



Denver Public Schools

# Three Common Expectations

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1. Fidelity to core curriculum and improved instructional practice
2. Implementation of assessment and data analysis strategies to drive student achievement
3. Utilization of the School Improvement Plan as a roadmap for all school initiatives and reforms

Instructional Superintendents

7/29/2008

DENVER PUBLIC SCHOOLS – RUBRIC FOR COMMON EXPECTATIONS

<b><u>1.0 The School demonstrates fidelity to core curriculum and improved instructional practice</u></b>	<b><u>Exceeding</u></b>	<b><u>Meeting</u></b>	<b><u>Developing</u></b>	<b><u>Not Meeting</u></b>
		<p>School has evidence of the following:</p> <ul style="list-style-type: none"> <li>• All teachers are following district pacing and planning guides (cycling through the units)</li> <li>• Teachers are consistently differentiating instruction using curricular resources</li> <li>• Accountable Talk and Cooperative Learning is evident in all classrooms</li> <li>• Student work aligned with standards is displayed and rotated consistently throughout the school</li> <li>• All classrooms have visual evidence that lesson objectives have been communicated to students and students can clearly discuss the objective when asked about their learning</li> <li>• Classroom environment supports student learning in current unit of study</li> <li>• There is clear evidence of a targeted writing focus across all content areas</li> </ul>	<p>School has evidence of the following:</p> <ul style="list-style-type: none"> <li>• Some teachers are following pacing guides or teaching units out of order</li> <li>• Some teachers are differentiating instruction using curricular resources – not school-wide</li> <li>• Some evidence of Accountable Talk and Cooperative Learning – not school-wide</li> <li>• Inconsistent displaying of student work related to recent units of study in the school</li> <li>• Classrooms have visual evidence of objective but not all students can clearly discuss the objective when asked about their learning</li> <li>• Some classroom environments support student learning in current unit of study</li> <li>• There is evidence of writing in most classrooms but not of a targeted writing focus</li> </ul>	<p>School evidence shows:</p> <ul style="list-style-type: none"> <li>• There is inconsistent use of pacing and planning guides throughout grade levels/or departments</li> <li>• Curricular resources are not clearly being used to differentiate instruction</li> <li>• There is little to no evidence of Accountable Talk and/or Cooperative Learning school-wide</li> <li>• Student work is not readily displayed throughout the school or unrelated to recent units of study</li> <li>• Lesson objectives are not clearly communicated visually throughout building and/or most students cannot clearly discuss learning objective when asked</li> <li>• Most classroom environments do not support current unit of study</li> <li>• There is no evidence of a writing focus across all content areas in the school</li> </ul>

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<b><u>1.1 School level professional development aligned to consistent core curriculum implementation is evident throughout the school</u></b>		<b><u>Meeting</u></b>	<b><u>Developing</u></b>	<b><u>Not Meeting</u></b>
		<p>School has evidence of the following:</p> <ul style="list-style-type: none"> <li>• A comprehensive Results Based Professional Development Plan (RBPDP) that includes core curriculum professional development</li> <li>• School has established a quarterly/trimester evaluation process for the RBPDP and teacher implementation of strategies taught during professional development</li> </ul>	<p>School has evidence of the following:</p> <ul style="list-style-type: none"> <li>• School has a RBPDP that partially includes core curriculum professional development</li> <li>• No clear evidence of quarterly RBPDP assessment or teacher implementation of strategies taught during professional development</li> </ul>	<p>School evidence shows:</p> <ul style="list-style-type: none"> <li>• School does not have a comprehensive RBPDP.</li> <li>• School in not assessing RBPDP or teacher implementation of strategies taught during professional development</li> </ul>
<b><u>1.2 The school has established specific expectations for the facilitator(s) role in helping the school implement core curriculum with fidelity</u></b>		<b><u>Meeting</u></b>	<b><u>Developing</u></b>	<b><u>Not Meeting</u></b>
		<p>School has evidence of the following:</p> <ul style="list-style-type: none"> <li>• Facilitator(s) is actively involved in planning PD targeted towards implementation of the core curriculum</li> <li>• Facilitator(s) is actively involved on School Leadership Teams (SLT)</li> <li>• Facilitator(s) is actively supporting the use and implementation of curricular resource materials (e.g. Benchmark Books, Everyday Math</li> </ul>	<p>School has evidence of the following:</p> <ul style="list-style-type: none"> <li>• Facilitator(s) is somewhat involved in planning of PD or some PD is targeted towards implementation of core curriculum</li> <li>• Facilitator(s) is occasionally involved with the SLT</li> <li>• Facilitator(s) is monitoring some curricular resources</li> </ul>	<p>School evidence shows:</p> <ul style="list-style-type: none"> <li>• School facilitator(s) has a limited role in planning PD or plans little PD targeted towards implementation of core curriculum</li> <li>• Facilitator(s) is not involved with SLT</li> <li>• Facilitator(s) is not monitoring curricular resources</li> </ul>

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		Components)		
<b><u>2.0 Assessment and data analysis strategies are implemented to drive student achievement</u></b>		<b><u>Meeting</u></b>	<b><u>Developing</u></b>	<b><u>Not Meeting</u></b>
		<p>School has evidence of the following:</p> <ul style="list-style-type: none"> <li>• Monthly school data team meetings are aligned with the Center for Performance Assessment (CPA) Process</li> <li>• Recognized SMART goals are aligned with the objectives of the School Improvement Plan (SIP)</li> <li>• Action initiatives resulting from monthly data team process and ongoing documentation</li> <li>• There is a clear structure for the implementation of data team work and clear roles for all faculty members</li> </ul>	<p>School has evidence of the following:</p> <ul style="list-style-type: none"> <li>• Data team meetings are aligned with CPA occurring but not monthly.</li> <li>• Some SMART Goals exist but not necessarily aligned with SIP</li> <li>• Action initiatives and documentation is not present for all SMART goals.</li> <li>• Some members of school participate on data teams, others do not</li> </ul>	<p>School evidence shows:</p> <ul style="list-style-type: none"> <li>• Data team meetings are not occurring with any consistency or not at all.</li> <li>• No evidence of SMART goals aligned to the SIP</li> <li>• Action initiatives are unclear or not carried out</li> <li>• School has no clear structure for implementation of data teams</li> </ul>
<b><u>2.1 The school has established a clear and consistent progress monitoring system</u></b>		<b><u>Meeting</u></b>	<b><u>Developing</u></b>	<b><u>Not Meeting</u></b>
		<p>School has evidence of the following:</p> <ul style="list-style-type: none"> <li>• The school has identified a clear and consistent system for monitoring student progress towards objectives stated on the SIP and SMART goals from the school data team work</li> <li>• The school has a consistent process for communicating data information to all</li> </ul>	<p>School has evidence of the following:</p> <ul style="list-style-type: none"> <li>• The school has progress monitoring; however, it is not consistently aligned to the SIP or Data Team SMART goals</li> <li>• The school does not consistently communicate information from progress monitoring to all stakeholders</li> <li>• The school has incomplete data demonstrating that results from progress monitoring are informing future PD and/or RTI process</li> </ul>	<p>School evidence shows:</p> <ul style="list-style-type: none"> <li>• School has not established clear and consistent progress monitoring aligned with SIP objectives and/or SMART goals</li> <li>• The school is not communicating information from progress monitoring to stakeholders</li> <li>• Progress monitoring data is rarely used to</li> </ul>

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		<p>stakeholders</p> <ul style="list-style-type: none"> <li>The school has documentation of how the results from the progress monitoring is informing future PD and Response to Intervention (RTI) process</li> <li>The use of data walls aligned to the SIP and data team recommendations is evident in the school</li> </ul>	<ul style="list-style-type: none"> <li>Data walls are present but not consistently used school-wide</li> </ul>	<p>inform future professional development and/or RTI process</p> <ul style="list-style-type: none"> <li>Data walls are rarely present or not present at all</li> </ul>
<b><u>2.2 The School has established a comprehensive RTI process that has been clearly communicated throughout the school community</u></b>		<b><u>Meeting</u></b>	<b><u>Developing</u></b>	<b><u>Not meeting</u></b>
		<p>School has evidence of the following:</p> <ul style="list-style-type: none"> <li>The school has established a clear and consistent structure for RTI decisions using data team information and the Student Intervention Team (SIT)</li> <li>The school has clearly established the makeup of the SIT</li> <li>The school has clearly articulated core curriculum, targeted interventions and intensive interventions addressing academic achievement, improving behavior, and ensuring high levels of student attendance</li> <li>The RTI process clearly articulates the appropriate use of differentiated instruction</li> </ul>	<p>School has evidence of the following:</p> <ul style="list-style-type: none"> <li>The school has established SIT meetings but they are not held consistently.</li> <li>The school RTI process has not implemented targeted or intensive interventions addressing academic achievement, improving student behavior, and improving student attendance</li> <li>The RTI process does not clearly articulate the use of differentiated instruction</li> </ul>	<p>School evidence shows:</p> <ul style="list-style-type: none"> <li>The school has not established a RTI process that is clear and implements the core components of RTI</li> </ul>

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<b><u>2.3 The school has implemented a defined process for professional learning communities</u></b>		<b><u>Meeting</u></b>	<b><u>Developing</u></b>	<b><u>Not Meeting</u></b>
		<p>School has evidence of the following:</p> <ul style="list-style-type: none"> <li>• The school has established clear times for teachers to meet, learn, and work collaboratively towards the implementation of strategies tied to the SIP</li> <li>• The school has established a clear process for collaborative decision making using the SLT and other school leadership committees</li> <li>• The school has established procedures for measuring school climate through the use of various tools (e.g. surveys, observations)</li> </ul>	<p>School has evidence of the following:</p> <ul style="list-style-type: none"> <li>• The school has not established consistent times for teachers to meet, learn, and/or work collaboratively towards the implementation of strategies aligned with the SIP</li> <li>• The SLT and other leadership committees are not consistently involved in the decision making process in the school</li> <li>• The school does not have consistent procedures for measuring the school climate</li> </ul>	<p>School evidence shows:</p> <ul style="list-style-type: none"> <li>• The school has not established consistent time for teachers to meet, learn, and/or work collaboratively towards the implementation of strategies aligned with the SIP</li> <li>• The school has not established a clear process for professional learning communities and collaborative decision making in the school community</li> </ul>
<b><u>2.4 The School has a clear process for identifying students for Special education that is aligned with the RTI process</u></b>		<b><u>Meeting</u></b>	<b><u>Developing</u></b>	<b><u>Not Meeting</u></b>
		<p>School has evidence of the following:</p> <ul style="list-style-type: none"> <li>• The school has established School Intervention Team (SIT) with a well communicated and consistent meeting schedule</li> </ul>	<p>School has evidence of the following:</p> <ul style="list-style-type: none"> <li>• The SIT team does not meet consistently</li> <li>• The school does not always use appropriate criteria to document the process for determining student eligibility for special education</li> <li>• The school does not</li> </ul>	<p>School evidence shows:</p> <ul style="list-style-type: none"> <li>• The school has not established a clear process for identifying students for special education aligned with the RTI process</li> </ul>

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		<ul style="list-style-type: none"> <li>The school uses the appropriate criteria to document the process for determining student’s eligibility for special education</li> <li>The school documents scientifically valid researched based intervention strategies during the RTI process</li> </ul>	consistently use the RTI process with documentation of the use of scientifically valid researched based intervention strategies	
<b><u>3.0 The school uses the School Improvement Plan as a roadmap for all school initiatives and reforms</u></b>	<b><u>Exceeding</u></b>	<b><u>Meeting</u></b>	<b><u>Developing</u></b>	<b><u>Not Meeting</u></b>
	<p>School has evidence of the following:</p> <ul style="list-style-type: none"> <li>The school has a completed school improvement plan using data from the School Data Notebook and SPF</li> <li>The school has gone above the required number of goals and established expectations in 3 out of 4 areas</li> <li>In addition to having all of the criteria for meeting the school also have evidence student analysis of their</li> </ul>	<p>School has evidence of the following:</p> <ul style="list-style-type: none"> <li>The school has a completed school improvement plan using data from the School Data Notebooks and School Performance Framework (SPF)</li> <li>The school has established clear progress monitoring tools and a consistent process for reviewing data collected during the year</li> <li>The school has a comprehensive professional development plan that is aligned with the SIP</li> <li>The school has established a RBPDP with a rubric measuring the effectiveness of the professional development</li> <li>The strategies and activities within the</li> </ul>	<p>School has evidence of the following:</p> <ul style="list-style-type: none"> <li>The school has a completed School Improvement plan using the School Data Notebooks</li> <li>The school has not established a consistent progress monitoring process to determine the effectiveness of SIP strategies</li> <li>The professional development plan partially addresses the SIP</li> <li>RTI is partially or not clearly reflected in the SIP strategies and objectives</li> </ul>	<p>School evidence shows:</p> <ul style="list-style-type: none"> <li>The school’s has not established goals, objectives, strategies, and activities completely aligned with the data from the SPF</li> <li>The schools professional development plan does not align with the SIP goals and objectives</li> <li>RTI is not reflected in the SIP strategies and objectives</li> </ul>

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	achievement data	<p>school improvement plan are written in a RTI approach</p> <ul style="list-style-type: none"> <li>The school has documentation of quarterly/trimester review of milestones and the communication to stakeholders within the school community</li> </ul>		
<b><u>3.1 The school has developed a clear plan for facilitator(s)/specialists to provide modeling, co-teaching, and coaching aligned with the SIP strategies and activities</u></b>		<b><u>Meeting</u></b>	<b><u>Developing</u></b>	<b><u>Not Meeting</u></b>
		<p>School has evidence of the following:</p> <ul style="list-style-type: none"> <li>The school has documentation that facilitator(s) are modeling in classrooms daily (including pre-brief, engaging in practice, and debrief)</li> <li>The school has documentation that facilitators/specialists are regularly leading grade level/department meetings</li> <li>Facilitators are assisting in collapsing/compacting lessons in planning guides</li> <li>The school has established a consistent process for learning walks by teachers led by facilitators and/or specialists</li> <li>The school implements learning labs designed to</li> </ul>	<p>School has evidence of the following:</p> <ul style="list-style-type: none"> <li>School evidence shows that facilitators are modeling in classrooms but not daily</li> <li>Facilitators/specialists rarely sometimes lead grade level/department meetings.</li> <li>Facilitators/specialists are not regularly assisting in collapsing/compacting lessons in planning guides.</li> <li>The school engages in inconsistent learning walks by teachers led by facilitators and/or specialists</li> <li>The school as not used learning labs consistently to help teachers with the implementation of strategies/activities aligned with the SIP</li> </ul>	<p>School evidence shows:</p> <ul style="list-style-type: none"> <li>The school has not developed a clear plan for facilitator(s)/specialists to provide modeling, co-teaching, and coaching aligned with the SIP strategies and activities</li> </ul>

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		<p>help teachers with the implementation of strategies/activities aligned with the SIP</p> <ul style="list-style-type: none"> <li>The school is implementing a school-wide PDU aligned with the implementation of SIP strategies/activities</li> </ul>		
<p><b><u>Professional Development Strategy:</u></b></p> <ol style="list-style-type: none"> <li>Principal/AP/Facilitator Institutes – Some aspect of the SIP, data-driven improvement strategies, and RTI should be discussed at every institute.</li> <li>Network Meeting – Some aspect of the SIP, data-driven improvement strategies, and RTI should be discussed at every institute.</li> <li>Formal and Informal school visits include conversations around the rubric</li> <li>One-on-ones with principals should include discussion of the rubric.</li> <li>Quarterly analysis of school progress related to the rubric should occur</li> <li>Weekly network meetings with Instructional Specialists should occur</li> </ol>	<p><b><u>Evaluation</u></b></p> <ol style="list-style-type: none"> <li>IS Evaluation of the implementation of these strategies would occur during formal and informal visits and one-on-one meetings with principals</li> <li>IS's could provide some template/form to principal preceding visits to schools as a lens for the meeting.</li> <li>Principal would need to develop procedures for evaluation measuring the schools progress</li> </ol>	<p><b><u>Persons Responsible</u></b></p> <ol style="list-style-type: none"> <li>Instructional Superintendents responsible for using institutes, networks, formal and informal visits, and one-on-one meetings to provide PD based or rubric.</li> <li>Principals are responsible for establishing procedures and processes for moving their schools to meeting on this rubric</li> <li>Instructional Facilitators are responsible for helping lead the implementation of strategies and activities to help schools reach meeting on all indicators</li> <li>Instructional Specialists are</li> </ol>	<p><b><u>Resources:</u></b></p> <ol style="list-style-type: none"> <li>Instructional Superintendents</li> <li>Instructional Specialists</li> <li>Humanities/Math-Science Facilitators</li> <li>Department directors</li> <li>Core Matters</li> </ol>	

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	toward meeting in each of the indicators	responsible for helping lead targeted schools toward the implementation of strategies and activities to help schools reach meeting on all indicators  5. Teachers are responsible for implementing strategies/activities to help schools reach meeting		
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