THE
COLORADO
EDUCATION
INITIATIVE

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.

Classroom/Learning Environment
Teachers and Specialized Service Professionals

School
Principals, assistant principals and the school community

District
District leadership and regional BOCES

State
Colorado Department of Education

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
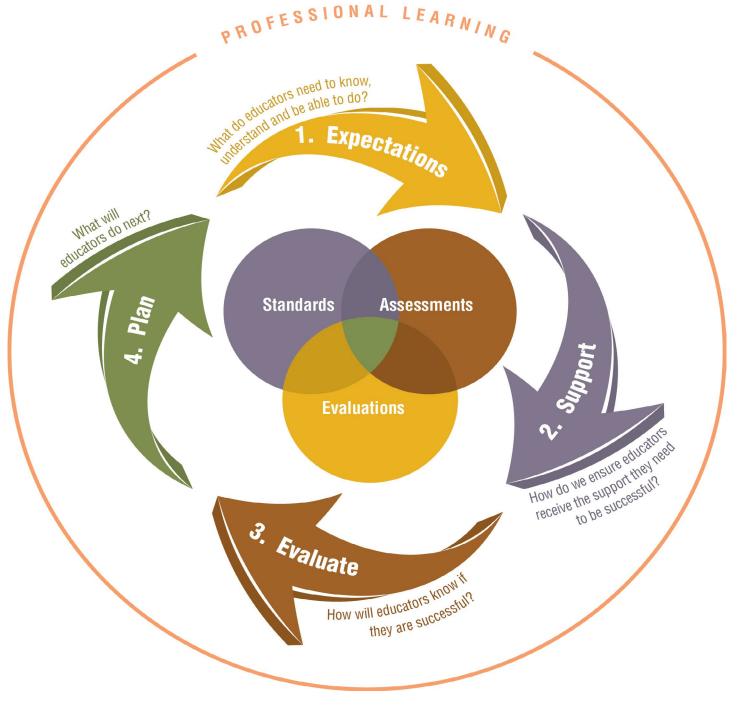Support: How do we ensure educators receive the support they need to be successful?
STEP 3
Evaluate: How will educators know if they are successful?
STEP 4
Plan: What will educators do next?

PROFESSIONAL LEARNING

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

1. Expectations

What will educators do next?

4. Plan

Standards Assessments

Evaluations

2. Support

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

3. Evaluate

How will educators know if they are successful?

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.

Classroom/Learning Environment	School	District	State
What are the Colorado Academic Standards (CAS)? How will my students' progress toward the CAS be assessed? What are the Teacher and Specialized Service Professional Quality Standards? How will my performance be evaluated by my administrator?	What are the Colorado Academic Standards (CAS)? How will our school assess students' progress toward the CAS? What are the Teacher, Specialized Service Professional and Principal Quality Standards? How are teachers, specialized service professionals and principals evaluated in our district? What information is available from the district and state about our school's performance?	What are the Colorado Academic Standards (CAS)? How will our district assess students' progress toward the CAS? What are the Teacher, Specialized Service Professional and Principal Quality Standards? What is the evaluation process for staff in our district? What information is available from the state about our district's performance?	What are the Colorado Academic Standards (CAS)? How will the state assess all Colorado students' progress toward the CAS? What information is available to the state to assess progress of all students? What do educators in Colorado need to know, understand and be able to do?
Colorado Academic Standards School/district assessment plan Teacher Quality Standards Specialized Service Professional 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 School/district evaluation plan School Performance Framework SchoolView	Colorado Academic Standards Colorado Measures of Academic Success School and district performance frameworks SchoolView District assessment plan	Colorado Academic Standards State Board Rules for SB191 State Model Evaluation System Colorado Measures of Academic Success SchoolView Colorado Department of Education strategic 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.

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

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

This step focuses on helping educators evaluate their 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.

Classroom/Learning Environment	School	District	State
What data do I collect or have access to regarding my own practice and my students' performance? How do these data reflect my professional practice? How do these data reflect my students' learning? How can these data inform my future professional growth?	What data are available regarding the performance of our school, principal, teachers, specialized service professionals and students? How do these data reflect the professional practice within our school? How can these data inform future professional growth of staff and educators in our school?	What data are available regarding the performance of our district, superintendent, schools, principals, teachers, specialized service professionals and students? How do these data reflect the professional practice within our district? How can these data inform future professional growth of staff and educators in our district?	What data are available regarding the performance of our state, districts, superintendents, schools, principals, teachers, specialized service professionals and students? How do data from the field reflect professional practice among educators in Colorado? How do data from the field reflect the effectiveness of state education policies and initiatives? How do data from the field reflect student learning in Colorado?
State assessment data that measure students' progress toward the CAS Colorado Growth Model data (where available) Course, school and district assessment data, including results from classroom, benchmark and formative assessments created by educators, schools, districts or vendors Ongoing guidance and actionable feedback from peers, coaches, evaluators and administrators Colorado's Student Perception Survey data Observation data from evaluators or peer coaches Observation data from school or district observations/walk-through protocols Self-assessment data from the evaluation, and data and artifacts collected by educators about their performance Evaluation data regarding: • 50% Measures of Professional Practice (Teacher and Specialized Service Professional rubrics) • 50% MSL or Student Outcomes Teacher and specialized service professional final evaluation ratings	State assessment data that measure students' progress toward the CAS Colorado Growth Model data (where available) School and district benchmark and formative assessment data Ongoing guidance and actionable feedback from peers, coaches, evaluators and administrators Colorado's Teacher Perception Survey data School-level TELL Colorado survey results School-level results from Colorado's Student Perception Survey Parent survey data Self-assessment data from the evaluation Evaluation data regarding: • 50% Measures of Professional Practice (Principal, Teacher and Specialized Service Professional rubrics) • 50% MSL or Student Outcomes Principal final evaluation rating Aggregate teacher and specialized service professional final evaluation ratings School Performance Framework	State assessment data that measure students' progress toward the CAS Colorado Growth Model data (where available) School and district benchmark and formative assessment data Ongoing guidance and actionable feedback tailored to the specific needs of the district District-level results from Colorado's Teacher Perception Survey data District-level TELL Colorado survey results District-level results from Colorado's Student Perception Survey Parent survey data Evaluation data regarding: • 50% Measures of Professional Practice (Principal, Teacher and Specialized Service Professional rubrics) • 50% MSL or Student Outcomes Aggregate principal, teacher and specialized service professional final evaluation ratings District Performance Framework	Input from the field State assessment data that measure students' progress toward the CAS Colorado Growth Model data (where available) Student outcome data (graduation rates, post-secondary workforce readiness, teacher and principal retention and attrition) Continuous updates and improvements to the State Model Evaluation System Recommendations from the State Council for Educator Effectiveness State-level evaluation data regarding: • 50% Measures of Professional Practice (Principal, Teacher and Specialized Service Professional rubrics) • 50% MSL or Student Outcomes Aggregate principal, teacher and specialized service professional final evaluation ratings

STEP 4
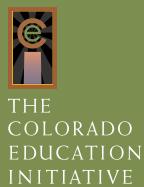## Plan: What will educators do next?

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.

Classroom/Learning Environment	School	District	State
What areas of strength can I leverage to continue to build my professional practice? What areas of my professional practice need improvement? What areas related to my students' learning need improvement? What resources exist to support my plan for future professional growth?	What areas of strength can I leverage to continue to build my professional practice? What areas of my professional practice need improvement? What resources exist to support my plan for future professional growth? How can we apply the above questions to our school? What areas related to student learning in our school need improvement? What systems of support can bolster the cycle of professional learning in our school?	How are the identified strengths and needs of the educators in our district incorporated into future professional growth? What systems of support can bolster the cycle of professional learning in our district? What systems can our district create to support professional learning?	What are areas of strength in the system? What areas need to be addressed to plan future trainings and/or initiatives to support system improvement? What areas need to be addressed through improvements in state education policy?
School/district guidance on development of a Professional Growth Plan	District/state guidance on development of the Professional Growth Plan and the Unified Improvement Plan	State guidance on the development of the Unified Improvement Plan	Input from the field Guidance from changes to the State Model Evaluation System Colorado Department of Education Performance Plan Colorado No Child Left Behind (NCLB) waiver

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