dialogue and support. As required under the Educator Effectiveness Act of 2010, the APS evaluation is aligned to the Colorado model evaluation system. (2014)

A. General Considerations

1. All teachers will be evaluated annually. (2014)

2. The responsibility for the evaluation of teachers rests with their principal(s), immediate supervisors, or the principals' designee as outlined below. (2014)

   a. Section 22-9-106 (4) (a), C.R.S., allows performance evaluations to be conducted by an individual who has completed a training in evaluation skills that has been approved by the Colorado Department of Education (CDE). A teacher may fill the role of an evaluator if they are identified as the designee of an individual with a principal or administrator license and have completed the required training. (2014)

   b. Any licensed staff member identified as the principal's designee for the purpose of evaluation must have been identified as effective/meeting standards on their most recent performance evaluation. (2014)

   c. A non-probationary teacher who has met standards on his/her most recent performance evaluation may request a building administrator or administrator's designee to serve as the evaluator. If the teacher requests the designee, the teacher would not be permitted to select a specific individual. This request will be honored to the extent practicable. Factors taken into consideration when assigning an evaluator will include but not be limited to, the balance of teachers assigned to the building administration/designee and content area expertise. (2014)

3. All formal or informal observations of the work performance of a teacher shall be conducted openly and with the knowledge of the teacher. There shall be no use of eavesdropping, closed-circuit television, public address or audio systems, or similar devices for surveillance purposes. (2014)

4. Evaluation of teachers shall be based primarily on Professional Practices Standards identified in the Colorado Model Evaluation System providing that such factors are: (2014)

   a. Observed by the evaluator as part of a formal or informal observation; or (2014)
   b. Brought to the attention of the evaluator as a result of a formal or informal observation by another District administrator; or (2014)
   c. Presented by the teacher being evaluated as evidence of their instructional practice; or
   d. Substantiated in writing if originating from any other source. (2014)

5. Observations made during the coaching process shall not be included in teacher performance evaluations. To ensure that the teacher-coach relationship retains the necessary degree of trust and that teachers are able to make mistakes and then improve with the help of their coaches, coaching observations must be kept separate from performance evaluations. (2014)

6. Any material deemed by the teacher to be of a negative nature and that is to become part of the teacher's personnel file may be rebutted by the teacher if the teacher so desires. Such rebuttal shall be attached to the original material in the teacher's file. (2014)

7. The District and the Association agree to establish an ongoing collaborative committee charged with reviewing and making recommendations regarding the multiple measures and processes to be used in addressing quality standard 6 of the Colorado Model Evaluations system. (2015)

B. Observations

FORMAL

1. Formal observations consist of a visitation of a class period or a class lesson, meeting or training. The observation should be conducted for an entire class period, lesson, meeting or training, or a minimum of 45 minutes. Probationary teachers will be formally observed a minimum of two (2) times per year. Non-probationary teachers will be formally observed a minimum of one (1) time per year. (2014)

2. Advance notification shall be provided at least two (2) working days before a formal observation, unless the teacher otherwise agrees. The notification shall state that the evaluator shall conduct the formal observation during one (1) or two (2) of the classes or periods taught by the teacher. The evaluator shall specify two (2) classes or periods on a particular day, at least one (1) of which shall be the subject of the formal observation. At the time of the notification, the evaluator may request that the teacher provide the objectives for the lesson or lessons to be observed, in which event the teacher shall furnish such objectives to the evaluator not later than the end of the working day immediately preceding the day of the formal observation. In the event the evaluator is unable to attend a previously scheduled formal observation, the evaluator and teacher shall confer for the purpose of jointly rescheduling another such formal observation. (2014)

3. If requested by either the observer or the teacher at least two (2) working days in advance of the observation date, a pre-observation conference will be held to discuss the learning objectives for the lesson(s) to be observed. (2014)

4. Within five (5) working days of each observation, a conference shall be held between the evaluator and the teacher. The focal point of the conference shall be the teacher's instructional practice aligned with the professional practices quality standards as defined in the Colorado Model Evaluation System. The evaluator and teacher will discuss the observed practices and consider additional evidence to further demonstrate the performance of professional practices. The evaluator and/or teacher may determine an additional meeting is necessary to allow the teacher to present further evidence as a result of the post observation conference. Except in extenuating circumstances, for example when the absence of the teacher or the administrator makes scheduling difficult, observations shall be scheduled to allow the observation conference to be completed before a subsequent observation is initiated. (2014)

5. A minimum of three (3) weeks shall occur between the post observation conference and the next formal observation to allow the teacher the opportunity to implement feedback from the evaluator. (2014)

6. Evaluators of probationary teachers will conduct a minimum of one (1) formal observation prior to the end of the first semester. Evaluators of non-probationary teachers will conduct a minimum of one (1) formal observation prior to the end of January. (2014)
7. Both the observer and the teacher shall sign and retain a copy of the formal observation report. (2014)

INFORMAL
8. Informal observations (minimum of 10 minutes) of the professional educator occur during day-to-day interactions within the educational setting. Such observations are a natural process, which acknowledges performance beyond that seen in the formal observation. Informal observations will be conducted a minimum of four (4) times per year. (2014)

9. Within two (2) working days of each informal observation, the teacher will be provided with documentation which includes the following: date and time of observation, quality standards observed, observations of the evaluator and an opportunity for the teacher to provide feedback. If desired the teacher may request a meeting to discuss the informal observation and provide additional evidence that support the teacher's instructional practice. (2014)

10. A minimum of one (1) week shall occur between each informal observation to allow the teacher the opportunity to implement feedback from the evaluator. (2014, 2015)

Evaluation Time Lines for Employees Hired After the Start of the School Year (2015) Hire Date	Required Number of Formal Observations	Mid-Year Evaluation Due Date	Final Evaluation Due Date
Start of school year through mid-November (the 15th or next duty day)	2	Last day of the first semester	Per statute
Mid November (the 15th or next duty day) through end of first semester.	2 First formal observation will occur between 35 – 45 calendar days of hire.	Will occur within 45 calendar days of hire.	Per statute
Beginning of second semester through last contracted hire date in January.	1 Formal observation will occur between 25 to 35 calendar days of hire.	Will occur within 35 calendar days of hire.	Per statute

11. Teacher Provided Evidence
    a. Throughout the evaluation process, teachers may provide their evaluator with evidence and rationale connecting the evidence to the quality standard. It is not necessary to provide evidence for every element in each of the quality standards. Evidence may include, and is not limited to student work; memos, letters, input from parents, students and peers; student input obtained from standardized surveys; or other indicators of professional practice, including student records and professional educator products. This information will be included in the body of evidence considered by the evaluator in the determination of ratings in the quality standards. Ongoing feedback as it relates to the overall body of evidence will occur throughout the evaluations process. (2014)

C. Evaluation Procedures

SELF-EVALUATION AND TEACHER PROFESSIONAL LEARNING PLAN

1. As required under the Colorado Model Evaluation System, all educators shall complete a self- evaluation and a Teacher Professional Learning Plan. The self-evaluation and Teacher Professional Learning Plan shall be completed within the first 30 days of the teacher's work year. All teachers shall have the discretion to review the self-evaluation with their evaluator. By no later than the end of the third week of school or no later than three weeks after the teacher begins work, supervising administrators must provide at least one hour during an in-service, faculty meeting, or professional development to review the APS evaluation process with all teachers and provide an opportunity for teachers to begin their self-evaluation and/or professional learning plan. (2014, 2015)

2. The teacher will bring their completed self-evaluation to the meeting to be used as their personal reference during the goal-setting discussion. At minimum, the teacher will discuss the areas of their self-evaluation in which they wish to seek instructional improvement and set goals that will form the basis for the teacher's professional learning plan and determine the strategic focus of evaluation. (2014)

MID-YEAR Review

1. Every teacher will meet with their evaluator to review their performance at mid-year. Mid-year reviews for probationary teachers will occur by the end of the first semester. Mid-year reviews for non-probationary teachers will occur by the end of January. (2014)

2. Teachers may bring evidence that support their teaching practice as related to the Professional Practices Quality Standards. (2014)

3. The Mid-Year Review will be documented in writing and will include: observed practice to date as related to the Professional Practices Quality Standards and the Teacher Professional Learning Plan; areas for improvement; resources to support improvement and an initial effectiveness rating. (2014)

END OF YEAR REVIEW AND FINAL RATING

1. Every teacher will meet with their evaluator to conduct an end of year review and determine the final rating on the Professional Practices Quality Standards. The end of year review and final evaluation ratings for teachers will occur at least two (2) weeks before the last class day of the school year. (2014)

2. The end of year review and final rating will be documented in writing (electronically or hard copy). Both the evaluator and teacher being evaluated will sign the end of year review and final rating document. Any subsequent changes to the document will occur only after discussion with the teacher being evaluated. (2014)

3. As the purpose of performance evaluation is to improve instructional practices, teacher will still have the opportunity to ask for further support and/ or additional feedback to continue to improve their instructional practice after the completion of the end of year review. (2014)

4. Both the evaluator and the teacher shall have access to a copy of the evaluation. If the teacher wishes, the teacher may make additional written comments within fifteen (15) working days, which shall be added to the evaluation. (2014)

D. Ineffective Performance

1. If the non-probationary teacher's performance is determined to be ineffective, a remediation plan shall be developed in writing using the final ratings, comments and evidence discussed during the end of year review and will identify areas for improvement and resources to support improvement. The evaluator and teacher will then collaboratively update the teacher professional learning plan to be used for the following school year. (2014)

2. If a probationary teacher is to be recommended for nonrenewal, the District shall provide written notification of the fact of such nonrenewal both to the teacher and to the Association at least four (4) working days prior to final Board action on such nonrenewal and in no event later than June 1. At the time of such notification, the District shall also advise the teacher of the reasons for said nonrenewal (including but not limited to, nonrenewal performance, nonrenewal neutral, nonrenewal budget); however, the District shall be under no obligation to provide a copy of said reasons in its notification to the Association. In the case of a dismissal of a probationary or non-probationary teacher, regardless of the date, the dismissal shall be conducted in accordance with the procedures set forth in the Colorado Teacher Employment, Compensation, and Dismissal Act of 1990. (2014)

3. Any teacher who believes their ineffective rating was the result of improper application of the evaluation procedures set forth in this Article may file a grievance as outlined in Article 44 Grievance Procedure of this agreement. (2014)

E. Evaluation Appeals

Per State Statute and Colorado Board of Education rules, the process to appeal a rating of ineffective or partially effective shall only apply to a non-probationary teacher after a second consecutive year of such rating. The appeals process shall be limited only to making a determination of whether a rating of ineffective was appropriate. (2015)

    A. The appeal process shall adhere to the following principles: (2015)
        1. The appeal process shall be fair and clearly communicated to Teachers, evaluators, Principals; (2015)
        2. The appeal process shall be aligned with and a component of a larger performance evaluation system; (2015)
        3. The appeal process shall be constructed to produce decisions in a timely and decisive manner (2015)

    B. The process by which an appeal is filed, shall be voluntary for a teacher, and initiated only if she/he chooses. The process permits a teacher to file an appeal to a rating of ineffective or partially effective to a review panel, comprised of 3 teachers and 3 administrators. The burden is upon the teacher to demonstrate that a rating of effective was appropriate. (2015)

    C. The appeal process shall begin on the date the teacher receives his or her second consecutive performance evaluation rating of ineffective or partially effective and shall conclude no more than ninety (90) calendar days after he or she receives the Performance Evaluation Rating. A teacher shall file an appeal within fifteen (15) calendar days after receiving his or her rating. (2015)

    D. A teacher will receive their rating no earlier than five weeks before the last teacher contract day and no later than three weeks before the last teacher contract day. (2015)

    E. The decision on the appeal must be received on or before the 90_{th} calendar day from when the rating was received. (2015)

F. The hearing will be scheduled no fewer than 30 calendar days after the teacher has filed their intent to appeal. (2015)
1. Upon a reasonable showing of need, a teacher may request additional time to prepare for the appeals hearing. The panel shall consider that request so long as the request does not exceed 90 days beyond the date when the teacher receives their second consecutive Performance Evaluation Rating of partially effective or ineffective. (2015)

G. A Teacher is permitted only one appeal for the second consecutive performance evaluation rating of ineffective or partially effective. A teacher filing an appeal shall include all grounds for the appeal using a form which has been mutually developed between the District and the Association. The grounds for the appeal shall be viewed in the light most favorable to the moving party. Any grounds not raised at the time the written appeal is filed shall be deemed waived. (2015)

H. The grounds for an appeal shall be limited to the following: (2015)

1. The evaluator did not follow evaluation procedures that adhere to the requirements of statute and rule and that failure had a material impact on the final Performance Evaluation Rating that was assigned (e.g., an observation was never completed or feedback was never shared with the Teacher); and/or information on the rubric was inaccurately recorded or applied. (2015)

2. The data (Quality Standard 6) relied upon for the performance rating was inaccurately attributed to the teacher. (2015)

I. Any documents and/or proceedings related to the appeal process shall be confidential. The documents and/ or proceedings for appeal shall only be shared with those who monitor, facilitate and participate in the process, specifically the following: (2015)
1. The appeals panel/committee,
2. Evaluator,
3. Principal,
4. Superintendent,
5. Teacher
6. Association Representative
7. Legal or Advisory Council

J. The superintendent or designee shall be the final decision-making authority in determining a teacher's final Performance Evaluation Rating and whether a non-probationary teacher shall lose his or her non-probationary status. The superintendent OR DESIGNEE shall provide a written rationale for his or her final determination. (2015)

K. The appeal process shall be the final determination in regard to the final Performance Evaluation Rating and loss or retention of non-probationary status. If the appealed rating is upheld the teacher will begin the following school year as a probationary employee. (2015)

L. If the superintendent or designee determines that a rating of ineffective or partially effective was not accurate, but there is not sufficient information to assign a rating of effective, the teacher shall receive a "no score" and shall not lose his or her non-probationary status. However,

if in the following academic school year that Teacher receives a final Performance Evaluation Rating of ineffective or partially effective, this rating shall have the consequence of a second consecutive ineffective rating and the Teacher shall be subject to loss of non-probationary status. This subsequent rating of partially or ineffective may be appealed. (2015)

M. The review panel shall advise the superintendent on all matters regarding appeals. The superintendent shall be the final decision-making authority in determining the teacher's final Performance Evaluation. In cases where the committee is unable to arrive at a majority decision, the superintendent shall make the final determination. (2015)

N. The review panel shall be comprised of members that were not directly involved in the evaluation process for the appealing teacher. The superintendent may appoint himself or herself to the review panel. (2015)

O. Selection and Composition of Panel

1. Panel members shall be selected and trained in a manner designed to ensure the credibility and expertise of the panel members. The panel shall be comprised of equal numbers of teachers and administrators, with no more than six panel members total. A process shall be developed to ensure continuity of the review panel members. (2015)
2. Teachers on the committee shall be non-probationary and shall have been rated as effective on their most recent evaluation and shall be selected from a list provided by the Association. (2015)
3. Administrators serving on the panel shall be rated as "effective" on their most recent evaluation, shall be experienced in evaluating instructional practices, shall be familiar with evaluation procedures and processes as outlined in statute as well as the Master Agreement. (2015)
4. There shall be a pool of individuals (teachers and administrators) who are trained to serve on a panel. (2015)

P. The appealing teacher shall be given the opportunity to address and provide evidence to the review panel in person or in writing. The review panel shall review any written information provided by the appealing teacher prior to meeting to render a recommendation. (2015)

Q. Panel is expected to hold a conversation on the evidence submitted. (2015)

R. The review panel may invite the Teacher or Teacher's principal to present information in person or in writing, where clarification is necessary; however, the Teacher and Principal shall have the right of refusal without prejudice. (2015)

S. In order to overturn a rating of ineffective or partially effective, the panel must find that the rating of ineffective or partially effective was inaccurate by majority vote. If the panel is deadlocked on a decision, the superintendent shall serve as the tie breaking vote. Each cluster of votes is expected to provide a summary of the rationale informing their opinion for the superintendent's consideration. (2015)

T. Once the panel arrives at a decision, the panel must prepare and submit its decision and the rationale for its decision to the superintendent. (2015)

Section 8: Appendix

Webb's Depth of Knowledge

Norman Webb's Depth-of-Knowledge (DOK) schema has become one of the key tools educators can employ to analyze the cognitive demand (complexity) intended by the standards, curricular activities, and assessment tasks. Webb (1997) developed a process and criteria for systematically analyzing the alignment between standards and test items in standardized assessments. Since then the process and criteria have demonstrated application to reviewing curricular alignment as well. The model categorizes assessment tasks by different levels of cognitive expectation, or depth of knowledge, required to successfully complete the task. Hess (2004-2012) further articulated the model with content specific descriptions for use by classroom teachers and organizations conducting alignment studies. The information below outlines the Webb DOK levels:

- **Level 1: Recall and Reproduction**

    Tasks at this level require recall of facts or rote application of simple procedures. The task does not require any cognitive effort beyond remembering the right response or formula. Copying, computing, defining, and recognizing are typical Level 1 tasks.
- **Level 2: Skills and Concepts**

    At this level, a student must make some decisions about his or her approach. Tasks with more than one mental step such as comparing, organizing, summarizing, predicting, and estimating are usually Level 2.
- **Level 3: Strategic Thinking**

    At this level of complexity, students must use planning and evidence, and thinking is more abstract. A task with multiple valid responses where students must justify their choices would be Level 3. Examples include solving non-routine problems, designing an experiment, or analyzing characteristics of a genre.
- **Level 4: Extended Thinking**

    Level 4 tasks require the most complex cognitive effort. Students synthesize information from multiple sources, often over an extended period of time, or transfer knowledge from one domain to solve problems in another. Designing a survey and interpreting the results, analyzing multiple texts by to extract themes, or writing an original myth in an ancient style would all be examples of Level 4.

DOK Levels are _not_ sequential. Students need not fully master content with Level 1 tasks before doing Level 2 tasks. In fact, giving students an intriguing Level 3 task can provide context and motivation for engaging in the more routine learning at Levels 1 and 2.

DOK levels are also _not_ developmental. All students, including the youngest preschoolers, are capable of strategic and extended thinking tasks. What they look like will differ, and what is Level 3 to a kindergarten student may be a Level 1 task for a middle schooler. All students, however, should have opportunities to do complex reasoning.

DOK Level 1

DOK LEVEL 1—RECALL & REPRODUCTION		
Key Words	**Teacher Role**	**Student Role**
Locate, calculate, define, identify, list, label, match, measure, copy, memorize, repeat, report, recall, recite, recognize, state, tell, tabulate, use rules, answer who, what, when, where, why, how	Questions to direct or focus attention, shows, tells, demonstrates, provides examples, examines, leads, breaks down, defines	Recognizes, responds, remembers, memorizes, restates, absorbs, describes, demonstrates, follows directions, applies routine processes, definitions, and procedures

Possible Products		
• Fill-in-the-blank tasks • Recite-math facts, poems, etc. • Plot/locate points on a graph • Edit sentences • Identify/write sentence types • Highlight key words • Bookmark websites • Use key word search • Use dictionary, thesaurus • Follow steps/directions (e.g., recipe, long division, make model)	• Explain, demonstrate • Show & Tell • Locate or recall quotes • Document /cite sources • Brainstorm related ideas • Represent math relationships in words, pictures, or symbols • Write complete sentences • Identify parts of speech • Label or locate parts in diagram • List related parts or kinds (e.g., triangles)	• Vocabulary definitions-look up, recall, use in sentences • Calculate, compute • Measure, record data • Reproduce map or diagram • Use map key to locate information • Oral reading fluency • Decoding words • Use formulas • Evaluate expressions

Potential Activities	
• Use step-by-step directions to make a model, plant seeds, bake a cake, etc. • Describe an event, character, setting, etc. in a story • Write a list of key words you know about... • Recite/recall a fact or date related to ... • Write/retell in your own words ... • Cut out, draw, or match a picture that illustrates an event, process, or story • Report or present findings to the class • Memorize lines for a play • Skim for facts/details/dates about an event • Retell in your own words/paraphrase • Locate information found in a map, chart, tables, graph, • diagram, caption	• Complete basic /routine calculation tasks (e.g., addition, subtraction, division, etc.) • Locate or retrieve information in verbatim form to answer a question • Recognize or identify features, objects, or steps that don't vary greatly in form (e.g., recognizing features of basic tools or shapes, properties of materials or objects) • Edit applying a standard set of conventions and/or criteria that should eventually be automated (e.g., applying rules for punctuation, grammar, spelling) • Complete measurement tasks (e.g., use a ruler to measure length; thermometer or temperature probe to measure temperature) • Memorize and recognize formulas and algorithms • Use a formula where at least one of the unknowns are provided (e. g., area formula, y=mx + b)

- Use a dictionary, glossary, or thesaurus to find word meanings
- Make conversions between metric and customary units

DOK Level 2

DOK LEVEL 2—SKILL/CONCEPT		
Key Words	**Teacher Role**	**Student Role**
Infer, categorize, organize and display, compare-contrast, modify, predict, interpret, distinguish, estimate, extend patterns, interpret, use context clues, make observations, summarize, translate from table to graph, classify, show cause/effect, relate, edit for clarity	Questions to differentiate, infer, or check conceptual understanding, models, organizes/ reorganizes, explores possible options or connections, provides examples and non-examples	Solves routine problems/tasks involving multiple decision points and concepts, constructs models to show relationships, demonstrates use of conceptual knowledge, compiles and organizes, illustrates/ explains with examples or models, examines

Possible Products

- Captioned Photos Summary
- Timeline
- Demonstration
- Presentation Interview
- Science Logs
- Diary entry
- Graphic organizer
- Reverse-Engineering
- Cracking Codes Outline
- Relationship Mind Maps
- Blog Commenting
- Survey development
- Spreadsheet

Potential Activities

- Sequence a key chain of events and supporting details using a timeline, cartoon strip, outline or flow chart
- Write a summary /informational report or develop an outline of central ideas and supporting details
- Develop a concept map or diagram showing a process or describing relationships about a topic of study
- Explain a series of steps used to find a solution
- Construct a model to demonstrate how it looks or works
- Make a diorama to illustrate/explain an event
- Write a diary/blog entry for a character or historical figure
- Make a captioned scrapbook or photo essay about the area of study
- Make a topographic map using data provided/data collected
- Make a puzzle or game about the topic
- Explain the meaning of a concept using words, objects, and/or visuals

- Demonstrate how to perform a particular task
- Locate or retrieve information in verbatim form to answer a question
- Complete complex recognition tasks that involve recognizing concepts and processes that may vary in how they "appear"
- Complex calculation tasks involving decision point s (e.g. standard deviation)
- Identify appropriate strategies or sources for conducting research projects that involve locating, collecting, organizing an displaying, and summarizing information
- Create a questionnaire or survey to answer a question
- Conduct measurement or observational tasks that involve organizing the data collected into basic presentation forms such as a table, graph, Venn diagram, etc.
- Participate in a simulation in order to understand and describe differing perspectives

Potential Questions

- How or why would you use...?
- What examples/non-examples can you find to...?
- How would you organize_ to show...?
- How could you show your understanding of...?
- What approach/tools would you use to...?
- How would you apply what you learned to develop...?

- How or why would you use...?
- What examples/non-examples can you find to...?
- How would you organize_ to show...?
- How could you show your understanding of...?
- What approach/tools would you use to...?
- How would you apply what you learned to develop...?

• What other way could you solve/find out...?	• What other way could you solve/find out...?

DOK Level 3

DOK LEVEL 3—STRATEGIC THINKING & REASONING		
Key Words	**Teacher Role**	**Student Role**
Critique, appraise, revise for meaning, assess, investigate, cite evidence, test hypothesis, develop a logical argument, use concepts to solve non-routine problems, explain phenomena in terms of concepts, draw conclusions based on data	Questions to probe reasoning and underlying thinking, asks open-ended questions, acts as a resource and coach, provides criteria and examples for making judgments and supporting claims, encourages multiple approaches and solutions; determines when/where (text, concept) depth and exploration is most appropriate	Uncovers and selects relevant and credible supporting evidence for analyses, critiques, debates, claims and judgments; plans, initiates questions, disputes, argues, tests ideas/solutions, sustains inquiry into topics or deeper problems, applies to the real world

Possible Products		
• Complex Graph • Set up a database • Conduct or critique a designed investigation • Video cast or podcast • Analyze survey results	• Debate from a given perspective • Develop storyboard forb film or cartoon animation • Multi-paragraph essay or short story • Create a Wiki or website	• Literary critique • Play, book, music, or movie review • Informational report with several subtopics • Fact-based argument (Is this criticism supported by the historical facts?)

Potential Activities	
• Analyze results of a questionnaire or survey (e.g., survey classmates/ industry members to find out what they think about a current issue) • Prepare an informational report about an area of study • Write a letter to the editor after evaluating a product • Prepare for and participate in a debate • Use evidence to generate criteria for making judgments • Make a booklet or brochure about a topic, organization, or issue • Participate on a panel to discuss differing viewpoints on... • Prepare a speech to support your perspective about ...	• Explain and apply abstract terms and concepts to real-world situations • Solve complex, non-routine problems that draw upon multiple skills, concepts, and processes • Write an essay, short story, poem, or play • Create complex graphs or databases where reasoning and approach to data organization is not obvious • Design, conduct, or critique an investigation to answer a research question • Propose an alternate solution to a problem studied

Potential Questions	
• What are the possible design flaws in ...? • What is the theme/the lesson learned...? • How would the theme change if ...? • What underlying bias is there...? • What inferences will these facts support...? • How does the author create tension/suspense...? • What is the author's chain of reasoning or point of view for ...?	• What is the impact on the reader /viewer for use of this (rhetorical device, analogy, figurative language use, visual image, etc.)? • What conclusions can you draw...? • How can you prove that your solution or estimate is reasonable? • What evidence can you find to support...? • What ideas justify this position...?

DOK Level 4

DOK LEVEL 4—EXTENDED THINKING		
Key Words	**Teacher Role**	**Student Role**
Initiate, design and conduct, collaborate, research, synthesize, self-monitor, critique, produce/present	Questions to extend thinking and broaden perspectives; facilitates teaming, collaboration, self-evaluation	Designs, takes risks, researches synthesizing multiple resources, collaborates, plans, organizes, and modifies, creates concrete tangible products
Possible Products		
• Short film • Agency presentation • Research report	• Play • Video Game • Documentary	• Newspaper or series of articles • Multi-Media product • Anthology of original writing, art, music, etc.
Potential Activities		
• Applying information from more than one discipline to solve ill-defined problems in novel or real-world situations • Research tasks that involve generating questions, and formulating and testing hypotheses • Tasks that require multiple roles and collaboration and coordination with others (e.g., script writing, camera work, editing, and acting/ talent)		• Tasks that involve drawing evidence from multiple sources to support solutions/conclusions • Conducting an internship in industry where students are faced with real-world, unpredictable problems • Organizing/conducting a community service project or school based event • Tasks that require making multiple strategic and procedural decisions as new information is processed
Potential Questions		
• What changes would you make to solve or address this major problem/ or issue...? • How would you improve upon this invention or innovation? • Can you propose an alternative solution to...? • What could be done to minimize (maximize)...? • In what way would you design or redesign ... and why? • What evidence would you cite to defend the actions of...? • How would you evaluate...? • How would you prioritize criteria for making this (local zoning) decision ... and why? • How would you evaluate the works by this author over time? • Can you formulate and test a conjecture for...?		• Can you predict the potential benefits and drawbacks if this law does/ does not pass? • Can you construct a model that would change...? • Can you think of an original way to apply...? • Do you agree with the actions...? With the outcomes...? With the decision to …? • How would you prove...? Disprove...? • Can you assess the value or importance of...? • What information would you use to support a differing perspective...? • What can be learned about this time in history from reading and analyzing various cultural, political, and social perspectives?

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Karin Hess Cognitive Rigor Matrix & Curricular Examples

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - *ELA*

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	o Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts o Read words orally in connected text with fluency & accuracy			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models	o Identify or describe literary elements (characters, setting, sequence, etc.) o Select appropriate words when intended meaning/definition is clearly evident o Describe/explain who, what, where, when, or how o Define/describe facts, details, terms, principles o Write simple sentences	o Specify, explain, show relationships; explain why, cause-effect o Give non-examples/examples o Summarize results, concepts, ideas o Make basic inferences or logical predictions from data or texts o Identify main ideas or accurate generalizations of texts o Locate information to support explicit-implicit central ideas	o Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) o Identify/ make inferences about explicit or implicit themes o Describe how word choice, point of view, or bias may affect the readers' interpretation of a text o Write multi-paragraph composition for specific purpose, focus, voice, tone, & audience	o Explain how concepts or ideas specifically relate to *other* content domains or concepts o Develop generalizations of the results obtained or strategies used and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	o Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words o Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use o Apply basic formats for documenting sources	o Use context to identify the meaning of words/phrases o Obtain and interpret information using text features o Develop a text that may be limited to one paragraph o Apply simple organizational structures (paragraph, sentence types) in writing	o Apply a concept in a new context o Revise final draft for meaning or progression of ideas o Apply internal consistency of text organization and structure to composing a full composition o Apply word choice, point of view, style to impact readers' /viewers' interpretation of a text	o Illustrate how multiple themes (historical, geographic, social) may be interrelated o Select or devise an approach among many alternatives to research a novel problem
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	o Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions) o Decide which text structure is appropriate to audience and purpose	o Categorize/compare literary elements, terms, facts/details, events o Identify use of literary devices o Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts o Distinguish: relevant-irrelevant information; fact/opinion o Identify characteristic text features; distinguish between texts, genres	o Analyze information within data sets or texts o Analyze interrelationships among concepts, issues, problems o Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text o Use reasoning, planning, and evidence to support inferences	o Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes o Analyze complex/abstract themes, perspectives, concepts o Gather, analyze, and organize multiple information sources o Analyze discourse styles
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			o Cite evidence and develop a logical argument for conjectures o Describe, compare, and contrast solution methods o Verify reasonableness of results o Justify or critique conclusions drawn	o Evaluate relevancy, accuracy, & completeness of information from multiple sources o Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept	o Generate conjectures or hypotheses based on observations or prior knowledge and experience	o Synthesize information within one source or text o Develop a complex model for a given situation o Develop an alternative solution	o Synthesize information across multiple sources or texts o Articulate a new voice, alternate theme, new knowledge or perspective

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Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions – *M-Sci*

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	o Recall, observe, & recognize facts, principles, properties o Recall/ identify conversions among representations or numbers (e.g., customary and metric measures)			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict, compare/contrast, match like ideas, explain, construct models	o Evaluate an expression o Locate points on a grid or number on number line o Solve a one-step problem o Represent math relationships in words, pictures, or symbols o Read, write, compare decimals in scientific notation	o Specify and explain relationships (e.g., non-examples/examples; cause-effect) o Make and record observations o Explain steps followed o Summarize results or concepts o Make basic inferences or logical predictions from data/observations o Use models /diagrams to represent or explain mathematical concepts o Make and explain estimates	o Use concepts to solve non-routine problems o Explain, generalize, or connect ideas using supporting evidence o Make and justify conjectures o Explain thinking when more than one response is possible o Explain phenomena in terms of concepts	o Relate mathematical or scientific concepts to other content areas, other domains, or other concepts o Develop generalizations of the results obtained and the strategies used (from investigation or readings) and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	o Follow simple procedures (recipe-type directions) o Calculate, measure, apply a rule (e.g., rounding) o Apply algorithm or formula (e.g., area, perimeter) o Solve linear equations o Make conversions among representations or numbers, or within and between customary and metric measures	o Select a procedure according to criteria and perform it o Solve routine problem applying multiple concepts or decision points o Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps o Translate between tables, graphs, words, and symbolic notations (e.g., graph data from a table) o Construct models given criteria	o Design investigation for a specific purpose or research question o Conduct a designed investigation o Use concepts to solve non-routine problems o Use & show reasoning, planning, and evidence o Translate between problem & symbolic notation when not a direct translation	o Select or devise approach among many alternatives to solve a problem o Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct	o Retrieve information from a table or graph to answer a question o Identify whether specific information is contained in graphic representations (e.g., table, graph, T-chart, diagram) o Identify a pattern/trend	o Categorize, classify materials, data, figures based on characteristics o Organize or order data o Compare/ contrast figures or data o Select appropriate graph and organize & display data o Interpret data from a simple graph o Extend a pattern	o Compare information within or across data sets or texts o Analyze and draw conclusions from data, citing evidence o Generalize a pattern o Interpret data from complex graph o Analyze similarities/differences between procedures or solutions	o Analyze multiple sources of evidence o analyze complex/abstract themes o Gather, analyze, and evaluate information
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			o Cite evidence and develop a logical argument for concepts or solutions o Describe, compare, and contrast solution methods o Verify reasonableness of results	o Gather, analyze, & evaluate information to draw conclusions o Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce	o Brainstorm ideas, concepts, or perspectives related to a topic	o Generate conjectures or hypotheses based on observations or prior knowledge and experience	o Synthesize information within one data set, source, or text o Formulate an original problem given a situation o Develop a scientific/mathematical model for a complex situation	o Synthesize information across multiple sources or texts o Design a mathematical model to inform and solve a practical or abstract situation

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AURORA PUBLIC SCHOOLS

Compliance Officer

The Aurora Public Schools is committed to the policy that all persons shall have equal access to its programs, facilities, and employment and does not discriminate on the basis of race, age, color, creed, national origin, sexual orientation (which includes transgender), conditions related to pregnancy or childbirth, disability, religion, ancestry, sex, need for special education services, or genetic information for employment and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

> Compliance Officer or designee
> 15701 E 1st Avenue, Suite 206
> Aurora, Colorado 80011
> Phone: 303-344-8060 x28771