

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

#### District

District leadership and regional BOCES

### **School**

Principals, assistant principals and the school community

#### 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

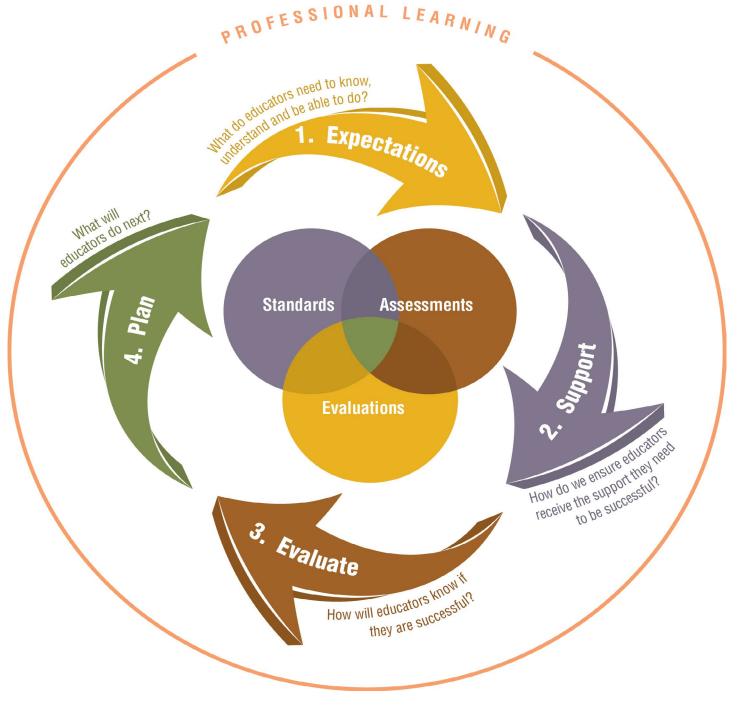
Support: How do we ensure educators receive the support they need to be successful?

#### STEP 3

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

#### STEP 4

Plan: What will educators do next?



## **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	What are the Colorado Academic	What are the Colorado Academic	What are the Colorado Academic
(CAS)?	Standards (CAS)?	Standards (CAS)?	Standards (CAS)?
How will my students' progress toward the	How will our school assess	How will our district assess	How will the state assess all
CAS be assessed?	students' progress toward the CAS?	students' progress toward the	Colorado students' progress
		CAS?	toward the CAS?
What are the Teacher and Specialized	What are the Teacher, Specialized		
Service Professional Quality Standards?	Service Professional and Principal	What are the Teacher, Specialized	What information is available to
	Quality Standards?	Service Professional and Principal	the state to assess progress of
How will my performance be evaluated by		Quality Standards?	all students?
my administrator?	How are teachers, specialized		
	service professionals and principals	What is the evaluation process for	What do educators in Colorado
	evaluated in our district?	staff in our district?	need to know, understand and
			be able to do?
	What information is available from	What information is available	
	the district and state about our	from the state about our district's	
	school's performance?	performance?	
Colorado Academic Standards	Colorado Academic Standards	Colorado Academic Standards	Colorado Academic Standards
	<u> </u>	<u></u>	00.014407.04405000.044
School/district assessment plan	Teacher Quality Standards	Colorado Measures of Academic	State Board Rules for SB191
·		Success	
Teacher Quality Standards	Specialized Service Professional		State Model Evaluation System
	Quality Standards	School and district performance	
Specialized Service Professional Quality		<u>frameworks</u>	Colorado Measures of Academic
<u>Standards</u>	Principal Quality Standards		Success
		<u>SchoolView</u>	
State Model Evaluation System	State Model Evaluation System		SchoolView
		District assessment plan	
School/district evaluation plan	School/district assessment plan		Colorado Department of
			Education strategic plan
	School/district evaluation plan		
	School Performance Framework		
	<u>SchoolView</u>		

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

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### STEP 4

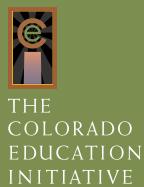
### Plan: What will educators do next?

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



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