

**Written Comments Submitted to the
State Board Office**

July 27 – August 24, 2011

(SB 191 Rulemaking)

May 4, 2011

Dear Colorado State Board of Education,

Of all of the authorities that you have to oversee public education, few are more likely to change student achievement outcomes in the state than standards for teacher preparation and evaluation. Numerous research studies have found that the greatest school-based factor impacting student achievement is teaching and the second most influential factor is school leadership.

As you consider the important decision of what content to include in the next generation of standards for teacher preparation and evaluation, I want to share with you my concerns about what content may be unintentionally lost in the process.

If the new standards called “Colorado Teacher Quality Standards” replace the existing “Standards for the Approval of the Program Content of Professional Education and Professional Development of Teachers” (2260.5-R-5.00), you will have removed from your standards the expectation that Colorado teachers will have knowledge of literacy (5.01) and knowledge of mathematics (5.02).

These are the standards that the Colorado Department of Education uses to review teacher preparation programs and bring forward a recommendation to you about whether or not to approve programs. You have the statutory responsibility for approving the content of teacher preparation programs and without your approval on the content the CCE cannot authorize or reauthorize programs.

The current Program Content Standards require teacher preparation program content to include Knowledge of Literacy and Knowledge of Mathematics. In 2005, at the State Board’s request, the CDE implemented a more rigorous process to review teacher prep program content to ensure the inclusion of these adopted standards. At that time, several teacher preparation programs complained loudly and still the State Board denied approval to those who did not show evidence of the content standards in their programs, requiring revisions to curriculum to ensure alignment with the standards.

Your current standard for “knowledge of literacy” is based on a convergence of research findings on what teachers need to know and be able to do in order to teach students how to read, write and communicate. What follows is the language from your current standards.

Standard One: Knowledge of Literacy. The teacher shall be knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening. The teacher has demonstrated the ability to:

- plan and organize reading instruction based on ongoing assessment;
- develop phonological and linguistic skills related to reading including:
 - phonemic awareness,
 - concepts about print,
 - systematic, explicit phonics,

- word identification strategies, and
 - spelling instruction;
- develop reading comprehension and promotion of independent reading including:
 - comprehension strategies for a variety of genre,
 - literary response and analysis,
 - content area literacy, and
 - student independent reading;
- support reading through oral and written language development including:
 - development of oral English proficiency in students,
 - development of sound writing practices in students including language usage, punctuation,
 - capitalization, sentence structure, and spelling,
 - the relationships among reading, writing, and oral language, vocabulary development,
 - the structure of standard English;
- Utilize Colorado Model Content Standards in Reading and Writing for the improvement of instruction.

In contrast, the only reference to content knowledge found in the newly proposed standards is:

Standard 1: Teachers demonstrate knowledge of the content they teach:

- Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's scope and sequence; and is aligned with the individual needs of their students.
- Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, and structures appropriate to their teaching specialty.
- Teachers develop lessons that reflect the interconnectedness of content areas/disciplines
- Teachers make instruction and content relevant to students.

This reduces the importance of the knowledge necessary for critical literacy and math instruction and requires that somewhere else in your standards you outline what knowledge is needed in each teaching specialty.

Unfortunately, a closer look at the current standards for an elementary education endorsement (8.02) would indicate that the content standards for the teachers who have the primary responsibility for teaching Colorado's children to read, write, communicate, calculate and problem solve do not include knowledge of literacy or mathematics. In fact, the only place where the words "reading" or "math" show up in the elementary education standards is as an example in the following context: "The elementary educator is knowledgeable about curriculum development and instruction, and is able to design and implement an integrated curriculum based upon adopted content standards, including, but not limited to: language arts, e.g. reading, writing, speaking, and listening; science; mathematics; social studies; the arts and humanities; health; physical education; and technology."

Knowledge of the content, such as the content found in the Colorado P-12 Academic Standards, is necessary but not sufficient knowledge for teaching the content.

*“We will miss the mark if we specify necessary professional qualifications — and the recommended education needed to attain those qualifications — based solely on the content of the school curriculum. Teaching is a professional practice that demands knowledge and skill beyond what is visible from an examination of the curriculum.”
Deborah Ball, 2003.*

Researchers have outlined the “pedagogical content knowledge” needed to teach reading and mathematics. This knowledge goes beyond the content to the ability to accurately explain the concepts to others, identify where student understanding breaks down, and respond with effective instruction and feedback. I’ve attached excerpts from a variety of sources that describe the knowledge and skills necessary for teaching.

As you go forward in your consideration of what content will be included in your newly adopted standards, I urge you to please take into consideration both what will be gained that will move Colorado’s student achievement to new heights and what will be lost if you no longer expect Colorado teachers to be prepared to teach literacy and math.

In order to ensure that Colorado continues to have rigorous and research-based standards for teacher preparation, especially in the critical areas of literacy and math, consider taking one of the following actions:

- Keep the Standards for Teacher Preparation and the Standards for Teacher Effectiveness separate but ask that work be done to ensure that they are aligned
- Cut and paste Standards One and Two from the current standards into the new standards prior to adopting them to ensure that Knowledge of Literacy and Math remain visibly high priorities

I have had the opportunity recently to work with several school leaders in priority improvement and turnaround schools around the state. The greatest struggle that these leaders face in changing outcomes for students who come to them with a myriad of challenges is improving the quality of instruction that every student receives.

You have the power to make a difference in the preparation and evaluation of teachers and leaders. This difference could make or break the ability of Colorado’s schools to dramatically improve student achievement outcomes for the students who struggle the most.

Thank you for your commitment to improving Colorado’s education systems and for your consideration of this critical matter.

Sincerely,

Jeanette Cornier

Excerpts from articles on content knowledge necessary for teaching math and literacy

What Mathematical Knowledge is Needed for Teaching Mathematics? Deborah Ball, 2003

http://www.erusd.k12.ca.us/ProjectALPHAweb/index_files/MP/BallMathSummitFeb03.pdf

Elementary teachers need to have knowledge of mathematics and be able to:

- Design mathematically accurate explanations that are comprehensible and useful for students
- Use mathematically appropriate and comprehensible definitions;
- Represent ideas carefully, mapping between a physical or graphical model, the symbolic notation, and the operation or process;
- Interpret and make mathematical and pedagogical judgments about students' questions, solutions, problems, and insights (both predictable and unusual);
- Be able to respond productively to students' mathematical questions and curiosities;
- Make judgments about the mathematical quality of instructional materials and modify as necessary;
- Be able to pose good mathematical questions and problems that are productive for students' learning;
- Assess students' mathematics learning and take next steps.

What Education Schools Aren't Teaching About Reading and What Elementary Teachers Aren't Learning, NCTQ, Walsh, Glaser & Wilcox, 2006

http://www.nctq.org/nctq/images/nctq_reading_study_app.pdf

Elementary teachers need knowledge of the reading process and they need to be able to do the following:

- Early identification of children at risk of reading failure;
- Daily training in linguistic and oral skills to build awareness of speech sounds or phonemes;
- Explicit instruction in letter sounds, syllables, and words accompanied by explicit instruction in spelling;
- Teaching phonics in the sequence that research has found leads to the least amount of confusion, rather than teaching it in a scattered fashion and only when children encounter difficulty;
- Practicing skills to the point of "automaticity" so that children do not have to think about sounding out a word when they need to focus on meaning;
- Concurrently with all of the above building comprehension skills and vocabulary knowledge through reading aloud, discussing, and writing about quality children's literature and nonfiction topics;
- Frequent assessment and instructional adjustments to make sure children are progressing.

Teaching Reading Well: A synthesis of the IRA's research on teacher preparation for reading instruction, IRA, Pimentel, 2007 http://www.isbe.state.il.us/esd/pdf/teaching_reading_well.pdf

Informed Instruction for Reading Success: Foundations for Teacher Preparation, Brady & Moats, 1997

<http://www.ne-ida.com/pdfs/Informed%20Instruction%20for%20Reading%20Success%201997.pdf>

Teaching Reading IS Rocket Science, AFT, Moats, 1999

<http://www.aft.org/pdfs/teachers/rocketscience0304.pdf>

2260.5-R-5.00

Standards for the Approval of the Program Content of Professional Education and Professional Development of Teachers and Special Service Personnel.

The following shall serve as standards for the licensing of all teacher education candidates in Colorado and reflect the knowledge and skills required of beginning teachers.

5.01 Standard One: Knowledge of Literacy. The teacher shall be knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening. The teacher has demonstrated the ability to:

- 5.01 (1) Plan and organize reading instruction based on ongoing assessment.
- 5.01 (2) Develop phonological and linguistic skills related to reading including:
 - 5.01 (2) (a) Phonemic awareness.
 - 5.01 (2) (b) Concepts about print.
 - 5.01 (2) (c) Systematic, explicit phonics.
 - 5.01 (2) (d) Other word identification strategies.
 - 5.01 (2) (e) Spelling instruction.
- 5.01 (3) Develop reading comprehension and promotion of independent reading including:
 - 5.01 (3) (a) Comprehension strategies for a variety of genre.
 - 5.01 (3) (b) Literary response and analysis.
 - 5.01 (3) (c) Content area literacy.
 - 5.01 (3) (d) Student independent reading.
- 5.01 (4) Support reading through oral and written language development including:
 - 5.01 (4) (a) Development of oral English proficiency in students.
 - 5.01 (4) (b) Development of sound writing practices in students including language usage, punctuation, capitalization, sentence structure, and spelling.
 - 5.01 (4) (c) The relationships among reading, writing, and oral language.
 - 5.01 (4) (d) Vocabulary development.
 - 5.01 (4) (e) The structure of standard English.
- 5.01 (5) Utilize Colorado Model Content Standards in Reading and Writing for the improvement of instruction.

5.02 Standard Two: Knowledge of Mathematics: The teacher shall be knowledgeable about mathematics and mathematics instruction. The teacher has demonstrated the ability to:

- 5.02 (1) Develop in students an understanding and use of:
 - 5.02 (1) (a) Number systems and number sense
 - 5.02 (1) (b) Geometry
 - 5.02 (1) (c) Measurement
 - 5.02 (1) (d) Statistics and probability
 - 5.02 (1) (e) Functions and use of variables
- 5.02 (2) Utilize Colorado Model Content Standards in Mathematics for the improvement of instruction.

8.02 Elementary Education. To be endorsed in elementary education, an applicant shall have completed a bachelor's or higher degree from a four-year accepted institution of higher education; an approved teacher preparation program in elementary education; and have demonstrated the competencies specified below:

8.02 (1) The elementary educator is knowledgeable about curriculum development and instruction, and is able to:

8.02 (1) (a) design and implement an integrated curriculum based upon adopted content standards, including, but not limited to: language arts, e.g. reading, writing, speaking, and listening; science; mathematics; social studies; the arts and humanities; health; physical education; and technology.

8.02 (1) (b) select and use equipment, materials and technology which support a wide variety of instructional strategies, to be implemented based on adopted content standards, and on both informal and formal assessments of student learning needs.

8.02 (1) (c) implement appropriate strategies and activities to increase student achievement.

8.02 (2) The elementary educator is knowledgeable about child development, as applicable to learning, and is able to:

8.02 (2) (a) incorporate documented and proven theories of child development and learning, as appropriate for all learners, including, but not limited to exceptional and linguistically diverse learners.

8.02 (2) (b) plan and implement differentiated instructional strategies that address a wide variety of learning styles; stages of individual development; personal traits and interests; language diversity; exceptionality.

8.02 (2) (c) recognize, and display respect for family, culture, economic, and societal influences that affect students' learning and academic progress, and draw upon their strengths and experiences, in planning for instruction.

8.02 (2) (d) effectively articulate the elements of and rationale for the instructional program to students, parents, and other professionals.

8.02 (3) The elementary educator is knowledgeable about classroom environment and is able to:

8.02 (3) (a) provide a safe and engaging learning environment, responsive to individual learner needs and student choices and interests.

8.02 (3) (b) effectively utilize developmentally-appropriate learner-responsive time-management techniques.

8.02 (3) (c) implement positive and effective classroom management strategies that encourage behaviors that will enhance learning for all students.

8.02 (4) The elementary educator is knowledgeable about assessment, and is able to:

8.02 (4) (a) effectively administer a wide variety of both ongoing formal and informal assessments, that are developmentally appropriate; responsive to the needs of diverse learners; and inclusive of adopted content standards.

8.02 (4) (b) effectively utilize assessment results and related data to plan for appropriate student instruction.

8.02 (4) (c) actively involve students in understanding the importance of assessment and its relationship to meeting learning objectives.

8.02 (4) (d) effectively communicate with students, parents, and other professionals concerning assessments and student performance.

8.02 (5) The elementary educator has completed prescribed field experience and student teaching requirements.

8.02 (6) The elementary educator shall self-assess the effectiveness of instruction, as based on the achievement of students, and pursue continuous professional development, through appropriate activities and coursework, and through participation in relevant professional organizations.

Memorandum

To: Colorado State Board of Education
From: Amy Spicer, Stand for Children
Date: 8/22/2011
Re: Revised Teacher and Principal Standards

Attachments: Revised Principal Standards 8.1.11; Revised Teacher Standards 8.1.11; Revised Principal Standards 8.1.11 No Tracked Changes; Revised Teacher Standards 8.1.11 No Tracked Changes

In response to the teacher and principal standards proposed by the State Council for Educator Effectiveness to the Colorado State Board of Education for use in a new educator evaluation system pursuant to S.B. 10-191, feedback and suggestions for revision were solicited by the following experts in the field:

Elaine Cheesman, Ph.D.
Assistant Professor
Department of Special Education
University of Colorado at Colorado Springs

Jeanette Cornier, Ph.D.
Education Transformation Advisor
Learning Systems Solutions

Marty Hougen, Ph.D.
Meadows Center for Preventing Educational Risk
College of Education
University of Texas at Austin

Sandi Jacobs, M.A. Sociology of Ed.
Vice President
National Council on Teacher Quality

Stevan Kukic, Ph.D.
Vice President
Strategic Education Initiatives
Sopris West Educational Services

Louisa Moats, Ed.D.
Consultant Advisor for Literacy Research and Professional Development

Sopris West Educational Services

Timothy Shanahan, Ph.D.
Professor of Urban Education
Director of UIC Literacy Center
University of Illinois at Chicago

Susan M. Smartt, Ph.D.
Vanderbilt University - Peabody College
Senior Research Associate
National Comprehensive Center for Teacher Quality

Sandra Stotsky, Ed.D.
Endowed Chair in Teacher Quality
University of Arkansas

Suggestions for line edits to the principal standards were provided by Marty Hougen, Ph.D., Susan Smartt, Ph.D., and Timothy Shanahan, Ph.D. Suggestions for line edits to the teacher standards were provided by Elaine Cheesman, Ph.D., Jeanette Cornier, Ph.D., Timothy Shanahan, Ph.D., Susan Smartt, Ph.D., and Sandra Stotsky, Ed.D.

General comments were submitted by Elaine Cheesman, Ph.D., Sandi Jacobs, M.A., Stevan Kukic, Ph.D., Louisa Moats, Ed. D, and Sandra Stotsky, Ph.D. Combined with the line edits, the national experts unanimously agreed that the proposed teacher standards should be strengthened by adding in components of Colorado's existing Performance Based Standards for Teachers. Some specific comments are detailed below:

"I see no reason why the existing standards should be changed or abandoned. They are excellent. Colorado has been a beacon for many other states for the past five years, since these standards were adopted. I strongly advise the State Board to at least fold these into any new standards it wishes to adopt."—Louisa Moats, Ph.D.

"The old standards were much more clear on what teachers need to know and be able to do; the new standards try to be descriptors of good practice, but teacher prep will pretty much be left to its own devices to decide what the knowledge and skills are that will get teachers to that practice."—Sandi Jacobs, M.A.

"The current teachers [SIC] standards are much stronger and far more coherent than what is being proposed, even though there is room for improvement in the current standards."—Susan Smartt, Ph.D.

Proposed line edits based on the feedback are attached for both principal and teacher standards. For each set, there is a version with the tracked changes and a version without the tracked changes. This is a first draft, and additional feedback based on this new version will be solicited from the same pool of experts.

8.1.11 DRAFT Line Edits to Colorado State Board of Education Rules for SB10-191

2.00 PRINCIPALS: DEFINITION OF EFFECTIVENESS, QUALITY STANDARDS AND PERFORMANCE EVALUATION RATINGS

2.01 Definition of Principal Effectiveness. Effective Principals in the state of Colorado are responsible for the collective success of their schools, including the learning, growth and achievement of both students and staff. As schools' primary instructional leaders, effective Principals enable critical discourse and data-driven reflection about curriculum, assessment, instruction, and student progress, and create structures to facilitate improvement. Effective Principals are adept at creating systems that maximize the utilization of resources and human capital, foster collaboration, and facilitate constructive change. By creating a common vision and articulating shared values, effective Principals lead and manage their schools in a manner that supports schools' ability to promote equity and to continually improve their positive impact on students and families.

2.02 Principal Quality Standards. Effective Principals in the state of Colorado demonstrate a positive impact on student outcomes, including advancing student academic growth and closing the achievement gap by demonstrating excellence against the following professional standards. All School Districts and BOCES shall base their evaluations of their Principals on the full set of Principal Quality Standards and associated detailed descriptions of knowledge and skills (also known as Elements).

2.02 (A) Quality Standard I: Principals demonstrate strategic leadership.

2.02 (A) (1) **Element a:** School Vision, Mission and Strategic Goals: Principals develop the vision, mission, values, ~~beliefs~~ **expectations** and goals of the school, collaboratively determine the processes used to establish these ~~attributes~~ **foundations**, and facilitate their integration into the life of the school community.

2.02 (A) (2) **Element b:** School Unified Improvement Plan: Principals ensure that their schools' Unified Improvement Plan provides the structure for the vision, values, goals, and changes necessary for improved **academic** achievement and developmental outcomes for all students, and provides for **data-based** progress monitoring ~~based on data~~.

2.02 (A) (3) **Element c:** Leading Change: Principals collaborate with staff and their school community ~~to develop a vision and implementation~~ **to implement** strategies for improvements and changes which result in improved achievement and developmental outcomes for all students.

2.02 (A) (4) **Element d:** Distributive Leadership: Principals create and utilize processes to distribute leadership and ~~decision-making~~ **support collaborative efforts** throughout the school **among teachers and administrators**.

2.02 (B) Quality Standard II: Principals demonstrate instructional leadership.

- 2.02 (B) (1) **Element a:** Curriculum, Instruction, Learning and Assessment: Principals ~~foster school-wide conversations regarding~~ **promote school-wide efforts to establish and implement appropriate** expectations for curriculum, instructional practices, assessment and **use of** data on student learning based on **scientific** research and best **evidence based** practices. ~~and ensure that the ideas developed are integrated into the school's curriculum and instructional practices.~~
- 2.02 (B) (2) **Element b:** Instructional Time: Principals create processes and schedules which maximize instructional, collaborative and preparation time.
- 2.02 (B) (3) **Element c:** Implementing High-quality Instruction: Principals support Teachers through ongoing, actionable feedback and appropriate professional development to ensure that rigorous, relevant and appropriate **evidence-based** instruction and **appropriate** learning experiences, aligned across P-20, are delivered to and for all students.
- 2.02 (B) (4) **Element d:** High Expectations for all Students: Principals hold all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these ambitious student outcomes.
- 2.02 (B) (5) **Element e:** Instructional Practices: Principals demonstrate a rich knowledge of effective instructional practices, **as determined by research and successful practice**, to support and guide teachers in **data-based** decision making regarding effective practices to maximize student success.

2.02 (C) **Quality Standard III:** Principals demonstrate school culture and equity leadership.

- 2.02 (C) (1) **Element a:** Intentional and Collaborative School Culture: Principals articulate and model a clear vision of the school's culture, and involve students, families and staff in creating a climate that supports it.
- 2.02 (C) (2) **Element b:** Commitment to the Whole Child: Principals value the cognitive, physical, social and emotional health and growth of every student.
- 2.02 (C) (3) **Element c:** Equity Pedagogy: Principals demonstrate a commitment to a diverse population of students by creating an inclusive and **celebratory positive** school culture, and provide direction in meeting the needs of diverse students, talents, experiences and challenges.
- 2.02 (C) (4) **Element d:** Efficacy, Empowerment and a Culture of Continuous Improvement: Principals and their leadership team foster a school culture that encourages continual improvement through **reliance on research**, innovation, **prudent** risk-taking, high expectations for all students, and an honest assessment of outcomes.

2.02 (D) Quality Standard IV: Principals demonstrate human resource leadership.

- 2.02 (D) (1) **Element a: Professional Development/Learning Communities:** Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters Teacher learning and develops Teacher leaders in a manner that is consistent with local structures, contracts, policies and strategic plans.
- 2.02 (D) (2) **Element b: Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff:** Principals establish and effectively manage processes and systems that ensure a **knowledgeable**, high-quality, high-performing staff, including an overall count and percentage of effective Teachers that reflects the school's improvement priorities.
- 2.02 (D) (3) **Element c: Teacher and Staff Evaluation:** Principals evaluate staff performance using the district's educator evaluation system in order to ensure that Teachers and staff are evaluated in a fair and equitable manner with a focus on improving **teacher** performance and, thus, student achievement.

2.02 (E) Quality Standard V: Principals demonstrate managerial leadership.

- 2.02 (E) (1) **Element a: School Resources and Budget:** Principals establish systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, **academic** achievement and **overall** healthy development for all students.
- 2.02 (E) (2) **Element b: Conflict Management and Resolution:** Principals effectively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.
- 2.02 (E) (3) **Element c: Systematic Communication:** Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.
- 2.02 (E) (4) **Element d: School-wide Expectations for Students and Staff:** Principals ensure that clear expectations, structures, rules and procedures are established for students and staff.
- 2.02 (E) (5) **Element e: Supporting Policies and Agreements:** Principals regularly update their knowledge of federal and state laws, and districts and board policies, including negotiated agreements, and establish processes to ensure that they- **these policies, laws and agreements** are consistently met and implemented.
- 2.02 (E) (6) **Element f: Ensuring an Orderly and Supportive Environment:** Principals ensure that the school provides an orderly and supportive environment that fosters a climate of safety, respect, and well-being.

2.02 (F) Quality Standard VI: Principals demonstrate external development leadership.

- 2.02 (F) (1) **Element a: Family and Community Involvement and Outreach:** Principals design structures and processes which result in family and community engagement, support and ownership for the school.
- 2.02 (F) (2) **Element b: Professional Leadership Responsibilities:** Principals strive to improve the profession by collaborating with their colleagues, district leadership and other stakeholders to drive the development and successful implementation of initiatives that better serve students, Teachers and schools at all levels of the education system. They ensure that these initiatives are consistent with federal and state laws, district and board policies, and negotiated agreements where applicable.
- 2.02 (F) (3) **Element c: Advocacy for the School:** Principals develop systems and relationships to leverage the district and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interest of students and families.

2.02 (G) Standard VII: Principals demonstrate leadership around Student Academic Growth.

- 2.02 (G) (1) **Element a: Student Academic Achievement and Growth:** Principals take responsibility for ensuring that all students are progressing toward postsecondary and workforce readiness standards by high school graduation. Principals prepare students for success by ensuring mastery of Colorado Academic Standards, including 21st century skills.
- 2.02 (G) (2) **Element b: Student Academic Growth and Development:** Principals take responsibility for facilitating the preparation of students with the skills, dispositions and attitudes necessary for success in work and postsecondary education, including democratic and civic participation.
- 2.02 (G) (3) **Element c: Use of Data:** Principals use evidence to evaluate the performance and practices of their schools, in order to continually improve attainment of Student Academic Growth. They take responsibility for ensuring that staff is knowledgeable in how to utilize the data to inform instructional decision making to maximize the educational opportunities and instructional program for every child.

8.1.11 DRAFT Line Edits to Colorado State Board of Education Rules for SB10-191

It is recommended that highlighted rules language be made more measurable and objective.

3.01 Definition of Teacher Effectiveness. Effective Teachers in the state of Colorado have the knowledge, skills, and commitments that ensure **that they are able to provide excellent and** equitable learning opportunities and growth for all students. They strive to close achievement gaps and to prepare diverse student populations for postsecondary success. Effective Teachers facilitate mastery of content and skill development, and ~~identify and employ appropriate strategies~~ **employ and adjust evidence-based strategies and approaches** for students who are not achieving mastery. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective Teachers communicate high expectations to students and their families and find ways to engage them in a ~~mutually~~-supportive teaching and learning environment. Because effective Teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

3.02 Teacher Quality Standards. Effective Teachers in the state of Colorado demonstrate a positive impact on student outcomes, including advancing student academic growth and closing the achievement gap by demonstrating excellence ~~against~~ **within** the following professional standards. All School Districts and BOCES shall base their evaluations of licensed classroom Teachers on the full set of Teacher Quality Standards and associated detailed descriptions of knowledge and skills (also known as Elements):

3.02 (A) Quality Standard I: Teachers demonstrate ~~mastery of knowledge and expertise in the content they teach, and knowledge about student literacy development in reading, writing, speaking, viewing, and listening.~~ The elementary teacher is expert in literacy and mathematics and knowledgeable in all other content that they teach (e.g. science, social studies, arts, physical education, world languages). The secondary teacher is knowledgeable in literacy and mathematics and expert in their content endorsement area(s).

3.02 (A) (1) Element a: Teachers provide instruction that is aligned with the Colorado Academic Standards and their District's scope and sequence; and is aligned with the individual needs of their students.

3.02 (A) (2) Element b: Teachers demonstrate knowledge of literacy.

Early Childhood and Elementary teachers shall be knowledgeable about student literacy development in reading, writing, speaking, and listening. The teacher demonstrates the ability to:

1. Plan and organize reading instruction based on ongoing assessment.
2. Develop phonological and linguistic skills related to reading including:
 - Phonemic awareness.
 - Concepts about print.
 - Systematic, explicit phonics.
 - Other word identification strategies.
 - Spelling instruction.
3. Develop reading comprehension and ~~promotion of independent~~ reading fluency including:

- Comprehension strategies for a variety of genre.
 - Literary response and analysis.
 - Content area literacy.
 - ~~Student independent~~ Reading fluency.
4. Support reading through oral and written language development including:
 - Development of oral English proficiency in students.
 - Development of sound writing practices in students including language usage, punctuation, capitalization, sentence structure, and spelling.
 - The relationships among reading, writing, and oral language.
 - Vocabulary development.
 - The structure of standard English.
 5. Interpret student errors and monitor student progress in the essential skills of reading, writing, and communicating.

Secondary school teachers shall be knowledgeable about student literacy development in reading, writing, and communicating. The teacher demonstrates the ability to:

1. Make content accessible to all students, including those who struggle with reading, writing, and communicating.
2. Use evidence-based strategies for reading, writing, and communicating in the content areas.
3. Teach content specific vocabulary, text structures, and academic language conventions related to the discipline.
4. Enhance content instruction through a thorough understanding of the P-12 Academic Standards for reading, writing, and communicating.
5. Understand the critical role that phonological and phonemic awareness, decoding and spelling, fluency, vocabulary, and text comprehension play in the development of literacy skills.
6. Identify students' reading, writing, and communicating abilities in order to differentiate instruction to accommodate diverse learning needs and refer students who are struggling or advanced for additional intervention or enrichment.

3.02 (A) (3) Element c: Teachers demonstrate knowledge of mathematics.

Early Childhood and Elementary teachers shall have a deep conceptual knowledgeable of mathematics and understand how to promote student mathematics development in numbers and operations, algebra, geometry and measurement, and data analysis and probability. The teacher demonstrates the ability to:

1. Plan and organize math instruction based on ongoing assessment.
2. Develop students' mathematical comprehension and fluency through:
 - a. Number sense, properties, and fluency with operations.
 - b. Patterns, functions, and algebraic structures.
 - c. Data analysis, statistics, and probability.
 - d. Shape, dimension, and geometric relationships.
3. Use mathematically appropriate, accurate, and useful definitions and explanations.
4. Support mathematics comprehension through mathematical modeling and visual mapping of ideas and operations from physical to symbolic representations.

5. Pose mathematical questions and problems that are productive for students' learning.
6. Monitor student progress, interpret and make mathematical and pedagogical judgments about students' questions, solutions, problems and insights, and respond productively.

Secondary school teachers shall be knowledgeable about student mathematics development in numbers and operations, algebra, geometry and measurement, and data analysis and probability. The teacher demonstrates the ability to:

1. Make content accessible to all students, including those who struggle with mathematics and analytical skills.
2. Use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.
3. Enhance content instruction through a thorough understanding of the P-12 Academic Standards for mathematics.
4. Identify students' mathematical abilities in order to differentiate instruction to accommodate diverse learning needs, and refer students who are struggling or advanced for additional intervention or enrichment.

3.02 (A) (2) **Element b d:** Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, ~~and appropriate strategies~~ and specialized character of the disciplines being taught ~~appropriate to their teaching specialty~~.

3.02 (A) (3) **Element e:** ~~Teachers develop lessons that reflect and help students to understand the specialized character of the disciplines being taught (e.g., mathematics, history, English, science), and the interconnectedness of content areas/disciplines.~~ Teachers utilize content knowledge to ensure student learning.

3.02 (A) (4) **Element d f:** Teachers make instruction and content relevant to students and strive to connect students' background knowledge with new information being taught.

3.02 (B) **Quality Standard II:** Teachers establish a **respectful learning environment** for a diverse population of students.

3.02 (B) (1) **Element a:** Teachers are consistent in **fostering a learning environment** in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.

3.02 (B) (2) **Element b:** Teachers **demonstrate a commitment** to and respect for diversity in the school community and in the world.

3.02 (B) (3) **Element c:** Teachers **value students** as individuals.

3.02 (B) (4) **Element d:** Teachers adapt their teaching for the benefit of all students, including those with special needs across a range of ability levels.

3.02 (B) (5) **Element e:** Teachers **provide timely and appropriate reports to families about student progress and** work collaboratively with the families and significant adults in the lives of their students.

3.02 (C) **Quality Standard III:** Teachers **facilitate learning for their students,** plan and deliver effective instruction.

- 3.02 (C) (1) **Element a:** Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.
- 3.02 (C) (2) **Element b:** Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students' level of content knowledge. **learning experiences appropriate for their students.**
- 3.02 (C) (3) **Element c:** Teachers demonstrate a rich knowledge of **evidence-based effective instructional practices** to meet the academic needs of their students, ~~including those practices specifically proven effective by research for literacy and mathematics such as the development of phonological and linguistic skills related to reading in the primary grades (e.g., phonemic awareness, concepts about print, systematic and explicit phonics, other word identification strategies, and spelling instruction) reading comprehension and promotion of independent reading (e.g., promotion of comprehension for a variety of genres, literacy response and analysis, content area literacy, and student independent reading), and the support of reading through oral and written language development.~~
- 3.02 (C) (4) **Element d:** Teachers thoughtfully integrate and utilize technology into their instruction to maximize student learning.
- 3.02 (C) (5) **Element e:** Teachers have high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.
- ~~3.02 (C) (6) **Element f:** Teachers provide students with opportunities to work in teams and develop leadership qualities.~~
- 3.02 (C) (7) **Element g:** Teachers communicate effectively **making learning objectives clear and providing appropriate models of language.**
- 3.02 (C) (8) **Element h:** Teachers use ~~a variety of~~ **sound and appropriate methods** to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.

3.02 (D) **Quality Standard IV:** Teachers **reflect on their practice.**

3.02 (D) (1) **Element a:** Teachers demonstrate that they analyze student learning and apply what they learn to improve their practice.

3.02 (D) (2) **Element b:** Teachers **link professional growth to their professional goals.** (Example: Teachers reflect critically upon teaching experience, identify areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.)

3.02 (D) (3) **Element c:** Teachers function effectively in a complex, dynamic environment.

3.02 (E) **Quality Standard V:** Teachers **demonstrate leadership.**

3.02 (E) (1) **Element a:** Teachers **demonstrate leadership** in their schools.

3.02 (E) (2) **Element b:** Teachers **contribute knowledge and skills** to educational practices and the teaching profession.

(Example: Teachers maintain knowledge of current theories, research, and developments in the academic discipline and exercise judgment in accepting implications or findings as valid for application in classroom practice.)

3.02 (E) (3) **Element c:** Teachers advocate for schools and students, partnering with students and families as appropriate.

3.02 (E) (4) **Element d:** Teachers demonstrate **high ethical standards.**

3.02 (F) **Quality Standard VI:** Teachers take responsibility for Student Academic Growth.

3.02 (F) (1) **Element a:** Teachers ~~pursue~~ **promote** high levels of Student Academic Growth and academic achievement. [This statement seems like it should be the standard and the elements would be: set clear expectations, frequently assess student progress, plan instruction based on data, evaluate & adjust, communicate results.]

3.02 (F) (2) **Element b:** ~~Teachers pursue high levels of Student Academic Growth in the skills necessary for postsecondary life, including democratic and civic participation.~~

3.02 (F) (3) **Element c:** Teachers demonstrate their ability to utilize multiple data sources and evidence to evaluate their practice, and make adjustments where needed to continually improve attainment of Student Academic Growth.



August 3, 2011

Office of the Colorado State Board of Education
201 East Colfax Avenue
Denver, CO 80203

We appreciate the difficult task of finding the delicate balance of flexibility and local control for our very different 178 districts in developing the new Licensed Personnel Evaluation Statute.

In the coming weeks and months, CASE will continue to monitor and engage in the implementation process with the State Board and Legislature. Representing nearly 2,000 school administrators committed to improving student achievement, CASE offers a unique expert voice on this very important conversation. Some of the specific topics we will offer guidance on include but are not limited to:

- **Flexibility** - Districts need the flexibility to implement their own systems within these guidelines or, at their option, decide to opt-in to a system developed by the state. CASE will continue to point out that there is not a single mention in SB10-191 of the phrase “state-wide standards.” CASE is very aware of the differences among rural, urban and suburban districts and we will point out some of the problems that would be inherent in a one-size-fits-all system (i.e. How does a principal who is also a superintendent receive an evaluation within a statewide evaluation system?). In addition, principals and superintendents need to be able to differentiate their evaluations based on the experience, expertise and track records of their employees.
- **Funding** - How is the state going to find funding for implementation when they cannot fund our educational system status quo? The evaluations of every teacher every year, every principal every year, and new teachers twice every year is going to increase the need for more evaluators in a building or in a district. Given the current evaluation processes being proposed there is no way with current job descriptions and administrative staffing that districts can do this and do it well. There will need to be more funding going into districts for more personnel to make this happen. Additionally, Council's Rule 5.01 (F) (3) (d) – “Measures of growth shall reflect all subject areas, not only those in tested areas,” will increase the work load for district curriculum directors. Benchmark assessments will need to be developed for every course or subject taught. This is an area where more staffing will be needed in order to meet the criteria. Bottom line, this is another example of the many funding issues faced by public educators in Colorado.

Sincerely,

Bruce Caughey
Executive Director

CASE Departments

MEMORANDUM

Date: August 3, 2011

To: Colorado State Board of Education

From: Ian K. Macgillivray, Ph.D., Academic Policy Officer/Educator Preparation, Colorado Department of Higher Education on behalf of three members of Colorado Council of Deans of Education (CCODE)

Re: S.B. 10-191 Rulemaking: Draft Teacher Quality Standards

Dear Members:

Please consider this feedback on the draft Teacher Quality Standards I was asked to compile and submit to you on behalf of three representatives of educator preparation programs at institutions of higher education.

First response from Sandra Haynes, Dean; School of Professional Studies; Metropolitan State College of Denver:

3.02 (C) (3) mentions literacy and mathematics but only specifically addresses literacy, as does 3.02 (A). It seems that the statement would be best left at something like, "including those practices specifically proven effective for literacy and mathematics."

Second response from Richard Fulton, Ed.D.; Interim Director of Teacher Education; Fort Lewis College:

I am asked every semester why a PE or Art or Science teacher needs to know phonics, phonemic awareness, algebra and geometry and I honestly have a hard time rationalizing these professional standards. After 25 years in public schools as a principal, I definitely did not expect my high school science or K-12 music teachers to teach phonics to low and struggling readers. Nor have I witnessed any social studies or PE teachers instructing students in remedial language arts or math. From my experience, I would be more likely to observe a special education teacher or a Language Arts teacher with specific training work with secondary students who may need phonemic awareness as part of their remediation.

If the State Board needs to see these very specific literacy and math instructional strategies included, it would seem best to designate that elementary teachers and special education teachers have these skills, yet it seems foolish, given all the demands of our curriculum, to ask us to teach all K-12 and secondary students these specialized strategies. It is part of the unfortunate narrowing of non-CSAP curriculum to suggest all content teachers have to know how to teach math and phonics with no real training.

Third response from Dr. Deanna Iceman Sands, Interim Dean; University of Colorado Denver; School of Education and Human Development:

I have no problem with the language added under 3.02; however, 3.02 (C) 3 is unreasonable from my experience. Each and every standard could be fleshed out with the level of detail ascribed to this section regarding literacy. Why are we only attending to literacy? Further, the language attributed to approaches to literacy serves to regenerate the historical divide between behavioral and more socio-cultural and cognitive approaches to instruction. When are we going to acknowledge that it takes all approaches, depending on the individual needs of students to support their literacy development? If one set of approaches truly works then why do so many students continue to struggle learning to read? I believe the answer in part is because teachers have been subjected to the politicizing of curriculum and instruction as opposed to truly looking at and responding to what works for each child. Instead of teachers being able to approach literacy based on children's needs, they are reduced to making sure they respond to over-prescriptive and dogmatic regulatory policy. I would hate for our teacher licensure standards to further contribute to this dilemma.

Thank you for considering this feedback on the draft Teacher Quality Standards. Please let me know if I may be of any assistance.



Ian K. Macgillivray, Ph.D.
Academic Policy Officer/Educator Preparation
Colorado Department of Higher Education
ian.macgillivray@dhe.state.co.us
303-866-3846

Burdsall, Elizabeth

Subject: FW: Teacher Standards- Opinion shared

From: janeduggan@comcast.net [mailto:janeduggan@comcast.net]

Sent: Wednesday, August 03, 2011 9:45 AM

To: Colorado State Board of Education Relations

Subject: Teacher Standards- Opinion shared

Dear Board Members,

It came to my attention that you are working on the new teacher standards. I am very concerned that our teacher preparation programs are not giving our teachers enough basic knowledge in literacy. This is like sending a doctor through medical school without requiring human anatomy.

"As originally proposed, the new standards would remove the expectations that teachers, including elementary teachers, have knowledge of literacy content and pedagogy. Removing knowledge of literacy from the standards would mean that teacher preparation programs would no longer be held accountable for this content and that the licensing exams would not be expected to have this content either."

Which came first ?

The unprepared teacher or the unprepared student ?

Colleges and universities complain that students come to them unprepared for higher education. Higher education is producing the teachers, that prepare the students for our colleges and universities. What a conundrum. How and when will we intervene?

All teachers need a deep understanding of literacy skills regardless of their level or content area. Literacy skills are the gatekeeper to every other subject.

All teachers need to be literacy teachers and diagnosticians, as reading is in every subject.

Statewide, approximately < 70% of students grades 3-10 are proficient in reading.

If 30% of students are not proficient in reading how are they accessing any other subject ?

If they are not a proficient reader, who will help them read and understand problems in a 9th grade Algebra class?

School districts are diverting resources from youth to teach teachers some very basic skills.

Teachers are coming into schools without knowing the sounds of the language, have no foundation in basic linguistics,

are unable to deeply teach vocabulary words, cannot model comprehension strategies, or diagram even a simple sentence to break down the meaning of text.

Please work to ensure rigor in our teacher standards so when teachers complete their training they have a deep understanding of the basic components of literacy and the English language.

I would like to say that Colorado has one of the strongest teacher training programs in the country.

I would like to say that Colorado teachers are prepared to increase student literacy skills at every level and in every subject area.

Thank you for the work you do,



Colorado BOCES Association
"Joining Forces to Enrich
Educational Opportunities for Students"

MEMORANDUM

August 3, 2011

To: State Board of Education
From: Dale McCall, Executive Director
Colorado BOCES Association
Subject: Rules to Implement Senate Bill 191

The Colorado BOCES Association strongly supports all of the points outlined in the July 25, 2011 Memorandum from the Colorado Association of School Boards (Ken Delay and Jane Urshel). The Association believes that locally developed evaluation systems by districts and BOCES with community, parent, teacher, and principal input to meet the State Board's definition of education effectiveness and quality standards will insure effective implementation and improved student achievement. We urge the CDE staff and State Board to create guidelines and sample rubrics and provide this template to local districts and BOCES to use as they develop their local evaluation system. (We strongly support an "Opt In" approach rather than an "Opt Out" approach as it is currently proposed.)

The Colorado BOCES Association offers our assistance and looks forward to the opportunity to work with and provide input to the State Council for Educator Effectiveness as they consider how the quality standards for teachers and the rubrics and tools that are developed as a part of the state template apply to other categories of licensed personnel. The Colorado BOCES Association has the following questions that we believe need to be addressed by the Council:

- How will licensed Special Education Service Providers (i.e., Speech Pathologists, Social Workers, OT's, PT's, School Psychologists, etc., that work in a district or BOCES be integrated into the system? What state guidelines will local districts and BOCES have available to create their evaluation system for these people?
- How will licensed personnel that have joint responsibilities be integrated into the system, i.e., Principal/Superintendent; Teacher/Principal; BOCES Executive Director/Sped Director; Assistant Principal/Teacher, etc.?
- How will licensed staff that work part-time be integrated into the system when part of their job requires a license and the other part of their job does not, i.e., teacher/paraprofessional?

BOCES LICENSED PERSONNEL

BOCES licensed personnel that are hired directly by a BOCES and have not previously worked for a school district are not eligible to attain non-probationary status; and thus, must be exempt from any State Board rules and processes concerning losing their non-probationary status. These licensed personnel can not lose non-probationary status that they have never been granted.

CAREER AND TECHNICAL EDUCATION PERSONNEL

As you know, Career and Technical Education programs in our Pre-K12 public schools are approved by the Colorado Community College and Occupational Education Board and system for state and federal career and technical education funding. These programs are approved and must meet standards and requirements as established by that State Board; therefore, we believe it is imperative that CDE and the State Board of Education work closely with them to determine the most effective and efficient way to establish standards that our Career and Technical Education teachers and administrators must meet under SB-191. We want to make sure that those teachers and administrators do not have multiple sets of standards and measures established by two different State Boards.



August 19, 2011

Mr. Robert Hammond,
Commissioner of Education
Colorado Department of Education
201 East Colfax Avenue
Denver, Co 80203

Dear Commissioner Hammond:

The Denver Area School Superintendents' Council (DASSC) appreciates your willingness to solicit critique and feedback regarding rule-making for Senate Bill 10-191—Concerning Ensuring Quality Instruction through Educator Effectiveness (SB 191). Please know upfront, that DASSC supports the legislation. It is the right step towards raising the overall standard of professionalism and expectation of educators throughout the state. This is a good thing. Since SB 191 is pioneering new requirements for teacher and principal evaluations, the rules regarding how the legislation will be enacted are very significant. Therefore DASSC, at your encouragement, took the liberty to review the recommendation by the State Council regarding proposed rules for SB 191. Much of what has been recommended makes good sense—we support these recommendations.

However, collectively we have significant reservations around some of the rules and have detailed our concerns in the attached document entitled "DASSC recommendations regarding educator effectiveness". Briefly, the key areas that concern us are:

- Opt In/Opt Out Procedures
- Appeal Process for Opting Out of the State Model System
- Technical Guidelines, Tools, and Rubrics
- Effectiveness Ratings, Rubrics, and Reporting Requirements
- General Concerns Regarding Duties of CDE, Vague Language, and CDE Approval
- Appeal Process for Performance Deemed Ineffective

DASSC asks you and your team to reconsider the rules in the areas we have detailed. We believe that our proposal still addresses the intent of SB 191—improved instruction, improved leadership, and greater student success.

If you have questions regarding the DASSC recommendations or would like more dialogue, please do not hesitate to contact us.

Respectfully and on Behalf of the Denver Area School Superintendents' Council,

Dr. Ron Cabrera
DASSC Co-Chair

c: John Barry, Douglas Bisonette, Dr. Rod Blunck, Tom Boasberg, Dr. Sue Chandler, Mary Chesley, Charlotte Cianco, Michael Clough, Tina Goar, Chris Gdowski, Dr. Don Haddad, Dr. Ranelle Lang, Dr. Bruce Messinger, Jeff Miller, Scott Murphy, Mark Payler, Dr. Cynthia Stevenson, Dr. Jim Walpole, Dr. Jerry Wilson

DASSC Policy Committee Recommendation Regarding Educator Effectiveness Rules

Correspondence – August 17, 2011

DASSC believes there is much in the State Council's recommendations that is very positive that we fully support. The good intentions of those involved are appreciated and we understand how difficult the task is to get the right balance between district flexibility and state-wide standards.

Yet in many areas the balance is fundamentally wrong. The state rules should be much shorter and with a much higher level statement of key principles/minimum standards. Districts should then have the full flexibility to implement their own systems within these guidelines or, at their option, decide to opt-in to a system developed by the state. In no case should districts have to obtain prior approval from the state before implementing aspects of their systems but, rather, should be held accountable for staying within state guidelines.

This flexibility is critical for districts to have systems that meet their needs and have full buy-in from professionals in their districts. It is also critical to foster innovation, refinement and responsiveness in a field where we are just beginning to learn and where the need for change and evolution is vital as we go forward. Generally these rules define compliance around system tools and processes for system implementation before we are fully aware of how to do this work at scale, and in a way that meets the needs of diverse groups of students who are served by diverse organizations. The Educator Effectiveness Council expressed a value around the need for a culture of innovation and continuous improvement, but the centralized approach requires approval from the state before implementation and does not seem consistent with the spirit of innovation.

Instead of flexibility to allow for innovation, the first draft of the rules prescribes many core aspects of the principal and teachers systems in a highly centralized fashion. As a concerned group of superintendents we have outlined our concerns:

Opt In/Opt Out

DASSC favors districts opting in to the statewide model. The rules require that districts that do not use the state model evaluation system must opt out and then apply to CDE to obtain permission to use their own evaluation model. This expectation exceeds the statutory requirement in several ways. First, SB-191 does not envision one state evaluation system. What the statute outlines are requirements for districts to utilize when creating district evaluation systems. A local Board of Education is responsible for the employees it hires and determines the quality of these employees' performance. If rules are written too prescriptively, it could undermine the ability of districts to design evaluation systems that conform to the statutory requirements that fit their local circumstances since these may emphasize different elements than the state model. The rules, as written, will remove opportunities for and slow the pace of innovation. The current emphasis is upon compliance and regulation. Once adopted a state evaluation system will become a permanent bottleneck for timely local reforms and expand the on-going need for centralized bureaucracy and funding at the state level.

Appeal Process for Opting Out of State Model System

What is the criteria and timeline for submitting and getting approval of a local evaluation system?

Section 6.01B of the SB-191 rules states: “Each School District and BOCES shall implement the State Model System, unless it submits an application to the Department demonstrating that the School District or BOCES has developed a distinctive personnel evaluation system that satisfied the requirements in section 5.02 of these rules and the Department has approved this application.”

Section 5.02 only addresses the process a district must go through and no criteria; nor does it address a timeline for approval/disapproval by CDE

There is concern about CDE’s capacity to properly review the numerous applications for local evaluation systems without criteria. Would every sub-element under sections 2.02 (Principal Quality Standards) and 2.03 (Teacher Quality Standards) of the rules be required to be in a local evaluation submission? Would districts be allowed to add standards such as English Language learning Standards?

Technical Guidelines, Tools and Rubrics

In numerous places, the rules describe practices where districts must conform to technical guidelines, tools, or rubrics that the Department will provide, or obtain from the Department, permission to use. Again, the rules should permit districts to opt in but not require the use of these tools. These expectations are again unnecessarily prescriptive and extend the reach of CDE far beyond the capacity of the Department. Even if the Department could meet the demand of regulating more fundamentally, is this the role of the Department, when districts may have the desire and/or expertise to design tools?

In the 65% of classes in areas where no state assessment exists, districts welcome the Department playing a leading role in developing or facilitating the coordination among districts to develop measures indicating student improvement. Nevertheless, Technical guidelines for classroom assessments should be available as a resource not as a requirement.

Rather than establish guidelines which districts must stay within, the rules require districts to obtain pre-approval from the state before a district can use or change any elements of a rubric or tool they wish to use in the evaluation process. The rules often reference technical guidelines, but due to the emerging nature of this work, the technical guidelines have yet to be developed. Rather, districts should be required to meet higher level state guidelines and the state free to take enforcement actions against districts violating the law.

Effectiveness Ratings, Rubrics, Reporting

When reviewing the rules, districts believe it is important to emphasize that the need/desire to have the focus of the implementation of SB 191 be on instructional improvement, coaching, feedback and support of teachers, professional development for administrators and teachers, and identifying and rewarding superior performance. Districts do not want to see that the focus is on dismissing teachers. As Linda Darling-Hammond stated recently, “you can’t fire your way to Finland”.

In addition, the scope of reporting on the number of teachers at each performance level at the state, district, and school level outlined in the rules could prove problematic. For example, given the expected variation across districts regarding specific methods of use of the educator effectiveness ratings and with district assessments measuring student growth and achievement, the data on effectiveness will not be comparable. This could result in a great deal of confusion and misinformation about the differences in teacher effectiveness within and across districts and schools. While Colorado may eventually have a state-wide educator evaluation system, it is a concern that the level of reporting called for in the draft rules could result in the identification of individual teachers and cause parents to demand to know the level of effectiveness of their child’s teacher(s).

DASSC disagrees with the prescriptiveness of the weighting, including setting minimum and maximum weights for the five domains the state is attempting to prescribe. What if a district, for example, wanted to establish minimum levels in multiple areas (i.e., if a teacher is rated 0 or 1 in a particular area, they are unsatisfactory overall)? Districts should have the flexibility to do so. We fundamentally disagree with the state mandating that all principals and teachers must receive “a single score” through a state-prescribed mathematical model – both on the basis of requiring a single mathematical score and prescribing the weighting of such score. In a sophisticated profession such as teaching or school leadership, it does not make sense to seek a single mathematical formula to judge all professionals – to say that principal A is a 74.2 and principal B is a 64.3. Professionals will deeply distrust and doubt a mathematically derived rating with such false precision.

So long as districts stay within state law on the 50% of an evaluation measured by student growth, districts should have the flexibility to give their own evaluations in which they give weight to the factors they deem most important and present it in a way they choose. Another way to envision the overall rating would be to ensure a minimum performance on all the measures a district deems important to the complicated practice of teaching and school leadership. The rules, as drafted, do not allow districts to work with professionals and determine meaningful ways to utilize data from multiple measures in a performance management environment.

For these reasons, it was suggested that the:

1. State should provide example common assessments for non-CSAP subjects and define a growth metric for those assessments
2. Labels for each level of the four levels of teacher and principal effectiveness should be the same across the state
3. State should have a rubric available for districts to use but no limitation on the opportunity for districts to have a more rigorous rubric
4. Districts can attach rewards/sanctions to performance levels or create more levels

Duties of CDE, Vague Language and CDE Approval

When focusing on the duties of CDE, the vague language of both the ACT and the latest document of rules/regulations and the directive that CDE provide approval of rubrics, tools and training of evaluators, it has become apparent that between the time that the ACT was developed and the latest CDE documents providing direction have been presented, there have been changes in what CDE believes that their role will be and the oversight that they will have in this process. Originally it was thought that CDE would provide guidance, support and direction. Somewhere, this focus has diverted from guidelines to requirements.

There are a number of places where the rules attempt to give legitimate and understandable aspirations of the state council the force of law, but those aspirations are by nature vague and imprecise with no legal standards. They do not belong in a binding legal set of rules on which lawsuits will be based. For example, 5.01G3 requires that districts “ensure that evaluation is a process rather than an event.”

What does that mean? How will a judge decide in a lawsuit if the evaluation is a process rather than an event? Likewise, 5.01H requires that districts ensure “that there is inter-rater reliability when the measures are applied by different evaluators.” What is the legal standard for this and how will a judge decide if a principal or teacher protests a rating/decision on the ground there is not “inter-rater reliability?”

A great deal of prescriptive language from CDE appears in their latest document. The rules require districts to obtain state pre-approval for its training of peer observer/evaluators. Again, this is cumbersome, bureaucratic and unnecessary. Districts would like the language to be less prescriptive and more guidance for districts to develop their own language and process. CDE should provide a prototype but not mandate its usage. The ACT states that “CDE has the power and duty to review the process and procedures”, not mandate. Language in the rules is vague, specifically in the descriptive verbs and qualifiers in the latest evaluation document for both teachers and principals. Current language is also judgmental and will create issues when appeals to evaluations are made. Original language in the ACT suggested only a process for evaluation; however, the latest language suggests that there will be a “single statewide” process.

There should not be a statewide definition of student growth, instead a minimum standard should be set and districts should be responsible for determining their own criteria. While we agree with the idea of a category of partially effective, we disagree that such a category is defined by someone whose

performance “falls below minimal expectations.” Someone whose performance falls below even minimal expectations is by definition one of your worst performers. In the framework, effective is defined as a professional who “meets expectations.” Logically then, the category of partially effective should be defined as someone who “does not meet the criteria of effectiveness” or “does not fully meet expectations”; not someone who “falls below minimal expectations.”

The rules for both teachers and principals require “further evaluation” if a teacher or principal’s measures of student growth are “internally inconsistent” or the student growth measures are “inconsistent” with observations or other data. It is not clear what this means or why this is necessary. What will this “further evaluation” be? Given the purpose of the system is to obtain data from multiple sources, it should be expected that not all of this data will be “internally consistent” nor why there is a need for “further evaluation” or what that “further evaluation” should be.

SB-191 Issue: Appeal Process for Performance Deemed Ineffective

Although the recommendation of an appeal process has not yet been recommended by the State Council on Educator Effectiveness to the State Board of Education (SBE), DASSC feels there is a significant concern about this issue and would like to provide some input and suggestions.

First, there is the question of what the final review authority would be for any appeal of evaluations for teachers (principal’s final review is with the superintendent)

The current part in SB-191 Section 22-9-106(3.5)(b) speaks to the appeal process for Non-probationary teachers as follows:

- Allows the appeal of rating of ineffective
- Placed burden on teacher to demonstrate that a rating of effectiveness was appropriate
- Provided for appeal to Superintendent
- If no Collective Bargaining Agreement (CBA), appeal of Superintendent’s decision by third party whose decision is final

If CBA can opt in to statutory process

- Remediation plan will be developed to include professional development
- Non-probationary teacher given a reasonable time to remediate deficiencies

However, this provision is automatically repealed in SB-191 Section 22-9-106(3.5)(b) (IV) as of February 15, 2013. So the recommendation from DASSC is as follows:

- Appeal to Superintendent as the final authority
- Presumption that evaluation is valid
- Burden on teacher to prove effective is appropriate or not
- Appeal process to take no longer than ninety days
- Not a legal inquiry but an educational decision
- No statutory right of appeal past the Superintendent

Secondly, there is a concern with CDE's, SBE and Judicial Courts capacity to address evaluation appeals if it is taken out of the district. If the appeal process resorts to the current means of due process, it will incapacitate the impact of SB-101 and result in numerous legal challenges – districts will be faced with the "\$1 million" risk of having to spend this amount of legal costs in exhausting appeal options.

Memorandum

To: Colorado State Board of Education
CC: State Council for Educator Effectiveness
From: Anna Jo Haynes and Pat Hamill, Co-Chairs Early Childhood Leadership Commission
Date: 8/23/2011
Re: Recommended Changes to Colorado Professional Standards for Teachers and Principals

Colorado's Early Childhood Leadership Commission (ECLC) is pleased to have the opportunity to comment on the draft Professional Standards for Teachers and Principals. As we work to create an aligned and collaborative P-20 system, we hope to embed language and concepts that span the entire system into planning and standards.

Specifically, the comments in this memo are in reference to section 2.02, pages 4 to 7 (Principal Standards) and section 3.02, pages 7-10 (teacher standards) in the draft SB 191 rules.

The attached documents contain suggested edits to the draft Professional Standards for Teachers and Principals. Many of these changes are simple suggestions for changes in language, such as replacing the word "student" with "child" and "families" in place of "parents". This language is more inclusive of children who are not yet in school and families of all types. Additionally, the ECLC suggests adding the word "community" along with "district" to encompass early learning settings outside of school district jurisdiction.

The ECLC recommends making changes that incorporate measurements of growth and development for preschool-aged children along with the academic and social measures used for older children. For instance, the ECLC is currently working to create statewide Early Learning and Developmental Guidelines. These Guidelines can be used in the same way teachers are asked to use state and district content standards and can be added to the plan as a way to measure the growth of young children.

Finally, the ECLC is recommending that the use of observational assessment be added to the Standards. When working with very young children observational assessment is critical as is the assessment of developmental growth along with academic learning.

The ECLC's P-3 Professional Development Advisory Group is working with the State Council for Educator Effectiveness to create alignment and collaborative efforts when possible. We believe that the recommended changes make great strides toward a robust and strong P-20 system.

Thank you for your time and consideration. If you have questions or require more information please feel free to contact us. We are excited about this opportunity to align standards for P-20 education professionals.

State Council for Educator Effectiveness

Technical Advisory Group

Teacher Standards Work Group

Colorado Professional Standards for Teachers

DRAFT March 7, 2011

NOTE: Bold language is Council recommendation for required components of evaluation system; non-bolded text is descriptive of the required elements.

Effective teachers of Colorado's children, from birth to postsecondary, in the state of Colorado have the knowledge, skills, and commitments that ensure equitable learning opportunities and growth for all students. They strive to support growth and development, to close achievement gaps and to prepare diverse student populations for postsecondary success. Effective teachers facilitate mastery of content and skill development, and identify and employ appropriate strategies for students who are not achieving mastery. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective teachers communicate high expectations to students and their families and find ways to engage them in a mutually-supportive teaching and learning environment. Because effective teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

Effective teachers in the state of Colorado demonstrate excellence against the following professional standards:

Standard I: Teachers demonstrate knowledge of the content they teach

a. Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's/communities' scope and sequence; and is aligned with the individual needs of their students.

Teachers use state and district content standards and/or early learning developmental guidelines (0-8)* to inform organize instruction. Where appropriate, teachers investigate the content standards and/or early learning developmental guidelines (0-8) developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students, and to provide a balanced curriculum which incorporates language development, literacy and numeracy across all content areas as appropriate.

b. Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, and structures appropriate to their teaching specialty.

Teachers know subjects beyond the content they are expected to teach and direct children/students' natural curiosity into an interest in learning. All teachers are able to assist students in the development of critical thinking and reasoning skills, and in the discernment and evaluation of information.

c. Teachers develop lessons that reflect the interconnectedness of development/content areas/disciplines/.

Teachers know the developmental continuum of children/students. Teachers know the links and vertical alignment of the grade or subject they teach and the state standards/early learning developmental guidelines.. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and enable students to see the interrelationships between content areas and disciplines. Teachers promote global and cultural awareness and its relevance to subjects they teach.

d. Teachers make instruction and content relevant to students.

Teachers incorporate postsecondary and workforce readiness and 21st century skills* into their teaching deliberately, strategically and broadly. These skills include creativity and innovation, collaboration, strong work ethic, critical thinking and problem-solving, civic responsibility, communication, personal responsibility, global and cultural awareness, IT skills, and the ability to discern, evaluate and use information.

Standard II: Teachers establish a respectful learning environment for a diverse population of students

a. Teachers are consistent in fostering a learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.

Teachers create an inviting environment that promotes mutual respect, inclusion and flexibility. They ensure that the classroom environment maximizes learning opportunities for students, and empower students to become lifelong learners by taking responsibility for their own learning.

b. Teachers demonstrate a commitment to and respect for diversity in the school community and in the world.

Teachers draw on diverse cultural competencies to design and implement lessons that counteract stereotypes, incorporate the histories and contributions of all cultures, and provide access and equity in the school. Teachers recognize the influence of race, ethnicity, gender, sexual orientation, religion and other aspects of culture, family and identity on a student's development and personality and respond to the relevant backgrounds of individual students and families.

c. Teachers value students as individuals.

Teachers maintain high expectations for students of all backgrounds. Teachers communicate this vision to their students and find ways to engage students in a mutually-supportive teaching and learning process. Teachers appreciate the differences and value the contributions of each student by building positive relationships, creating opportunities for student voice, and fostering an environment that promotes mutual respect.

d. Teachers adapt their teaching for the benefit of all students, including those with special needs across a range of ability levels.

Teachers understand the diversity of student ability levels and strive to meet the needs of each student. Teachers collaborate with a range of support specialists to develop and use appropriate strategies and resources to adapt to the learning needs of various groups of students including those with special needs, English

language learners, and gifted and talented learners. Through inclusion and other models of effective practice, teachers engage all students to ensure that their needs are met. Teachers adequately implement student IFSPs, IEPs, IAPs and other legal requirements for the delivery of instruction.

e. Teachers work collaboratively with the families and significant adults in the lives of their students.

Teachers recognize that educating students is a shared responsibility involving the school, parents or guardians, and the community. Teachers communicate in a regular and timely manner to support and empower parents or guardians to play a meaningful role in the academic and developmental growth of their students.

Standard III: Teachers facilitate learning for their students

a. Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.

Teachers understand how individuals learn, how development in all domains progresses, and how developmental changes can affect student learning. They design and implement developmentally appropriate and challenging learning experiences. Teachers keep abreast of evolving research about student learning and pedagogy. They adapt resources to address the strengths and weaknesses of their students.

b. Teachers plan learning experiences appropriate for their students.

Teachers collaborate with their colleagues and use a variety of data sources to guide short- and long term planning. Teachers use appropriate resources and strategies to adapt to the learning needs of groups and individual students.

Teachers engage students as partners in the learning process by utilizing parent and student feedback to make the curriculum responsive, relevant and accessible to students of different cultures or with individual learning needs.

Teachers monitor and modify instructional plans in real time to enhance learning.

c. Teachers use a variety of instructional methods to meet the academic and developmental needs of their students.

Teachers employ a wide range of techniques including learning styles, and differentiated instruction to eliminate gaps in achievement and growth. Teachers utilize **observations and** formative assessment practices to empower students to take ownership of their own learning and to monitor and adjust instruction as needed.

d. Teachers thoughtfully integrate and utilize technology* into their instruction to maximize student learning.

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, find and use information, communicate, innovate, and collaborate. **(includes adaptive technology)**

e. Teachers plan instruction that helps students develop critical-thinking and problem solving skills.

Teachers support the development of students' problem-solving and critical reasoning skills by encouraging them to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

f. Teachers provide students with opportunities to work in teams and develop leadership qualities.

Teachers work with students to create a collaborative learning environment where student voice is valued and students are actively engaged in learning. Teachers organize learning teams that help students strengthen social ties; improve communication, cooperation and collaboration skills; and develop leadership qualities.

g. Teachers communicate effectively.

Teachers communicate in ways that are clearly understood by their students. They are perceptive and responsive listeners who are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students to articulate thoughts and ideas clearly and effectively, with appropriate attention to **language**, grammar, spelling and writing skills.

h. Teachers use a variety of methods to assess what each student has learned.

Teachers understand and use multiple methods of 21st century assessment and data sources, including summative and interim assessments, to document learner progress, evaluate students' **growth and development**, academic growth, and gather evidence of students' postsecondary and workforce readiness skills, knowledge, and dispositions. They use formative assessment practices to monitor student learning in real time and adapt their instruction. Teachers provide opportunities, methods, feedback and tools for students to assess themselves and each other.

Standard IV: Teachers reflect on their practice

a. Teachers demonstrate that they analyze student **growth, development and learning and apply what they learn to improve their practice.**

Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers work collaboratively with colleagues to collect and analyze student performance data using multiple methods of assessment and data sources, in order to continually evaluate their practice, and to improve classroom and school effectiveness. Teachers know when to use consultation from colleagues and specialists to support the successful learning of all students.

b. Teachers link professional growth to their professional goals.

Teachers are professionals committed to reflection and growth, who participate in continuous, high quality professional development that is culturally-responsive, reflects a global view of educational practices, includes 21st century skills and knowledge, and meets the needs of students and their own professional growth.

c. Teachers function effectively in a complex, dynamic environment.

Understanding that change is constant, teachers collaborate with colleagues to actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

Standard V: Teachers demonstrate leadership

a. Teachers demonstrate leadership in their schools.

Teachers are professionals who work collaboratively with colleagues, and school personnel to create a professional learning community. They analyze and use data to develop goals and strategies that enhance student learning and teacher work conditions, and select professional development that enhance their professional growth. Teachers contribute to the development of positive working conditions in their school. Where appropriate and possible, teachers provide input in determining the school budget, participate in the hiring process and collaborate with their colleagues to mentor and support new teachers.

b. Teachers lead the teaching profession.

Teachers strive to improve the teaching profession by collaborating with colleagues and the school community to promote growth for all educators and enhance the teaching profession. They contribute to the establishment of positive working conditions in their schools. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers.

c. Teachers advocate for schools and students, partnering with students, and families and communities as appropriate.

Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students, and facilitate meaningful participation by students in improving school climate, culture and academic learning.

d. Teachers demonstrate high ethical standards.

Teachers are professionals, committed to ethical behavior and principles including honesty, integrity, fair treatment, and respect for others.

Standard VI: Teachers take responsibility for student growth

a. Teachers pursue high levels of student learning, growth and academic achievement.

Teachers take responsibility for the progress of all students toward high school graduation, and work to ensure that students are globally competitive for work and postsecondary education.

b. Teachers pursue high levels of student growth in the skills necessary for postsecondary life, including democratic and civic participation.

Teachers take responsibility for ensuring that students are prepared with the skills, dispositions and attitudes necessary for postsecondary life including democratic and civic participation.

c. Teachers use evidence to evaluate their practice and continually improve attainment of student growth.

State Council for Educator Effectiveness

Technical Advisory Group

Principal Standards Work Group

Colorado Professional Standards for Principals

March 30, 2011

NOTE: Bold language is Council recommendation for required components of evaluation system; non-bolded text is descriptive of the required elements.

Effective principals in the state of Colorado are responsible for the collective success of their schools, including the learning, growth and achievement of both students and staff. As the school's primary instructional leader, effective principals enable critical discourse and data-driven reflection about curriculum, assessment, instruction, and student progress, and create structures to facilitate improvement. Effective principals are adept at creating systems that maximize the utilization of resources and human capital, foster collaboration, and facilitate constructive change. By creating a common vision and articulating shared values, effective principals lead and manage their schools in a manner that supports the school's ability to promote equity and to continually improve its positive impact on students and families.

Effective principals in the state of Colorado demonstrate a positive impact on student outcomes by demonstrating excellence against the following professional standards:

Standard I: Principals Demonstrate Strategic Leadership

- a. School Vision. Mission and Strategic Goals: Principals develop the vision, mission, values, beliefs and goals of the school, collaboratively determine the processes used to establish these attributes, and facilitate their integration into the life of the school community.**

Principals engage all stakeholders in building a shared vision of student learning outcomes for the school community that reflects the State of Colorado's definition of school readiness, and Colorado's definition of postsecondary and workforce readiness, including student readiness for global citizenship. They ensure that the school's mission and strategic goals all directly support this vision of student success, in a way that is aligned **appropriately (with district, family and/or community** priorities.

- b. School Improvement Plan: Principals ensure that the unified improvement plan/early childhood quality improvement plan-provides the structure for the vision, values, goals, and changes necessary for improved achievement and developmental outcomes for all students, and provides for tracking of progress based on data.**

Principals ensure that the school improvement plan is an actionable, meaningful plan that includes the implementation of strategies to identify and support student engagement, healthy development, attendance and successful completion of school for all students. The plan should be reviewed frequently and revised to adjust strategies based on progress toward goals. The principal shall ensure that any school improvement plans are aligned with and mutually supportive of each other and existing district plans.

- c. Leading Change: Principals collaboratively develop a vision and implementation strategies for improvements and changes which result in improved achievement and developmental outcomes for all students.**

Principals demonstrate the ability to effectively manage organizational change, developing and fostering a collaborative culture that inspires innovation, creativity and continuous school improvement. They model self-awareness, reflective practice, transparency and ethical behavior. Principals analyze organizational practices and make changes as necessary based on a review of data. They understand the implications of changes for the school community, and demonstrate flexibility and adaptability. Principals can clearly define and communicate challenges to all stakeholders in their school community and can implement problem-solving strategies to seek positive solutions to school challenges.

- d. Distributive Leadership: Principals create and utilize processes to distribute leadership and decision making throughout the school.**

Where appropriate, they involve staff, parent/guardians and students in decisions about school governance, curriculum and instruction . Principals build internal capacity by creating opportunities for staff to demonstrate leadership, by assuming decision-making roles both inside and outside of the school.

Standard II: Principals Demonstrate Instructional Leadership

- a. Curriculum, Instruction, Learning and Assessment: Principals enable school-wide conversations about standards for curriculum, instruction, assessment and data on student learning based on research and best practices, and ensure that the ideas developed are integrated into the school's curriculum and instructional approaches.**

Principals demonstrate current knowledge of research in teaching, learning and child development, and ensure that their schools provide a comprehensive education that promotes cognitive, physical, mental, social emotional health and growth. They ensure that an age-appropriate curriculum consistent with the Colorado Academic Standards is taught and monitored through effective formative assessment practices, and the use of summative assessments. They engage staff in developing knowledge about student development, curriculum, instruction, assessment, and analysis and use of data in order to establish and achieve high expectations for students. Principals ensure high expectations for all students, including students identified as gifted, students with disabilities, and students considered "at risk" of school failure.

- b. Instructional Time: Principals create processes and schedules which maximize instructional, collaborative and preparation time.**

They ensure that teachers and other adults working with students have time, structures, opportunities and the expectation of planning, working, reflecting and celebrating together to improve instructional practice.

- c. Implementing High-quality Instruction: Principals support teachers through feedback and appropriate professional development in order to ensure that**

rigorous, relevant and appropriate instruction and learning experiences, aligned across P-20, are delivered to and for all students.

Principals demonstrate current knowledge of best practices in PK-20 instruction and assessment, and are able to monitor delivery of high-quality instruction. They encourage and support teachers in utilizing research-based methods to develop and employ multiple instructional approaches; developing personalized learning opportunities for diverse learners; planning lessons that allow students to apply and demonstrate learning connections in creative and meaningful ways; integrating technology and formative assessment practices into instruction to increase student engagement and learning; and using multiple methods of progress monitoring to track student learning and adjust instruction as needed. Principals ensure that the school's structures and daily schedules are supportive these instructional goals. They are good listeners and coaches and are able to give and receive feedback.

- d. High Expectations for all Students: Principals hold all staff accountable for setting and achieving optimal development and rigorous performance goals for all students, and empower staff to achieve these ambitious student outcomes.**

Principals make available to the school community, as appropriate, data about student performance. Principals actively engage the school community to interpret and respond to available data on student achievement and other performance indicators. Principals collect and analyze available data regularly to monitor progress and make appropriate adjustments designed to improve performance outcomes. Principals ensure that data are turned into meaningful information that can be used by teachers, students and parents/guardians to identify goals, implement evidence-based strategies, monitor and evaluate the impact of instructional programs, and promote organizational learning.

Standard III: Principals Demonstrate School Culture and Equity Leadership

- a. Intentional and Collaborative School Culture: Principals articulate and model a clear vision of the school's culture, and involve students, families and staff in creating a climate that supports it.**

Principals articulate a strong and clear vision for the school's culture, and foster broad ownership among the school community for that vision. Principals deploy school structures in a manner the supports the culture. They build relationships that create a trusting, collaborative, innovative, respectful and supportive school culture where teachers want to work, students want to learn and all families feel welcomed and empowered to help their students succeed.

- b. Commitment to the Whole Child: Principals value the cognitive, physical, mental, social and emotional health and growth of every student.**

Principals build a school culture that supports comprehensive education that promotes cognitive, physical, mental, social and emotional health and growth of students. They engage school and community-based resources to support students and their families.

- c. Equity Pedagogy: Principals demonstrate a commitment to a diverse population of students by creating an inclusive and celebratory school culture, and provide direction in meeting the needs of diverse students, talents, experiences and challenges.**

Principals ensure that all adults in the school have high expectations for all students, and believe that all students can reach those high expectations. They support the use of a variety of teaching styles designed to meet the diverse needs of individual students. Students' individual backgrounds are valued as a resource, and principals advocate for approaches to instruction and behavioral supports that build on student strengths.

- d. Efficacy. Empowerment and a Culture of Continuous Improvement: Principals and their leadership team foster a school culture that encourages continual improvement through innovation, risk-taking, and an honest assessment of outcomes.**

Principals foster a school culture which supports and celebrates on-going efforts at improvement through innovation and risk-taking. They facilitate candid discussions with the school community about student achievement and other performance indicators. They recognize the achievements of individuals and the school as a whole while acknowledging areas needing improvement by modeling self-awareness, transparency and ethical behavior.

Standard IV: Principals Demonstrate Human Resource Leadership

- a. Professional Development/Learning Communities: Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning and develops teacher leaders in a manner that is consistent with local structures, contracts, policies and strategic plans.**

Principals communicate regularly about the changing context for teaching and learning, and create a collaborative culture and overall structure for on-going learning that fosters teacher learning and develops teacher leaders.

- b. Recruiting. Hiring. Placing. Mentoring. and Dismissal of Staff: Principals establish and effectively manage processes and systems that ensure a high quality, high-performing staff, including an overall count and percentage of effective teachers that reflects the school's improvement priorities.**

Principals include in their professional development plan explicit reference to the ways in which they intend to address the counts and percentages of effective teachers in the building. They recruit, retain and support high-quality and effective teachers and staff, and implement a systemic process for comprehensive, effective, and research-based professional development, coaching and mentoring that is differentiated for adults to support student learning. As appropriate, principals create school-wide structures that ensure that teacher candidates and other educator interns provide support for students, and increase embedded professional learning opportunities for experienced educators in the school. They demonstrate the ability to dismiss