Weaving the Pieces Together: Standards, Assessments and Educator Evaluations

Professional Learning Cycle
Introduction

Colorado is nationally recognized for having one of the strongest legislative frameworks for school improvement in the country. Putting new standards, assessments and educator evaluations into practice requires resources, know-how and a tolerance for risk. This is complex work that involves a transformational shift in instruction and learning — all with a single, aligned focus on improved student achievement.

Today’s expectations of all students are higher than ever before. Educators are teaching in a whole new way to ensure students are successful. New assessments help pinpoint successes, areas of improvement and interventions. New educator evaluations are leading to more robust conversations among teachers and principals to ensure every child succeeds and all educators have the support they need to be successful. All of this work requires educators to be more nimble than ever before. We are all learning together.

The Colorado Academic Standards, new assessments and educator evaluations are fully integrated and work seamlessly to put kids first so they are college- and career-ready upon graduation. The standards define what students should learn at each grade level in 10 content areas. They provide consistent, high-quality expectations for all students regardless of where they live — whether it's the rural Eastern Plains, the Western Slope or the urban core. In turn, assessments determine whether students are meeting the standards. Teachers use the assessment results to tailor instruction to every student. The state’s educator evaluation system helps ensure that every child in every classroom has an excellent teacher and excellent school leaders who are fully supported in their professional growth.

Weaving the Pieces Together is a professional learning tool that offers educators — as well as individuals invested in educators’ success — a “one-stop shop” of information and resources for the successful implementation of standards, assessments and educator evaluations to enrich instruction and increase student achievement. This tool can also help guide discussions now underway in classrooms, schools and districts about how these education improvement efforts fit together — and initiate rich conversations across communities in Colorado.

Resources are differentiated at the classroom, school, district and state levels to help practitioners see how standards, assessments and educator evaluations fit together — whether practitioners are in rural, urban or suburban communities.

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<thead>
<tr>
<th>Classroom/Learning Environment</th>
<th>School</th>
<th>District</th>
<th>State</th>
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<tbody>
<tr>
<td>Teachers and Specialized Service Professionals</td>
<td>Principals, assistant principals and the school community</td>
<td>District leadership and regional BOCES</td>
<td>Colorado Department of Education</td>
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The four steps of Weaving the Pieces Together are modeled after The Standards-Based Teaching/Learning Cycle — a guide to standards-based education practices published by the Colorado Department of Education. Each step is anchored in a guiding question:

**STEP 1**
Expectations: What do educators need to know, understand and be able to do?

**STEP 2**
Support: How do we ensure educators receive the support they need to be successful?

**STEP 3**
Evaluate: How will educators know if they are successful?

**STEP 4**
Plan: What will educators do next?
**STEP 1**

**Expectations: What do educators need to know, understand and be able to do?**

This step represents the need to know components for the Colorado Academic Standards, assessments and educator evaluations, and builds a shared understanding among individuals working on these initiatives.

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<tr>
<td>What are the Colorado Academic Standards (CAS)?</td>
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<td>How will my students’ progress toward the CAS be assessed?</td>
<td>How will our district assess students’ progress toward the CAS?</td>
<td>How will the state assess all Colorado students’ progress toward the CAS?</td>
<td>How do I prepare my students to meet the Colorado Academic Standards (CAS)?</td>
</tr>
<tr>
<td>What are the Teacher, Specialized Service Professional and Principal Quality Standards?</td>
<td>What are the Teacher, Specialized Service Professional and Principal Quality Standards?</td>
<td>What information is available to the state to assess progress of all students?</td>
<td>What do I know, understand and be able to do?</td>
</tr>
<tr>
<td>How are teachers, specialized service professionals and principals evaluated in our district?</td>
<td>What is the evaluation process for staff in our district?</td>
<td>What do educators in Colorado need to know, understand and be able to do?</td>
<td>How do I prepare my progress toward the Teacher and Specialized Service Professional Quality Standards?</td>
</tr>
<tr>
<td>What information is available from the district and state about our school’s performance?</td>
<td>What information is available from the state about our district’s performance?</td>
<td></td>
<td>What professional learning opportunities are available to me related to my Professional Growth Plan?</td>
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- **Colorado Academic Standards**
- **Teacher Quality Standards**
- **Specialized Service Professional Quality Standards**
- **Principal Quality Standards**
- **State Model Evaluation System**
- **School/district evaluation plan**

**STEP 2**

**Support: How do we ensure educators receive the support they need to be successful?**

This step focuses on supports available to educators to facilitate their growth toward the expectations outlined in Step 1 of Weaving the Pieces Together.

These professional learning activities are informed by formative assessment of practice and ongoing observation and self-reflection.

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<td>How do I prepare my students to meet the Colorado Academic Standards (CAS)?</td>
<td>How does our school prepare students to meet the Colorado Academic Standards (CAS)?</td>
<td>How does our district prepare students to meet the Colorado Academic Standards?</td>
<td>How does the state assess the Colorado Academic Standards?</td>
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<tr>
<td>What formative, interim and summative assessments can I use to evaluate my students’ progress toward the CAS?</td>
<td>What formative, interim and summative assessments can our school use to evaluate students’ progress toward the CAS?</td>
<td>What is our district’s assessment plan?</td>
<td>What is Colorado’s assessment plan?</td>
</tr>
<tr>
<td>How do I evaluate my progress toward the Teacher and Specialized Service Professional Principal Quality Standards?</td>
<td>How do I evaluate my progress toward the Teacher and Specialized Service Professional Quality Standards?</td>
<td>What supports are available related to educator evaluation in our district?</td>
<td>How does the state respond to data on the implementation of district evaluation systems?</td>
</tr>
<tr>
<td>What professional learning opportunities are available to me related to my Professional Growth Plan?</td>
<td>What professional learning opportunities are available related to our Unified Improvement Plan and District Performance Framework?</td>
<td>What do data from the field tell us in terms of need for resources and continued support?</td>
<td>What professional learning opportunities are available related to our Unified Improvement Plan and District Performance Framework?</td>
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**District Sample Curriculum Project**
- **Literacy Design Collaborative Toolkit**
- **Math Design Collaborative Toolkit**
- **District/school curriculum and instructional supports**
- **Content Collaboratives**
- **Inter-rater Agreement: Elevate Colorado**
- **District Sample Curriculum Project**
- **State Council for Educator Effectiveness**
- **State Model Evaluation System**
- **School Performance Framework and Unified Improvement Plan supports**
- **Resource Guide for Deepening the Understanding of Teachers’ Professional Practices**
- **District-based professional learning opportunities (training, coaching, mentoring, professional learning communities)**
- **School Accountability Committee**

**Inter-rater Agreement: Elevate Colorado**

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**State Council for Educator Effectiveness**

**District Performance Framework and Unified Improvement Plan supports**

**State Model Evaluation System**

**School Performance Framework and Unified Improvement Plan supports**

**Resource Guide for Deepening the Understanding of Teachers’ Professional Practices**

**District Accountability Committee**

**School/district assessment plan**

**Teacher Quality Standards**

**Specialized Service Professional Quality Standards**

**Principal Quality Standards**

**State Model Evaluation System**

**School/district evaluation plan**

**Colorado Academic Standards**

**Teacher Quality Standards**

**Specialized Service Professional Quality Standards**

**Principal Quality Standards**

**State Model Evaluation System**

**School/district assessment plan**

**SchoolView**

**Colorado Academic Standards**

**Colorado Measures of Academic Success**

**School and district performance frameworks**

**SchoolView**

**District assessment plan**

**Colorado Department of Education strategic plan**

**Input from the field**

**District Accountability Committee**

**State Council for Educator Effectiveness**

**Policymaker and stakeholder input**

**Ongoing development of professional learning opportunities based on the Quality Standards for teachers, specialized service professionals and principals**

**School/district professional learning opportunities**
This step focuses on helping educators evaluate the practice and the performance of their students by reflecting upon data from the Colorado Academic Standards (CAS), new assessments and educator evaluations. This step also acknowledges that access to and analysis of quality, diverse data — including both qualitative and quantitative data — will enable educators to transform their practice and individualize instruction while also meeting targets to help all children learn. The data collected in Step 3 will inform and guide practice and professional learning in Step 4.

### STEP 3: Evaluate

**Evaluate: How will educators know if they are successful?**

This step represents the creation — or refinement — of a Professional Growth Plan, as defined by law, with an emphasis on self-reflection and building upon existing effective classroom instruction and administrative practices. The Professional Growth Plan supports re-engagement with the cycle and future professional learning.

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<td><strong>Classroom</strong>&lt;br&gt;State Assessment data that measure students’ progress toward the CAS&lt;br&gt;Colorado Growth Model data (where available)&lt;br&gt;Course, school and district assessment data, including results from classroom, benchmark and formative assessments created by educators, schools, districts or vendors&lt;br&gt;Ongoing guidance and actionable feedback from peers, coaches, evaluators and administrators&lt;br&gt;Colorado’s Student Perception Survey data&lt;br&gt;Teacher perception data&lt;br&gt;Student survey data&lt;br&gt;Self-assessment data from the evaluation&lt;br&gt;Evaluation data regarding:&lt;br&gt;• 50% Measures of Professional Practice (Principal, Teacher and Specialized Service Professional rubrics)&lt;br&gt;• 50% MSL or Student Outcomes&lt;br&gt;Principal final evaluation rating&lt;br&gt;Aggregate teacher and specialized service professional final evaluation rating&lt;br&gt;Aggregate principal, teacher and specialized service professional final evaluation rating&lt;br&gt;School Performance Framework</td>
<td><strong>District</strong>&lt;br&gt;State assessment data that measure students’ progress toward the CAS&lt;br&gt;Colorado Growth Model data (where available)&lt;br&gt;School and district benchmark and formative assessment data&lt;br&gt;Ongoing guidance and actionable feedback from peers, coaches, evaluators and administrators&lt;br&gt;Colorado’s Teacher Perception Survey data&lt;br&gt;School-level TELL Colorado survey results&lt;br&gt;Student survey data&lt;br&gt;Self-assessment data from the evaluation&lt;br&gt;Evaluation data regarding:&lt;br&gt;• 50% Measures of Professional Practice (Principal, Teacher and Specialized Service Professional rubrics)&lt;br&gt;• 50% MSL or Student Outcomes&lt;br&gt;District final evaluation rating&lt;br&gt;State Model Evaluation System</td>
<td><strong>State</strong>&lt;br&gt;State assessment data that measure students’ progress toward the CAS&lt;br&gt;Colorado Growth Model data (where available)&lt;br&gt;School and district benchmark and formative assessment data&lt;br&gt;Ongoing guidance and actionable feedback tailored to the specific needs of the district&lt;br&gt;District-level results from Colorado’s Teacher Perception Survey data&lt;br&gt;District-level TELL Colorado survey results&lt;br&gt;Student survey data&lt;br&gt;Self-assessment data from the evaluation&lt;br&gt;Evaluation data regarding:&lt;br&gt;• 50% Measures of Professional Practice (Principal, Teacher and Specialized Service Professional rubrics)&lt;br&gt;• 50% MSL or Student Outcomes&lt;br&gt;Aggregate principal, teacher and specialized service professional final evaluation rating&lt;br&gt;District Performance Framework</td>
<td><strong>School</strong>&lt;br&gt;What areas of strength can I leverage to continue to build my professional practice?&lt;br&gt;What areas of my professional practice need improvement?&lt;br&gt;What areas related to my students’ learning need improvement?&lt;br&gt;What resources exist to support my plan for future professional growth?&lt;br&gt;How can we apply the above questions to our school?</td>
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