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DENVER PUBLIC SCHOOLS

Discover a World of Opportunity™

Lessons from Denver's Experience of Integrating Reform Efforts

Susana Cordova, Chief Academic Officer

Denver Public Schools

Our Vision: Every Child Succeeds

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45% of Our Students Are ELs

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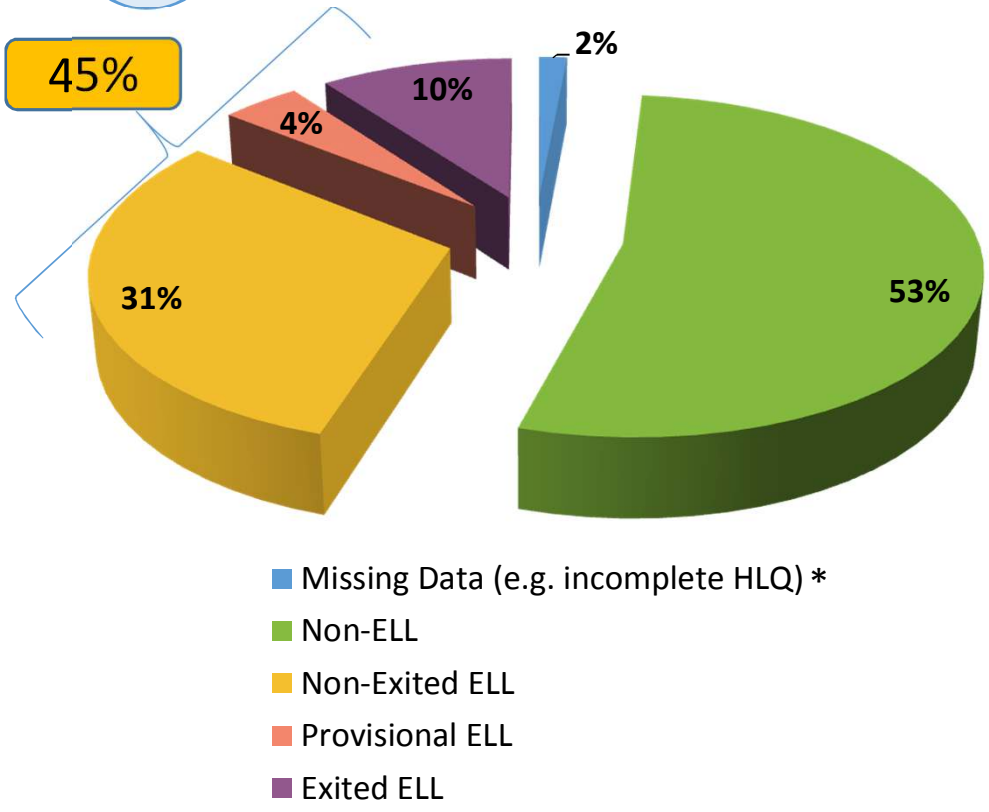
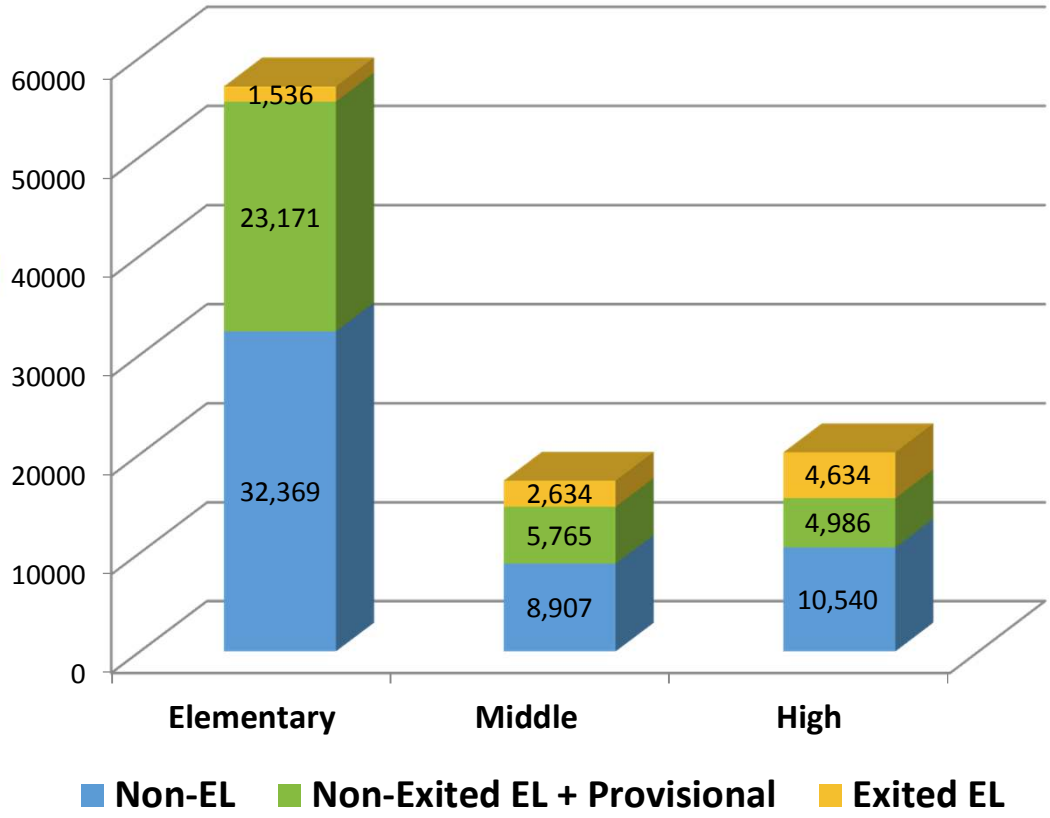
ELL Data Trends

1995	2000	2009	2010	2011	2012
• 15%	• 28%	• 34%	• 35%	• 34%	• 36%

2013

45%





NOTE: Note: District-wide, ECE-13 grades, current as of 3/6/14

* Missing data is generally incomplete home language questionnaire, which is remediated throughout the year working with schools.

What Our Teachers Need: Lessons Learned from the Field

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Every Child Succeeds!

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Shared Core Values

Students First

Integrity

Equity

Collaboration

Accountability

Fun

Academic Priorities

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Help our Educators Grow

We will use frameworks, coaching, feedback and professional development to support educator growth.

Shift our Teaching Practices with Students

We will implement new standards using rigorous and culturally relevant curriculum, instruction and assessments.

Improve the Outcomes of Linguistically Diverse Students

We will strengthen our systems and practices for ELLs and other diverse learners.

Differentiate Support to Schools

We will provide equitable and differentiated supports and interventions by sharing best practices, piloting new ways to improve.

Since 2004-05, we have graduated 850 more students.

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In 2004-05, 11.1% of our students dropped out.

In 2012-13, 5.7% of our students dropped out; we've reduced the number of drop-outs by nearly half.

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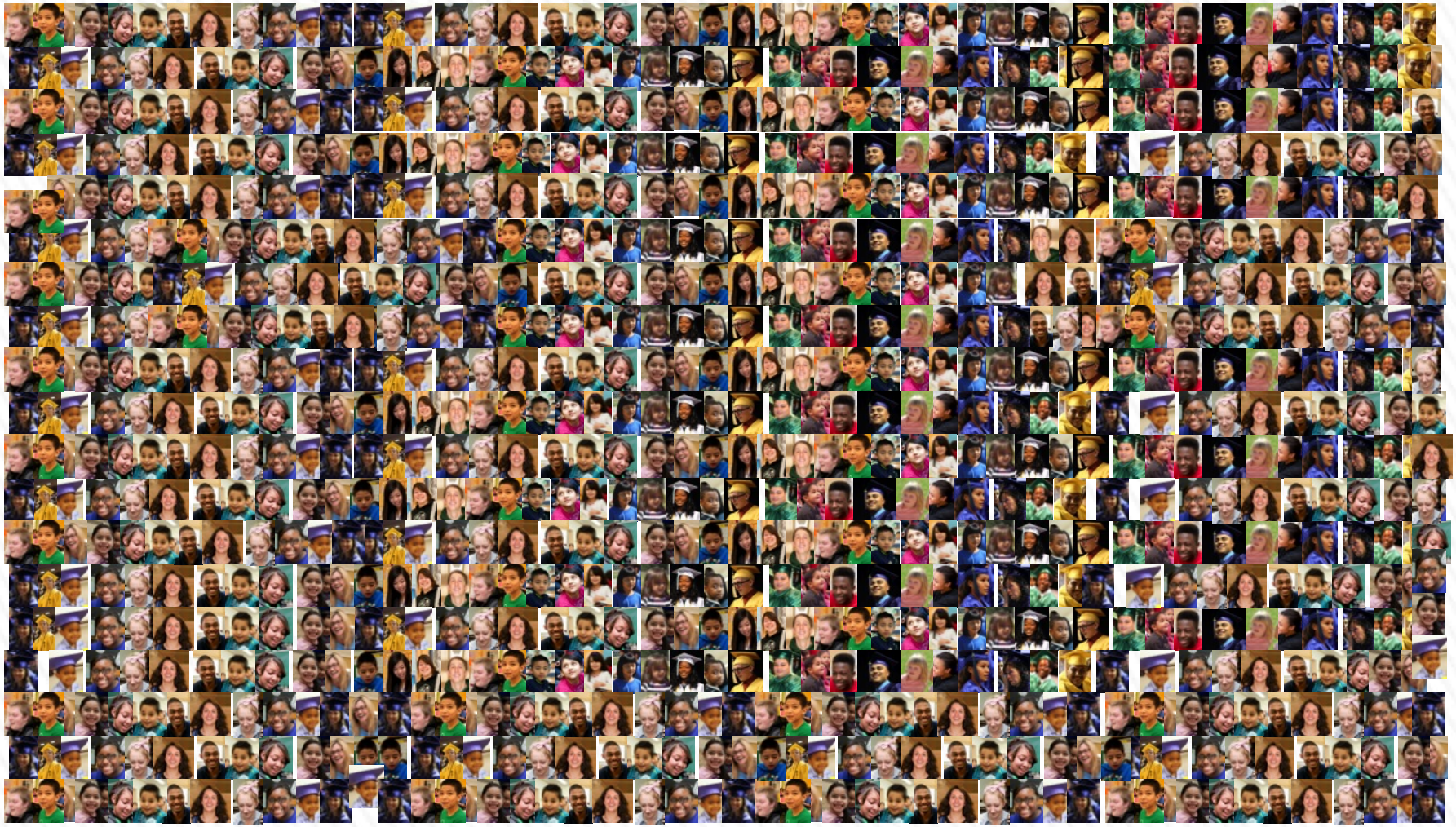
And this means 15,000 more students are on grade level now than in 2004-05.



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We still have much work to do.

Of our class of 25, 12 students are on grade level.

But that means 13 students are still behind.

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LEAP

LEADING EFFECTIVE ACADEMIC PRACTICE

LEAD IN DENVER

DEVELOP • ADVANCE • ACHIEVE

LEAP Vision

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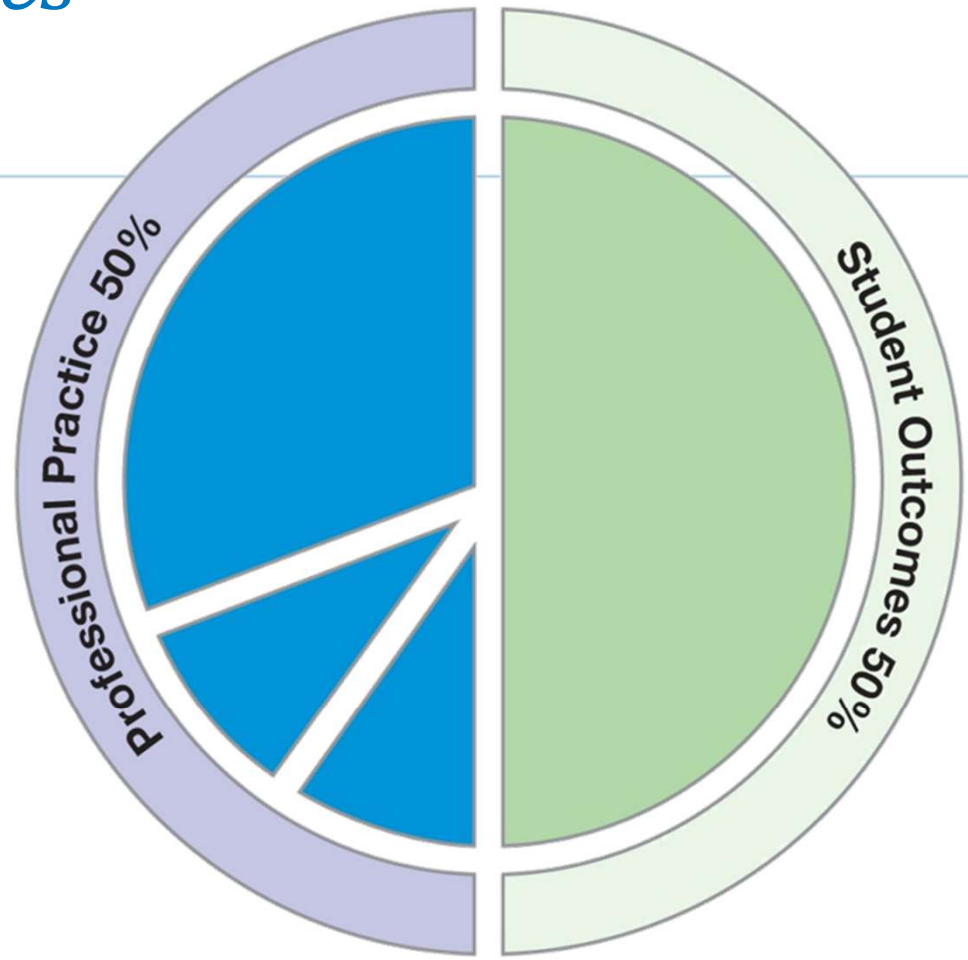
From	To	Impact
Principal Judgment alone in evaluations	Multiple measures with student achievement at the core	38% → 90+% *Teachers agreeing "the evaluation process allows accurate assessment of performance"*
Multiple parts – but end is "Satisfactory"/ "Unsatisfactory" system	Differentiated ratings	29% → 90+% *Teachers who said the evaluation process helped them improve*
Limited Feedback and development opportunities	Regular feedback from multiple sources and development needs linked to plans	40% → 90+% *Teachers with development needs identified via evaluation*

Past
Future

LEAP Measures



Professional Practice

- Observation (30%)
- Professionalism (10%)
- Student Perceptions (10%)

Student Outcomes

- State Measures
- School Measures
- Student Learning Objectives*

**Student Learning Objectives (SLOs) will be incorporated into the rollout of new Standards. SLOs will not be included in 2013-14 Student Outcomes ratings; they will be part of Student Outcomes beginning in the 2014-15 school year.*

Lesson #1

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Build a Common Definition and Focus on Growth

DPS Framework for Effective Teaching

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DOMAIN	EXPECTATION		INDICATOR
LEARNING ENVIRONMENT	Positive Classroom Culture and Climate	LE.1	Demonstrates knowledge of, interest in, and respect for diverse **students' communities and cultures** in a manner that **increases equity**
		LE.2	Fosters a **motivational and respectful** classroom **environment**
	Effective Classroom Management	LE.3	Implements **high, clear expectations** for student behavior and routines
		LE.4	Classroom **resources and physical environment** support students and their learning
INSTRUCTION	Masterful Content Delivery	I.1	Clearly communicates the **standards-based content-language objective(s)** for the lesson, connecting to larger rationale(s)
		I.2	Provides **rigorous tasks** that require critical thinking with **appropriate digital** and **other supports** to ensure student success
		I.3	Intentionally uses **instructional methods and pacing** to teach the content-language objective(s)
		I.4	Ensures **all** students' active and appropriate **use of academic language**
	High-Impact Instructional Moves	I.5	**Checks for understanding** of content-language objective(s)
		I.6	Provides **differentiation** that addresses students' instructional needs and supports mastery of content-language objective(s)
		I.7	Provides students with **academically-focused descriptive feedback** aligned to content-language objective(s)
		I.8	Promotes student **communication and collaboration** utilizing appropriate digital and

Develop Teachers as Leaders

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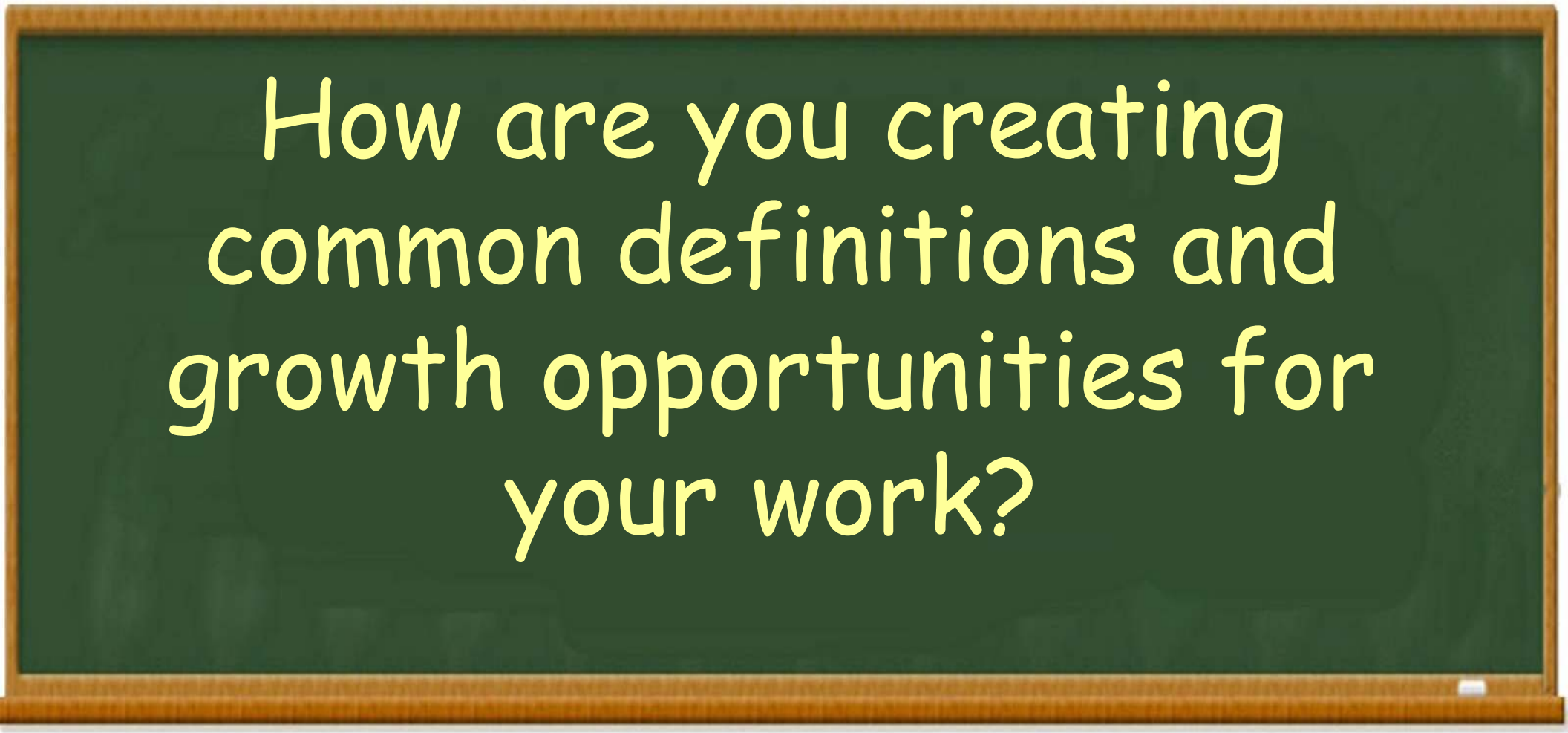
Meet Silvia Curiel-Torres

CLICK TO VIEW

Content Expertise: Science, Spanish, ELA-S

Grade: Elementary

Silvia Curiel-Torres arrived to Colorado in 2000 in an exchange program for teachers between Mexico and Adams County. Before teaching in Denver Public Schools (DPS), Silvia taught in Mexico City 22 years, 2 years in Adams County School District #14 and 10 years


How are you creating common definitions and growth opportunities for your work?

Lesson #2

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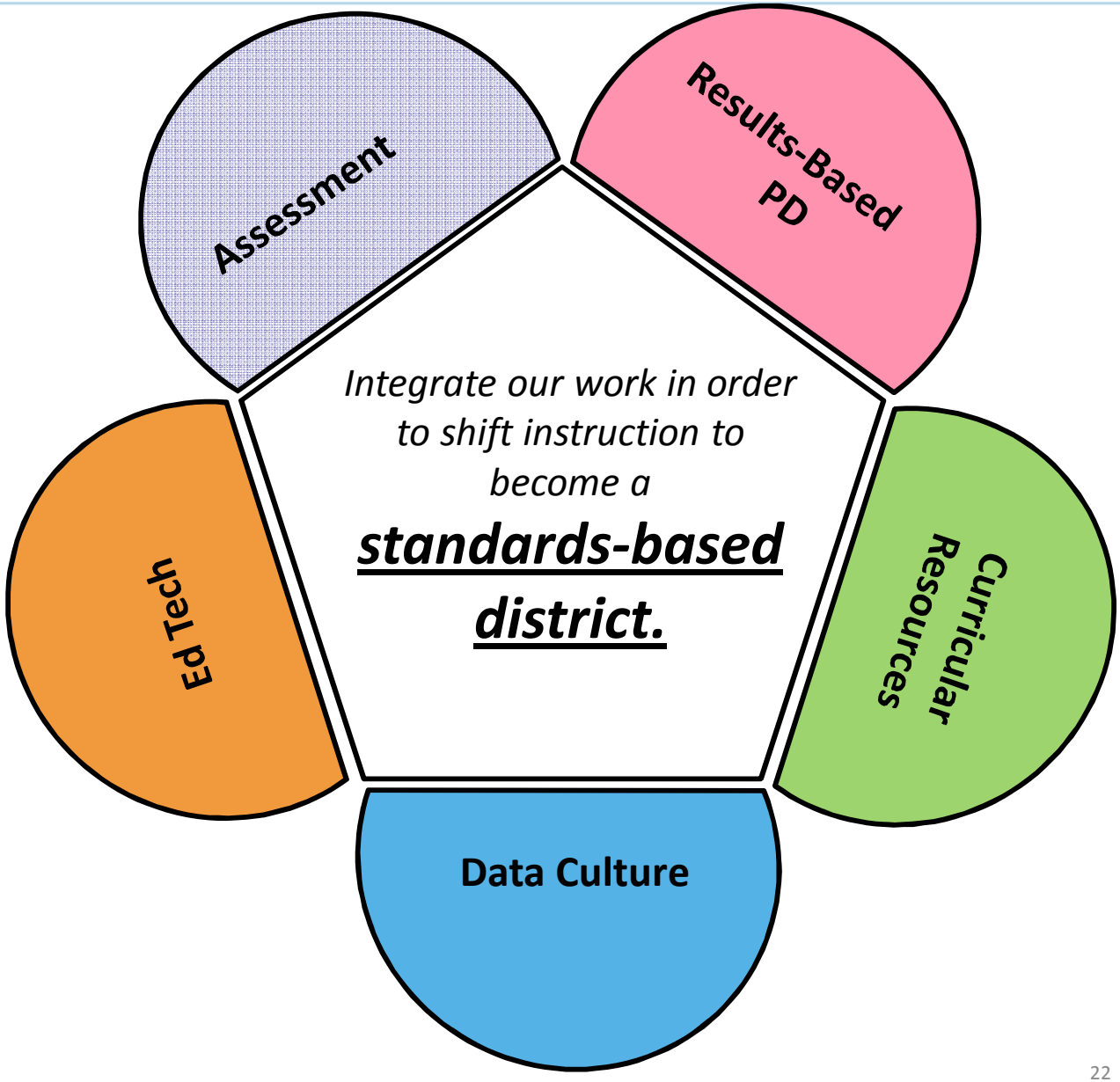
To support students well, we must have integrated efforts

Standards Integration Approach



Standards/LEAP Connections

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LEAP
LEADING EFFECTIVE ACADEMIC PRACTICE

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

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How are you thinking about integration in your *Educator Effectiveness* and *Common Core* work?

Lesson #3

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Seek Engagement & Feedback along the way

Partner with the Union

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DCTA
Denver Classroom Teachers Association
Advocating quality teaching & learning.

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Feedback from our teachers

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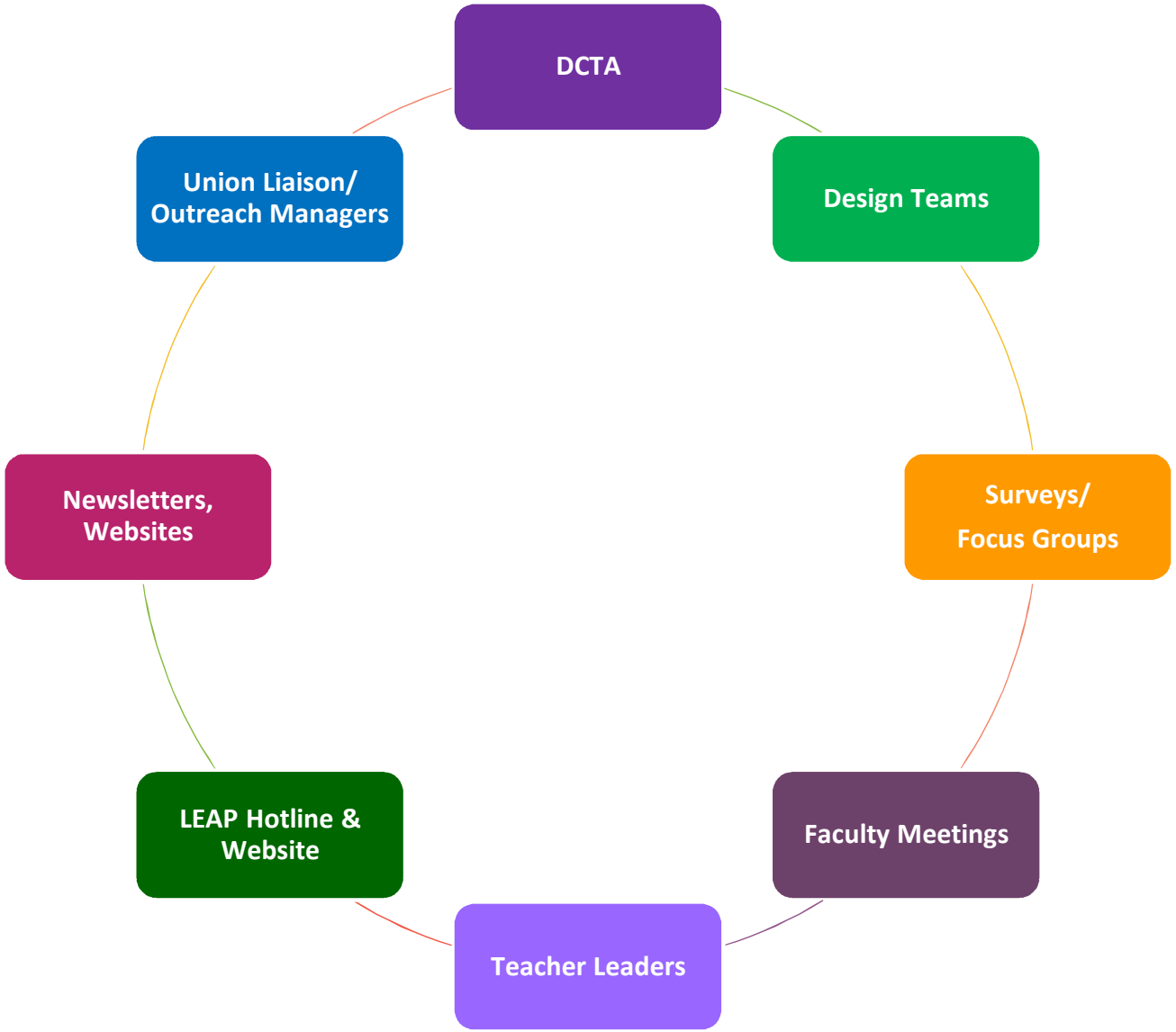
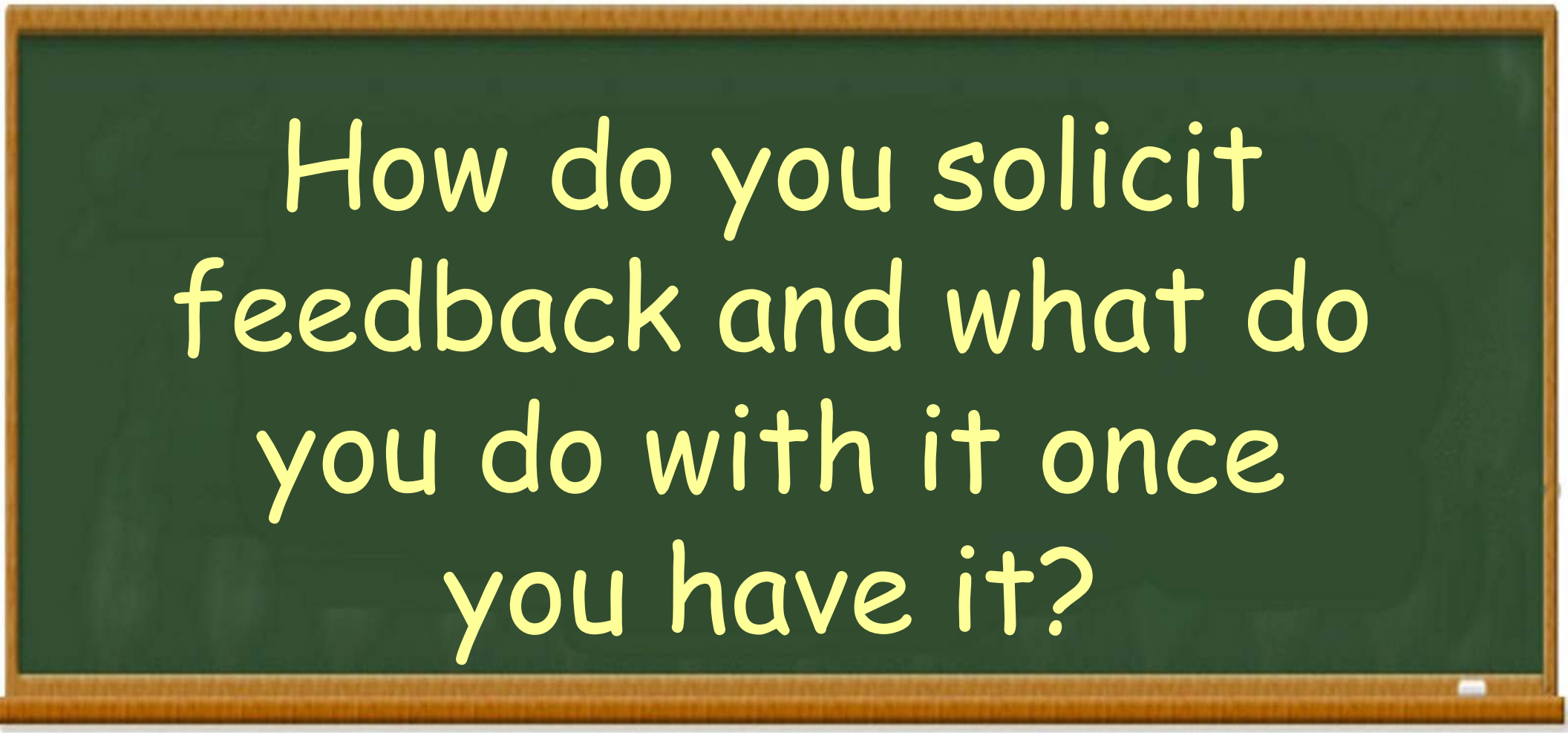
Feedback Loops




How do you solicit feedback and what do you do with it once you have it?

Key Learnings

- Create **common definitions and focus on professional growth**
- **Involve the union** and make its role collaborative rather than reactive
- **Engage educators early and often** through a wide variety of avenues
- **Solicit feedback** from practitioners through multiple channels during piloting
- **Align Efforts** to create a coherent vision of how the pieces fit
- Leverage **teacher leadership in design and rollout**

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THANK YOU!