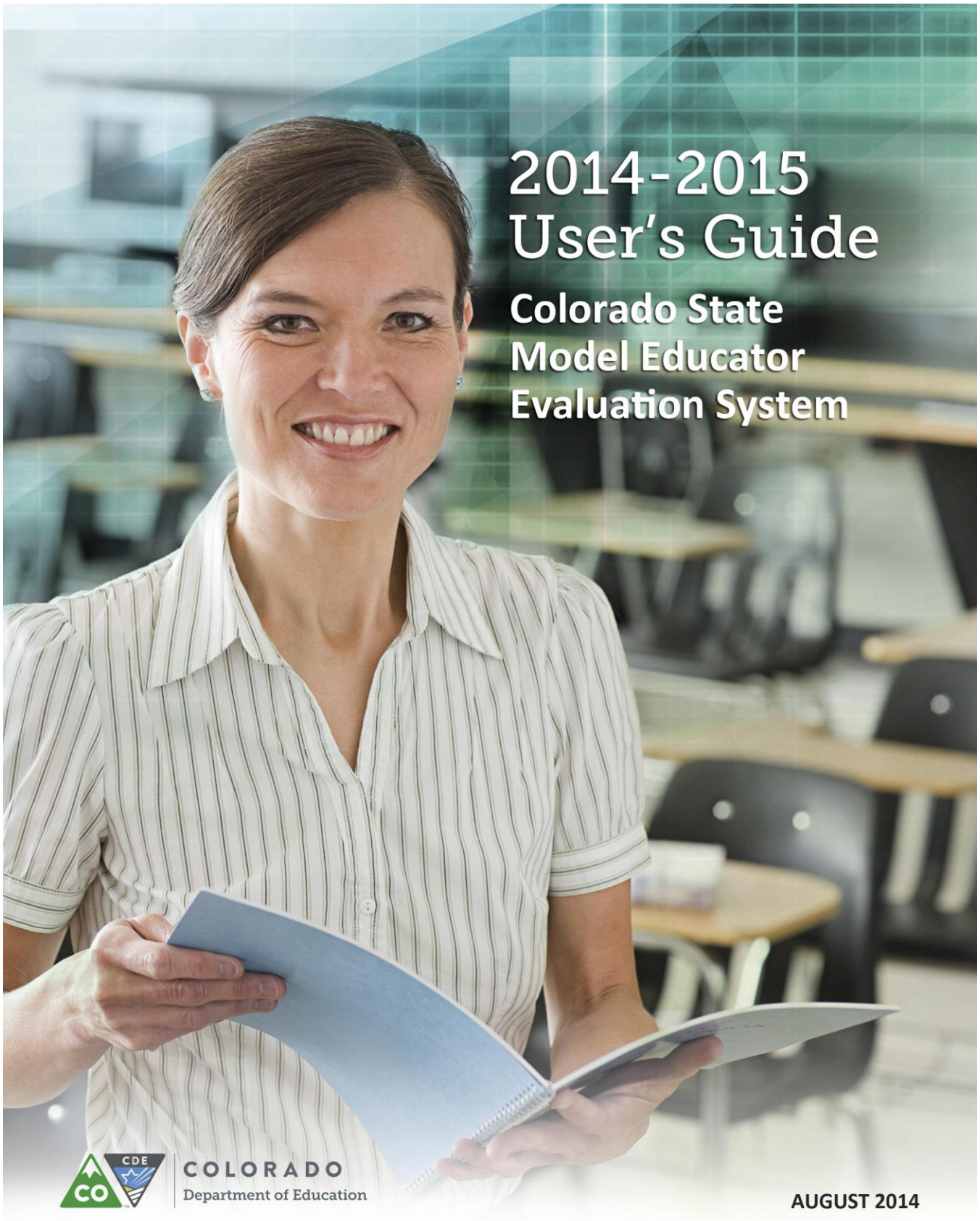

2014-2015 User's Guide

Colorado State Model Educator Evaluation System

COLORADO
Department of Education

AUGUST 2014

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Introduction

With the passage of Senate Bill 10-191 (S.B. 10-191), Colorado is improving its approach to evaluating the performance of principals, teachers and specialized service professionals (referred to as other licensed personnel in law and State Board of Education rules). Implementation of this new approach will take time and commitment from both the state and its school districts. The principal/assistant principal, teacher and specialized service professionals evaluation systems are being planned, developed and implemented thoughtfully with a focus on continuously improving educator performance and student results.

Passed in 2010, S.B. 10-191 is designed to make the licensed educator evaluation process more comprehensive, professionally useful and focused on student achievement. S.B. 10-191 guides the state and school districts in the transformation of evaluation processes to more rigorous and supportive processes that provide for continuous professional learning and improvement. To support school districts in implementing the new evaluation requirements, the Colorado Department of Education (CDE) developed a model system as an option for districts to use. Creating a model evaluation system provides more consistent, fair and rigorous educator evaluations, saves districts valuable resources and enables them to focus on improving teaching, learning and leading. By adopting the model system, districts have more time to provide meaningful and actionable feedback to their educators, which translates into increased professional growth for educators and better instruction for students.

CDE is piloting the Colorado State Model Evaluation System in 27 districts (See Appendix A). Results of this pilot test are informing statewide implementation of S.B. 10-191. The intense and tightly focused pilot period is consistent with the timeline for implementation set out in S.B. 10-191 (See Exhibit 1). The pilot test period began in the 2011-12 school year and continues through the 2015-16 school year. By extending the pilot test period to five years, CDE will be able to gauge the effects of full system implementation for at least three years. The data collected from pilot districts during that time will be invaluable in gauging necessary system changes as well as potential system impacts.

The Colorado State Model Evaluation System is aligned with and supports CDE's Strategic Plan. CDE's vision is that, "All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce and life." CDE's mission "is to ensure that all students are prepared for success in society, work and life by providing excellent leadership, service and support to schools, districts and communities across the state. (Colorado Department of Education, 2014) By helping to ensure that every Colorado teacher is fairly and rigorously evaluated in the interest of professional growth and development, CDE's new evaluation system will also help to ensure that every child has access to a teacher who not only meets but exceeds the Quality Standards established by the state legislature and CDE. By having quality educators in all of the state's school administrative positions, classrooms and specialized service positions, CDE will enhance the likelihood that all students will be prepared for success along whatever path they choose following high school graduation.

EXHIBIT 1: Pilot Test Timeline

YEAR ONE 2011-12 Development and Beta Testing	YEAR TWO 2012-13 Pilot and Rollout	YEAR THREE 2013-14 Full Statewide Rollout	YEAR FOUR 2014-15 Continued Implementation
COLORADO DEPARTMENT OF EDUCATION ACTIVITIES			
• Develop Colorado State Model Systems for teachers and principals • Beta-test of rubrics and tools • Develop technical guidelines on Professional Practices and Measures of Student Learning (student growth) • Provide differentiated support for districts • Populate and launch online Educator Effectiveness resources • Develop state data collection and monitoring system • Develop tools for district/BOCES implementation of system	• Study usability of rubrics • Support pilot districts through resources, training, tools, etc. • Convene pilot districts to share lessons learned • Analyze pilot district data and make adjustments to materials as needed • Train all non-pilot districts that are using the model system • Develop draft rubrics for all specialized service professional groups (referred to as other licensed personnel in law and Colorado State Board of Education rules) • Make recommendations on specialized service professionals to Colorado State Board of Education	• Provide statewide technical assistance on rollout of teacher/principal systems • Continue to develop evaluation system for specialized service professionals • Pilot test specialized service professional rubrics • Support all districts through resources, trainings, tools, etc. • Convene pilot districts to share lessons learned • Analyze state data and make adjustments to the system as needed • Examine validity of scores resulting from implementation of teacher and principal systems • Develop criteria and approve evaluation training providers	• Finalize processes, procedures and materials for statewide implementation of teacher/principal systems • Continue support to districts with resources and training for implementation of the state model system • Ensure there are evaluator training providers throughout the state to provide training for districts and evaluators on the state model system • Analyze data and make adjustments as needed • Make recommendations for continuous improvement of the state model system • Examine validity of scores resulting from implementation of specialized service professionals' systems

How to Use This Guide

To enable readers to easily find information about specific groups of educators being evaluated and to move quickly between sections of this Colorado Model Educator Evaluation System User's Guide, it has been divided into five sections:

Section I: The Colorado State Model Educator Evaluation System

This section provides important introductory material about the system as a whole, as well as specific directions regarding how to evaluate educators regardless of their role. All users should review Section I because it provides directions about how and when to use all of the materials presented in all of the other sections. In Section I, users will find:

- Timeline of all development, pilot test, validation and statewide rollout activities for all groups of licensed educators.
- Purposes and priorities of the evaluation system.
- Components of the evaluation system.
- A sample work plan with roles and responsibilities of the evaluator and person being evaluated.
- The annual evaluation cycle and what users should do throughout the year to ensure fair and accurate feedback for the person being evaluated and timely submission of evaluation at the end of the school year.
- Technical information about how to obtain accurate professional practice scores based on observable evidence of performance and evidence/artifacts that demonstrate performance on practices that are not easily observable during day-to-day work when necessary and appropriate.
- Suggestions for ensuring the quality and utility of evaluation feedback.

Section II: Colorado State Model Evaluation System for Teachers

Section III: Colorado State Model Evaluation System for Principals and Assistant Principals

Section IV: Colorado State Model Evaluation System for Specialized Service Professionals

- Audiologists
- Occupational Therapists
- Physical Therapists
- School Counselors
- School Nurses
- School Orientation and Mobility Specialists
- School Psychologists
- School Social Workers
- Speech-Language Pathologists

Each of the specialized service professional groups mentioned above has a separate section within the user's guide. In addition, there is an introductory section to explain the common standards and elements for all groups and to provide the evaluation forms that all groups may choose to use.[1]

[1] Forms are included in this user's guide to provide examples of how they should be completed and to remind users of its availability within the system. Most users will choose to use an online system such as the Colorado State Model Performance Management System (provided free of charge to districts by CDE) to record progress toward completing the evaluation system.

Sections II, III and IV of the user's guide provide information necessary to evaluate licensed educators from these respective groups, including:

- Quality Standards for each group
- Procedures for Conducting Evaluations
- Evaluation Process Forms
- Appeals Process

Section V: Glossary, References and Appendices

This section contains supplementary materials mentioned throughout the user's guide. The user will easily find any additional information necessary to evaluate educators effectively according to the materials and processes explained in this guide.

To have a complete manual for evaluating any member of the groups represented in the user's guide, refer to Section I for general information about the evaluation process and forms as well as background information about Senate Bill 10-191. Section V contains a detailed glossary and the appendices. Section II (teachers), III (principals and assistant principals) and/or IV (specialized service professionals) should be used along with Sections I and V. Exhibit 2 provides a quick reference to determine which sections of the user's guide are necessary for each of the groups required to be evaluated under the guidelines established by S.B. 10-191 and its accompanying rules.

EXHIBIT 2: User's Guide Sections by Specific Groups of Educators

Section		Teachers	Principals/ Assistant Principals	Specialized Service Professionals
I.	The Colorado State Model Educator Evaluation System	◆	◆	◆
II.	Colorado State Model Evaluation System for Teachers	◆		
III.	Colorado State Model Evaluation System for Principals and Assistant Principals		◆	
IV.	Colorado State Model Evaluation System for Specialized Service Professionals			◆
V.	Glossary, References and Appendices	◆	◆	◆

This user's guide has as its focus the determination of professional practice ratings for Quality Standards and their associated elements as well as an overall professional practices rating. This overall professional practices rating will count as 50 percent of the final effectiveness rating. The other 50 percent will be determined by measures of student learning/outcomes, which are discussed throughout this guide.

For additional information about the relationship between overall professional practices ratings and measures of student learning/outcomes as well as how to determine the final effectiveness rating, refer to the guidance provided by CDE on the Educator Effectiveness section of the website.

Differences Between 2013-14 User's Guide and the 2014-15 User's Guide

While the 2014-15 user's guide is quite similar, users should make themselves familiar with the changes that have been made.

The most obvious change is the division of the user's guide into five sections. This was done to make it easier for users to find information and to refer to only the sections that apply to their work at the time.

1. **Section I: Introductory Materials**
   This section has been revised to reflect feedback gathered from educators, schools, school districts, CDE staff members and others who are interested in making this the best system possible. The following list highlights significant additions to this section:
   - How to Use This Guide
   - Senate Bill 14-165's Impact on Educator Evaluation Requirements
   - Expanded Explanation of Required Measures and Artifacts
2. **Sections II and III: Colorado State Model Evaluation Process for Teachers and Colorado State Model Evaluation Process for Principals and Assistant Principals**
   These two sections have been revised to include updated rubrics and clearer, more specific directions for the completion of forms.
3. **Section IV: Colorado State Model Evaluation Process for Specialized Service Professionals (NEW section)**
   This new section includes all rubrics and forms for use in evaluating staff members included in the nine specialized service professionals' groups. Their processes and materials were pilot tested during the 2013-14 school year. The information contained in this guide includes changes guided by the pilot test and subsequent conversations with users.
4. **Section V: Glossary, References and Appendices**
   The placement of these materials into a separate section is intended to improve ease of use and to make clear where specific materials may be located. It also serves as a simple resource for novice users who need to learn more about the system and how it operates.

This user's guide also integrates information about measures of student learning/outcomes throughout so users have a greater understanding of the system as a whole rather than of only the determination of professional practices.

Senate Bill 14-165's Impact on Educator Evaluation Requirements

This past legislative session (2014), the Colorado legislature passed Senate Bill 14-165, K-12 Academic Growth Performance Evaluation 2014-15, (http://www.statebillinfo.com/bills/bills/14/165_enr.pdf), which provides districts and BOCES one year of flexibility in determining the percentage of the final effectiveness rating that will be attributed to measures of student learning/outcomes. The bill states:

> For the 2014-15 academic year only, a local board may determine at what percentage, if any, to weigh student academic growth toward the final level of effectiveness assigned to any person receiving an evaluation pursuant to this article. In no instance may a local board weigh student academic growth, as used in determining a final level of effectiveness, at greater than fifty percent. (Colorado General Assembly, 2014)

During the 2014-15 school year, all districts/BOCES will continue to evaluate every teacher, principal and specialized service professional on all Quality Standards including measures of student learning/outcomes. Districts will still submit a Standard 6 (for teachers) and a Standard 7 (for principals) rating in the yearly HR collection. District flexibility comes in the final step of the evaluation process when determining how much weight the measures of student learning/outcomes standard counts in the educator's final evaluation rating. During the 2014-15 academic year only, districts/BOCES may choose to weight measures of student learning anywhere between zero and 50 percent. This flexibility provides districts with another year to refine existing measures and identify or create new measures. Teachers' final effectiveness ratings for the 2014-2015 school year will count towards earning/loss of non-probationary status. After the 2014-15 school year at least 50 percent of the final effectiveness rating will be accounted for by measures of student learning/outcomes with the other 50 percent accounted for by the overall professional practices rating.

Section I: The Colorado State Model Educator Evaluation System

The Colorado State Model Educator Evaluation System is an optional, Colorado-created system with associated tools and supports available to all Colorado school districts. The Colorado Department of Education will support pilot districts during the pilot test and initial rollout period to ensure that the resulting model system is workable in and credible to the field, adaptable for use under the varying contexts represented by the collection of districts and achieves the purposes of S.B. 10-191.

Districts may choose to develop their own principal, teacher and specialized service professional evaluation systems if they ensure that all required components are included and state technical regulations are met. Lessons learned from implementation of both the state model system and unique district systems will be used to improve the state model system on an ongoing basis.

Purposes of the Evaluation

According to the rules for administration of a state system to evaluate the effectiveness of licensed personnel, the basic purposes of this system are:

- To ensure that all licensed personnel are evaluated using multiple, fair, transparent, timely, rigorous and valid methods, 50 percent of which is determined by the academic growth of their students.
- To ensure that all licensed personnel receive adequate feedback and professional development support to provide them a meaningful opportunity to improve their effectiveness.
- To ensure that all licensed personnel are provided the means to share effective practices with other educators throughout the state.

Key Priorities for the Colorado State Model Educator Evaluation System

Key priorities inform every aspect of the Colorado State Model Educator Evaluation System. *Successful implementation of the system is dependent upon attending to the priorities, which should be treated as guiding principles for the evaluation system.*

PRIORITY ONE: Data should inform decisions, but human judgment will always be an essential component of evaluations.

While the technical nature of this user's guide may give the impression that evaluation is a scientific process that relies solely on objective data, evaluations ultimately rely on the perception and professional judgment of individuals. Like other decisions that rely on human judgment, evaluations are subject to error and bias. The most technically impressive evaluation system will fail if the human aspects of the system are neglected. The processes and accompanying materials included in this guide are directed towards techniques to improve individual judgment and minimize error and bias. For example, it is essential that evaluators have adequate training to exercise judgment in a way that is fair and unbiased. It is also essential that evaluators understand the various ways to measure performance and the benefits and limitations of these methods, so they can make appropriate decisions about their implications. The implementation of the evaluation system is designed to provide as much information as possible about ways to make fair, reliable and credible judgments.

PRIORITY TWO: The implementation and assessment of the evaluation system must embody continuous improvement.

The Colorado State Model Educator Evaluation System is being launched over a four-year period. Development and beta-testing activities began in the 2011-12 school year. The pilot and rollout period (2011-15) is intended to capture what works and what doesn't (and why) and provide multiple opportunities to share lessons learned. In that spirit, the state will monitor and act on the following:

- How well the model system addresses the purposes as articulated in S.B. 10-191
- What school districts do that works or does not work
- What other states do that works
- Changes in assessment practice and tools expected over the next few years, especially with respect to measures of student learning
- Research and best practice findings with respect to educator evaluations

The system represents the best possible approach based on current understandings for measuring professional performance against the Colorado Quality Standards for educators, however it will be adjusted or adapted as new knowledge is made available.

PRIORITY THREE: The purpose of the system is to provide meaningful and credible feedback that improves performance.

The goal of the Colorado State Model Educator Evaluation System is to provide honest and fair assessments about educator performance and meaningful opportunities to improve.

The collection of information about educator effectiveness and feedback to educators will take place on an ongoing basis and not be restricted to the dates and processes set for formal evaluations. Evaluators and the educators being evaluated should discuss improvements to professional practice both formally and informally throughout the year.

PRIORITY FOUR: The development and implementation of educator evaluation systems must continue to involve all stakeholders in a collaborative process.

Change is always difficult and communication is vital. Every stakeholder from students, families, teachers, related service providers, administrators, school board members and others need to be operating with the same information and with a clear picture of what the new system is, how it will be implemented and how it will impact them. The new evaluation system and its goal of continuous learning provide opportunities to engage parents and guardians of students and the students themselves in a collaborative process to assure that every student has his or her best chance of graduating from high school and being prepared for academia or a career.

PRIORITY FIVE: Educator evaluations must take place within a larger system that is aligned and supportive.

Improving the ways educators are evaluated will lead to improvement in their effectiveness and to improved outcomes for students. For this to occur, evaluation must be part of a larger system that is also effective. Educator evaluation systems that are aligned across all levels and components of the system (including student standards, curriculum, student assessments and school improvement planning) and among all positions being evaluated, are most likely to be supportive of educators and lead to improvements in performance. School districts that use the Colorado State Model Evaluation System are committed to the process of ensuring that the education system operates in a way that is coherent and supportive of both educator effectiveness and student outcomes.

Evaluation System Components

The implementation of the Colorado State Model Educator Evaluation System should be understood as a process rather than a single event. *While it is true that the evaluation process will result in annual ratings for every teacher, principal, assistant principal and specialized service professional in Colorado, gathering evidence about performance and providing feedback to enable educators to improve should occur on an ongoing basis and be integrated into the daily business of teaching and learning.*

Educating children is a complex activity requiring multiple skills and aptitudes. A significant and indispensable part of the definition of effective educators is the ability to obtain growth in student academic performance. Colorado expects that effective educators will not only ensure student academic growth but they will also ensure that:

- All students are learning in ways that will prepare them for college or a career by the time they graduate from high school
- All students are prepared for future civic responsibilities
- Families of their students are engaged in school activities and support their children

Colorado educators will be evaluated on measures of student learning/outcomes as well as their demonstrated performance against the Quality Standards, including their ability to attain positive outcomes for the students they teach. The use of professional growth plans will guide their professional planning, goal-setting and professional development.

The Colorado State Model Educator Evaluation System includes the following components:

1. The Statewide Definition of Effectiveness

All districts and Boards of Cooperative Educational Services (BOCES) are required to use the state-approved definitions for effectiveness for the person or group whose evaluations they are conducting. These definitions are included in the sections of the user's guide for individual groups.

2. Colorado Educator Quality Standards and Their Related Elements

The principal/assistant principal, teacher and specialized service professionals Quality Standards outline the knowledge and skills required of an effective educator and will be used to evaluate all licensed educators in Colorado. All school districts and BOCES will base their evaluation of licensed educators on the full set of Quality Standards and associated elements, or they should adopt their own locally developed standards that meet or exceed the state's Quality Standards. School districts that adopt their own locally developed standards must crosswalk those standards to the state's Quality Standards and elements, so the school district or BOCES is able to report the data required.

3. Measures Used to Determine Final Effectiveness Rating

- Overall professional practices rating (50 percent)
- Ratings on measures of student learning/outcomes (50 percent)
- Combining overall professional practices rating and measures of student learning/outcomes rating to determine the final effectiveness rating

The effectiveness definitions and Quality Standards provide clear guidance about the professional practices associated with Quality Standards and the way to measure student learning/outcomes. Fifty percent of the final effectiveness rating is based on professional practices and 50 percent is based on measures of student learning. The use of multiple measures ensures that these ratings are of high quality and will provide a more accurate and nuanced picture of professional practice and impact on student learning. The use of different rating levels to rate performance allows more precision about professional expectations, identifies educators in need of improvement and recognizes performance that is of exceptional quality.

4. Procedures for Conducting Evaluations

Procedures for conducting evaluations may be determined at the local level, provided they ensure that data are regularly collected, associated feedback and improvement opportunities are regularly provided and educators receive a formal evaluation and performance standard designation by the end of each academic year.

5. Performance Standards (Final Effectiveness Rating Levels)

The use of four performance standards (Highly Effective, Effective, Partially Effective and Ineffective) to rate educator performance allows more precision about professional expectations, identifies educators in need of improvement and recognizes performance that is of exceptional quality. These standards are also commonly referred to as the final effectiveness rating level.

6. Appeals Process

Teachers and specialized service professionals who receive a second consecutive rating of Ineffective or Partially Effective and who are not employed on an at-will basis may appeal their rating using the structure set forth in State Board of Education rules for teachers. Rules regarding the state-approved appeals process may be found by clicking here.

Requirements for the Colorado State Model Educator Evaluation System

The Colorado State Model Educator Evaluation System is built upon the state's definitions of effective educators as well as on the standards for each group of professionals for whom evaluation materials have been developed. *This guide describes the components, processes and materials needed to adequately implement the system as well as examples of completed evaluation forms for a teacher. It should be noted that the evaluation components and process are the same for all of Colorado's licensed educators. In addition, the materials are aligned in terms of format, tone and language to the extent possible. This approach was adopted by CDE to make the evaluator's job easier.*

The evaluation process (Exhibits 3 and 4) consists of nine steps, beginning with training and ending with the development of professional growth goals and an individual professional growth plan for the subsequent year. This process (Exhibit 5) should take about one school year. Both the evaluator and the person being evaluated have responsibilities (Exhibit 6) before, during and after each step in the process.

EXHIBIT 3: The Colorado State Model Educator Evaluation System Evaluation Process

***The Final Effectiveness Rating is a composite of the Overall Professional Practices Rating (50 percent) and Measures of Student Learning (50 percent).**

EXHIBIT 4: The Colorado State Model Educator Evaluation Process Steps

1 Training

Before the opening of school, every educator subject to the Colorado State Model Evaluation System must have been trained by a CDE approved training program. This process helps ensure everyone has the same foundational knowledge to apply to the evaluation process. Well-trained and knowledgeable users help ensure the reliability of the document and therefore make it more likely that results of the evaluation will be valid.

2 Annual Orientation

During the first two weeks each school year, schools and districts should provide an orientation on the evaluation system. This orientation should include all measures to which educators will be held accountable, new system features and process changes. This will ensure that educators new to the system have the knowledge they need to participate in the evaluation process and will help returning staff members understand system changes.

3 Self-Assessment

By the end of the first month of the school year, each educator should complete a self-assessment. This provides an opportunity for educators being evaluated to reflect on their ability to face the challenges ahead during the coming school year, including the measures to which they will be held accountable, their new students and their professional growth plan. The educator may choose to share the self-assessment with the evaluator or not.

4 Review of Annual Goals & Performance Plan

Within the first month of school, the evaluator and educator being evaluated should review annual school goals to ensure the goals stated in the educator's professional growth plan are aligned. This allows the educator to consider the context for that year with respect to school culture, student body, community issues and changes in district initiatives, and to adjust professional growth goals in consideration of the context.

5 Mid-Year Review

Before the beginning of the second semester of school, the educator being evaluated and the evaluator should schedule time to review progress toward achieving school and individual professional goals. As a result of this review, every educator being evaluated should have a clear understanding of his or her potential final effectiveness rating based on evidence available to date.

6 Evaluator Assessment

Throughout the school year, evaluators should review educator performance and record ratings on the rubric. This is not an end of the year activity, but rather a year-long activity conducted throughout the year in a consistent and ongoing manner. The evaluator should determine ratings for all standards and elements prior to the end-of-year review when those ratings will be discussed.

7 End-of-Year Review

Three weeks before the last day of school, the evaluator and educator being evaluated discuss the educator's professional practice ratings and measures of student learning, artifacts and any evidence needed to confirm the accuracy of ratings. If the educator and evaluator agree on the final effectiveness rating, steps 7 (End-of-Year Review) and 8 (Final Effectiveness Rating) may be completed during this step.

8 Final Professional Practices Ratings

Two weeks before the last day of school, if the evaluator and educator being evaluated did not agree on the final effectiveness rating during the end-of-year review, they may choose to jointly review additional evidence to help each other understand the rationale for their respective positions on rating levels. The purpose of this meeting is to come to agreement. If agreement is not reached, the supervisor of the educator is responsible for determining final ratings on professional practices, measures of student learning and effectiveness.

9 Goal-Setting & Performance Planning

Before the next evaluation cycle, the educator being evaluated will develop a professional growth plan and new measures of student learning designed to address any areas in which growth and development are needed, professional development or training required, and other resources needed to fully implement the professional growth plan.

EXHIBIT 5: Suggested Annual Timeline and Forms for Conducting Evaluation

EVALUATION PROCESS STEPS	TIMELINE	FORMS AND MATERIALS[2]
1. Training	**Prior to the opening of school**	• Evaluation Process Tracking Form • Copies of sections of user's guide appropriate for person being evaluated
2. Orientation	**Within the first two weeks of school**	• Evaluation Process Tracking Form • All forms that have been revised for use during the upcoming school year
3. Self-Assessment	**Within the first month of school**	• Evaluation Process Tracking Form • Rubric
4. Review of Annual Goals & Performance Plan	**Within the first month of school**	• Evaluation Process Tracking Form • Completed Self-Assessment (Rubric) • Professional Growth Plan • Measures of Student Learning/Outcomes targets and scales
5. Mid-Year Review	**Prior to beginning of second semester**	• Evaluation Process Tracking Form • Mid-Year Review Form • Completed Self-Assessment • Evidence of Progress Toward Improving Measures of Student Learning/Outcomes
6. Evaluator Assessment	**Year-long Process: Completed throughout the school year.**	• Evaluation Process Tracking Form • Rubric • Evidence of performance related to Quality Standards

Continued Next Page

[2] Forms are included in this user's guide to provide examples of how they should be completed and to remind users of its availability within the system. Most users will choose to use an online system such as the Colorado State Model Performance Management System (provided free of charge to districts by CDE) to record progress toward completing the evaluation system.

EXHIBIT 5 (*continued*): Suggested Annual Timeline and Forms for Conducting Evaluation

EVALUATION PROCESS STEPS	TIMELINE	FORMS AND MATERIALS
7. End-of-Year Review	**Three weeks prior to the last day of school**	• Evaluation Process Tracking Form • Completed Self-Assessment (Rubric) • Completed Evaluator Assessment (Rubric) Evaluation Worksheet • Professional Growth Plan *(for current and subsequent years)* • Evidence related to Measures of Student Learning/Outcomes (as a way to anticipate final effectiveness rating)
8. Final Effectiveness Rating	**Two weeks prior to the last day of school**	• Evaluation Process Tracking Form • Evaluation Worksheet • Summary Evaluation Sheet • Form to Combine Measures of Student Learning/Outcomes and Professional Practices to determine final effectiveness rating.
9. Goal-Setting & Performance Planning	**Prior to the next evaluation cycle**	• Evaluation Process Tracking Form • Evaluation Worksheet • Summary Evaluation Sheet • Professional Growth Plan

EXHIBIT 6: Responsibilities of Evaluator and Person Being Evaluated Before, During and After Each Step of Evaluation Process

EVALUATION PROCESS STEP	TO BE DONE BY:	TO BE DONE:		
		Before	During	After
	School District Supt. or Executive Director of BOCES	Determine who will evaluate each educator and notify educators being evaluated and their evaluators of their assignments.		
1. Training	**Evaluator**	Review and be thoroughly familiar with user's guide and all other required evaluation documents.	Actively participate in all training activities to ensure a thorough understanding of what is expected and when it is to be completed.	Discuss training and jointly confirm understanding of expectations and how they will be addressed during the year.
	Person Being Evaluated			
2. Orientation	**Evaluator**	Request information about changes to system since previous year.	Discuss changes to evaluation system since previous year, articulate all measures to which educators will be held accountable and agree on how to address any new requirements necessary to meet expectations.	Prepare for completing the year-long evaluation process based on current guidelines discussed during orientation.
	Person Being Evaluated			
3. Self-Assessment	**Evaluator**	Encourage a thoughtful, comprehensive and honest approach to self-assessment.		
	Person Being Evaluated	Review rubric and other evaluation materials.	Thoughtfully reflect on past performance and identification of strengths, weaknesses and ability to meet state standards during current school year. Beginning with a new rubric each year, honestly and fairly rate personal performance against all standards, elements and professional practices.	Review self-assessment throughout the year to make sure strengths are maintained and weaknesses addressed. If desired, share self-assessment with evaluator and/or other members of the evaluation team such as peer evaluators. The person being evaluated determines whether the self-assessment is shared and with whom.

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EXHIBIT 6 (*continued*): Responsibilities of Evaluator and Person Being Evaluated Before, During and After Each Step of Evaluation Process

EVALUATION PROCESS STEP	TO BE DONE BY:	TO BE DONE:		
		Before	During	After
4. Review of Annual Goals & Performance Plan	**Evaluator**	Hold a beginning of year conference with person being evaluated to determine what sources of evidence/artifacts will be used to measure performance against their Quality Standards.	Review Professional Growth Plan and prior years' evaluations to finalize goals and performance plan. Set targets and scales on measures of student learning/outcomes with educator.	Monitor progress toward achieving goals and addressing all items in performance plan throughout the year.
	Person Being Evaluated	Send Professional Growth Plan to evaluator so he/she has time to review it.	Honestly and openly discuss strengths and weaknesses and what it will require to maintain strengths and improve upon weaknesses in your professional practice. Make meaningful selections for targets and scales on measures of student learning/outcomes based off of students' baseline data.	Review Professional Growth Plan periodically throughout the year to ensure that adequate progress is being made toward completing all action steps and achieving goals.
5. Mid-Year Review	**Evaluator**	Review Professional Growth Plan and any available evidence regarding progress to date, barriers to achieving goals and ideas for revising plan for the second half of the year.	Discuss progress toward achieving annual school goals and professional performance goals. Examine progress toward meeting professional practice and student learning goals. Adjust Professional Growth Plan if necessary.	Provide ongoing feedback based on multiple school visits, data, targeted development activities and other information.
	Person Being Evaluated	Provide Professional Growth Plan to evaluator in time to allow for review prior to discussion.		Request discussions with evaluator to share progress and adjust Professional Growth Plan if necessary.
6. Evaluator Assessment	**Evaluator**	Become familiar with all materials collected during the year for the purpose of determining levels of performance.	Beginning with a new rubric each year, assign rating level to each standard and element based on performance associated with each professional practice.	Provide a copy of the rubric and other materials used to determine rating levels to the teacher being evaluated.
	Person Being Evaluated	Provide all information requested by evaluator.		Objectively review evaluator ratings and prepare for End-of-Year Review by collecting additional artifacts/ evidence if necessary.

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EXHIBIT 6 (*continued*): Responsibilities of Evaluator and Person Being Evaluated Before, During and After Each Step of Evaluation Process

EVALUATION PROCESS STEP	TO BE DONE BY:	TO BE DONE:		
		Before	During	After
7. End-of-Year Review	**Evaluator**	Schedule appointment at the location of the person being evaluated to assure that additional artifacts/ evidence will be conveniently located should it be necessary to review them.	Reflect on the extent to which professional and school goals have been met and determine growth areas to target during the coming year.	Provide written comments to the person being evaluated summarizing discussion and noting any follow-up necessary.
	Person Being Evaluated	If necessary, provide additional artifacts/evidence to support rating levels under consideration.		Prepare additional evidence if called for during end-of-year review.
8. Final Effectiveness Rating	**Evaluator**	If needed, schedule appointment to conduct final performance discussion.	Assign a rating for each element and standard to determine professional practices rating for the year. Using the processes contained in CDEs' guidance for determining the final effectiveness rating, combine the professional practices and measures of student learning/outcomes ratings to determine the final effectiveness rating.	Process all necessary paperwork and notify human resources department of overall professional practices rating, measures of student learning/outcomes rating and final effectiveness rating for person being evaluated.
	Person Being Evaluated	If needed, provide evaluator with additional evidence/artifacts prior to appointment.	Openly and honestly discuss year's performance and work with evaluator to determine final professional practices ratings for the year.	Sign off on final professional practices ratings. If there is disagreement between evaluator and person being evaluated regarding rating level, person being evaluated should be notified of the district appeal process.
9. Goal-Setting and Performance Planning	**Evaluator**	Review all evaluation materials with person being evaluated.	Openly and honestly discuss areas of strength as well as those needing attention. Identify potential goals, action steps and resource needs in order to improve performance or maintain high quality performance.	Review goal-setting plan, offer suggestions for improvement if any are needed and approve the plan for the subsequent year.
	Person Being Evaluated	Review all evaluation materials available including information on progress toward meeting targets set for measures of student learning/outcomes.		Prepare goal-setting plan for subsequent school year and discuss with evaluator and/or supervisor (if different).

Evaluation Process Steps and Forms

The Colorado State Model Educator Evaluation System is a standards-based approach to determining performance with respect to state standards. This section of the guide provides guidance on the forms used to complete the process[3]. These sample forms describe the performance of an educator who is currently performing at a level that meets state standards. Sample blank forms for use in completing evaluations are included in the section for each employee group (Section II: Teachers, Section III: Principals/Assistant Principals and Section IV: Specialized Service Professionals).

Keeping Track of Progress

Educators need to keep track of their progress in completing the year-long evaluation process. Exhibit 7 provides a simple form that may be used to quickly and easily monitor progress toward completing each step in the process.

[3]Forms are included in this user's guide to provide examples of how they should be completed and to remind users of its availability within the system. Most users will choose to use an online system such as the Colorado State Model Performance Management System (provided free of charge to districts by CDE) to record progress toward completing the evaluation system.

The Colorado State Model Performance Management System is an online platform that provides a quick, easy and automatic way of tracking progress.

EXHIBIT 7: Example of Completed Evaluation Process Tracking Form

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)
Sara Seidel	Math Teacher	Montlieu HIgh School	8
SUPERVISOR APPROVAL		**EVALUATOR APPROVAL (if different from supervisor)**	

EVALUATION PROCESS STEP	DATE COMPLETED	TEACHER SIGNATURE	EVALUATOR SIGNATURE	COMMENTS
Training	8/5/14	*Sarah Seidel*		Ms. Seidel was trained by CDE staff members at the regional training in Del Norte.
Orientation	8/31/14	*Sarah Seidel*	*Mary Johnson*	Montlieu High School faculty meeting at opening of 2014-15 school year.
Self-Assessment	9/9/14	*Sarah Seidel*		Completed in online system.
Review of Annual Goals and Performance				
Mid-Year Review				
Evaluator Assessment				
End-of-Year Review				
Final Effectiveness Ratings				
Goal-Setting and Performance Planning				

Rubrics for Evaluating Colorado Educators

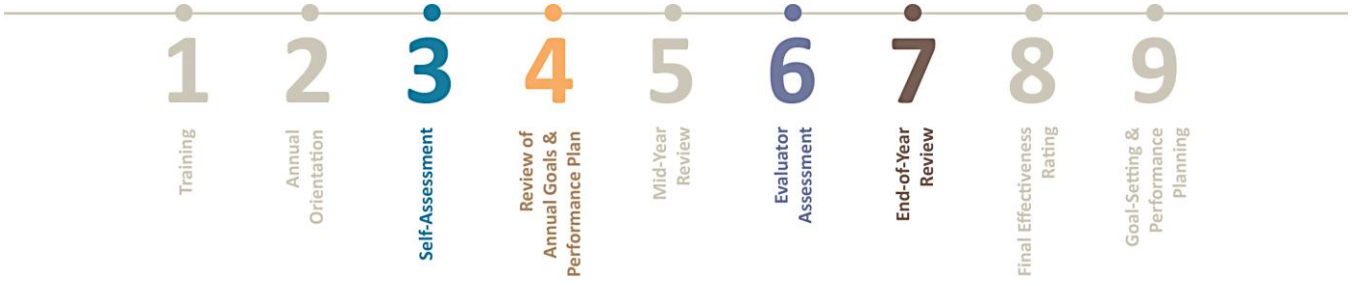
The cornerstone of the Colorado State Model Evaluation System is the set of rubrics designed for specific educator groups. These standards-based instruments provide descriptions of professional practices for each the five professional practices rating levels (Basic, Partially Proficient, Proficient, Accomplished and Exemplary). Their cumulative nature requires that all practices for a rating level as well as all practices below that level be met in order to be rated at that level. Evaluators rate the educator on each element associated with each standard and then use the ratings to determine the ratings for standards as well as the overall professional practices rating. This overall rating will account for 50 percent of the educator's final effectiveness rating, which also takes into consideration the 50 percent contribution of measures of student learning/outcomes. Exhibit 8 illustrates the sections of the rubric.

There are a number of differences between and among the rubrics. First, the teacher rubric is designed to be used primarily as an observation tool in order to meet the requirements of S.B. 10-191. Professional practices associated with Quality Standards I through III of the teacher rubric are almost all observable during a routine observation, while those associated with Standards IV and V will need to be rated using evidence other than classroom observations.

None of the professional practices for principals/assistant principals and specialized service professionals are marked as observable. The rationale for this is easy to understand for principals and assistant principals because their work is almost always outside of the classroom and not easily observed by their supervisor/evaluator. Because of the nature of their responsibilities and the fact that many of the specialized service professionals do not work in a single school or even a single district, the professional practices for these groups are also marked as not observable. This approach provides flexibility for the evaluator to observe when possible and appropriate, but to choose additional appropriate evidence/artifacts if necessary to determine the level of performance on most of the professional practices.

Evaluators of itinerant staff members, such as specialized service professionals, face an additional challenge because itinerants work in more than one school and sometimes in multiple schools across multiple districts. Prior to beginning the evaluation process, evaluators from all of the sites at which the itinerant staff member works should determine how they will collaborate throughout the year to ensure that all aspects of the itinerant staff member's work is reflected in the formative and summative feedback as well as in the final professional practices rating. To do this, the evaluators will have to determine:

1. Which of the evaluators will be responsible for gathering feedback from the others and sharing it with the educator being evaluated.
2. How and on what schedule feedback from other schools and districts will be collected.
3. How differences of opinion will be dealt with.
4. The level of involvement, if any, of evaluators from all schools and/or districts.



Once these decisions have been made, the primary evaluator should communicate the evaluation plan to the educator being evaluated and offer an opportunity for input regarding the process for being jointly evaluated by a team of evaluators. When everyone involved agrees on the appropriateness of the evaluation plan, the evaluation may proceed as described for non-itinerant educators.

EXHIBIT 8: Sections of the Rubric for Evaluating Colorado's Educators *(teacher example)*

Quality Standard	**QUALITY STANDARD I** Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).				
Performance Rating Levels	**Basic**	**Partially Proficient**	**Proficient** (Meets State Standard)	**Accomplished**	**Exemplary**
Elements Associated With The Standard	**ELEMENT A:** Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.				
Professional Practices	**THE TEACHER** *uses lesson plans that reflect:* ○ ***Opportunities to review prior learning.*** ○ ***Instructional objectives appropriate for students.*** ○ ***Connections of specific learning objectives to approved curriculum.***	. . . and **THE TEACHER** *implements lesson plans based on:* ○ ***Student needs.*** ○ ***Colorado Academic Standards.*** ○ ***District's plan of instruction.***	. . . and **THE TEACHER:** ☐ Collaborates with other school staff to vertically and horizontally align, articulate and deliver the approved curriculum.	. . . and **STUDENTS:** ○ ***Interact with the rigorous and challenging content.*** ○ ***Perform at a level consistent with or above expectations.***	. . . and **STUDENTS:** ○ ***Discuss strengths and next steps regarding their learning with their teachers.***
Observable vs. Not Observable Codes	○ Professional Practice is ***Observable*** during a classroom observation. ☐ Professional Practice is Not Observable during a classroom observation.				
Comments Of Evaluator And Educator Being Evaluated	*Evaluator Comments:* *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*		*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*		

Quality Standards: To meet the requirements of S.B. 10-191, the State Council for Educator Effectiveness (SCEE) recommended Quality Standards for teachers, principals/assistant principals and specialized service professionals. These recommended standards were reviewed and revised during the official rulemaking process conducted by the Colorado State Board of Education and the Colorado Department of Education. The revised standards and elements were approved by the Colorado State Board of Education as well as the legislature and are now among the Colorado State Board of Education's official rules. These revised standards reflect the professional practices and focus on the measures of student learning needed to achieve effectiveness. Standards I-V for teachers and specialized service professionals (I-VI for principals and assistant principals) relate to professional knowledge and practices that contribute to effective teaching, while Standard VI (VII for principals and assistant principals) establishes measures of student learning/outcomes as a requirement for demonstrating effectiveness. S.B. 10-191 requires that these standards serve as the foundation for all educator evaluations in Colorado.

Performance Rating Levels describe performance on professional practices with respect to Colorado's Quality Standards. Exhibit 9 further illustrates the focus of each of the following rating levels:

Basic: Educator's performance on professional practices is significantly below the state quality standard.

Partially Proficient: Educator's performance on professional practices is below the state quality standard.

Proficient: Educator's performance on professional practices meets state quality standard.

Accomplished: Educator's performance on professional practices exceeds state quality standard.

Exemplary: Educator's performance on professional practices significantly exceeds state quality standard.

EXHIBIT 9: Focus of Rubric Rating Levels *(teacher example)*

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.				
THE TEACHER ***uses lesson plans that reflect:*** ✓ ***Opportunities to review prior learning.*** ✓ ***Instructional objectives appropriate for students.*** ✓ ***Connections of specific learning objectives to approved curriculum***.	. . . and **THE TEACHER** ***implements lesson plans based on:*** ✓ ***Student needs.*** ✓ ***Colorado Academic Standards.*** ✓ ***District's plan of instruction.***	. . . and **THE TEACHER:** ✓ Collaborates with other school staff to vertically and horizontally align, articulate and deliver the approved curriculum.	. . . and **STUDENTS:** ✓ ***Interact with the rigorous and challenging content.*** ○ ***Perform at a level consistent with or above expectations.***	. . . and **STUDENTS:** ✓ ***Discuss strengths and next steps regarding their learning with their teachers.***
The focus of the Basic rating is on the foundational elements of teaching. The educator rated as Basic is typically performing at a foundational level and does not meet state Quality Standards. Every educator is expected to perform Basic professional practices in their day-to-day work.	The focus of Partially Proficient and Proficient levels is what educators do on a day-to-day basis to achieve state performance standards and assure that students are achieving at expected levels.		The focus of Accomplished and Exemplary ratings shifts to the outcomes of the educator's practices, including expectations for staff, students, parents and community members, as a result of practices exhibited under Basic, Partially Proficient and Proficient rating levels.	

Elements of the Standard are the detailed descriptions of knowledge and skills that contribute to effective teaching and leading and which corresponds to a particular teacher, principal or specialized service professional Quality Standard.

Professional Practices are the behaviors, skills, knowledge and dispositions that educators should exhibit.

Measures and Artifacts are the documents, materials, processes, strategies and other information that result from educators' normal and customary day-to-day work. S.B. 10-191 requires that some non-observable evidence of performance (required measures) be discussed every year. Exhibit 10 describes the required measures for teachers, principals and assistant principals and specialized service professionals.

EXHIBIT 10: Measures Required by S.B. 10-191

PERSONNEL	REQUIRED MEASURES:
Teachers	**Shall include at least one of the following measures as a part of the annual evaluation process:** • Student perception measures, where appropriate and feasible; • Peer feedback; • Feedback from parents or guardians; • Review of teacher lesson plans or student work samples.
Principals and Assistant Principals	**School districts and BOCES shall measure principal performance against Quality Standards I-VI using tools that capture the following:** • Input from teachers employed at the principal's school provided that clear expectation is established prior to collection of the data that at least one of the purposes of collecting the input is to inform an evaluation of the principal's performance and provided that systems are put in place to ensure that the information collected remains anonymous and confidential; and • Percentage and number of teachers in the school who are rated as effective, highly effective; partially effective; and ineffective and the number and percentage of teachers who are improving their performance in comparison to the goals articulated in the principal's professional growth plan. **In addition to the required measures of professional practice, districts and BOCES are strongly encouraged to use measures, where appropriate, that capture evidence about the following:** • Student perceptions; • Parent/guardian perceptions; and • Perceptions of other administrators about a principal's professional performance.
Specialized Service Professionals	**Shall be based on at least one of the following performance measures, when appropriate to the SSP's assigned duties:** • Student perception measures, where appropriate and feasible • Peer feedback • Parent or guardian feedback • Student support documentation

Source: Colorado State Board of Education Rules for Administration of a Statewide System to Evaluate the Effectiveness of Licensed Personnel Employed by School Districts and Boards of Cooperative Services and Colorado State Board of Education (1 CCR 301-87).

In addition to the measures required by S.B. 10-191 some of the individual groups of specialized service professionals have recommended that additional evidence/artifacts be collected and discussed annually in order to meet licensing, certification, or legal requirements for the members of the specific professional group. The artifacts recommended for annual discussion by specialized service professionals and their evaluators are noted in **bold font** on the artifact lists immediately following each rubric in Section IV.

Some evaluators may be tempted to require the creation and periodic update of a portfolio in order to ensure that evidence will be available at the final evaluation conference to demonstrate performance on every professional practice. Likewise, some educators may choose to create such a portfolio just in case their evaluator asks to see evidence regarding any of the professional practices. This approach to using artifacts/evidence is not recommended. It creates unnecessary work on the part of the person being evaluated. In addition, the artifacts or items included in the portfolio may not be needed. If, during the final evaluation discussion, the evaluator and person being evaluated agree that the evaluator's ratings are fair and accurate, they may conclude their discussion, sign off on the year's evaluation ratings and proceed to developing goals and a professional development plan to be used during the subsequent year.

Except for the evidence required by S.B. 10-191 and described in Exhibits 10 and 11, additional evidence/artifacts are not necessary unless the evaluator and person being evaluated have differing opinions about final ratings. In such a case, additional evidence about performance on the specific rating(s) in question may be considered. During the final evaluation conference, the evaluator and person being evaluated should agree on the specific evidence needed to support the rating(s) each believes is correct. Such evidence can include documents, communications, analyses, or other types of materials that are normally and customarily collected during the course of conducting their everyday activities. While the Colorado State Model Educator Evaluation System provides lists of artifacts for each standard and each educator group, educators should be aware that these lists are suggestions only and should not be considered requirements. In addition to the suggested artifacts lists, materials not included on any list may be used. As Exhibit 11 illustrates, a single artifact may be used to provide evidence for multiple standards.

EXHIBIT 11: Observations, Required Measures and Other Evidence/Artifacts *(teacher example)*

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For teachers, this requirement is defined as observations, required measures and optional additional measures (evidence/artifacts). While the teacher rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

OBSERVATIONS REQUIRED BY S.B. 10-191:

- **Probationary teachers -** At least two documented observations and at least one evaluation that results in a written evaluation report each year.
- **Non-probationary teachers – At least one documented observation every year and one** evaluation that results in a written evaluation report including fair and reliable measures of performance against Quality Standards. every three years.

The frequency and duration of the evaluations shall be on a regular basis and of such frequency and duration as to ensure the collection of a sufficient amount of data from which reliable conclusions and findings may be drawn. Written evaluation reports shall be based on performance standards and provided to the teacher at least two weeks before the last class day of the school year.

REQUIRED MEASURES FOR TEACHERS:
Include at least one of the following measures as a part of the annual evaluation process.

- Student perception measures, where appropriate and feasible;
- Peer feedback;
- Feedback from parents or guardians;
- Review of teacher lesson plans or student work samples.

ADDITIONAL EVIDENCE/ARTIFACTS:
Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

- Anecdotal Records
- Assessment Plans
- Data Analysis Record
- Documentation of service on teams, task forces and committees
- Feedback from Walkthroughs
- Formative and Summative Assessment of Student Work
- Instructional Activities Schedules
- Lesson Plans/Units of Study
- Notes from parent and community meetings
- Parent Feedback
- Records of Advocacy Activities Responses to Feedback
- Self-Reflection Templates
- Student Achievement Data
- Student Feedback
- Student Journals/Learning Logs
- Student Portfolios
- Student Work

Evidence/artifacts listed in Exhibit 11 are examples of items that may be used to demonstrate proficiency on any given standard. The evaluator and/or teacher being evaluated may use additional evidence/artifacts to address specific issues that need further explanation or illustration during the end-of-year performance discussion. Likewise, the evaluator may use other evidence/artifacts to provide the rationale for specific element or standard ratings.

Comments may be provided by the educator being evaluated and/or the evaluator. Both have the opportunity to provide comments on the performance of the educator being evaluated. The evaluator is required to use the comment section to provide the rationale for any rating of Basic or Partially Proficient. Educators being evaluated should be provided an opportunity to respond to such ratings and comments before the evaluation is finalized.

Summary of Ratings for the Standard summarizes individual element ratings for the standard. Summary ratings are included in the teacher evaluation worksheet, where the evaluator and the educator being evaluated will review all standard and element ratings and determine the overall professional practices rating.

Completing and Scoring the Rubric

The process for completing and scoring the rubric is the same for all educators, regardless of their position. The steps listed below are described in detail in this section of the user's guide.

1. Identifying the professional practices for which there is adequate evidence that the person being evaluated has demonstrated adequate performance
2. Rating the elements
3. Using element ratings to determine ratings for standards
4. Using standard ratings to determine the overall professional practices rating

The person completing the rubric should mark all items that describe the performance of the person being evaluated during the year-long evaluation cycle. Evidence of proficiency on non-observable professional practices will be determined by an examination and discussion of the practice and any necessary evidence provided by both the evaluator and the person being evaluated. In the example below **(**Exhibit 12**)**, the person completing the rubric has indicated that there is adequate evidence that the educator being evaluated has demonstrated performance on all of the items in the Basic, Partially Proficient, Proficient and Exemplary columns since all of those items have been checked. Only a single item in the Accomplished column is left unchecked. As the discussion of scoring the rubric will indicate, such a pattern of evidence results in a rating of Proficient for the element.

EXHIBIT 12: Identifying Performance Level on Professional Practices

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.				
THE TEACHER ***uses lesson plans that reflect:*** ✓ ***Opportunities to review prior learning.*** ✓ ***Instructional objectives appropriate for students.*** ✓ ***Connections to specific learning objectives and approved curriculum***.	. . . and **THE TEACHER** ***implements lesson plans based on:*** ✓ ***Student needs.*** ✓ ***Colorado Academic Standards.*** ✓ ***District's plan of instruction***.	. . . and **THE TEACHER:** ✓ Collaborates with other school staff to vertically and horizontally align, articulate and deliver the approved curriculum.	. . . and **STUDENTS:** ✓ ***Interact with the rigorous and challenging content.*** ○ ***Perform at a level consistent with or above expectations.***	. . . and **STUDENTS:** ✓ ***Discuss strengths and next steps regarding their learning with their teacher(s).***

Rating the Elements and Standards

The rater, whether the educator being evaluated who is completing a self-assessment or the evaluator who is rating the educator, should score each element separately. The collective individual element scores will determine the overall score for the standard and the scores for the standards will determine the overall professional practices rating.

For example, Quality Standard I has six elements:

QUALITY STANDARD I Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.
ELEMENT B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.
ELEMENT C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.
ELEMENT D: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.
ELEMENT E: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.
ELEMENT F: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.

All of the Colorado State Model Educator Evaluation System rubrics are contextual in nature. They are designed to be used by working from the top down (standard and then element) and from left to right (basic through exemplary) across the rows. This process ensures that performance on each professional practice is evaluated in the context of both the standard and element with which it is associated and the practices that come before it in terms of difficulty. For example, the first professional practice at the Basic level for Standard I, Element A states, "The teacher uses lesson plans that reflect opportunities to review prior learning." When determining whether a teacher demonstrates this practice, the evaluator and/or teacher completing a self-assessment must understand that the professional practice is related to content knowledge and pedagogical expertise and that it is intended to demonstrate one aspect of aligned instruction. If all three associated pieces (standard, element and professional practice) are not considered when rating each professional practice, it is likely that a fragmented or redundant view of performance on professional practices will result.

The rater should begin with the Basic column of the rubric and work across the row to Exemplary, marking each professional practice for which the evaluator has evidence that the educator demonstrated adequate performance during the period for which he or she is being evaluated. (See Exhibit 13)

To determine the rating for each element, the rater:

1. Begins with the professional practices listed under the Basic column and marks every practice for which there is adequate evidence that the educator being evaluated has demonstrated that practice. The evaluator continues marking professional practices across the columns until all practices for that element have been checked or the evaluator has determined that there is inadequate evidence of performance on the practice. (See Exhibit 13) All professional practices that describe the educator's performance should be marked.
2. Scores each element by determining the appropriate rating. The rating for each element is the highest rating for which all professional practices are marked and all practices below that level are marked.

The teacher whose performance is illustrated in Exhibit 13 would be rated as Proficient on Element A, even though at least one professional practice under Accomplished and the single practice under Exemplary were marked. Proficient is the highest rating for which all professional practices were marked and all professional practices below that rating were marked. Therefore, this educator would be rated Proficient on Element A.

EXHIBIT 13: The Rubric Scoring Process *(teacher example)*

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.				
THE TEACHER ***uses lesson plans that reflect:*** ✓ ***Opportunities to review prior learning.*** ✓ ***Instructional objectives appropriate for students.*** ✓ ***Connect specific learning objectives and approved curriculum.***	. . . and **THE TEACHER** ***implements lesson plans based on:*** ✓ ***Student needs.*** ✓ ***Colorado Academic Standards.*** ✓ ***District's plan of instruction.***	. . . and **THE TEACHER:** ✓ Collaborates with other school staff to vertically and horizontally align, articulate and deliver the approved curriculum.	. . . and **STUDENTS:** ✓ ***Interact with the rigorous and challenging content.*** ○ ***Perform at a level consistent with or above expectations.***	. . . and **STUDENTS:** ✓ ***Discuss strengths and next steps regarding their learning with their teacher(s).***

○ Professional Practice is ***Observable*** during a classroom observation.
☐ Professional Practice is Not Observable during a classroom observation.

While determining an educator's level of performance, the evaluator must consider whether the professional practice would normally and customarily be observable during a class observation or walkthrough. In the case of Standard II, Element E, illustrated in Exhibit 14, some of the professional practices are observable (bold, italic font and a "O" in front) while some would not be considered observable (not bold, not italic and a "☐" in front of the practice) during a classroom observation.

The evaluator has several options for determining whether the person being evaluated has adequately demonstrated proficiency on the "Not Observable" items:

1. Observe the person being evaluated in a non-classroom/non-instructional setting, such as IEP meetings, parent conferences, grade-level, department or program meetings or through other formal or informal conversations between and among staff members.
2. Examine lesson plans, student work, bulletin boards, communication logs, student records and other materials readily available in the educators' classrooms, offices, or other work areas. Such examinations can take place before, during or after observations.
3. Maintain communication logs, evaluation notes and other evidence related to the performance of the person being evaluated.
4. Discuss "Not Observable" items during pre- and post-observation conferences, during mid-year review meetings, or invite the person being evaluated to suggest opportunities for determining performance on those items.

The evaluator, who is responsible for accurately and fairly rating professional practices, should take advantage of all opportunities to examine the performance of the educators for whom they have evaluation responsibilities. There are many opportunities throughout the school day or school year in which staff members may be evaluated outside of the classroom and evaluators who take advantage of those opportunities will have the information necessary to make fair and accurate determinations of the staff members' performance.

EXHIBIT 14: Example of an Element with Observable and Not Observable Professional Practices

QUALITY STANDARD II
Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.				
THE TEACHER: ○ ***Establishes a classroom environment that is inviting to families and significant adults.***	. . . and **THE TEACHER:** ○ ***Maintains respectful relationships with students, their families, and/or significant adults.*** ☐ Uses a variety of methods to initiate communication with families and significant adults.	. . . and **THE TEACHER:** ☐ Provides clear and accurate feedback to parents and significant adults regarding student needs and progress. ☐ Coordinates flow of information between families and colleagues who provide student services.	. . . and **FAMILIES AND SIGNIFICANT ADULTS:** ☐ Discuss student performance with the teacher. ☐ Participate in school-based activities.	. . . and **FAMILIES AND SIGNIFICANT ADULTS:** ☐ Partner with the teacher to support student strengths and address next steps for learning.

○ Professional Practice is ***Observable*** during a classroom observation.
☐ Professional Practice is Not Observable during a classroom observation.

In addition to the Observable vs. Not Observable professional practices, users should be aware that there are other differences between and among the professional practices. The most noticeable of these differences are the items with "stems" and those without. As Exhibit 15 illustrates, professional practices in the Basic and Partially Proficient columns are associated with the phrases immediately following "THE TEACHER". For the Basic level, each of the three professional practices should be considered with the opening phrase, or stem (THE TEACHER uses lesson plans that reflect). The professional practices under consideration would then be the following three sentences:

- **THE TEACHER** ***uses lesson plans that reflect opportunities to review prior knowledge.***
- **THE TEACHER** ***uses lesson plans that reflect Instructional objectives appropriate for students.***
- **THE TEACHER** ***uses lesson plans that reflect connections to specific learning objectives and approved curriculum.***

Professional practices for which there is no stem simply refer to the person or group of people listed at the top of the column. For example, the Basic column of Standard II, Element E illustrated in Exhibit 14 does not have a stem, so the professional practices would be:

- **THE TEACHER** ***establishes a classroom environment that is inviting to families and significant adults.***

In some cases, both types of professional practices are included for a single rating level for a single element as in the Basic column for Standard I, Element F:

THE TEACHER ***selects instructional materials and strategies based on their:***
- ***Relevance to students.***
- ***Central contexts.***
- ***Foundational evidence base.***

- ***Links lessons to students' prior knowledge.***

- ***Encourages and provides opportunities for students to make connections to prior learning.***

In this case, the first three practices are associated with the stem and the second two, separated from the others by a double space, relate only to THE TEACHER. The five practices to be rated would then be:

- **THE TEACHER** ***selects instructional materials and strategies based on their relevance to students.***
- **THE TEACHER** ***selects instructional materials and strategies based on their central contexts.***
- **THE TEACHER** ***selects instructional materials and strategies based on their foundational evidence base.***

- **THE TEACHER** ***links lessons to students' prior knowledge.***

- **THE TEACHER** ***encourages and provides opportunities for students to make connections to prior learning.***

Exhibit 15 provides an example of how professional practices for an entire standard would be marked for a high school math teacher who would only be evaluated on the section of Element B required for ALL TEACHERS and not on the ones for teachers of reading, literacy, or English language arts, (which have been deleted from this example but may be found in the rubric in Section II of the user's guide).

EXHIBIT 15: Example of Rating All Elements for a Standard *(secondary math teacher example)*

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.				
THE TEACHER ***uses lesson plans that reflect:*** ✓ ***Opportunities to review prior knowledge.*** ✓ ***Instructional objectives appropriate for students.*** ✓ ***Connections to specific learning objectives and approved curriculum.***	. . . and **THE TEACHER** ***implements lesson plans based on:*** ✓ ***Student needs.*** ✓ ***Colorado Academic Standards.*** ✓ ***District's plan of instruction.***	. . . and **THE TEACHER:** ✓ Collaborates with other school staff to vertically and horizontally align, articulate and deliver the approved curriculum.	. . . and **STUDENTS:** ✓ ***Interact with the rigorous and challenging content.*** ○ ***Perform at a level consistent with or above expectations.***	. . . and **STUDENTS:** ✓ ***Discuss strengths and next steps regarding their learning with their teacher(s).***
ELEMENT B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				
This section describes professional practices that should be demonstrated by **ALL TEACHERS,** *regardless of grade level or subject taught.*				
THE TEACHER: ✓ ***Demonstrates an understanding of literacy content and skills.***	. . . and **THE TEACHER** ***makes complex reading accessible to students by:*** ✓ ***Adjusting content to students' skill levels.*** ✓ ***Integrating literacy skills and knowledge into lessons.*** ✓ ***Providing relevant content that addresses students' interests.***	. . . and **THE TEACHER** ***provides instructional support that enhances students':*** ✓ ***Critical thinking and reasoning.*** ✓ ***Information literacy.*** ✓ ***Literacy skill development.***	. . . and **STUDENTS** ***meet or exceed expectations for:*** ✓ ***Oral communication.*** ✓ ***Written communication.*** ✓ ***Critical thinking.*** ✓ ***Problem solving skills.*** ✓ ***Literacy skills.***	. . . and **STUDENTS** ○ ***Apply literacy skills to understand complex materials.***

○ Professional Practice is ***Observable*** during a classroom observation.
☐ Professional Practice is Not Observable during a classroom observation.

It is important to note that Elements B and C for teachers are unique because the professional practices for which the teacher is held accountable are dependent on the teacher's position. For example, only the ALL TEACHERS section of Element B appears in the example because this is an example for a high school math teacher who should not be held accountable for demonstrating proficiency on professional practices for teachers of reading, literacy and language arts. Likewise, since the example teacher would be held accountable for demonstrating proficiency on both the ALL TEACHERS and **teachers responsible for teaching math** sections of Element C, both of those sections are included here.

Rating these two elements becomes a little tricky when there are different sections for a single element, such as Element C in this example. In such a case, the teacher's element rating is determined by the combination of the sections for which they are held accountable. For example, the Basic rating level for Element C contains six professional practices for this teacher and the Partially Proficient level contains seven professional practices. To be rated Partially Proficient, the teacher must have demonstrated proficiency on all 13 of the professional practices (all of the ones for Partially Proficient and all of the ones for Basic). In this example, the teacher would be rated Partially Proficient on Element C because all of the Basic and Partially Proficient practices have been demonstrated, but two of the Proficient practices still need some work.

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.				
This section describes professional practices that should be demonstrated by **ALL TEACHERS**, *regardless of grade level or subject taught.*				
THE TEACHER: ✓ ***Encourages students to make math connections across content.***	. . . and **THE TEACHER:** ✓ ***Emphasizes to students why they need to learn math content and skills.*** ✓ ***Uses instructional strategies that require students to apply and transfer mathematical knowledge to different content areas.***	. . . and **THE TEACHER:** ✓ ***Emphasizes interdisciplinary connections to math.***	. . . and **STUDENTS:** ✓ ***Share ideas and solutions to challenging problems.*** ○ ***Use the language of math to talk about what they are doing.***	. . . and **STUDENTS:** ✓ ***Interpret mathematical information in ways that make it relevant to their learning.***
○ Professional Practice is ***Observable*** during a classroom observation. ☐ Professional Practice is Not Observable during a classroom observation.				

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.				
This section describes professional practices that should be demonstrated by **teachers responsible for teaching math**.				
THE TEACHER *focuses math instruction beyond:* ✓ *Recall of facts.* ✓ *Development of computational skills.* ✓ *Math as a series of rote procedures.* *Models:* ✓ *Appropriate mathematical communication.* ✓ *A variety of mathematical practices.*	. . . and **THE TEACHER** *presents concepts:* ✓ *In sequence.* ✓ *In a manner appropriate to students' age and grade.* ✓ *Helps students understand mathematics as a discipline.* ✓ *Provides a balance of teaching for conceptual understanding and teaching for procedural fluency.* ✓ *Models mathematical thinking.*	. . . and **THE TEACHER** *establishes an effective mathematics environment by:* ✓ *Challenging students to think deeply about the problems.* ○ *Requiring students to explain their solutions.* ○ *Posing questions that stimulate students' curiosity and encourage them to investigate further.* ✓ *Actively engaging students in doing math.* ✓ *Using real-world examples for problems whenever possible.*	. . . and **STUDENTS:** ○ *Solve problems in a variety of ways.* ✓ *Demonstrate mathematical thinking by explaining their thinking to each other and to their teacher.*	. . . and **STUDENTS:** ✓ *Recognize when they make procedural errors and take steps to correct them.*

○ Professional Practice is ***Observable*** during a classroom observation.
☐ Professional Practice is Not Observable during a classroom observation.

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.				
THE TEACHER: ✓ ***Breaks down concepts into instructional parts and teaches each part using appropriate, effective strategies and/or tools.*** ✓ ***Uses instructional materials that are accurate and appropriate for the lesson being taught.*** ✓ ***Employs a variety of instructional strategies to address student needs.***	. . . and **THE TEACHER** ***provides explanations of content that are:*** ✓ ***Accurate.*** ✓ ***Clear.*** ✓ ***Concise.*** ✓ ***Comprehensive.***	. . . and **THE TEACHER** ***engages students in:*** ✓ ***A variety of explanations and multiple representations of concepts and ideas.*** ✓ ***A variety of inquiry methods to explore new ideas and theories.***	. . . and **STUDENTS:** ✓ ***Develop a variety of explanations and multiple representations of concepts.*** ○ ***Build on the skills and knowledge learned in the classroom to engage in more complex concepts, ideas and theories.*** ***Use a variety of inquiry tools and strategies to:*** ○ ***Learn content.*** ○ ***Understand central concepts.*** ○ ***Answer complex questions.*** ○ ***Problem-solve.***	. . . and **STUDENTS** ***routinely:*** ○ ***Choose challenging tasks and instructional materials.*** ○ ***Apply newly learned content skills to unique situations and different disciplines.*** ○ ***Discuss ideas and content that are intellectually challenging to them.***
ELEMENT E: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.				
THE TEACHER: ✓ ***Emphasizes key concepts and connects them to other powerful ideas within the content area.*** ✓ ***Connects lessons to other disciplines and/or content areas.***	. . . and **THE TEACHER** ***implements instructional strategies to ensure that instruction:*** ✓ ***Articulates content and interdisciplinary connections.*** ✓ ***Integrates literacy skills across content areas.***	. . . and **THE TEACHER:** ✓ ***Clarifies and elaborates on interdisciplinary connections for students.*** ✓ ***Employs instructional strategies that include literacy, numeracy and language development across content areas.***	. . . and **STUDENTS** ✓ ***Make connections between other disciplines and/or content areas and the current lesson.*** ✓ ***Apply literacy skills across academic content areas.*** ✓ ***Apply math skills across academic content areas.***	. . . and **STUDENTS:** ○ ***Accelerate their learning by elaborating on current lesson with connections to prior lessons within the content area and/or with other disciplines.***

○ Professional Practice is ***Observable*** during a classroom observation.
☐ Professional Practice is Not Observable during a classroom observation.

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT F: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.				
THE TEACHER ***selects instructional materials and strategies based on their:*** ✓ ***Relevance to students.*** ✓ ***Central contexts.*** ✓ ***Foundational evidence base.*** ✓ ***Links lessons to students' prior knowledge.*** ✓ ***Encourages and provides opportunities for students to make connections to prior learning.***	. . . and **THE TEACHER** ***delivers lessons and units and uses instructional strategies that:*** ✓ ***Help students connect to their learning by linking the current lesson with prior knowledge, experiences, and/or cultural contexts.*** ✓ ***Provide supports that facilitate engagement.***	. . . and **THE TEACHER:** ✓ ***Delivers lessons and uses materials to ensure that students' backgrounds and contextual knowledge are considered.*** ✓ ***Provides opportunities for students to self-select tasks that accelerate their learning.***	. . . and **STUDENTS:** ✓ ***Interact with materials that are relevant to them.*** ✓ ***Ask questions and solve problems that are relevant to them.*** ○ ***Make connections to prior learning to understand current content.***	. . . and **STUDENTS:** ✓ ***Select tasks that demonstrate transfer of knowledge to other theories, ideas, and/or content.***

○ Professional Practice is ***Observable*** during a classroom observation.
☐ Professional Practice is Not Observable during a classroom observation.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

As Exhibit 16 illustrates, the rating for each standard is determined by the total number of points accumulated on individual element ratings for that standard. For example, an element rating of Basic receives zero points and a rating of Exemplary receives four points. Exhibit 16 illustrates how the points for the elements are added together to determine the rating for the standard.

EXHIBIT 16: Determining the Rating for a Standard

(Example of Standards weighted equally, based on the secondary teacher rubric example)

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Performance Rating Level: (Number of Points):	B (0)	PP (1)	P (2)	A (3)	E (4)	# Points For Each Rating
A. Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.			♦			2
B. Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				♦		3
C. Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.		♦				1
D. Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.			♦			2
E. Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.				♦		3
F. Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.			♦			2
Total Points Earned for Standard I						13
Determine Rating for Standard I: 0 to 2 points = Basic 3 to 8 points = Partially Proficient 9 to 14 points = Proficient 15 to 20 points = Accomplished 21 to 24 points = Exemplary						**Proficient**

Determining the Overall Professional Practices Rating

The overall professional practices rating is determined by the individual scores for Quality Standards I through V for teachers and specialized service professionals and Quality Standards I through VI for principals and assistant principals. The ratings for the final standard for each group (Educators take responsibility for student academic growth) are used to determine performance on measures of student learning/outcomes. As Exhibit 17 illustrates, once the rating for each standard is determined, the standard ratings are used to determine the overall professional practices rating.

The rubric scoring process is designed so that school districts and BOCES have the option of weighting the standards equally or differentially as allowed by S.B. 10-191. For the purposes of providing an example of how the weighting affects individual standard and overall professional practices scores, the examples in this guide use equally weighted standards. This means that since teachers and specialized service professionals have five Quality Standards related to professional practices, the weight for each standard in our examples is 20 percent (.20 in formulas).

The formula breaks down into four parts as follows:

1. **Weight assigned for the standard times the number of standards** - This ensures not only that the district's weighting for the standard is used, but also that the net result of weighting is 1.00, or 100 percent.
2. **Total points earned for the standard divided by the total points it is possible to earn for the standard** - This calculation determines the percentage of points the person earned for the standard.
3. **Number of points possible for an individual rating** - This calculation ensures that the number of points earned for the standard is on the 4-point scale used to determine ratings for individual standards and the overall professional practices rating.
4. **Multiplying** items 1 through 3 results in the contribution of the standard to the overall professional practices rating.

The formula for calculating an individual standard's contribution to the overall professional practices rating is:

$$\frac{\text{(Total Pts. Earned for Std. I) X (Std. I Weight X No. of Standards.)}}{\text{(Number of Elements Associated with Standard)}}$$

Using the example for Standard I presented in Exhibit 17, the calculation would be:

$$\frac{(13)\ X\ (.20\ X\ 5)}{(6)} = 2.17$$

All calculations involved in determining professional practices and effectiveness ratings are carried to three (3) decimal places and rounded to two (2). For example, the formula above would result in a score of 2.167, which is rounded to 2.17 for reporting purposes and for determination of the final effectiveness rating. The overall professional practices rating is determined by adding the five individual standard contributions to the overall rating and referring to the following scoring guide:

Determining the Overall Professional Practices Rating:

0 to 2.00 points	=	Basic
2.01 to 7.00 points	=	Partially Proficient
7.01 to 12.00 points	=	Proficient
12.01 to 17.00 points	=	Accomplished
17.01 to 20.00 points	=	Exemplary

EXHIBIT 17: Summary Evaluation Sheet: Determining the Overall Professional Practices Rating *(Example of All Standards Weighted Equally)* Elements rated Basic are highlighted in red, Partially Proficient in yellow and Proficient, Accomplished, and Exemplary in green.

QUALITY STANDARD	ELEMENT	RATING					# Points Earned
		B	PP	P	A	E	
		0 pts	1 pt	2 pts	3 pts	4 pts	
I. MASTERY OF AND PEDAGOGICAL EXPERTISE IN THE CONTENT THEY TEACH	**A.** Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.			♦			2
	B. Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				♦		3
	C. Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.		♦				1
	D. Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.			♦			2
	E. Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.				♦		3
	F. Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.			♦			2
	Total Points Earned for Standard I						13
	Determine Rating for Standard I: 0 to 2 points = Basic 3 to 8 points = Partially Proficient 9 to 14 points = Proficient 15 to 20 points = Accomplished 21 to 24 points = Exemplary						Proficient

Determine contribution of Standard I to the Overall Professional Practices Rating:

$$\frac{\text{(Total Pts. Earned for Std. I) X (Std. I Weight X No. of Standards.)}}{\text{(Number of Elements Associated with Standard)}}$$

Calculation Work Space* (Note**:** This space is provided for completing the simple formula above using actual scores. Users may choose either or both of these processes to determine the contribution of the standard to the overall rating. Users may skip the hand calculation and allow the online system to calculate it for them.)

$$\frac{(13) \text{ X } (20 \text{ X } 5)}{(6)} = 2.17$$

2.17

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING					# Points Earned
		B	PP	P	A	E	
		0 pts	1 pt	2 pts	3 pts	4 pts	
II. SAFE, INCLUSIVE AND RESPECTFUL LEARNING ENVIRONMENT FOR DIVERSE POPULATION OF STUDENTS	**A.** Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.				♦		3
	B. Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.				♦		3
	C. Teachers engage students as individuals with unique interests and strengths.				♦		3
	D. Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.			♦			2
	E. Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.			♦			2
	F. Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.				♦		3
	Total Points Earned for Standard II						16
	Determine Rating for Standard II: 0 to 2 points = Basic 3 to 8 points = Partially Proficient 9 to 14 points = Proficient 15 to 20 points = Accomplished 21 to 24 points = Exemplary						Accomplished

Determine contribution of Standard II to the Overall Professional Practices Rating:

$$\frac{\text{(Total Pts. Earned for Std. II) X (Std. II Weight X No. of Standards.)}}{\text{(Number of Elements Associated with Standard)}}$$

Calculation Work Space*

$$\frac{(16) \times (.20 \times 5)}{(6)} = 2.67$$

2.67

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING					
		B	PP	P	A	E	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
III. EFFECTIVE INSTRUCTION AND AN ENVIRONMENT THAT FACILITATES LEARNING	**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.			♦			**2**
	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 and skills.				♦		**3**
	C. Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.		♦				**1**
	D. Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.			♦			**2**
	E. Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.					♦	**4**
	F. Teachers provide students with opportunities to work in teams and develop leadership qualities.					♦	**4**
	G. Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.			♦			**2**
	H. Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments and use results to plan further instruction.		♦				**1**
	Total Points Earned for Standard III						**19**
	Determine Rating for Standard III: 0 to 3 points = Basic 4 to 11 points = Partially Proficient 12 to 19 points = Proficient 20 to 27 points = Accomplished 28 to 32 points = Exemplary						**Proficient**

Determine contribution of Standard III to the Overall Professional Practices Rating:

$$\frac{\text{(Total Pts. Earned for Std. III) X (Std. III Weight X No. of Standards.)}}{\text{(Number of Elements Associated with Standard)}}$$

Calculation Work Space*

$$\frac{(19) \times (.20 \times 5)}{(8)} = 2.38$$

2.38

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING					# Points Earned
		B	PP	P	A	E	
		0 pts	1 pt	2 pts	3 pts	4 pts	
IV. REFLECTIONS ON PRACTICE	**A.** Teachers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.		♦				1
	B. Teachers link professional growth to their professional goals.		♦				1
	C. Teachers are able to respond to a complex, dynamic environment.		♦				1
	Total Points Earned for Standard IV						3
	Determine Rating for Standard IV: 0 to 1 points = Basic 2 to 4 points = Partially Proficient 5 to 7 points = Proficient 8 to 10 points = Accomplished 11 to 12 points = Exemplary						Partially Proficient
Determine contribution of Standard IV to the Overall Professional Practices Rating: (Total Pts. Earned for Std. IV) X (Std. IV Weight X No. of Standards.) (Number of Elements Associated with Standard) **Calculation Work Space*** (3) X (.20 X 5) = 1.00 (3)							1.00

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING					# Points Earned
		B	PP	P	A	E	
		0 pts	1 pt	2 pts	3 pts	4 pts	
V. LEADERSHIP	**A.** Teachers demonstrate leadership in their schools.		♦				1
	B. Teachers contribute knowledge and skills to educational practices and the teaching profession.		♦				1
	C. Teachers advocate for schools and students, partnering with students, families and communities as appropriate.				♦		3
	D. Teachers demonstrate high ethical standards.			♦			2
	Total Points Earned for Standard V						7
	Determine Rating for Standard V: 0 to 1 points = Basic 2 to 5 points = Partially Proficient 6 to 9 points = Proficient 10 to 13 points = Accomplished 14 to 16 points = Exemplary						Proficient
Determine contribution of Standard V to the Overall Professional Practices Rating: (Total Pts. Earned for Std. V) X (Std. V Weight X No. of Standards.) (Number of Elements Associated with Standard) **Calculation Work Space*** (7) X (.20 X 5) = 1.75 (4)							1.75

*All calculations should be carried to three decimal places and results rounded to two decimal places.

Determining the Overall Professional Practices Rating

Scoring of the rubric is designed so that each standard may be weighted by the district or BOCES in order to emphasize the initiatives or skills of importance to the locality. Weighting of the standards impacts the overall professional practices rating (Basic, Partially Proficient, Proficient, Accomplished, Exemplary), which in turn impacts the educator's final effectiveness rating (Ineffective, Partially Effective, Effective or Highly Effective). Guidance for determining the final effectiveness rating using both the overall professional practices rating and measures of student learning/outcomes is provided on the CDE/Educator Effectiveness website. Exhibits 18 and 19 illustrate the steps involved in calculating the points earned for all standards and then translating the point-value into an overall professional practices rating.

EXHIBIT 18: Calculating the Total Points Earned for All Standards as a Whole ***(Example of all standards weighted equally, based on secondary math teacher example above)***

QUALITY STANDARD	Total Points Earned
1. Mastery of and Pedagogical Expertise in the Content They Teach	2.17
2. Safe, Inclusive and Respectful Learning Environment for Diverse Population of Students	2.67
3. Effective Instruction and an Environment that Facilitates Learning	2.38
4. Reflection on Practice	1.00
5. Leadership	1.75
Total Points for All Standards	**9.97**

EXHIBIT 19: Translating the Total Points for All Standards to Overall Professional Practices Rating ***(Example of all standards weighted equally, based on secondary math teacher example above)***

Total Number of Points Received	Rating for Number of Points Received	Total Number of Points Received for this Evaluation =
0 to 2.00 points	Basic	**9.97**
2.01 to 7.00 points	Partially Proficient	**Overall Professional Practices Rating**
7.01 to 12.00 points	Proficient	
12.01 to 17.00 points	Accomplished	**Proficient**
17.01 to 20.00 points	Exemplary	

EXHIBIT 20: Example of How to Complete Teacher Evaluation Worksheet

This form should be completed by the evaluator prior to the final evaluation and goal-setting meeting held each spring. The teacher and evaluator should discuss the contents of this form and the accompanying Summary Evaluation Sheet completed as illustrated in Exhibit 17 and agree on: professional practices ratings, recommended actions for improvement, resources needed to accomplish those actions and a determination of how the teacher and evaluator will know improvements have been made.

QUALITY STANDARD I
Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

	B	PP	P	A	E
A. Teachers provide instruction that is aligned with the Colorado Academic Standards, their district's organized plan of instruction and the individual needs of their students.			♦		
B. Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				♦	
C. Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.		♦			
D. Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.			♦		
E. Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.				♦	
F. Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.			♦		
Overall Rating for Standard I			♦		

Comments:
Ms. Seidel's work this year has been proficient and above, except for mathematics. This was reflected in her instructional strategies exemplified by presentations of lower level skills and expectations for students. Classroom materials in mathematics were not of sufficient quality to engage students or to challenge their problem solving and critical thinking skills.

Recommended actions for improvement:
During the upcoming school year, she should take intensive and significant steps to upgrade her mathematics skills.

Resources needed to complete these actions:
As requested, Ms. Seidel will be allowed to leave school 30 minutes early every Tuesday and Thursday during first semester next year in order to attend an evening mathematics class. We will also discuss the possibility of her attending mathematics professional development offerings as they are offered by the school district.

Comments on teacher's performance aggreed upon during end-of-year performance discussion	Actions for improvement agreed upon during end-of-year performance discussion	Resources the school/district will provide to help the teacher improve performance	Ratings determined by an examination of professional practices documented as in evidence during the school year.

QUALITY STANDARD II
Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

	B	PP	P	A	E
A. Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.				♦	
B. Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.				♦	
C. Teachers engage students as individuals with unique interests and strengths.				♦	
D. Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.			♦		
E. Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.			♦		
F. Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.				♦	
Overall Rating for Standard II				♦	

Comments:
Ms. Seidel did a remarkable job in this area during this school year. She demonstrated student-focused approaches to instruction and customized lessons to assure that all of her students' needs were met. Her students had no discipline issues this year in spite of the fact that they had in previous years.

Recommended actions for improvement:
Maintain current levels of performance while working to improve communication and collaboration with families to assure that they are actively involved in helping their children and fully aware of the students' strengths and weaknesses.

Resources needed to complete these actions:

QUALITY STANDARD III
Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

	B	PP	P	A	E
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.			♦		
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 and skills.				♦	
C. Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.		♦			
D. Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.			♦		
E. Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.					♦
F. Teachers provide students with opportunities to work in teams and develop leadership qualities.					♦
G. Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.			♦		
H. Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments and use results to plan further instruction.		♦			
Overall Rating for Standard III			♦		

Comments:
Ms. Seidel is nearing accomplished work in this area. Her biggest challenges are the integration of research-based strategies into her lessons and using appropriate assessment methods to determine students' strengths and weaknesses.

Recommended actions for improvement:

Resources needed to complete these actions:

QUALITY STANDARD IV
Teachers reflect on their practice.

	B	PP	P	A	E
A. Teachers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.		♦			
B. Teachers link professional growth to their professional goals.		♦			
C. Teachers are able to respond to a complex, dynamic environment.		♦			
Overall Rating for Standard IV		♦			

Comments:
Ms. Seidel needs significant work in this area. The natural starting point for her is the linkage of professional growth and professional goals to her self-identified strengths and weaknesses. She should develop a professional growth plan that includes all of these elements and bring it to her final evaluation conference for discussion.

Recommended actions for improvement:

Resources needed to complete these actions:

QUALITY STANDARD V
Teachers demonstrate leadership.

	B	PP	P	A	E
A. Teachers demonstrate leadership in their schools.		♦			
B. Teachers contribute knowledge and skills to educational practices and the teaching profession.		♦			
C. Teachers advocate for schools and students, partnering with students, families and communities as appropriate.				♦	
D. Teachers demonstrate high ethical standards.			♦		
Overall Rating for Standard V			♦		

Comments:
While Ms. Seidel is extremely student-focused and does a great job of working with students, her leadership skills are not as well developed. She has not taken advantage of opportunities to assume leadership roles either within the school or the district.

Recommended actions for improvement:
I am recommending Ms. Seidel for several committees during the coming year. She needs to accept the assignment for at least one committee and begin the process of assuming a leadership role on that committee. Long-term, she needs to be more proactive in identifying and taking on leadership roles.

Resources needed to complete these actions:

EXHIBIT 21: Example of How to Complete the Professional Growth Plan

This professional growth plan may be used to record up to three professional growth goals aligned with your evaluation results. The goals should be specific and measurable. While each of the goals is important, they should be listed in rank order with the most important listed first. Also record the action steps required to address each growth goal. Please insert additional rows if additional goals are needed. (Please note, districts may choose to use a different type of plan. This one is provided as an example of key information that should be included in any plan selected by the district.)

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)	DATE DEVELOPED	DATE REVISED
Sarah Seidel	Teacher – Math	Montlieu High School	6 through 8	May 30, 2015	NA

Standard(s) and Element(s) to Which Goal Applies	End-of-Year Rating Level on Standard(s) and Elements	Action Step	Who is Responsible for Support and/or Mentoring?	Role of Responsible Person	Data to be Collected to Demonstrate Progress	Dates Data will be Collected (at least twice during the year)	Evidence of Progress Toward Achieving Goal
		Professional Growth Goal #1:					
		1.					
		2.					
		3.					
		Professional Growth Goal #2:					
		1.					
		2.					
		3.					
		Professional Growth Goal #3:					
		1.					
		2.					
		3.					

EXHIBIT 22: Mid-Year Performance Discussion

This form is used to review progress toward achieving goals jointly agreed upon at the beginning of the year by the principal and evaluator. During the Mid-Year Review, they discuss progress toward achieving those goals and action steps.

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)	DATE DEVELOPED	DATE REVISED
Sarah Seidel	Teacher – Math	Montlieu High School	6 through 8	January 15, 2015	NA

Professional Growth Goals and Action Steps	Status of Action Steps	Barriers to Successful Completion by Year-End	Strategies to Address Barriers	Comments
Goal 1:				
1.				
2.				
3.				
Goal 2:				
1.				
2.				
3.				
Goal 3:				
1.				
2.				
3.				

Section II: Colorado State Model Evaluation System for Teachers

1. Statewide Definition of Teacher Effectiveness

All districts and BOCES are required to use the following state-approved definition of teacher effectiveness for teacher evaluation.

Effective teachers in the state of Colorado have the knowledge, skills and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success (See Appendix B). Effective teachers facilitate mastery of content and skill development and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. 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 utilize diverse strategies 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.

2. The Colorado Teacher Quality Standards and Their Related Elements and Artifacts

The following specifications are from the Rules issued on Nov. 9, 2011 and approved on Feb. 15, 2012.

The Teacher Quality Standards outline the knowledge and skills required of an effective teacher and will be used to evaluate teachers in the state of Colorado. All school districts and BOCES shall base their evaluations of licensed classroom teachers on the full set of Teacher Quality Standards and associated detailed elements included below, or shall adopt their own locally developed standards that meet or exceed the Teacher Quality Standards and elements. School districts and BOCES that adopt their own locally developed standards shall crosswalk those standards to the Teacher Quality Standards and elements, so that the school district or BOCES is able to report the data required.

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach.

The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.

ELEMENT B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.

ELEMENT C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.

ELEMENT D: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.

ELEMENT E: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.

ELEMENT F: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.

QUALITY STANDARD II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

ELEMENT A: Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.

ELEMENT B: Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.

ELEMENT C: Teachers engage students as individuals with unique interests and strengths.

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

ELEMENT E: Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.

ELEMENT F: Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

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.

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 and skills.

ELEMENT C: Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.

ELEMENT D: Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.

ELEMENT E: Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.

ELEMENT F: Teachers provide students with opportunities to work in teams and develop leadership qualities.

ELEMENT G: Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.

ELEMENT H: Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments and use results to plan further instruction.

QUALITY STANDARD IV

Teachers reflect on their practice.

ELEMENT A: Teachers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.

ELEMENT B: Teachers link professional growth to their professional goals.

ELEMENT C: Teachers are able to respond to a complex, dynamic environment.

QUALITY STANDARD V

Teachers demonstrate leadership.

ELEMENT A: Teachers demonstrate leadership in their schools.

ELEMENT B: Teachers contribute knowledge and skills to educational practices and the teaching profession.

ELEMENT C: Teachers advocate for schools and students, partnering with students, families and communities as appropriate.

ELEMENT D: Teachers demonstrate high ethical standards.

QUALITY STANDARD VI

Teachers take responsibility for student academic growth.

ELEMENT A: Teachers demonstrate high levels of student learning, growth and academic achievement.

ELEMENT B: Teachers demonstrate high levels of student academic growth in the skills necessary for postsecondary and workforce readiness (See Appendix B), including democratic and civic participation. 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.

Please note: Standard VI is not included as a part of determination of ratings on professional practices that is described in this user's guide. It is described in a separate document that can be found on the CDE website.

3. Measures Used to Determine Effectiveness Rating

The Colorado State Model Educator Evaluation System for teachers is intended to provide support, incentives and rewards for teachers as they engage in the challenging work of enabling and empowering students to learn. The teacher effectiveness definition and Colorado Teacher Quality Standards provide clear guidance about state priorities for effective teaching. The use of multiple measures for teacher performance and guidelines for ensuring that these measures are of high quality will provide a more accurate and nuanced picture of the teacher's professional practice and impact on measures of student learning. The use of performance standards to rate teacher performance allows more precision about professional expectations, identifies those teachers in need of improvement and recognizes performance that is of exceptional quality.

The measures used to determine the teacher's effectiveness rating emphasize the use of high-quality measures that result in a body of evidence concerning a teacher's performance and include:

- **Measures of professional practice** (Standards I-V) selected by the district that meet state technical guidelines, including formal observations plus at least one other measure.
- **Multiple measures of student academic growth** (Standard VI) that are appropriate for the teacher's teaching assignment, that represent the best available assessments for that assignment, that also include growth scores shared among groups of teachers and that meet state technical guidelines.
- Procedures for prioritizing or **weighting** measures of performance that ensure that measures of student learning represent at least 50 percent of total performance[4] and are prioritized by technical quality and that measures of professional practice are prioritized by local objectives.

4. Procedures for Conducting Evaluations

Procedures for conducting evaluations may be determined on a local level, provided that they ensure that data is regularly collected, associated feedback and improvement opportunities are regularly provided and teachers receive a formal evaluation and performance standard designation by the end of each academic year.

[4] For the 2014-15 school year only, Senate Bill 14-165 provides school districts and BOCES additional flexibility with respect to how they rate educators on measures of student learning (Quality Standard VI for teachers and VII for principals). For a single school year, districts and BOCES may weight the measures of student learning/outcomes rating anywhere between zero and 50 percent.

5. Final effectiveness rating levels (Performance Standards)

The use of four performance standards (Highly Effective, Effective, Partially Effective and Ineffective) to rate educator performance allows more precision about professional expectations, identifies educators in need of improvement and recognizes performance that is of exceptional quality. These standards are also commonly referred to as the final effectiveness rating level. These rating levels are described in Exhibit 25.

6. Appeals Process

An **appeals process** that permits non-probationary teachers to appeal a second consecutive performance evaluation that falls below Effective. Additional information about rules governing Colorado's state-approved appeals process may be found here.

The state framework for the teacher evaluation system, developed by the State Council for Educator Effectiveness (SCEE), illustrates the relationships of the system components and the weight professional practice plays with respect to measures of student learning. As Exhibit 19 illustrates, Quality Standards I through V deal with professional practice while Quality Standard VI deals with measures of student learning. (It should be noted that S.B. 14-165 provides one year of flexibility with respect to Quality Standard VI. For the 2014-15 school year only, districts and BOCES may choose to weight measures of student learning/outcomes between zero and 50 percent.)

EXHIBIT 23: Framework for System to Evaluate Teachers

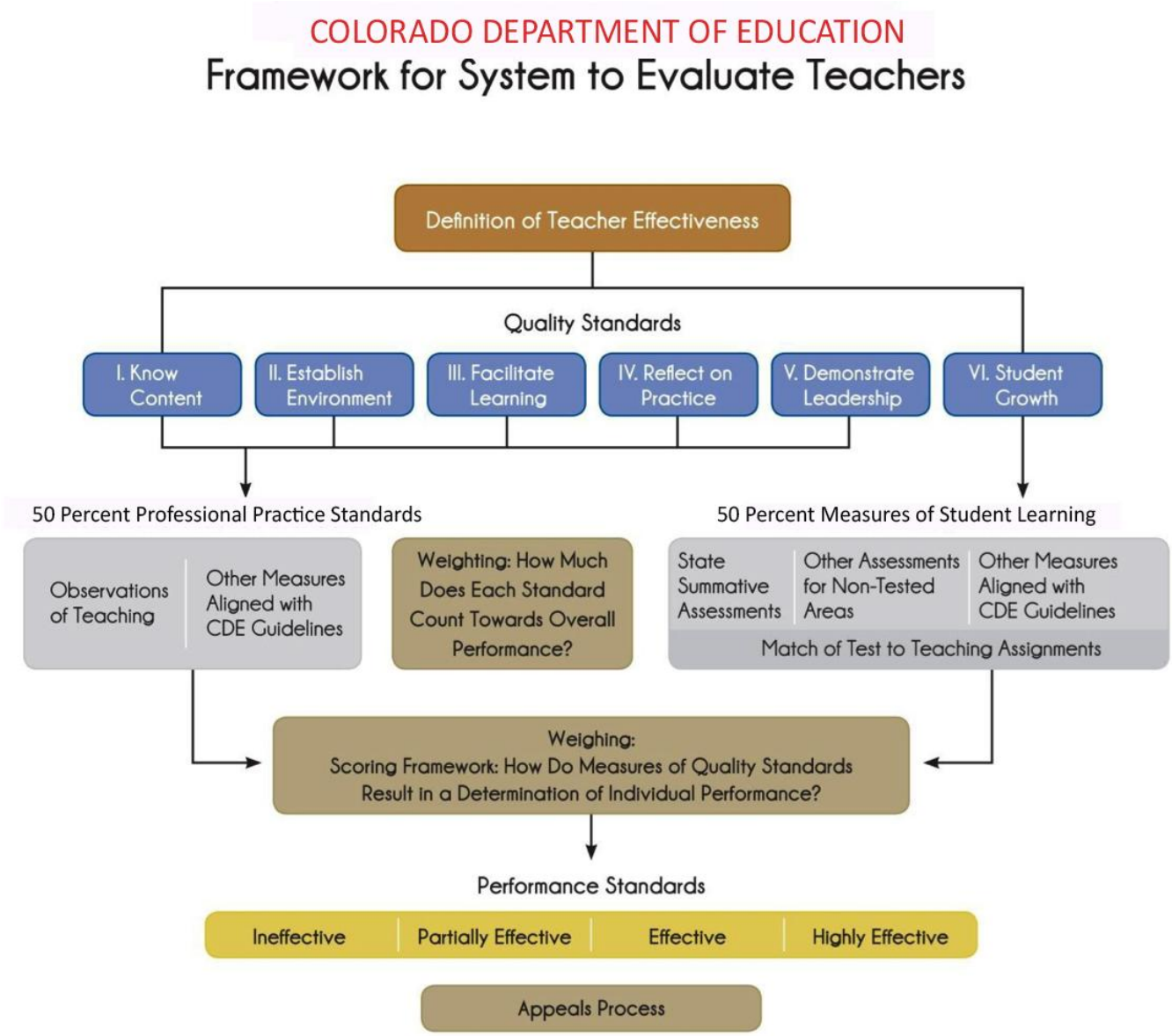


EXHIBIT 24: Implications for Earning or Losing Non-probationary Status by Performance Evaluation Rating

PERFORMANCE EVALUATING RATING	IMPLICATIONS FOR EARNING OR LOSING NON-PROBATIONARY STATUS
Ineffective	Beginning with evaluations conducted during the 2013-14 school year, for probationary teachers, a rating of ineffective shall not count towards the accrual of years required to qualify for non-probationary status. Beginning with evaluations conducted during the 2014-15 school year, a non-probationary teacher who is rated as ineffective for two consecutive years shall lose non-probationary status. Beginning with the 2014-15 school year, a teacher whose performance is deemed ineffective shall receive written notice that his or her performance evaluation rating shows a rating of ineffective, a copy of the documentation relied upon in measuring his or her performance and identification of deficiencies. A rating of ineffective in the 2014-15 school year shall be considered the first of two consecutive years of ineffective performance that results in loss of non-probationary status. Non-probationary status in this instance shall only be lost if the teacher is subsequently rated partially effective or ineffective during the following year.
Partially Effective	Beginning with evaluations conducted during the 2013-14 school year, for a probationary teacher, a rating of partially effective shall not count towards the accrual of three years of effectiveness needed to reach non-probationary status. Beginning with evaluations conducted during the 2014-15 school year, for a non-probationary teacher, a rating of partially effective shall be considered the first of two consecutive years of ineffective performance that results in loss of non-probationary status. Non-probationary status in this instance shall only be lost if the teacher is subsequently rated partially effective or ineffective during the following year.
Effective	Beginning with evaluations conducted during the 2013-14 school year, a probationary teacher shall receive a rating of effective (or highly effective) for three consecutive years to earn non-probationary status. Beginning with evaluations conducted during the 2014-15 school year, a non-probationary teacher must maintain an effective or higher rating to retain non-probationary status. Two consecutive ratings below effective shall result in the loss of non-probationary status.
Highly Effective	For the purposes of gaining or losing non-probationary status, a rating of highly effective shall have the same implications as a rating of effective.

Teacher Evaluation Process: Forms

Teacher Evaluation Process Tracking Form

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)
SUPERVISOR APPROVAL		**EVALUATOR APPROVAL** (if different from supervisor)	

EVALUATION PROCESS STEPS	DATE COMPLETED	TEACHER SIGNATURE	EVALUATOR SIGNATURE	COMMENTS
Training				
Orientation				
Self-Assessment				
Review of Annual Goals and Performance Plan				
Mid-Year Review				
Evaluator Assessment				
End-of-Year Review				
Final Effectiveness Ratings				
Goal-Setting and Performance Planning				

Rubric for Evaluating Colorado Teachers

Effective teachers in the state of Colorado have the knowledge, skills and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success (See Appendix E). Effective teachers facilitate mastery of content and skill development and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. 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 utilize diverse strategies 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.

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.				
THE TEACHER ***uses lesson plans that reflect:*** ○ ***Opportunities to review prior learning.*** ○ ***Instructional objectives appropriate for students.*** ○ ***Connections to specific learning objectives and approved curriculum.***	. . . and **THE TEACHER** ***implements lesson plans based on:*** ○ ***Student needs.*** ○ ***Colorado Academic Standards.*** ○ ***District's plan of instruction.***	. . . and **THE TEACHER:** ☐ Collaborates with other school staff to vertically and horizontally align, articulate and deliver the approved curriculum.	. . . and **STUDENTS:** ○ ***Interact with the rigorous and challenging content.*** ○ ***Perform at a level consistent with or above expectations.***	. . . and **STUDENTS:** ○ ***Discuss strengths and next steps regarding their learning with their teacher(s).***

○ Professional Practice is ***Observable*** during a classroom observation.
☐ Professional Practice is Not Observable during a classroom observation.

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				
This section describes professional practices that should be demonstrated by **ALL TEACHERS,** *regardless of grade level or subject taught.*				
THE TEACHER: ○ ***Demonstrates an understanding of literacy content and skills.***	. . . and **THE TEACHER** ***makes complex reading accessible to students by:*** ○ ***Adjusting content to students' skill levels.*** ○ ***Integrating literacy skills and knowledge into lessons.*** ○ ***Providing relevant content that addresses students' interests.***	. . . and **THE TEACHER** ***provides instructional support that enhances students':*** ○ ***Critical thinking and reasoning.*** ○ ***Information literacy.*** ○ ***Literacy skill development.***	. . . and **STUDENTS** ***meet or exceed expectations for:*** ○ ***Oral communication.*** ○ ***Written communication.*** ○ ***Critical thinking.*** ○ ***Problem solving skills.*** ○ ***Literacy skills.***	. . . and **STUDENTS:** ○ ***Apply literacy skills to understand complex materials.***
ELEMENT B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				
This section describes professional practices that should be demonstrated by **ELEMENTARY TEACHERS** *responsible for teaching language arts and/or reading.*				
THE TEACHER: ○ ***Integrates literacy connections into lessons regardless of content being taught.***	. . . and **THE TEACHER** ***integrates literacy skills into lessons and assignments, including:*** ○ ***Phonological awareness.*** ○ ***Phonics.*** ○ ***Vocabulary.*** ○ ***Comprehension.*** ○ ***Fluency.*** ○ ***Writing.*** ○ ***Speaking.*** ○ ***Listening skills.*** ***Engages students in instruction that is:*** ○ ***Purposeful.*** ○ ***Explicit.*** ○ ***Systematic.***	. . . and **THE TEACHER** ***provides literacy instruction that is:*** ○ ***Needs-based.*** ○ ***Intensive.*** ○ ***Of sufficient duration to accelerate learning.***	. . . and **STUDENTS** ***apply literacy skills (reading, writing, speaking and listening):*** ○ ***To new/unfamiliar material.*** ○ ***While communicating during unstructured time.***	. . . and **STUDENTS** ***exceed teacher's expectations for students of their age, grade, and/or ability levels in:*** ○ ***Reading.*** ○ ***Writing.*** ○ ***Speaking.*** ○ ***Listening.***
○ Professional Practice is ***Observable*** during a classroom observation. ☐ Professional Practice is Not Observable during a classroom observation.				

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				
This section describes professional practices that should be demonstrated by **SECONDARY TEACHERS** *responsible for teaching English, language arts and/or reading.*				
THE TEACHER: ○ ***Teaches and provides opportunities for students to apply literacy skills.***	. . . and **THE TEACHER** ***integrates literacy skills into lessons, including:*** ○ ***Vocabulary.*** ○ ***Comprehension.*** ○ ***Fluency.*** ○ ***Writing.*** ○ ***Speaking.*** ○ ***Listening skills.*** ***Engages students in instruction that is:*** ○ ***Purposeful.*** ○ ***Explicit.*** ○ ***Systematic.***	. . . and **THE TEACHER** ***provides literacy instruction that is:*** ○ ***Needs-based.*** ○ ***Intensive.*** ○ ***Of sufficient duration to accelerate learning.***	. . . and **STUDENTS** ***apply literacy skills (reading, writing, speaking and listening):*** ○ ***To new/unfamiliar material.*** ○ ***While communicating during the school day.***	. . . and **STUDENTS** ***exceed teacher's expectations for students of their age, grade, and/or ability level in:*** ○ ***Reading.*** ○ ***Writing.*** ○ ***Speaking.*** ○ ***Listening.***
○ Professional Practice is ***Observable*** during a classroom observation. ☐ Professional Practice is Not Observable during a classroom observation.				

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.				
This section describes professional practices that should be demonstrated by **ALL TEACHERS**, *regardless of grade level or subject taught.*				
THE TEACHER: ○ ***Encourages students to make math connections across content.***	. . . and **THE TEACHER:** ○ ***Emphasizes to students why they need to learn math content and skills.*** ○ ***Uses instructional strategies that require students to apply and transfer mathematical knowledge to different content areas.***	. . . and **THE TEACHER:** ○ ***Emphasizes interdisciplinary connections to math.***	. . . and **STUDENTS:** ○ ***Share ideas and solutions to challenging problems.*** ○ ***Use the language of math to talk about what they are doing.***	. . . and **STUDENTS:** ○ ***Interpret mathematical information in ways that make it relevant to their learning.***
ELEMENT C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.				
This section describes professional practices that should be demonstrated by **TEACHERS** *responsible for teaching math.*				
THE TEACHER ***focuses math instruction beyond:*** ○ ***Recall of facts.*** ○ ***Development of computational skills.*** ○ ***Math as a series of rote procedures.*** ***Models:*** ○ ***Appropriate mathematical communication.*** ○ ***A variety of mathematical practices.***	. . . and **THE TEACHER** ***presents concepts:*** ○ ***In sequence.*** ○ ***In a manner appropriate to students' age and grade.*** ○ ***Helps students understand mathematics as a discipline.*** ○ ***Provides a balance of teaching for conceptual understanding and teaching for procedural fluency.*** ○ ***Models mathematical thinking.***	. . . and **THE TEACHER** ***establishes an effective mathematics environment by:*** ○ ***Challenging students to think deeply about the problems.*** ○ ***Requiring students to explain their solutions.*** ○ ***Posing questions that stimulate students' curiosity and encourage them to investigate further.*** ○ ***Actively engaging students in doing math.*** ○ ***Using real-world examples for problems whenever possible.***	. . . and **STUDENTS:** ○ ***Solve problems in a variety of ways.*** ○ ***Demonstrate mathematical thinking by explaining their thinking to each other and to their teacher.***	. . . and **STUDENTS:** ○ ***Recognize when they make procedural errors and take steps to correct them.***

○ Professional Practice is ***Observable*** during a classroom observation.
☐ Professional Practice is Not Observable during a classroom observation.

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.				
THE TEACHER: ○ ***Breaks down concepts into instructional parts and teaches each part using appropriate, effective strategies and/or tools.*** ○ ***Uses instructional materials that are accurate and appropriate for the lesson being taught.*** ○ ***Employs a variety of instructional strategies to address student needs.***	. . . and **THE TEACHER** ***provides explanations of content that are:*** ○ ***Accurate.*** ○ ***Clear.*** ○ ***Concise.*** ○ ***Comprehensive.***	. . . and **THE TEACHER** ***engages students in:*** ○ ***A variety of explanations and multiple representations of concepts and ideas.*** ○ ***A variety of inquiry methods to explore new ideas and theories.***	. . . and **STUDENTS:** ○ ***Develop a variety of explanations and multiple representations of concepts.*** ○ ***Build on the skills and knowledge learned in the classroom to engage in more complex concepts, ideas and theories.*** ***Use a variety of inquiry tools and strategies to:*** ○ ***Learn content.*** ○ ***Understand central concepts.*** ○ ***Answer complex questions.*** ○ ***Problem solve.***	. . . and **STUDENTS** ***routinely:*** ○ ***Choose challenging tasks and instructional materials.*** ○ ***Apply newly learned content skills to unique situations and different disciplines.*** ○ ***Discuss ideas and content that are intellectually challenging to them.***
ELEMENT E: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.				
THE TEACHER: ○ ***Emphasizes key concepts and connects them to other powerful ideas within the content area.*** ○ ***Connects lessons to other disciplines and/or content areas.***	. . . and **THE TEACHER** ***implements instructional strategies to ensure that instruction:*** ○ ***Articulates content and interdisciplinary connections.*** ○ ***Integrates literacy skills across content areas.***	. . . and **THE TEACHER:** ○ ***Clarifies and elaborates on interdisciplinary connections for students.*** ○ ***Employs instructional strategies that include literacy, numeracy and language development across content areas.***	. . . and **STUDENTS:** ○ ***Make connections between other disciplines and/or content areas and the current lesson.*** ○ ***Apply literacy skills across academic content areas.*** ○ ***Apply math skills across academic content areas.***	. . . and **STUDENTS:** ○ ***Accelerate their learning by elaborating on current lesson with connections to prior lessons within the content area and/or with other disciplines.***

○ Professional Practice is ***Observable*** during a classroom observation.
☐ Professional Practice is Not Observable during a classroom observation.

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT F: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.				
THE TEACHER ***selects instructional materials and strategies based on their:*** ○ ***Relevance to students.*** ○ ***Central contexts.*** ○ ***Foundational evidence base.*** ○ ***Links lessons to students' prior knowledge.*** ○ ***Encourages and provides opportunities for students to make connections to prior learning.***	. . . and **THE TEACHER** ***delivers lessons and units and uses instructional strategies that:*** ○ ***Help students connect to their learning by linking the current lesson with prior knowledge, experiences, and/or cultural contexts.*** ○ ***Provide supports that facilitate engagement.***	. . . and **THE TEACHER:** ○ ***Delivers lessons and uses materials to ensure that students' backgrounds and contextual knowledge are considered.*** ○ ***Provides opportunities for students to self-select tasks that accelerate their learning.***	. . . and **STUDENTS:** ○ ***Interact with materials that are relevant to them.*** ○ ***Ask questions and solve problems that are relevant to them.*** ○ ***Make connections to prior learning to understand current content.***	. . . and **STUDENTS:** ○ ***Select tasks that demonstrate transfer of knowledge to other theories, ideas, and/or content.***

○ Professional Practice is ***Observable*** during a classroom observation.
☐ Professional Practice is Not Observable during a classroom observation.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.				
THE TEACHER *creates a classroom environment that facilitates:* ○ *Mutual respect.* ○ *Positive relationships between and among students.* ○ *Empathy for each student.*	. . . and **THE TEACHER:** ○ *Creates a classroom environment conducive to learning.*	. . . and **THE TEACHER:** ○ *Creates a classroom environment which values diverse perspectives.* ○ *Establishes a nurturing and caring relationship with each student.*	. . . and **STUDENTS:** ○ *Respect their classmates and teacher(s).*	. . . and **STUDENTS'** *interactions with their teacher(s) and each other:* ○ *Are respectful.* ○ *Demonstrate mutual support.*
ELEMENT B: Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.				
THE TEACHER: ○ *Creates a classroom environment in which diversity is used to further student learning.*	. . . and **THE TEACHER:** ○ *Uses instructional approaches and materials that reflect diverse backgrounds and experiences.* ○ *Acknowledges the value of each student's contributions to the quality of lessons.* ○ *Is welcoming to diverse family structures.*	. . . and **THE TEACHER** *establishes processes that result in:* ○ *A sense of community among students.* ○ *Effective interactions among students.* ○ *Respect for individual differences.* ○ *Positive social relationships.* ○ *Common goals for all students.*	. . . and **STUDENTS:** ○ *Respect the uniqueness of fellow students.*	. . . and **STUDENTS:** ○ *Seek a variety of perspectives to complete group assignments.*

○ Professional Practice is ***Observable*** during a classroom observation.
☐ Professional Practice is Not Observable during a classroom observation.

QUALITY STANDARD II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Teachers engage students as individuals with unique interests and strengths.				
THE TEACHER: ○ ***Implements lessons that reflect student interests.***	. . . and **THE TEACHER:** ○ ***Encourages students to expand and enhance their learning.*** ○ ***Acknowledges students for their accomplishments.***	. . . and **THE TEACHER:** ○ ***Asks appropriately challenging questions of all students.*** ○ ***Scaffolds questions.*** ○ ***Gives wait time equitably.*** ○ ***Ensures that all students participate in class activities.***	. . . and **STUDENTS:** ○ ***Actively engage in classroom activities.*** ○ ***Discuss content and make connections between current lesson and their interests.***	. . . and **STUDENTS:** ○ ***Encourage fellow students to participate and challenge themselves.*** ○ ***Engage in collaborative learning and group processes.***
ELEMENT D: Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.				
THE TEACHER: ○ ***Adapts learning environment to address individual student needs.***	. . . and **THE TEACHER:** ☐ Designs instruction to address learning needs of all students. ○ ***Monitors the quality of student participation and performance.*** ○ ***Implements recommendations of specialists and colleagues to address student needs.***	. . . and **THE TEACHER:** ☐ Solicits additional input from colleagues to better understand students' learning needs. ○ ***Challenges and supports students to learn to their greatest ability.***	. . . and **STUDENTS** ***advocate for themselves by:*** ○ ***Articulating their learning needs to their teacher and/or parent.*** ○ ***Communicating freely and openly with teachers about circumstances that affect their classroom performance.***	. . . and **STUDENTS:** ○ ***Apply coping skills such as self-reflection, self-regulation and persistence to classroom situations.*** ○ ***Help fellow classmates by offering support.***

○ Professional Practice is ***Observable*** during a classroom observation.
☐ Professional Practice is Not Observable during a classroom observation.

QUALITY STANDARD II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.				
THE TEACHER: ○ ***Establishes a classroom environment that is inviting to families and significant adults.***	. . . and **THE TEACHER:** ○ ***Maintains respectful relationships with students, their families, and/or significant adults.*** ☐ Uses a variety of methods to initiate communication with families and significant adults.	. . . and **THE TEACHER:** ☐ Provides clear and accurate feedback to parents and significant adults regarding student needs and progress. ☐ Coordinates flow of information between families and colleagues who provide student services.	. . . and **FAMILIES AND SIGNIFICANT ADULTS:** ☐ Discuss student performance with the teacher. ☐ Participate in school-based activities.	. . . and **FAMILIES AND SIGNIFICANT ADULTS:** ☐ Partner with the teacher to support student strengths and address next steps for learning.
ELEMENT F: Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.				
THE TEACHER: ○ ***Provides clear expectations to guide student classroom behavior.*** ○ ***Holds students accountable for adherence to school and/or class rules.***	. . . and **THE TEACHER:** ○ ***Puts procedures in place to maximize instructional time.***	. . . and **THE TEACHER:** ○ ***Makes maximum use of instructional time.*** ○ ***Maintains a safe and orderly environment.***	. . . and **STUDENTS:** ○ ***Stay on task during class periods.*** ○ ***Abide by school and class rules.***	. . . and **STUDENTS:** ○ ***Accept responsibility for their behavior and use of time.*** ○ ***Help other students stay on task.***

○ Professional Practice is ***Observable*** during a classroom observation.
☐ Professional Practice is Not Observable during a classroom observation.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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.				
THE TEACHER: ○ ***Modifies content to assure that students are able to work at their ability levels.***	. . . and **THE TEACHER:** □ Studies recent/current research to expand personal knowledge of how students learn. ○ ***Builds on the interrelatedness of students' intellectual, social and emotional development.***	. . . and **THE TEACHER:** □ Collaborates with colleagues with expertise in developmental science to improve the quality of instruction. ○ ***Applies knowledge of current developmental science to address student needs.***	. . . and **STUDENTS:** ○ ***Seek materials and resources appropriate for their personal approach to learning.***	. . . and **STUDENTS** ***seek to understand:*** ○ ***How they learn best.*** ○ ***Where their time and efforts are best used.***
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 and skills.				
THE TEACHER: □ Uses assessment results to guide adjustments to instruction. ○ ***Has specific student outcomes in mind for each lesson.***	. . . and **THE TEACHER:** ○ ***Aligns instruction with academic standards and student assessment results.*** ○ ***Monitors instruction against student performance and makes real-time adjustments.*** ○ ***Assesses required skills.***	. . . and **THE TEACHER:** ○ ***Encourages students to take academic risks.*** ○ ***Makes sure students meet learning objectives while increasing mastery levels.***	. . . and **STUDENTS:** ○ ***Monitor their level of engagement.*** ○ ***Confer with the teacher to achieve learning objectives.***	. . . and **STUDENTS:** ○ ***Initiate activities to address their learning strengths and next steps.*** ○ ***Take academic risks.***

○ Professional Practice is ***Observable*** during a classroom observation.
□ Professional Practice is Not Observable during a classroom observation.

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.				
THE TEACHER: ○ ***Incorporates evidence-based strategies into lessons.***	. . . and **THE TEACHER:** □ Makes connections between student data and research-based practices.	. . . and **THE TEACHER:** ○ ***Individualizes instructional approach to meet unique needs of each student.***	. . . and **STUDENTS:** ○ ***Embrace new and unique ways of learning as they are introduced through research-based lessons.***	. . . and **STUDENTS:** ○ ***Apply skills and knowledge learned in the classroom.***
ELEMENT D: Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.				
THE TEACHER: ○ ***Uses available technology to facilitate classroom instruction.***	. . . and **THE TEACHER:** ○ ***Employs strategies and procedures to ensure that students have equitable access to available technology.*** ○ ***Monitors the use of available technology in the classroom.***	. . . and **THE TEACHER** ***uses available technology to:*** ○ ***Enhance student learning.*** ○ ***Develop students' knowledge and skills.*** ○ ***Enhance creative and innovative skills.*** ○ ***Provide engaging and motivating learning experiences.***	. . . and **STUDENTS** ***use available technology to engage in:*** ○ ***Virtual or face-to-face learning activities.*** ○ ***Real world applications.***	. . . and **STUDENTS** ***use available technology to:*** ○ ***Accelerate their learning.*** ○ ***Apply team building and networking skills.*** ○ ***Deepen critical thinking skills.*** ○ ***Communicate effectively.***
ELEMENT E: Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.				
THE TEACHER: ○ ***Has high expectations for all students.*** ○ ***Holds students accountable for their learning.***	. . . and **THE TEACHER:** ○ ***Sets student expectations at a level that challenges students.*** ○ ***Incorporates critical thinking and problem-solving skills.***	. . . and **THE TEACHER:** ○ ***Challenges all students to learn to their greatest ability.*** ○ ***Teaches higher-order thinking and problem-solving skills.*** ○ ***Ensures that students perform at levels meeting or exceeding expectations.***	. . . and **STUDENTS:** ○ ***Help set their learning objectives.*** ○ ***Apply higher-order thinking and problem-solving skills to address challenging issues.***	. . . and **STUDENTS:** ○ ***Monitor their progress toward achieving teacher's high expectations.*** ○ ***Seek opportunities to expand and enhance their problem-solving and higher order thinking skills.***

○ Professional Practice is ***Observable*** during a classroom observation.
□ Professional Practice is Not Observable during a classroom observation.

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT F: Teachers provide students with opportunities to work in teams and develop leadership qualities.				
THE TEACHER: ○ ***Includes all students in individual and group activities.***	. . . and **THE TEACHER** ***plans lessons that:*** ○ ***Provide opportunities for students to participate using various roles and modes of communication.***	. . . and **THE TEACHER:** ○ ***Flexibly groups students.*** ○ ***Adjusts team composition based on learning objectives and student needs.*** ○ ***Varies group size, composition and tasks to create opportunities for students to learn from each other.***	. . . and **STUDENTS:** ○ ***Fulfill their assigned roles within the team.*** ○ ***Assume leadership roles in their teams.***	. . . and **STUDENTS:** ○ ***Utilize group processes to build trust and promote effective interactions among team members.*** ○ ***Participate in teams in ways that build trust and ownership of ideas among team members.***
ELEMENT G: Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.				
THE TEACHER: ○ ***Communicates effectively with students.***	. . . and **THE TEACHER:** ○ ***Models effective communication skills.*** ○ ***Encourages students to communicate effectively.***	. . . and **THE TEACHER:** ○ ***Teaches students to be effective communicators.*** ○ ***Provides opportunities for students to practice communication skills.***	. . . and **STUDENTS:** ○ ***Apply effective written and oral communication skills in their work.***	. . . and **STUDENTS:** ○ ***Use academic language in spoken and written work.***

○ Professional Practice is ***Observable*** during a classroom observation.
☐ Professional Practice is Not Observable during a classroom observation.

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT H: Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments and use results to plan further instruction.				
THE TEACHER: ○ ***Involves students in monitoring their learning.*** ○ ***Assesses learning outcomes appropriately.***	. . . and **THE TEACHER:** ☐ Implements appropriate strategies for assigning grades. ☐ Evaluates student performance based on multiple measures. ☐ Includes documentation of student progress toward mastery of state content standards in assessment plans.	. . . and **THE TEACHER** ***provides actionable, timely, specific and individualized feedback about the quality of student work to:*** ○ ***Students.*** ☐ Families and significant adults. ☐ Other professionals who work with students. ○ ***Teaches students to use feedback to improve their learning.***	. . . and **STUDENTS:** ○ ***Self-assess on a variety of skills and concepts.*** ○ ***Articulate their personal strengths and needs based on self-assessment.*** ○ ***Effectively use formal and informal feedback to monitor their learning.***	. . . and **STUDENTS** ***assume ownership for:*** ○ ***Monitoring their progress.*** ○ ***Setting learning goals.*** ○ ***Applying teacher feedback to improve performance and accelerate their learning.***
○ Professional Practice is ***Observable*** during a classroom observation. ☐ Professional Practice is Not Observable during a classroom observation.				
Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*			*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*	

QUALITY STANDARD IV

Teachers reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.				
THE TEACHER: ☐ Collects and analyzes student data to inform instruction. Uses data to: ☐ Support student learning. ☐ Inform practice.	. . . and **THE TEACHER:** ☐ Collects multiple examples of student work to determine student progress over time.	. . . and **THE TEACHER** applies knowledge of how students learn and their prior knowledge to the development of: ☐ Lesson plans. ☐ Instructional strategies.	. . . and **THE TEACHER** develops student learning plans based on: ☐ Multiple examples of student work. ☐ Other data points. ☐ Information gathered from students, families and colleagues.	. . . and **THE TEACHER:** ☐ Monitors and evaluates personal behavioral changes to determine what works for students.
ELEMENT B: Teachers link professional growth to their professional goals.				
THE TEACHER: ☐ Implements performance feedback from supervisor and/or colleagues to improve practice. Actively engages in professional development focused on: ☐ Addressing student needs. ☐ School and district initiatives. ☐ Meeting professional goals.	. . . and **THE TEACHER** engages in professional development activities based on: ☐ Likelihood of having a positive impact on student learning. ☐ Alignment with Colorado Academic Standards and school and district initiatives. ☐ Current research. ☐ Student needs.	. . . and **THE TEACHER:** ☐ Advocates for professional development that is evidence based and targeted toward improving student outcomes. ☐ Applies knowledge and skills learned through professional development to professional practice.	. . . and **THE TEACHER:** ☐ Implements new and different instructional strategies based on current research and district initiatives. ☐ Adapts teaching skills to meet student needs.	. . . and **THE TEACHER:** ☐ Develops and follows a long-term professional development plan.

○ Professional Practice is ***Observable*** during a classroom observation.
☐ Professional Practice is Not Observable during a classroom observation.

QUALITY STANDARD IV
Teachers reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Teachers are able to respond to a complex, dynamic environment.				
THE TEACHER collaborates with colleagues to: ☐ Implement new ideas to improve teaching and learning. ☐ Support struggling students. ☐ Contribute to campus goals.	. . . and **THE TEACHER:** ☐ Maintains a positive, productive and respectful relationship with colleagues.	. . . and **THE TEACHER** initiates collaborative activities with colleagues to: ☐ Analyze student data and interpret results. ☐ Apply findings to improve teaching practice.	. . . and **THE TEACHER:** ☐ Serves as a critical friend for colleagues, both providing and receiving feedback on performance.	. . . and **THE TEACHER:** ☐ Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types of performance data.
○ Professional Practice is ***Observable*** during a classroom observation. ☐ Professional Practice is Not Observable during a classroom observation.				

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD V

Teachers demonstrate leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers demonstrate leadership in their schools.				
THE TEACHER: ☐ Participates in school activities expected of all teachers. ☐ Works collaboratively for the benefit of students and families. ☐ Supports school goals and initiatives.	. . . and **THE TEACHER:** ☐ Contributes to school committees and teams.	. . . and **THE TEACHER:** ☐ Collaborates with school-based teams to leverage the skills and knowledge of colleagues and families.	. . . and **THE TEACHER:** ☐ Shares lessons learned with colleagues. ☐ Confers with school administrators, other school leaders and/or decision making teams to improve teacher working and student learning conditions.	. . . and **THE TEACHER** initiates and leads collaborative activities that: ☐ Partner with families to coordinate learning between home and school. ☐ Implement ideas to improve teaching and learning. ☐ Support struggling students.
ELEMENT B: Teachers contribute knowledge and skills to educational practices and the teaching profession.				
THE TEACHER: ☐ Shares expertise with colleagues. ☐ Supports the work of colleagues. ☐ Actively participates in activities designed to improve policies and procedures that affect school climate, family partnering and student learning.	. . . and **THE TEACHER** collaborates with colleagues to: ☐ Support student growth and development. ☐ Provide input into policies and procedures that affect school climate and student learning. ☐ Partner with families.	. . . and **THE TEACHER:** ☐ Leads professional growth and development activities whenever possible.	. . . and **THE TEACHER:** ☐ Participates in district-wide decision-making processes that impact the school community, including families.	. . . and **THE TEACHER:** ☐ Advocates for the inclusion of teachers and families in education and government decision-making processes.
○ Professional Practice is ***Observable*** during a classroom observation. ☐ Professional Practice is Not Observable during a classroom observation.				

QUALITY STANDARD V

Teachers demonstrate leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Teachers advocate for schools and students, partnering with students, families and communities as appropriate.				
THE TEACHER: ☐ Advocates for students with families and other significant adults using a variety of communication tools and strategies.	. . . and **THE TEACHER:** ☐ Discusses potential revisions to policies and procedures with administrators to better address student, family and school needs.	. . . and **THE TEACHER:** ☐ Contributes to school and/or district committees to advocate for students and their families.	. . . and **THE TEACHER:** ☐ Advocates for students and the school to external agencies and groups.	. . . and **THE TEACHER:** ☐ Advocates for improvements to teaching, learning and leadership through collaboration with professional organizations or local, state, and/or national entities.
ELEMENT D: Teachers demonstrate high ethical standards.				
THE TEACHER: ☐ Maintains confidentiality of student records as required by law. ☐ Adheres to standards of professional practice.	. . . and **THE TEACHER:** ○ ***Models ethical behavior, including honesty, integrity, fair treatment and respect for others.***	. . . and **THE TEACHER:** ☐ Maintains confidentiality of student, family and fellow teacher interactions as well as student data.	. . . and **THE TEACHER:** ○ ***Helps students understand the importance of ethical behavior as an individual and member of society.***	. . . and **STUDENTS** ***demonstrate:*** ○ ***Honesty.*** ○ ***Respect for others.***

○ Professional Practice is ***Observable*** during a classroom observation.
☐ Professional Practice is Not Observable during a classroom observation.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

Teacher Evaluation Worksheet

This form is designed to be completed by the evaluator prior to the final evaluation and goal-setting meeting held each spring. The teacher and evaluator should discuss the contents of this form and the accompanying Summary Evaluation Sheet and at that time they should agree on the professional practices ratings as well as the recommended actions for improvement, resources needed to accomplish those actions and a determination of how the teacher and evaluator will know improvements have been made.

QUALITY STANDARD I
Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

	B	PP	P	A	E
A. Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.					
B. Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.					
C. Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.					
D. Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.					
E. Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.					
F. Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.					
Overall Rating for Standard I					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

QUALITY STANDARD II
Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

	B	PP	P	A	E
A. Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.					
B. Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.					
C. Teachers engage students as individuals with unique interests and strengths.					
D. Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.					
E. Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.					
F. Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.					
Overall Rating for Standard II					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

QUALITY STANDARD III
Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

	B	PP	P	A	E
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.					
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 and skills.					
C. Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.					
D. Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.					
E. Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.					
F. Teachers provide students with opportunities to work in teams and develop leadership qualities.					
G. Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.					
H. Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments and use results to plan further instruction.					
Overall Rating for Standard III					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

QUALITY STANDARD IV
Teachers reflect on their practice.

	B	PP	P	A	E
A. Teachers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.					
B. Teachers link professional growth to their professional goals.					
C. Teachers are able to respond to a complex, dynamic environment.					
Overall Rating for Standard IV					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

QUALITY STANDARD V
Teachers demonstrate leadership.

	B	PP	P	A	E
A. Teachers demonstrate leadership in their schools.					
B. Teachers contribute knowledge and skills to educational practices and the teaching profession.					
C. Teachers advocate for schools and students, partnering with students, families and communities as appropriate.					
D. Teachers demonstrate high ethical standards.					
Overall Rating for Standard V					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

Observations, Required Measures and Other Evidence/Artifacts

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For teachers, this requirement is defined as observations, required measures and optional additional measures (evidence/artifacts). While the teacher rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

OBSERVATIONS REQUIRED BY S.B. 10-191:

- **Probationary teachers –** At least two documented observations and at least one evaluation that results in a written evaluation report each year.
- **Non-probationary teachers –** At least one documented observation every year and one evaluation that results in a written evaluation report including fair and reliable measures of performance against Quality Standards. every three years.

The frequency and duration of the evaluations shall be on a regular basis and of such frequency and duration as to ensure the collection of a sufficient amount of data from which reliable conclusions and findings may be drawn. Written evaluation reports shall be based on performance standards and provided to the teacher at least two weeks before the last class day of the school year.

REQUIRED MEASURES FOR TEACHERS:
Include at least one of the following measures as a part of the annual evaluation process.

- Student perception measures, where appropriate and feasible;
- Peer feedback;
- Feedback from parents or guardians;
- Review of teacher lesson plans or student work samples.

ADDITIONAL EVIDENCE/ARTIFACTS:
Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

- Anecdotal Records
- Assessment Plans
- Data Analysis Record
- Documentation of service on teams, task forces and committees
- Feedback from Walkthroughs
- Formative and Summative Assessment of Student Work
- Instructional Activities Schedules
- Lesson Plans/Units of Study
- Notes from parent and community meetings
- Parent Feedback
- Records of Advocacy Activities Responses to Feedback
- Self-Reflection Templates
- Student Achievement Data
- Student Feedback
- Student Journals/Learning Logs
- Student Portfolios
- Student Work

Teacher Summary Evaluation Sheet

This form provides a summary of the teacher's ratings on Quality Standards I through V and their associated elements and should be used to guide discussions regarding strengths and areas needing improvement. It may also be used to inform the teacher's growth plan and development of personal and school goals for the subsequent year.

QUALITY STANDARD	ELEMENT	RATING					
		B	PP	P	A	E	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
I. MASTERY OF AND PEDAGOGICAL EXPERTISE IN THE CONTENT THEY TEACH	**A.** Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.						
	B. Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.						
	C. Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.						
	D. Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.						
	E. Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.						
	F. Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.						
	Total Points Earned for Standard I						
	Determine Rating for Standard I: 0 to 2 points = Basic 3 to 8 points = Partially Proficient 9 to 14 points = Proficient 15 to 20 points = Accomplished 21 to 24 points = Exemplary						

Determine contribution of Standard I to the Overall Professional Practices Rating:

$$\frac{\text{(Total Pts. Earned for Std. I) X (Std. I Weight X No. of Standards)}}{\text{(Number of Elements Associated with Standard)}}$$

Calculation Work Space*

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING					
		B	PP	P	A	E	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
II. SAFE, INCLUSIVE AND RESPECTFUL LEARNING ENVIRONMENT FOR DIVERSE POPULATION OF STUDENTS	**A.** Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.						
	B. Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.						
	C. Teachers engage students as individuals with unique interests and strengths.						
	D. Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.						
	E. Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.						
	F. Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.						
	Total Points Earned for Standard II						
	Determine Rating for Standard II: 0 to 2 points = Basic 3 to 8 points = Partially Proficient 9 to 14 points = Proficient 15 to 20 points = Accomplished 21 to 24 points = Exemplary						

Determine contribution of Standard II to the Overall Professional Practices Rating:

$$\frac{\text{(Total Pts. Earned for Std. II) X (Std. II Weight X No. of Standards)}}{\text{(Number of Elements Associated with Standard)}}$$

Calculation Work Space*

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING					
		B	PP	P	A	E	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
III. EFFECTIVE INSTRUCTION AND AN ENVIRONMENT THAT FACILITATES LEARNING	**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.						
	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 and skills.						
	C. Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.						
	D. Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.						
	E. Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.						
	F. Teachers provide students with opportunities to work in teams and develop leadership qualities.						
	G. Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.						
	H. Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments and use results to plan further instruction.						
	Total Points Earned for Standard III						
	Determine Rating for Standard III: 0 to 3 points = Basic 4 to 11 points = Partially Proficient 12 to 19 points = Proficient 20 to 27 points = Accomplished 28 to 32 points = Exemplary						

Determine contribution of Standard III to the Overall Professional Practices Rating:

$$\frac{\text{(Total Pts. Earned for Std. III) X (Std. III Weight X No. of Standards)}}{\text{(Number of Elements Associated with Standard)}}$$

Calculation Work Space*

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING					# Points Earned
		B	PP	P	A	E	
		0 pts	1 pt	2 pts	3 pts	4 pts	
IV. REFLECTIONS ON PRACTICE	**A.** Teachers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.						
	B. Teachers link professional growth to their professional goals.						
	C. Teachers are able to respond to a complex, dynamic environment.						
	Total Points Earned for Standard IV						
	Determine Rating for Standard IV: 0 to 1 points = Basic 2 to 4 points = Partially Proficient 5 to 7 points = Proficient 8 to 10 points = Accomplished 11 to 12 points = Exemplary						

Determine contribution of Standard IV to the Overall Professional Practices Rating:

$$\frac{\text{(Total Pts. Earned for Std. IV) X (Std. IV Weight X No. of Standards)}}{\text{(Number of Elements Associated with Standard)}}$$

Calculation Work Space*

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING					# Points Earned
		B	PP	P	A	E	
		0 pts	1 pt	2 pts	3 pts	4 pts	
V. LEADERSHIP	**A.** Teachers demonstrate leadership in their schools.						
	B. Teachers contribute knowledge and skills to educational practices and the teaching profession.						
	C. Teachers advocate for schools and students, partnering with students, families and communities as appropriate.						
	D. Teachers demonstrate high ethical standards.						
	Total Points Earned for Standard V						
	Determine Rating for Standard V: 0 to 1 points = Basic 2 to 5 points = Partially Proficient 6 to 9 points = Proficient 10 to 13 points = Accomplished 14 to 16 points = Exemplary						

Determine contribution of Standard V to the Overall Professional Practices Rating:

$$\frac{\text{(Total Pts. Earned for Std. V)} \times \text{(Std. V Weight} \times \text{No. of Standards)}}{\text{(Number of Elements Associated with Standard)}}$$

Calculation Work Space*

*All calculations should be carried to three decimal places and results rounded to two decimal places.

Determining the Overall Rating for Professional Practices

Scoring of the rubric is designed so that each standard may be weighted by the district or BOCES in order to emphasize the initiatives or skills of importance to the locality. Weighting of the standards impacts the overall professional practices rating (Basic, Partially Proficient, Proficient, Accomplished, Exemplary), which in turn impacts the educator's final effectiveness rating (Ineffective, Partially Effective, Effective or Highly Effective). Guidance for determining the final effectiveness rating using both the overall professional practices rating and measures of student learning/outcomes may be found here.

QUALITY STANDARD	Total Points Earned
1. Mastery of and Pedagogical Expertise in the Content They Teach	
2. Safe, Inclusive and Respectful Learning Environment for Diverse Population of Students	
3. Effective Instruction and an Environment that Facilitates Learning	
4. Reflection on Practice	
5. Leadership	
Total Points for All Standards	

Translating the Total Points for All Standards to Overall Professional Practices Rating

Total Number of Points Received	Rating for Number of Points Received	Total Number of Points Received for this Evaluation =
0 to 2.00 points	Basic	
2.01 to 7.00 points	Partially Proficient	**Overall Professional Practices Rating**
7.01 to 12.00 points	Proficient	
12.01 to 17.00 points	Accomplished	
17.01 to 20.00 points	Exemplary	

Teacher Professional Growth Plan

This professional growth plan may be used to record up to three Professional Growth Goals aligned with your evaluation results. The goals should be specific and measurable. While each of the goals is important, they should be listed in rank order with the most important listed first. Also record the action steps required to address each growth goal. Please insert additional rows if additional goals are needed. (Please note, districts may choose to use a different type of plan. This one is provided as an example of key information that should be included in any plan selected by the district.)

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)	DATE DEVELOPED	DATE REVISED

Standard(s) and Element(s) to Which Goal Applies	End-of-Year Rating Level on Standard(s) and Elements	Action Step	Who is Responsible for Support and/or Mentoring?	Role of Responsible Person	Data to be Collected to Demonstrate Progress	Dates Data will be Collected (at least twice during the year)	Evidence of Progress Toward Achieving Goal
		Professional Growth Goal #1:					
		1.					
		2.					
		3.					
		Professional Growth Goal #2:					
		1.					
		2.					
		3.					
		Professional Growth Goal #3:					
		1.					
		2.					
		3.					

Mid-Year Performance Discussion

This form is used to review progress toward achieving goals jointly agreed upon at the beginning of the year by the principal and evaluator. During the Mid-Year Review, they discuss progress toward achieving those goals and action steps.

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)	DATE DEVELOPED	DATE REVISED

Professional Growth Goals and Action Steps	Status of Action Steps	Barriers to Successful Completion by Year End	Strategies to Address Barriers	Comments
Goal 1:				
1.				
2.				
3.				
Goal 2:				
1.				
2.				
3.				
Goal 3:				
1.				
2.				
3.				

Section III: Colorado State Model Evaluation System for Principals and Assistant Principals

Principals and assistant principals have many areas of responsibility. They are the holders of the school vision and facilitate the strategies needed to accomplish the school's goals. They provide instructional leadership for teachers, manage interpersonal dynamics within the school and community and oversee budget, human resources and other operational functions. Ultimately, the principal is responsible for the success of the school.

Principals and assistant principals in Colorado will be evaluated on measures of student learning as well as their demonstrated leadership abilities, including their ability to effectively support the teachers in their schools. The use of Professional Growth Plans will guide their professional planning, goal-setting, professional development and evaluation criteria.

The Colorado State Model Evaluation System for Principals includes the following components:

1. The Statewide Definition of Principal and Assistant Principal Effectiveness

All districts and BOCES are required to use the state-approved definitions for effectiveness for the person or group whose evaluations they are conducting.

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. The Colorado Principal Quality Standards and Their Related Elements and Artifacts

These are from the Rules issued on Nov. 9, 2011 and approved on Feb. 15, 2012.

The Principal Quality Standards outline the knowledge and skills required of an effective principal and will be used to evaluate principals in the state of Colorado. All school districts and BOCES shall base their evaluations of their principals on either the full set of Principal Quality Standards and associated elements included below, or shall adopt their own locally-developed standards that meet or exceed the Principal Quality Standards and Elements. A school district or BOCES that adopts its own locally-developed standards shall crosswalk those standards to the Principal Quality Standards and elements, so that the school district or BOCES is able to report the data required by section 6.04 of the State Board Rules for Written Evaluation Systems.

QUALITY STANDARD I

Principals demonstrate strategic leadership.

ELEMENT A: School Vision, Mission and Strategic Goals
Principals collaboratively develop the vision, mission, values, expectations and goals of the school, collaboratively determine the processes used to establish these foundations and facilitate their integration into the life of the school community.

ELEMENT B: School Plan
Principals ensure that a plan is in place that supports improved academic achievement and developmental outcomes for all students and provides for data-based progress monitoring.

ELEMENT C: Leading Change
Principals solicit input and collaborate with staff and their school community to implement strategies for change and improvements that result in improved achievement and developmental outcomes for all students.

ELEMENT D: Distributive Leadership
Principals create and utilize processes to distribute leadership and support collaborative efforts throughout the school among teachers and administrators.

QUALITY STANDARD II

Principals demonstrate instructional leadership.

ELEMENT A: Curriculum, Instruction, Learning and Assessment
Principals promote school-wide efforts to establish, implement and refine appropriate expectations for curriculum, instructional practices, assessment and use of data on student learning based on scientific research and evidence-based practices that result in student academic achievement.

ELEMENT B: Instructional Time
Principals create processes and schedules which maximize instructional, collaborative and preparation time.

ELEMENT C: Implementing High-Quality Instruction
Principals support teachers through ongoing, actionable feedback and needs-based professional development to ensure that rigorous, relevant and evidence-based instruction and authentic learning experiences meet the needs of all students and are aligned across P-20.

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 goals across content areas.

ELEMENT E: Instructional Practices
Principals demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices, in order to support and guide teachers in data-based decision making regarding effective practices to maximize student success.

QUALITY STANDARD III

Principals demonstrate school cultural and equity leadership.

ELEMENT A: Intentional and Collaborative School Culture
Principals articulate, model and positively reinforce a clear vision and values of the school's culture and involve students, families and staff in creating an inclusive and welcoming climate that supports it.

ELEMENT B: Commitment to the Whole Child
Principals promote the cognitive, physical, social and emotional health, growth and skill development of every student.

ELEMENT C: Equity Pedagogy
Principals demonstrate a commitment to a diverse population of students by creating an inclusive and positive school culture and provide instruction in meeting the needs of diverse students, talents, experiences and challenges in support of student achievement.

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 teachers and a valid assessment of outcomes.

QUALITY STANDARD IV

Principals demonstrate human resource leadership.

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.

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.

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 and staff performance and, thus, student achievement.

QUALITY STANDARD V

Principals demonstrate managerial leadership.

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.

ELEMENT B: Conflict Management and Resolution
Principals proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.

ELEMENT C: Systematic Communication
Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.

ELEMENT D: School-wide Expectations for Students and Staff
Principals ensure that clear expectations, structures, rules and procedures are established for students and staff.

ELEMENT E: Supporting Policies and Agreements
Principals regularly update their knowledge of federal and state laws and school district and board policies, including negotiated agreements, if applicable and establish processes to ensure that these policies, laws and agreements are consistently met and implemented.

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.

QUALITY STANDARD VI

Principals demonstrate external development leadership.

ELEMENT A: Family and Community Involvement and Outreach
Principals design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school.

ELEMENT B: Professional Leadership Responsibilities
Principals strive to improve the profession by collaborating with their colleagues, school 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, school district and board policies and negotiated agreements where applicable.

ELEMENT C: Advocacy for the School
Principals develop systems and relationships to leverage the school 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.

QUALITY STANDARD VII

Principals demonstrate leadership around measures of student learning.

ELEMENT A: Student Academic Achievement and Growth
Principals take responsibility for ensuring that all students are progressing toward postsecondary and workforce readiness standards to be mastered by high school graduation. Principals prepare students for success by ensuring mastery of all Colorado Academic Standards, including 21st century skills.

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.

ELEMENT C: Use of Data
Principals use evidence and data to evaluate the performance and practices of their schools, in order to continually improve attainment of student academic growth. They take responsibility and devise an intentional plan for ensuring that staff is knowledgeable in how to utilize evidence and data to inform instructional decision making to maximize the educational opportunities and instructional program for every child.

Please note: Standard VII is not included as a part of determination of ratings on professional practices that is described in this user's guide. It is described in a separate document that can be found on the CDE website.

3. Measures Used to Determine Effectiveness

Measures used to determine the effectiveness of principals and assistant principals include:

- Measures of professional practice (Standards I-VI) that may include teacher and staff perceptions and the distribution of effectiveness ratings of teachers in the school, as well as multiple other measures
- Multiple measures of student academic growth and achievement (Standard VII) that may include measures contained in the School Performance Framework and at least one other measure and that are consistent with the measures of student learning used to evaluate teachers in the school
- Procedures for prioritizing or weighting measures of performance that ensure that professional practice measures and measures of student learning each represent 50 percent of the final effectiveness rating. [5]

4. Procedures for Conducting Evaluations

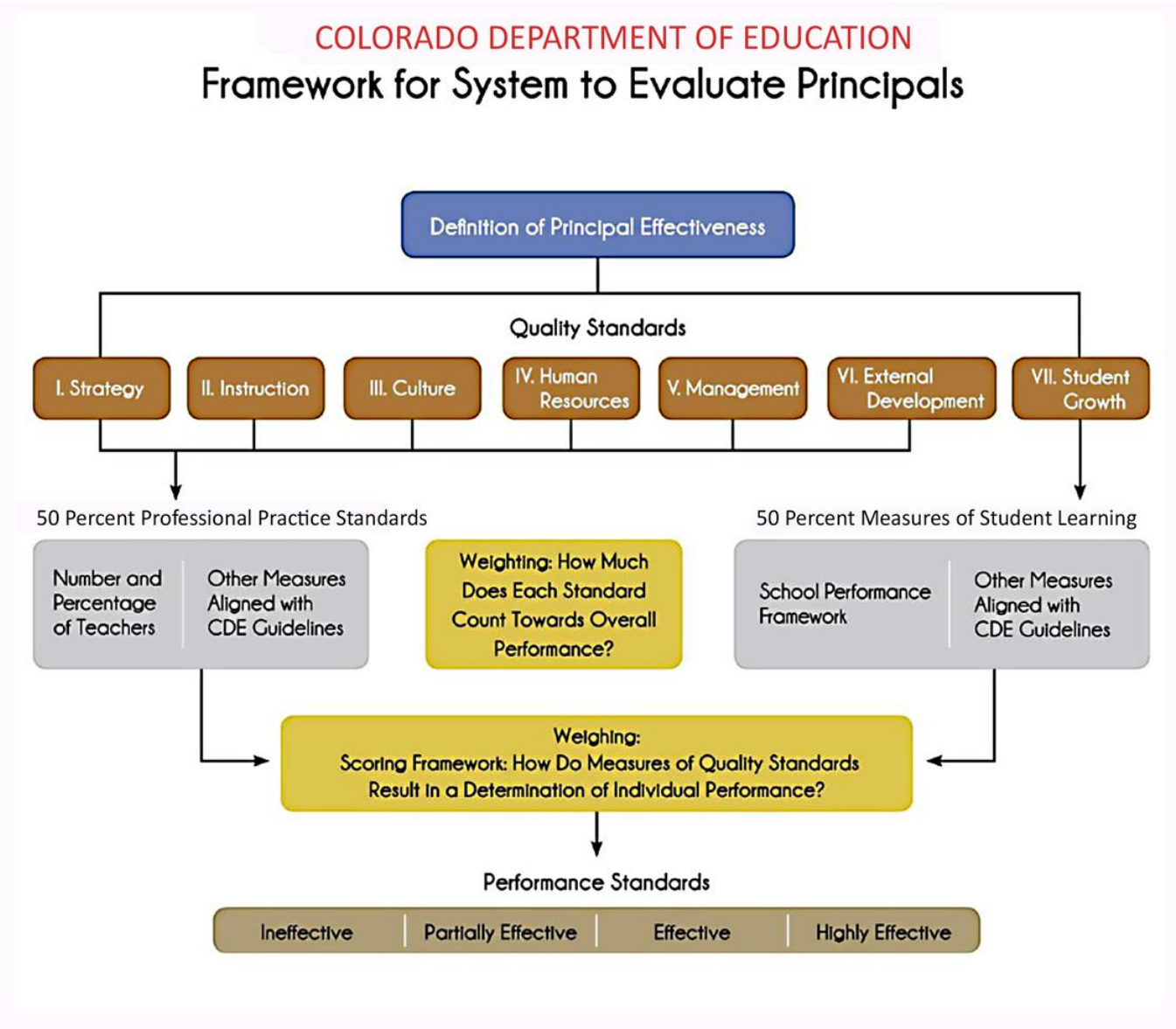
Procedures for conducting evaluations may be determined by the district/BOCES, provided that they ensure that data is regularly collected, associated feedback and improvement opportunities are regularly provided and principals/assistant principals receive a formal evaluation and performance standard rating by the end of each academic year.

5. Performance Standards (Final Effectiveness Rating Levels)

The use of four performance standards (Highly Effective, Effective, Partially Effective and Ineffective) to rate educator performance allows more precision about professional expectations, identifies educators in need of improvement and recognizes performance that is of exceptional quality. These standards are also commonly referred to as the final effectiveness rating level.

[5] For the 2014-15 school year only, Senate Bill 14-165 provides school districts and BOCES additional flexibility with respect to how they rate educators on measures of student learning (Quality Standard VI for teachers and VII for principals). For a single school year, districts and BOCES may weight the measures of student learning/outcomes rating anywhere between zero and 50 percent.

EXHIBIT 25: Framework for System to Evaluate Principals and Assistant Principals



Principal and Assistant Principal Evaluation Process: Forms

Evaluation Process Tracking Form

This form is used to track the principal's and evaluator's progress toward completing all steps in the evaluation process throughout the school year. As each step in the process is completed, the principal and/or evaluator sign and date the form in the appropriate cell. This form is for the educators who are not using an online system, which should provide tracking and reporting as an option for users.

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)
DATE DEVELOPED	**DATE REVISED**	**SUPERVISOR APPROVAL**	**EVALUATOR APPROVAL** (if different from supervisor)

EVALUATION PROCESS STEPS	DATE COMPLETED	PRINCIPAL/ ASSISTANT PRINCIPAL SIGNATURE	EVALUATOR/ SUPERVISOR SIGNATURE	COMMENTS
Training				
Orientation				
Self-Assessment				
Review of Annual Goals				
Mid-Year Review				
Evaluator Assessment				
End-of-Year Review				
Final Effectiveness Ratings				
Goal-Setting and Performance Planning				

Rubric for Evaluating Colorado's Principals and Assistant Principals

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 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.

QUALITY STANDARD I
Principals demonstrate strategic leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School Vision, Mission and Strategic Goals Principals collaboratively develop the vision, mission, values, expectations and goals of the school, collaboratively determine the processes used to establish these foundations and facilitate their integration into the life of the school community.				
THE PRINCIPAL ensures that the vision, mission, values, beliefs and goals of school are: ☐ Familiar to staff and other stakeholders. ☐ Developed through a collaborative process including staff and other stakeholder groups. ☐ Routinely updated.	. . . and **THE PRINCIPAL** ensures that the school's vision, mission and strategic goals are: ☐ Part of routine school communications with staff and other stakeholders. ☐ Integrated into school programs.	. . . and **THE PRINCIPAL** collaboratively establishes strategic goals that are: ☐ Focused on student achievement. ☐ Based on the analysis of multiple sources of information. ☐ Aligned with district priorities. ☐ Measurable. ☐ Rigorous. ☐ Concrete.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Incorporate strategic goals into their instructional plans. ☐ Identify and address barriers to achieving the school's vision, mission and goals.	. . . and **SCHOOL STAFF MEMBERS AND OTHER STAKEHOLDERS:** ☐ Collaboratively implement strategies to address the school's vision, mission and strategic goals. ☐ Assume leadership roles in updating the school's vision, mission and strategic goals.

QUALITY STANDARD I
Principals demonstrate strategic leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: School Plan Principals ensure that a plan is in place that supports improved academic achievement and developmental outcomes for all students and provides for data-based progress monitoring.				
THE PRINCIPAL: ☐ Implements systems and processes for planning and managing change. ☐ Works collaboratively to develop the school plan.	. . . and **THE PRINCIPAL** communicates effectively to staff and other stakeholders: ☐ Personal commitment to continuous school and district improvement. ☐ Components of school's plan. ☐ Progress toward meeting school goals and outcomes.	. . . and **THE PRINCIPAL** establishes clear and consistent processes and systems to: ☐ Monitor progress toward achieving school goals and student outcomes. ☐ Regularly revise school goals and outcomes based on progress monitoring data.	. . . and **SCHOOL STAFF MEMBERS AND OTHER STAKEHOLDERS:** ☐ Conscientiously implement the school plan. ☐ Address barriers to achieving school's vision, mission and strategic goals.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Track student progress. ☐ Collaboratively develop short-term and long-term plans to improve student outcomes.
ELEMENT C: Leading Change Principals solicit input and collaborate with staff and their school community to implement strategies for change and improvements that result in improved achievement and developmental outcomes for all students.				
THE PRINCIPAL: ☐ Acknowledges the importance of meaningful change. Has processes in place for: ☐ Resource allocation. ☐ Addressing barriers to change.	. . . and **THE PRINCIPAL:** ☐ Provides support for change efforts within the school. ☐ Coaches others in leading change.	. . . and **THE PRINCIPAL** establishes clear and effective processes to: ☐ Provide opportunities for all staff to engage in school change efforts. ☐ Manage change.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Lead school planning efforts. ☐ Implement approved school change strategies. ☐ Anticipate, identify and address barriers to positive change.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Lead school change efforts. ☐ Set challenging student learning goals.

QUALITY STANDARD I
Principals demonstrate strategic leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Distributive Leadership Principals create and utilize processes to distribute leadership and support collaborative efforts throughout the school among teachers and administrators.				
THE PRINCIPAL: ☐ Involves staff in the school's decision making processes.	. . . and **THE PRINCIPAL:** ☐ Assumes responsibility for decision making process. ☐ Includes parents, families and the larger school community in decision making processes.	. . . and **THE PRINCIPAL** involves school staff members in: ☐ Selecting and implementing effective improvement strategies.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Lead planning and monitoring efforts. ☐ Collaborate on school planning efforts.	. . . and **SCHOOL STAFF MEMBERS AND OTHER STAKEHOLDERS:** ☐ Participate in meaningful school leadership activities.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Response of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD II

Principals demonstrate instructional leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Curriculum, Instruction, Learning and Assessment Principals promote school-wide efforts to establish, implement and refine appropriate expectations for curriculum, instructional practices, assessment and use of data on student learning based on scientific research and evidence-based practices that result in student academic achievement.				
THE PRINCIPAL sets expectations for staff regarding: ☐ Differentiating instruction. ☐ Assessing student work. ☐ Monitoring student progress. ☐ Aligning instructional strategies with student performance standards. ☐ Applying research based strategies.	. . . and **THE PRINCIPAL** reinforces instructional initiatives through: ☐ School wide activities. ☐ Implementation of the district's approved curriculum. ☐ Clear, consistent and frequent communication with staff. ☐ Consistent and objective use of data for decision making.	. . . and **THE PRINCIPAL** implements a school wide instructional approach that is: ☐ Reflective of input from staff. ☐ Aligned with student performance standards. ☐ Supported by research. ☐ Enhanced by the use of appropriate technologies.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Develop and implement ideas for improving student learning. ☐ Use evidence-based practices. ☐ Refine curriculum, instruction and assessment approaches based on data, school wide discussions and idea generation.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Initiate classroom based changes based on discussions with colleagues and results of data analysis. ☐ Make corrections to their instructional approaches based on personal reflection. ☐ Use evidence-based strategies appropriate for addressing school and student needs.
ELEMENT B: Instructional Time Principals create processes and schedules which maximize instructional, collaborative and preparation time.				
THE PRINCIPAL: ☐ Limits interruptions to instruction.	. . . and **THE PRINCIPAL:** ☐ Manages time so teaching and learning are the school's top priority. ☐ Implements a master schedule providing planning and collaboration time for all staff.	. . . and **THE PRINCIPAL:** ☐ Quickly and efficiently resolves issues that disrupt the school day.	. . . and **SCHOOL STAFF MEMBERS** protect instructional time by: ☐ Assuring that students stay on task. ☐ Limiting transitions that can influence time available.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Advocate to administrators for uninterrupted instructional time. ☐ Adjust instructional strategies to maximize time on task.

QUALITY STANDARD II

Principals demonstrate instructional leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Implementing High-quality Instruction Principals support teachers through ongoing, actionable feedback and needs-based professional development to ensure that rigorous, relevant and evidence-based instruction and authentic learning experiences meet the needs of all students and are aligned across P-20.				
THE PRINCIPAL: ☐ Provides needs based professional development. ☐ Supports staff in the implementation of a rigorous instructional program.	. . . and **THE PRINCIPAL:** ☐ Aligns professional development offerings with the school's most critical needs. ☐ Actively engages in professional development activities along with staff. Provides performance feedback to teachers that is: ☐ Actionable. ☐ Timely.	. . . and **THE PRINCIPAL** ensures that the school's instructional program is: ☐ Relevant to students' needs and interests. ☐ Focused on quality of classroom instruction. ☐ Aligned with P-20. ☐ Evidence-based.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Actively participate in professional development activities to develop and/or sustain their leadership capacity.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Identify their professional development needs. ☐ Apply lessons learned through professional development.
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 goals across content areas.				
THE PRINCIPAL: ☐ Leads the development of student outcomes and educator goals.	. . . and **THE PRINCIPAL:** ☐ Communicates a belief in high measurable goals/outcomes for students and staff.	. . . and **THE PRINCIPAL** sets student learning goals that are: ☐ Measurable. ☐ Rigorous. ☐ Consistently addressed. ☐ Aligned with district priorities. ☐ Based on multiple sources of information. ☐ Holds staff accountable for achieving student learning goals.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Set rigorous but achievable individual learning goals for students. ☐ Participate in the development of rigorous but achievable school goals.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Ensure that all students achieve the rigorous outcomes they set for them.

QUALITY STANDARD II
Principals demonstrate instructional leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: Instructional Practices Principals demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices, in order to support and guide teachers in data-based decision making regarding effective practices to maximize student success.				
THE PRINCIPAL: ☐ Provides instructional coaching for teachers. ☐ Stays abreast of evidence based practices associated with improved student learning.	. . . and **THE PRINCIPAL:** ☐ Participates in professional development and adult learning activities to understand evidence based student learning research. ☐ Provides data-based feedback on instructional practices to teachers.	. . . and **THE PRINCIPAL:** ☐ Evaluates professional development activities to assure that they result in improved instructional and assessment practices. ☐ Supports teacher efforts to engage in data-based decision making.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Use data to guide and support instructional changes. ☐ Collect, analyze and share data related to changes to instructional practices.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Share knowledge of school successes with colleagues and others interested in making positive school changes.

Evaluator Comments: *(Required for Rating of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Response of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD III

Principals demonstrate school culture and equity leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Intentional and Collaborative School Culture Principals articulate, model and positively reinforce a clear vision and values of the school's culture and involve students, families and staff in creating an inclusive and welcoming climate that supports it.				
THE PRINCIPAL: ☐ Establishes a school culture that is inviting to students, staff and visitors. Communicates with families and the community: ☐ Frequently. ☐ Focusing on including them in the school's activities. ☐ In an inclusive manner.	. . . and **THE PRINCIPAL** invites families and community members into the school to participate in: ☐ Decision making processes. ☐ Parent conferences. ☐ Activities to learn about how to help students.	. . . and **THE PRINCIPAL:** ☐ Establishes an inclusive school culture based on collaboration among and between students, parents, staff and the community. ☐ Consistently monitors school culture to ensure that it is conducive to student learning.	. . . and **PARENTS, FAMILIES AND COMMUNITY MEMBERS** participate in: ☐ A variety of meaningful school-based activities. ☐ Decision making processes related to their children's education.	. . . and **PARENTS AND SCHOOL STAFF MEMBERS:** ☐ Collaborate on student learning initiatives.
ELEMENT B: Commitment to the Whole Child Principals promote the cognitive, physical, social and emotional health, growth and skill development of every student.				
THE PRINCIPAL: ☐ Understands the interconnectedness of students' physical, cognitive, social and emotional health and welfare.	. . . and **THE PRINCIPAL:** ☐ Implements an approach to learning that integrates research based practices to address students' cognitive, physical, social and emotional health and welfare.	. . . and **THE PRINCIPAL:** ☐ Monitors school activities and initiatives to assure that all of the students' needs are addressed.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Identify and address the needs of the whole child. ☐ Seek advice of experts who can help address student needs when necessary.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Address student needs in a holistic, integrated and comprehensive manner.

QUALITY STANDARD III
Principals demonstrate school culture and equity leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Equity Pedagogy Principals demonstrate a commitment to a diverse population of students by creating an inclusive and positive school culture and provide instruction in meeting the needs of diverse students, talents, experiences and challenges in support of student achievement.				
THE PRINCIPAL: ☐ Understands the diversity of the school community. ☐ Recognizes that diversity is an asset to the school.	. . . and **THE PRINCIPAL:** ☐ Sets student expectations that reflect an understanding of and respect for their backgrounds, needs, or skills. ☐ Provides all students opportunities to showcase their skills and talents. ☐ Demonstrates an appreciation for and sensitivity to diversity in the school community.	. . . and **THE PRINCIPAL** sets the expectation that all students will: ☐ Achieve one year of growth for one year of instruction. ☐ Graduate from high school. ☐ Be college or career ready at time of high school graduation. ☐ Implements activities and provides services to meet student needs.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Ensure that all students are treated with respect and dignity. ☐ Respect students for their unique talents and skills.	. . . and **SCHOOL STAFF MEMBERS AND THE COMMUNITY:** ☐ Initiate actions that encourage an inclusive climate of respect for student diversity. **STUDENTS:** ☐ Accept and respect fellow students who are different from them.

QUALITY STANDARD III
Principals demonstrate school culture and equity leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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 teachers and a valid assessment of outcomes.				
THE PRINCIPAL: ☐ Routinely assesses student outcomes. ☐ Requires staff to use data to identify needed improvements to teaching and learning activities.	. . . and **THE PRINCIPAL:** ☐ Develops the capacity of staff and other stakeholders to use data for decision making.	. . . and **THE PRINCIPAL** creates a culture of risk taking and learning within the school by: ☐ Developing new initiatives and monitoring their impact on student learning. ☐ Eliminating ineffective activities and initiatives.	. . . and **SCHOOL STAFF MEMBERS** participate in the evaluation of: ☐ Instructional approaches. ☐ Progress toward achieving school goals and student outcomes.	. . . and **SCHOOL STAFF MEMBERS** recommend: ☐ Activities and initiatives for elimination or scale back. ☐ Evidence based programs, practices and instructional programs for implementation.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Response of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD IV

Principals demonstrate human resource leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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.				
THE PRINCIPAL: ☐ Organizes the school as a professional learning community.	. . . and **THE PRINCIPAL** provides professional development that is: ☐ Of high quality. ☐ Tailored to meet staff needs. ☐ Focused on student learning. ☐ Research based. ☐ Job embedded. ☐ Designed to meet student learning needs. ☐ Aligned with the school improvement plan.	. . . and **THE PRINCIPAL:** ☐ Provides opportunities for staff to assume leadership roles within the school.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Actively engage in the creation and implementation of the school's professional learning community.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Assume leadership roles within professional learning communities.
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.				
THE PRINCIPAL: ☐ Adheres to district and state policies and procedures related to personnel activities. ☐ Makes personnel assignments within the parameters of district policy.	. . . and **THE PRINCIPAL** considers school and district strategic goals and student outcomes when making personnel decisions such as: ☐ Recruiting staff. ☐ Hiring staff. ☐ Assigning staff. ☐ Evaluating staff. ☐ Dismissing staff. ☐ Provides support for new teachers and staff members to help ensure their success.	. . . and **THE PRINCIPAL:** ☐ Supports low performing teachers in ways that will improve their performance. ☐ Places personnel in positions to ensure that all students have equal access to highly effective teachers. ☐ Dismisses or does not rehire teachers when necessary.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Accept school placements where they are needed most in order to address student learning needs.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Use the advice of coaches, mentors, and/or experts in various fields in order to improve their practice.

QUALITY STANDARD IV
Principals demonstrate human resource leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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 and staff performance and, thus, student achievement.				
THE PRINCIPAL: ☐ Understands the importance of consistent and rigorous evaluations of school staff members.	. . . and **THE PRINCIPAL** conducts staff evaluation activities: ☐ In line with district policies. ☐ On time. ☐ Using multiple measures. ☐ Uses evaluation results to identify professional development and growth needs of teachers and staff.	. . . and **THE PRINCIPAL:** ☐ Provides mentoring, coaching and other resources for staff whose performance needs improvement.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Hold themselves accountable for meeting or exceeding student outcomes and school goals.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Adhere to the district's personnel evaluation process. ☐ Use personnel evaluation results to improve performance over time.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Response of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD V

Principals demonstrate managerial leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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.				
THE PRINCIPAL manages school's budget with respect to: ☐ District guidelines. ☐ Standard accounting procedures. ☐ Student and staff needs.	. . . and **THE PRINCIPAL:** ☐ Focuses school resources on teaching and learning. Allocates resources to: ☐ Fund priority needs first. ☐ Support the attainment of strategic goals and student outcomes. ☐ Continuous school improvement. ☐ Professional development.	. . . and **THE PRINCIPAL:** ☐ Manages and monitors fiscal, physical and personnel resources efficiently and effectively. ☐ Creates management structures to support the alignment of resources with school goals and student outcomes.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Support the development of external partnerships that support teaching and learning.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Use school resources for the benefit of students. ☐ Fully support the alignment of resources with school goals and student outcomes. ☐ Participate in the budgeting and prioritization process as requested.
ELEMENT B: Conflict Management and Resolution Principals proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.				
THE PRINCIPAL: ☐ Builds positive relationships between and among students, staff members and parents/guardians.	. . . and **THE PRINCIPAL:** ☐ Interacts with students, staff and other stakeholders as needed in order to defuse potentially stressful situations.	. . . and **THE PRINCIPAL:** ☐ Resolves issues as they arise to prevent long-term problems. ☐ Models fairness and consistency when dealing with students, staff and parents/guardians.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Build positive relationships with each other. ☐ Manage conflicts or tense situations between and among students, parents and colleagues.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Anticipate problems and adjust behaviors to avoid conflict.

QUALITY STANDARD V

Principals demonstrate managerial leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Systematic Communication Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.				
THE PRINCIPAL: ☐ Communicates with students, parents and the community on a regular basis. ☐ Responds to contact from parents and community members in a timely and meaningful manner.	. . . and **THE PRINCIPAL:** ☐ Prioritizes communication as a high priority area for the school. ☐ Invites parents and the community to share ideas and concerns.	. . . and **THE PRINCIPAL:** ☐ Offers a variety of venues for communication available for students, staff, parents/guardians and community stakeholders.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Use existing communication structures such as newsletters and blogs to expand and enhance communication between the classroom and the school community.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Develop effective strategies to sustain positive meaningful communications with parents, students and the community.
ELEMENT D: School-wide Expectations for Students and Staff Principals ensure that clear expectations, structures, rules and procedures are established for students and staff.				
THE PRINCIPAL: ☐ Adheres to rules and procedures required by district administration. ☐ Establishes school rules and procedures.	. . . and **THE PRINCIPAL:** ☐ Establishes rules and procedures appropriate for all members of the school community. ☐ Routinely reviews and revises rules and procedures to assure their continued relevance.	. . . and **THE PRINCIPAL:** ☐ Establishes and clearly articulates high expectations for all students and staff. ☐ Demonstrates values, beliefs and attitudes that inspire students and staff to higher levels of performance.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Adhere to school and district rules and procedures.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Establish and enforce high expectations for student classroom behavior.

QUALITY STANDARD V

Principals demonstrate managerial leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: Supporting Policies and Agreements Principals regularly update their knowledge of federal and state laws and school district and board policies, including negotiated agreements, if applicable and establish processes to ensure that these policies, laws and agreements are consistently met and implemented.				
THE PRINCIPAL: ☐ Complies with district policies and negotiated agreements. ☐ Is familiar with state and federal laws and district and state policies.	. . . and **THE PRINCIPAL:** ☐ Inquires about policies/laws prior to making decisions. ☐ Establishes procedures to protect the confidentiality of staff and student information. ☐ Studies changes to laws and policies to maintain the school's compliance.	. . . and **THE PRINCIPAL:** ☐ Efficiently and effectively manages school or district contractual arrangements. ☐ Provides meaningful and timely input into the development of district and board policy.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Adhere to all school and district policies and procedures.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Provide school and/or district administrators input regarding policies and procedures. ☐ Suggest new or revised policies and procedures to help assure student success.
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.				
THE PRINCIPAL: ☐ Understands the importance of establishing a safe, positive and supportive school environment.	. . . and **THE PRINCIPAL:** ☐ Establishes rules and procedures to maintain a safe and positive school culture. ☐ Addresses safety issues immediately and efficiently.	. . . and **THE PRINCIPAL:** ☐ Expects students and teachers to respect diverse interests and attitudes. ☐ Creates mechanisms to ensure all stakeholder voices are heard and respected.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Demonstrate respectful behavior toward students, parents, stakeholders and colleagues.	. . . and **SCHOOL STAFF MEMBERS** initiate activities designed to: ☐ Improve school safety. ☐ Encourage respect between and among students and colleagues.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Response of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD VI

Principals demonstrate external development leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Family and Community Involvement and Outreach Principals design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school.				
THE PRINCIPAL: ☐ Establishes a welcoming and inviting approach to parents and community members as visitors to the school or individual classrooms.	. . . and **THE PRINCIPAL:** ☐ Conducts community outreach activities. ☐ Invites families to participate in activities specifically focused on their children.	. . . and **THE PRINCIPAL** encourages families and community members to become engaged in: ☐ Student learning initiatives. ☐ School decision making processes.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Support family and community involvement for the benefit of student learning. ☐ Use community resources to support classroom learning.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Sustain meaningful parent and community involvement throughout the school year.
ELEMENT B: Professional Leadership Responsibilities Principals strive to improve the profession by collaborating with their colleagues, school 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, school district and board policies and negotiated agreements where applicable.				
THE PRINCIPAL: ☐ Understands the need for strong community and organizational relationships.	. . . and **THE PRINCIPAL:** ☐ Understands and interacts with the network of agencies that provide health, social and other services to families.	. . . and **THE PRINCIPAL:** ☐ Establishes and maintains strong positive relationships with key community stakeholders and external agencies. ☐ Maximizes the impact of community, district, state and national relationships to benefit the school.	. . . and **SCHOOL STAFF MEMBERS** accept responsibility for: ☐ Adhering to all applicable rules, regulations, policies and laws. ☐ Utilizing available external resources for the benefit of students.	. . . and **SCHOOL STAFF MEMBERS AND PARENTS:** ☐ Provide support/feedback to enhance the opportunities for all students to be successful and workforce ready.

QUALITY STANDARD VI
Principals demonstrate external development leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Advocacy for the School Principals develop systems and relationships to leverage the school 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.				
THE PRINCIPAL: ☐ Engages community members and key stakeholders in the school's activities. ☐ Understands the community and the issues it is facing.	. . . and **THE PRINCIPAL:** ☐ Identifies and engages key community stakeholders. ☐ Solicits community input and uses the input to inform decisions.	. . . and **THE PRINCIPAL:** ☐ Advocates throughout the school community for school support. ☐ Expands personal reach and sphere of influence to maximize support for the school.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Engage community agencies to help meet the needs of students and families.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Maintain strong relationships with key community stakeholders.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Response of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

Principal/Assistant Principal Summary Evaluation Worksheet

This form may be completed by the evaluator prior to the final evaluation and goal-setting meeting held each spring. The principal/assistant principal and evaluator are encouraged to discuss the contents of this form and the accompanying Evaluation Sheet to agree on the professional practices ratings as well as the recommended actions for improvement, resources needed to accomplish those actions and a determination of how the principal/assistant principal and evaluator will know improvements have been made.

QUALITY STANDARD I
Principals demonstrate strategic leadership.

	B	PP	P	A	E
A. School Vision, Mission and Strategic Goals: Principals collaboratively develop the vision, mission, values, expectations and goals of the school, collaboratively determine the processes used to establish these foundations and facilitate their integration into the life of the school community.					
B. School Plan: Principals ensure that a plan is in place that supports improved academic achievement and developmental outcomes for all students and provides for data-based progress monitoring.					
C. Leading Change: Principals solicit input and collaborate with staff and their school community to implement strategies for change and improvements that result in improved achievement and developmental outcomes for all students.					
D. Distributive Leadership: Principals create and utilize processes to distribute leadership and support collaborative efforts throughout the school among Teachers and Administrators.					
Overall Rating for Standard I					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

QUALITY STANDARD II
Principals demonstrate instructional leadership.

	B	PP	P	A	E
A. Curriculum, Instruction, Learning and Assessment: Principals promote school-wide efforts to establish, implement and refine appropriate expectations for curriculum, instructional practices, assessment and use of data on student learning based on scientific research and evidence-based practices that result in student academic achievement.					
B. Instructional Time: Principals create processes and schedules which maximize instructional, collaborative and preparation time.					
C. Implementing High-Quality Instruction: Principals support teachers through ongoing, actionable feedback and needs-based professional development to ensure that rigorous, relevant and evidence-based instruction and authentic learning experiences meet the needs of all students and are aligned across P-20.					
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 goals across content areas.					
E. Instructional Practices: Principals demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices, in order to support and guide teachers in data-based decision making regarding effective practices to maximize student success.					
Overall Rating for Standard II					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

QUALITY STANDARD III
Principals demonstrate school culture and equity leadership.

	B	PP	P	A	E
A. **Intentional and Collaborative School Culture**: Principals articulate, model and positively reinforce a clear vision and values of the school's culture and involve students, families and staff in creating an inclusive and welcoming climate that supports it.					
B. **Commitment to the Whole Child**: Principals promote the cognitive, physical, social and emotional health, growth and skill development of every student.					
C. **Equity Pedagogy**: Principals demonstrate a commitment to a diverse population of students by creating an inclusive and positive school culture and provide instruction in meeting the needs of diverse students, talents, experiences and challenges in support of student achievement.					
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 Teachers and a valid assessment of outcomes.					
Overall Rating for Standard III					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

QUALITY STANDARD IV
Principals demonstrate human resource leadership.

	B	PP	P	A	E
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.					
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.					
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 and staff performance and, thus, student achievement.					
Overall Rating for Standard IV					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

QUALITY STANDARD V
Principals demonstrate managerial leadership.

	B	PP	P	A	E
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.					
B. Conflict Management and Resolution: Principals proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.					
C. Systematic Communication: Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.					
D. School-wide Expectations for Students and Staff: Principals ensure that clear expectations, structures, rules and procedures are established for students and staff.					
E. Supporting Policies and Agreements: Principals regularly update their knowledge of federal and state laws and school district and board policies, including negotiated agreements, if applicable and establish processes to ensure that these policies, laws and agreements are consistently met and implemented.					
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.					
Overall Rating for Standard V					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

QUALITY STANDARD VI
Principals demonstrate external development leadership.

	B	PP	P	A	E
A. **Family and Community Involvement and Outreach**: Principals design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school.					
B. **Professional Leadership Responsibilities**: Principals strive to improve the profession by collaborating with their colleagues, school 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, school district and board policies and negotiated agreements where applicable.					
C. **Advocacy for the School:** Principals develop systems and relationships to leverage the school 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.					
Overall Rating for Standard VI					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

Observations, Required Measures and Other Evidence/Artifacts

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For principals, this requirement is defined as required measures and recommended additional measures. While the principal rubric serves as the foundational data collection tool, districts and BOCES must determine the method for collecting data regarding required measures. Additional evidence/artifacts are provided as a tool for helping principals and their evaluators generate ideas regarding information that may be helpful in ensuring the accuracy of professional practices ratings. Items listed under additional evidence/artifacts are optional. They do not need to be collected unless the principal and evaluator determine that they are not in agreement regarding specific ratings. This chart serves as a reminder of the required measures that **must** be discussed annually and evidence/artifacts that **may** be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

OBSERVATIONS:
Other measures (additional evidence/artifacts) of a principal's performance may include direct observations.

REQUIREMENTS/REQUIRED MEASURES:
School districts and BOCES shall measure principal performance against Quality Standards I-VI using tools that capture the following:

- Input from teachers employed at the principal's school provided that clear expectation is established prior to collection of the data that at least one of the purposes of collecting the input is to inform an evaluation of the principal's performance and provided that systems are put in place to ensure that the information collected remains anonymous and confidential; and
- Percentage and number of teachers in the school who are rated as effective, highly effective; partially effective; and ineffective and the number and percentage of teachers who are improving their performance in comparison to the goals articulated in the principal's professional growth plan.

RECOMMENDED MEASURES:
In addition to the required measures of professional practice, districts and BOCES are strongly encouraged to use measures, where appropriate, that capture evidence about the following:

- Student perceptions;
- Parent/guardian perceptions; and
- Perceptions of other administrators about a principal's professional performance.

ADDITIONAL EVIDENCE/ARTIFACTS:
Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

- "360 degree" survey tools designed to solicit feedback from multiple stakeholder perspectives
- Award structures developed by the school
- Business and/or community resource agreement(s)Community partnerships
- Content of website pages
- Direct observations
- Emails, newsletters, and memos to staff
- Evidence of team development
- Evidence of community partnerships, parent engagement and participation rates
- External budget reviews
- Master school schedule
- Parent engagement and participation rates
- Professional development strategies and opportunities
- Quarterly Reports to SAC
- School communications plan
- School newsletters
- School vision, mission, and goals Staff meeting notes
- Supervisor feedback
- Teacher Lesson Plans
- Teacher retention data
- Unified Improvement Plan

Principal/Assistant Principal Summary Evaluation Sheet

This form provides a summary of the principal/assistant principal's ratings on Quality Standards 1 through 6 and their associated elements and may be used to guide discussions regarding strengths and areas needing improvement. It may also be used to inform the principal/assistant principal's growth plan and development of professional and school goals for the subsequent year.

QUALITY STANDARD	ELEMENT	RATING					
		B	PP	P	A	E	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
I. STRATEGIC LEADERSHIP	**A.** Principals collaboratively develop the vision, mission, values, expectations and goals of the school, collaboratively determine the processes used to establish these foundations and facilitate their integration into the life of the school community.						
	B. Principals ensure that a plan is in place that supports improved academic achievement and developmental outcomes for all students and provides for data-based progress monitoring.						
	C. Principals solicit input and collaborate with staff and their school community to implement strategies for change and improvements that result in improved achievement and developmental outcomes.						
	D. Principals create and utilize processes to distribute leadership and support collaborative efforts throughout the school among teachers and administrators.						
	Total Points Earned for Standard I						
	Determine Rating for Standard I: 0 to 1 points = Basic 2 to 5 points = Partially Proficient 6 to 9 points = Proficient 10 to 13 points = Accomplished 14 to 16 points = Exemplary						
Determine contribution of Standard I to the Overall Professional Practices Rating: (Total Pts. Earned for Std. I) X (Std. I Weight X No. of Stds.) (Number of Elements Associated with Standard) **Calculation Work Space***							

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING					
		B	PP	P	A	E	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
II. INSTRUCTIONAL LEADERSHIP	**A.** Principals promote school-wide efforts to establish, implement and refine appropriate expectations for curriculum, instructional practices, assessment and use of data on student learning based on scientific research and evidence-based practices that result in student academic achievement.						
	B. Principals create processes and schedules which maximize instructional, collaborative and preparation time.						
	C. Principals support teachers through ongoing, actionable feedback and needs-based professional development to ensure that rigorous, relevant and evidence-based instruction and authentic learning experiences meet the needs of all students and are aligned across P-20.						
	D. Principals hold all staff accountable for setting and achieving rigorous performance goals for all students and empower staff to achieve these goals across content areas.						
	E. Principals demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices, in order to support and guide Teachers in data-based decision making regarding effective practices to maximize student success.						
	Total Points Earned for Standard II						
	Determine Rating for Standard II: 0 to 2 points = Basic 3 to 7 points = Partially Proficient 8 to 12 points = Proficient 13 to 17 points = Accomplished 18 to 20 points = Exemplary						

Determine contribution of Standard II to the Overall Professional Practices Rating:

$$\frac{\text{(Total Pts. Earned for Std. II) X (Std. II Weight X No. of Stds.)}}{\text{(Number of Elements Associated with Standard)}}$$

Calculation Work Space*

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING					
		B	PP	P	A	E	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
III. SCHOOL CULTURE AND EQUITY LEADERSHIP	**A.** Principals articulate, model and positively reinforce a clear vision and values of the school's culture and involve students, families and staff in creating an inclusive and welcoming climate that supports it.						
	B. Principals promote the cognitive, physical, social and emotional health, growth and skill development of every student.						
	C. Principals demonstrate a commitment to a diverse population of students by creating an inclusive and positive school culture and provide instruction in meeting the needs of diverse students, talents, experiences and challenges in support of student achievement.						
	D. 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 Teachers and a valid assessment of outcomes.						
	Total Points Earned for Standard III						
	Determine Rating for Standard III: 0 to 1 points = Basic 2 to 5 points = Partially Proficient 6 to 9 points = Proficient 10 to 13 points = Accomplished 14 to 16 points = Exemplary						

Determine contribution of Standard III to the Overall Professional Practices Rating:

$$\frac{\text{(Total Pts. Earned for Std. III) X (Std. III Weight X No. of Stds.)}}{\text{(Number of Elements Associated with Standard)}}$$

Calculation Work Space*

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING					
		B	PP	P	A	E	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
IV. HUMAN RESOURCE LEADERSHIP	**A.** 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.						
	B. Principals establish and effectively manage processes and systems that ensure a knowledgeable, high-quality, high-performing staff.						
	C. 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 and staff performance and, thus, student achievement.						
	Total Points Earned for Standard IV						
	Determine Rating for Standard IV: 0 to 1 points = Basic 2 to 4 points = Partially Proficient 5 to 7 points = Proficient 8 to 10 points = Accomplished 11 to 12 points = Exemplary						

Determine contribution of Standard IV to the Overall Professional Practices Rating:

$$\frac{\text{(Total Pts. Earned for Std. IV) X (Std. IV Weight X No. of Stds.)}}{\text{(Number of Elements Associated with Standard)}}$$

Calculation Work Space*

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING					
		B	PP	P	A	E	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
V. MANAGERIAL LEADERSHIP	**A.** 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.						
	B. Principals proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.						
	C. Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.						
	D. Principals ensure that clear expectations, structures, rules and procedures are established for students and staff.						
	E. Principals regularly update their knowledge of federal and state laws and School District and board policies, including negotiated agreements, if applicable and establish processes to ensure that these policies, laws and agreements are consistently met and implemented.						
	F. Principals ensure that the school provides an orderly and supportive environment that fosters a climate of safety, respect and well-being.						
	Total Points Earned for Standard V						
	Determine Rating for Standard V: 0 to 2 points = Basic 3 to 8 points = Partially Proficient 9 to 14 points = Proficient 15 to 20 points = Accomplished 21 to 24 points = Exemplary						

Determine contribution of Standard V to the Overall Professional Practices Rating:

$$\frac{\text{(Total Pts. Earned for Std. V) X (Std. V Weight X No. of Stds.)}}{\text{(Number of Elements Associated with Standard)}}$$

Calculation Work Space*

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING					
		B	PP	P	A	E	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
VI. EXTERNAL DEVELOPMENT LEADERSHIP	**A.** Principals design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school.						
	B. Principals strive to improve the profession by collaborating with their colleagues, School 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, School District and board policies and negotiated agreements where applicable.						
	C. Principals develop systems and relationships to leverage the School 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.						
	Total Points Earned for Standard VI						
	Determine Rating for Standard VI: 0 to 1 points = Basic 2 to 4 points = Partially Proficient 5 to 7 points = Proficient 8 to 10 points = Accomplished 11 to 12 points = Exemplary						
Determine contribution of Standard VI to the Overall Professional Practices Rating: (Total Pts. Earned for Std. VI) X (Std. VI Weight X No. of Stds.) (Number of Elements Associated with Standard) **Calculation Work Space***						

*All calculations should be carried to three decimal places and results rounded to two decimal places.

Determining the Overall Rating for Professional Practices

Record the total points calculated for each standard in the chart below.

QUALITY STANDARD	Total Points Calculated
I. Strategic Leadership	
II. Instructional Leadership	
III. School Culture and Equity Leadership	
IV. Human Resource Leadership	
V. Managerial Leadership	
VI. External Development Leadership	
Total Points for All Standards	

Translating the Total Points for All Standards to Overall Professional Practices Rating

Record the Total Points for All Standards from the chart above in the first blank box. Determine the Overall Professional Practices Rating by locating the number of points entered into the first box in the first column and then matching that to the second column (e.g., 14.5 points equals a Professional Practices Rating of Accomplished).

Total Number of Points Received	Rating for Number of Points Received	Total Number of Points Received for this Evaluation =
0 to 2.00 points	Basic	
2.01 to 8.00 points	Partially Proficient	**Overall Professional Practices Rating**
8.01 to 14.00 points	Proficient	
14.01 to 20.00 points	Accomplished	
20.01 to 24.00 points	Exemplary	

Scoring of the rubric is designed so that each standard may be weighted by the district or BOCES in order to emphasize the initiatives or skills of importance to the locality. Weighting of the standards impacts the overall professional practices rating (Basic, Partially Proficient, Proficient, Accomplished, Exemplary), which in turn impacts the educator's overall effectiveness rating (Ineffective, Partially Effective, Effective or Highly Effective). The method used to determine a final effectiveness rating using the state model is described in "Determining a Final Effectiveness Rating for Principals" located here.

Principal/Assistant Principal Professional Growth Plan

This professional growth plan may be used to record up to three Professional Growth Goals aligned with your evaluation results. The goals should be specific and measurable. While each of the goals is important, they should be listed in rank order with the most important listed first. Also record the action steps required to address each growth goal. Please insert additional rows if additional goals are needed. (Please note, districts may choose to use a different type of plan. This one is provided as an example of key information that should be included in any plan selected by the district.)

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)	EVALUATION RATINGS BY STANDARD	
				Strategic Leadership	
				Instructional Leadership	
DATE DEVELOPED	DATE REVISED	SUPERVISOR APPROVAL	EVALUATOR APPROVAL (if different from supervisor)	School Culture and Equity Leadership	
				Human Resource Leadership	
				Managerial Leadership	
				External Development Leadership	
				Student Growth	

Standard(s) and Element(s) to Which Goal Applies	End-of-Year Rating Level on Standard(s) and Elements	Action Step	Who is Responsible for Support and/or Mentoring?	Role of Responsible Person	Data to be Collected to Demonstrate Progress	Dates Data will be Collected (at least twice during the year)	Evidence of Progress Toward Achieving Goal
		Professional Growth Goal #1:					
		1.					
		2.					
		3.					
		Professional Growth Goal #2:					
		1.					
		2.					
		3.					
		Professional Growth Goal #3:					
		1.					
		2.					
		3.					

Mid-Year Performance Discussion

This form is used to review progress toward achieving goals jointly agreed upon at the beginning of the year by the principal and evaluator. During the Mid-Year Review, they discuss progress toward achieving those goals and action steps.

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)	DATE DEVELOPED	DATE REVISED

Professional Growth Goals and Action Steps	Status of Action Steps	Barriers to Completion by Year End	Strategies to Address Barriers	Comments
Goal 1:				
Goal 2:				
Goal 3:				

Section IV: Colorado State Model Evaluation System for Specialized Service Professionals

Specialized Service Professionals in Colorado will be evaluated on measures of student outcomes as well as their demonstrated performance on each of the Quality Standards, including their ability to effectively support students and schools. The use of Professional Growth Plans will guide their professional planning, goal-setting, professional development and evaluation criteria.

Colorado's State Model Educator Evaluation System for Specialized Service Professionals includes the following components:

1. Statewide Definition of Specialized Service Professional Effectiveness

All districts and BOCES are required to use the state-approved definitions for effectiveness for the person or group whose evaluations they are conducting.

Effective specialized service professionals in the state of Colorado are vital members of the education team and have the knowledge and skills necessary to ensure that diverse student populations have equitable access to academic instruction and participation in school-related activities. Effective specialized service professionals develop and/or implement evidence-based services or specially designed instruction to meet the unique needs of their students. They support growth and development to close achievement gaps and prepare students for postsecondary and workforce success. They have a deep understanding of the interconnectedness of the home, school and community and collaborate with all members of the education team to strengthen those connections. Through reflection, advocacy and leadership, they enhance the outcomes and development of their students.

2. Colorado Specialized Service Professionals Quality Standards and Their Related Elements

QUALITY STANDARD I

Specialized service professionals demonstrate mastery of and expertise in the domain for which they are responsible.

ELEMENT A: Specialized service professionals 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.

ELEMENT B: Specialized service professionals demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math and other content areas.

ELEMENT C: Specialized service professionals integrate evidence-based practices and research findings into their services and/or specially designed instruction.

ELEMENT D: Specialized service professionals demonstrate knowledge of the interconnectedness of home, school and community influences on student achievement.

ELEMENT E: Specialized service professionals demonstrate knowledge of and expertise in their professions.

QUALITY STANDARD II

Specialized service professionals support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

ELEMENT A: Specialized service professionals foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.

ELEMENT B: Specialized service professionals demonstrate respect for diversity within the home, school and local and global communities.

ELEMENT C: Specialized service professionals engage students as unique individuals with diverse backgrounds, interests, strengths and needs.

ELEMENT D: Specialized service professionals engage in proactive, clear and constructive communication and work collaboratively with students, families and other significant adults and/or professionals.

ELEMENT E: Specialized service professionals select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time and appropriate behavioral strategies.

QUALITY STANDARD III

Specialized service professionals plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

ELEMENT A: Specialized service professionals provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.

ELEMENT B: Specialized service professionals utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.

ELEMENT C: Specialized service professionals plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning and progress toward achieving academic standards and individualized student goals.

ELEMENT D: Specialized service professionals support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.

ELEMENT E: Specialized service professionals establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.

ELEMENT F: Specialized service professionals communicate effectively with students.

ELEMENT G: Specialized service professionals develop and/or implement services and/or specially designed instruction unique to their professions.

QUALITY STANDARD IV

Specialized service professionals reflect on their practice.

ELEMENT A: Specialized service professionals demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.

ELEMENT B: Specialized service professionals link professional growth to their professional goals.

ELEMENT C: Specialized service professionals respond to complex, dynamic environments.

QUALITY STANDARD V

Specialized service professionals demonstrate collaboration, advocacy and leadership.

ELEMENT A: Specialized service professionals collaborate with internal and external stakeholders to meet the needs of students.

ELEMENT B: Specialized service professionals advocate for students, families and schools.

ELEMENT C: Specialized service professionals demonstrate leadership in their educational setting(s).

ELEMENT D: Specialized service professionals contribute knowledge and skills to educational practices and their profession.

ELEMENT E: Specialized service professionals demonstrate high ethical standards.

QUALITY STANDARD VI

Specialized service professionals take responsibility for student outcomes.

ELEMENT A: Specialized service professionals generate high levels of student outcomes consistent with the requirements of their respective professions.

ELEMENT B: Specialized service professionals demonstrate their ability to utilize multiple sources of evidence to evaluate their practice and make adjustments where needed to continually improve student outcomes.

Please note: Standard VI is not included as a part of the determination of ratings on professional practices that is described in this User's Guide. Standard VI requirements for measures of student outcomes are described in a separate document that can be found on the Colorado Department of Education (CDE) Educator Effectiveness website here.

3. Measures Used to Determine Effectiveness Rating

The Colorado State Model Educator Evaluation System for Specialized Service Professionals is intended to provide support, incentives and rewards for specialized service professionals as they engage in the challenging work of enabling and empowering students to learn. The specialized service professional effectiveness definition and Colorado Specialized Service Professional Quality Standards provide clear guidance about state priorities for the provision of effective services by these groups of professionals. The use of multiple measures for specialized service professional performance and guidelines for ensuring that these measures are of high quality will provide a more accurate and nuanced picture of the specialized service professional's professional practice and impact on measures of student outcomes. The use of performance standards to rate specialized service professional performance allows more precision about professional expectations, identifies those specialized service professionals in need of improvement and recognizes performance that is of exceptional quality.

The measures used to determine the specialized service professional's effectiveness rating emphasize the use of high-quality measures that result in a body of evidence concerning a specialized service professional's performance and include:

- **Measures of professional practice** (Standards I-V) selected by the district that meet state technical guidelines, including formal observations plus at least one of the following artifacts, which must be discussed during the evaluation when it is appropriate for the specialized service professional's assigned duties:
  - Student perception measures, where appropriate and feasible
  - Peer feedback
  - Parent or guardian feedback
  - Student support documentation

- **Multiple measures of student outcomes** (Standard VI) that are appropriate for the specialized service professional's assignment, that represent the best available measure for that assignment, that may also include measures of student outcomes shared among groups of specialized service professionals and that meet state technical guidelines.

- **Procedures for prioritizing or weighting** measures of performance which ensure that:
  1. Measures of student outcomes:
     a. Represent at least 50 percent of total performance,[6]
     b. Are aligned with the role and duties of the individual being evaluated.
     c. Are prioritized by technical quality.
  2. Measures of professional practice are prioritized by local objectives.

[6] For the 2014-15 school year only, Senate Bill 14-165 provides school districts and BOCES additional flexibility with respect to how they rate educators on measures of student learning (Quality Standard VI for teachers and VII for principals). For a single school year, districts and BOCES may weight the measures of student learning/outcomes rating anywhere between zero and 50 percent.

4. Procedures for Conducting Evaluations

Procedures for conducting evaluations may be determined at a local level, provided that they ensure that data is regularly collected, associated feedback and improvement opportunities are regularly provided and specialized service professionals receive a formal evaluation and performance standard designation by the end of each academic year.

5. Performance Standards (Final Effectiveness Rating Levels)

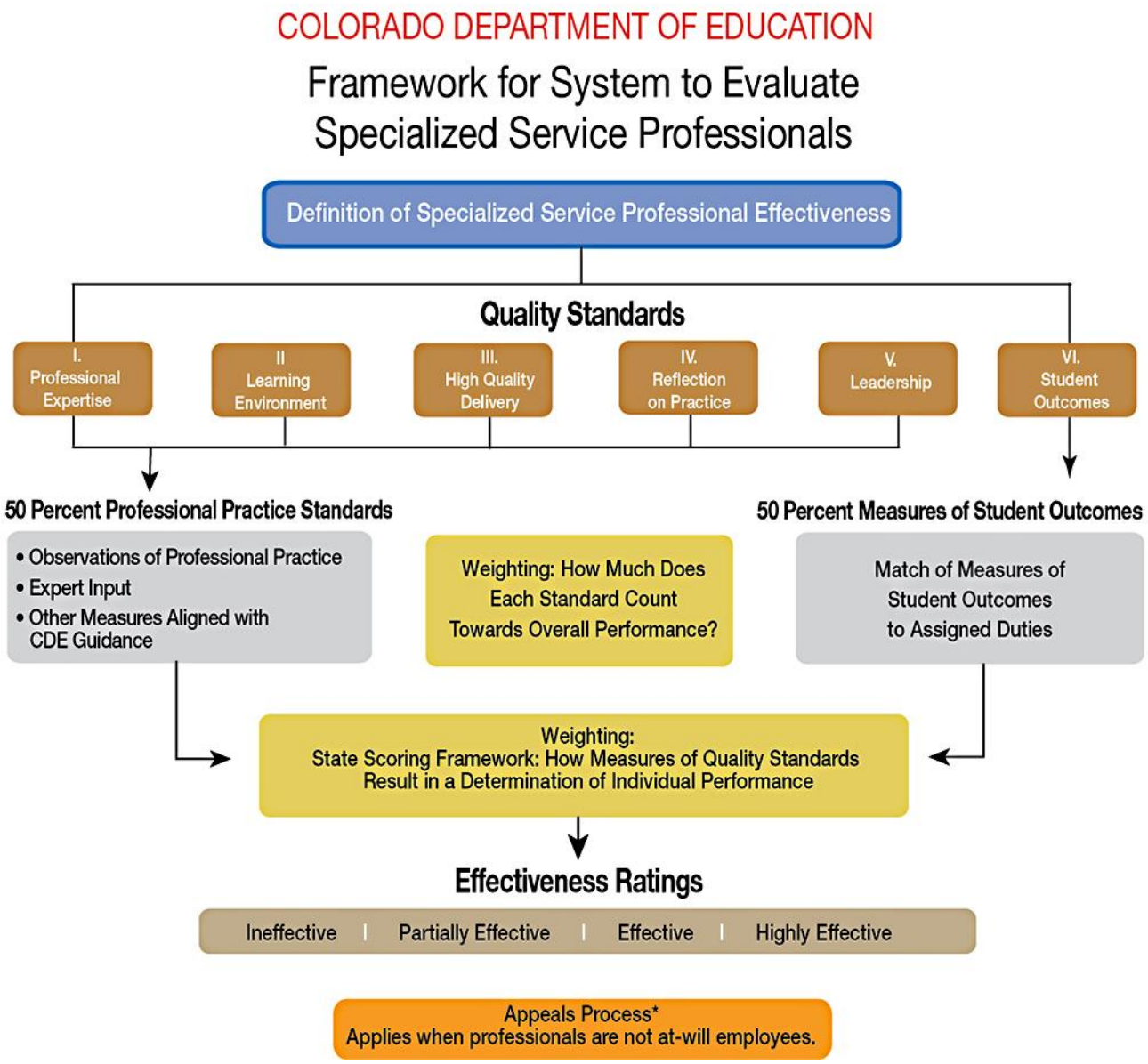
The use of four performance standards (Highly Effective, Effective, Partially Effective and Ineffective) to rate educator performance allows more precision about professional expectations, identifies educators in need of improvement and recognizes performance that is of exceptional quality. These standards are also commonly referred to as the final effectiveness rating level.

6. Appeals Process

An appeals process is also available that permits non-probationary specialized service professionals to appeal a second consecutive performance evaluation that falls below Effective. Additional information about Rules governing Colorado's state-approved appeals process may be found here.

The Framework for System to Evaluate Specialized Service Professionals (Exhibit 27), developed by the State Council for Educator Effectiveness (SCEE) and CDE, illustrates the relationships of the system components and the weight professional practice plays with respect to measures of student outcomes. As the graphic illustrates, Quality Standards I through V deal with professional practice while Quality Standard VI deals with measures of student outcomes. While the framework for specialized service professionals is nearly identical to the teacher framework, there is one important difference. In determining the rating for professional practices, evaluators are strongly encouraged to use expert input. This would involve requesting support from staff members who have expertise in the field in which the specialized service professional is employed. For example, an evaluator who must evaluate a school nurse should solicit input from another school nurse who not only understands the roles and responsibilities of school nurses, but who is able to identify the professional practices when they are demonstrated by the school nurse being evaluated. The school nurse who provides expert input would be expected to provide the input to the evaluator who has responsibility for completing the evaluation. The experts would not be held responsible for evaluating a colleague, but rather for helping the evaluator to provide a fair and reliable evaluation.

EXHIBIT 26: Framework for System to Evaluate Specialized Service Professionals



Specialized Service Professionals Evaluation Process: Forms

- Specialized Service Professional Evaluation Process Tracking Form
- Determining the Overall Rating for Professional Practices
- Specialized Service Professionals Summary Evaluation Sheet
- Specialized Service Professionals Evaluation Worksheet
- Rubrics for Specialized Service Professionals
    1. Audiologists
    2. Occupational Therapists
    3. Physical Therapists
    4. School Counselors
    5. School Nurses
    6. School Orientation and Mobility Specialists
    7. School Psychologists
    8. School Social Workers
    9. Speech-Language Pathologists

Specialized Service Professionals Evaluation Process Tracking Form

Specialized service professionals need to keep track of their progress in completing the year-long evaluation process. This simple form may be used to quickly and easily monitor progress toward completing each step in the process. The Colorado State Model Performance Management System also provides a quick, easy and automatic way of tracking progress.

NAME	POSITION/TITLE	DISTRICT(S) AND SCHOOL(S)
SUPERVISOR APPROVAL		**EVALUATOR APPROVAL** (If different from Supervisor)

ACTIVITY	DATE COMPLETED	SPECIALIZED SERVICE PROFESSIONAL SIGNATURE	EVALUATOR SIGNATURE	COMMENTS
Training				
Orientation				
Self-Assessment				
Review of Annual Goals and Performance Plan				
Mid-Year Review				
Evaluator Assessment				
End-of-Year Review				
Final Effectiveness Rating				
Goal-Setting and Performance Planning				

Specialized Service Professionals Summary Evaluation Sheet

This form provides a summary of the ratings on all elements and standards and should be used to guide discussions regarding strengths and areas needing improvement. It may also be used to inform the specialized service professional's growth plan for the subsequent school year.

QUALITY STANDARD	ELEMENT	RATING POINTS					
		B	PP	P	A	E	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
I: MASTERY OF AND EXPERTISE IN DOMAIN	**A.** 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.						
	B. Demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math and other content areas.						
	C. Integrate evidence-based practices and research findings into their services and/or specially designed instruction.						
	D. Demonstrate knowledge of the interconnectedness of home, school and community influences on student achievement.						
	E. Demonstrate knowledge of and expertise in their professions.						
	Total Points Earned for Standard I						
	Determine Rating for Standard I: 0 to 2 = Basic 3 to 7 = Partially Proficient 8 to 12 = Proficient 13 to 17 = Accomplished 18 to 20 = Exemplary						
Determine Contribution of Standard I to the Overall Professional Practices Rating: **(Total Points Earned for Std.I) X (Std. I Weight X No. of Stds.) =** **(Number of Elements Associated with Standard I)** **Calculation Work Space :***							

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING POINTS					
		B	PP	P	A	E	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
II: SAFE, INCLUSIVE AND RESPECTFUL ENVIRONMENT	**A.** Foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers						
	B. Demonstrate respect for diversity within the home, school and local and global communities.						
	C. Engage students as unique individuals with diverse backgrounds, interests, strengths and needs.						
	D. Engage in proactive, clear and constructive communication and work collaboratively with students, families and other significant adults and/or professionals.						
	E. Select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time and appropriate behavioral strategies.						
	Total Points Earned for Standard II						
	Determine Rating for Standard II: 0 to 2 = Basic 3 to 7 = Partially Proficient 8 to 12 = Proficient 13 to 17 = Accomplished 18 to 20 = Exemplary						

Determine Contribution of Standard II Ito the Overall Professional Practices Rating:

(Total Points Earned for Std.II) X (Std. II Weight X No. of Stds.) =

(Number of Elements Associated with Standard II)

Calculation Work Space :*

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING POINTS					
		B	PP	P	A	E	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
III: SERVICES THAT FACILITATE LEARNING	**A.** Provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.						
	B. Utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.						
	C. Plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning and progress toward achieving academic standards and individualized student goals.						
	D. Support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.						
	E. Establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.						
	F. Communicate effectively with students.						
	G. Develop and/or implement services and/or specially designed instruction unique to their professions.						
	Total Points Earned for Standard III						
	Determine Rating for Standard III: 0 to 3 = Basic 4 to 10 = Partially Proficient 11 to 17 = Proficient 18 to 24 = Accomplished 25 to 28 = Exemplary						
Determine Contribution of Standard III Ito the Overall Professional Practices Rating: **(Total Points Earned for Std.III) X (Std. III Weight X No. of Stds.) =** **(Number of Elements Associated with Standard III)** **Calculation Work Space :***							

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING POINTS					
		B	PP	P	A	E	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
IV: REFLECT ON PRACTICE	**A.** Demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.						
	B. Link professional growth to their professional goals.						
	C. Respond to complex, dynamic environments.						
	Total Points Earned for Standard IV						
	Determine Rating for Standard IV: 0 to 1 = Basic 2 to 4 = Partially Proficient 5 to 7 = Proficient 8 to 10 = Accomplished 11 to 12 = Exemplary						

Determine Contribution of Standard IV to the Overall Professional Practices Rating:

(Total Points Earned for Std.IV) X (Std. IV Weight X No. of Stds.) =

(Number of Elements Associated with Standard IV)

Calculation Work Space :*

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING POINTS					
		B	PP	P	A	E	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
V. DEMONSTRATE COLLABORATION, ADVOCACY AND LEADERSHIP	**A.** Collaborate with internal and external stakeholders to meet the needs of students.						
	B. Advocate for students, families and schools.						
	C. Demonstrate leadership in their educational setting(s).						
	D. Contribute knowledge and skills to educational practices and their profession.						
	E. Demonstrate high ethical standards.						
	Total Points Earned for Standard V						
	Determine Rating for Standard V: 0 to 2 = Basic 3 to 7 = Partially Proficient 8 to 12 = Proficient 13 to 17 = Accomplished 18 to 20 = Exemplary						
Determine Contribution of Standard V Ito the Overall Professional Practices Rating: **(Total Points Earned for Std.V) X (Std. V Weight X No. of Stds.) =** **(Number of Elements Associated with Standard V)** **Calculation Work Space :***							

*All calculations should be carried to three decimal places and results rounded to two decimal places.

Specialized Service Professionals Evaluation Worksheet

This form should be completed by the evaluator prior to the final evaluation and goal-setting meeting held each spring. The specialized service professional and evaluator should discuss the contents of this form and the accompanying Summary Evaluation Sheet and agree on the professional practices ratings as well as the recommended actions for improvement, resources needed to accomplish those actions and a determination of how the specialized service professional and evaluator will know improvements have been made.

QUALITY STANDARD I
Demonstrate mastery of and expertise in the domain for which they are responsible.

	B	PP	P	A	E
A. 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.					
B. Demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math and other content areas.					
C. Integrate evidence-based practices and research findings into their services and/or specially designed instruction.					
D. Demonstrate knowledge of the interconnectedness of home, school and community influences on student achievement.					
E. Demonstrate knowledge of and expertise in their professional.					
Overall Rating for Standard I					

Comments:
Please indicate the element for which the comment applies if not for the standard as a whole.

Recommended actions for improvement:

Resources needed to complete these actions:

QUALITY STANDARD II
Support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

	B	PP	P	A	E
A. Foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers					
B. Demonstrate respect for diversity within the home, school and local and global communities.					
C. Engage students as unique individuals with diverse backgrounds, interests, strengths and needs.					
D. Engage in proactive, clear and constructive communication and work collaboratively with students, families and other significant adults and/or professionals.					
E. Select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time and appropriate behavioral strategies.					
Overall Rating for Standard II					

Comments:
Please indicate the element for which the comment applies if not for the standard as a whole.

Recommended actions for improvement:

Resources needed to complete these actions:

QUALITY STANDARD III
Plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

	B	PP	P	A	E
A. Provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.					
B. Utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.					
C. Plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning and progress toward achieving academic standards and individualized student goals.					
D. Support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.					
E. Establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.					
F. Communicate effectively with students.					
G. Develop and/or implement services and/or specially designed instruction unique to their professions.					
Overall Rating for Standard III					

Comments:
Please indicate the element for which the comment applies if not for the standard as a whole.

Recommended actions for improvement:

Resources needed to complete these actions:

QUALITY STANDARD IV
Reflect on their practice.

	B	PP	P	A	E
A. Demonstrate that they analyze student learning, development and growth and apply what they learned to improve their practice.					
B. Link professional growth to their professional goals.					
C. Respond to complex, dynamic environments.					
Overall Rating for Standard IV					

Comments:
Please indicate the element for which the comment applies if not for the standard as a whole.

Recommended actions for improvement:

Resources needed to complete these actions:

QUALITY STANDARD V
Demonstrate collaboration, advocacy and leadership.

	B	PP	P	A	E
A. Collaborate with internal and external stakeholders to meet the needs of students.					
B. Advocate for students, families and schools.					
C. Demonstrate leadership in their educational setting(s).					
D. Contribute knowledge and skills to educational practices and their profession.					
E. Demonstrate high ethical standards.					
Overall Rating for Standard V					

Comments:
Please indicate the element for which the comment applies if not for the standard as a whole.

Recommended actions for improvement:

Resources needed to complete these actions:

Observations, Required Measures and Other Evidence/Artifacts for Specialized Service Professionals

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For specialized service professionals this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

EVALUATIONS OF SPECIALIZED SERVICE PROFESSIONALS MUST BE BASED ON AT LEAST ONE OF THE FOLLOWING PERFORMANCE MEASURES, WHEN APPROPRIATE TO THE SSP'S ASSIGNED DUTIES:OBSERVATIONS REQUIRED BY S.B. 10-191:

- **Student perception measures, where appropriate and feasible**
- **Peer feedback**
- **Parent or guardian feedback**
- **Student support documentation**

The performance measures listed above are not included in the lists of examples of evidence/artifacts included in the table below. At least one of them should, however, be included in performance discussions if at all possible.

Additional Evidence/Artifacts That May be Used to Demonstrate Proficiency if Necessary

	STANDARDS I	STANDARDS II	STANDARDS III	STANDARDS IV	STANDARDS V
AUDIOLOGISTS	• Audiological assessments/reports • Communication with community agencies • Correspondence/ consultation records • Developmental history records • Educational audiology standards of practice • Family-friendly and language-accessible materials/displays • Formal and informal student assessments • Funding resources/applications • In-service training records • Parent, student or teacher feedback or survey • Records of service delivery • Referral records • Screening program records • Sources for research/evidence-based practices • Student inventories or observation records • Use of outside agency reports or information	• Audiological assessments/reports Correspondence/ consultation records • Family-friendly and language-accessible materials/displays • Formal and informal student assessments • Parent, student or teacher feedback or survey • Records of service delivery • Referral records • Self-advocacy data • Student inventories or observation records • Use of outside agency reports or information	• Audiological assessments/reports Classroom acoustics assessment /reports • Correspondence/consultation records • Educational audiology standards of practice • Family-friendly and language-accessible materials/displays • Formal and informal student assessments • Guidelines for hearing assistance technology (HAT) • IEP team meeting participation • In-service training records/observations • Parent, student or teacher feedback or survey • Pre- and post-intervention data • Records of service delivery • Referral records • Self-advocacy data • Screening program records • Student inventories or observation records • Student plans (504, IEP/IFSP, Communication) • Technology assessment and/or monitoring records	• Calendar/schedule • Certificates of participation in professional development activities • Correspondence/ consultation records • Documentation of presentations given • Evidence of new practices implemented • In-service training records • Participation/membership in professional or community organizations • Participation on committees and/or task forces • Professional goals and/or growth plan • Record of expanded responsibilities • Records of service delivery • Research results • Student plans (504, IEP/IFSP, Communication) Service Plan [IFSP], Communication)	• Collaboration activities • Communication with community agencies • Correspondence/ consultation records • Documentation of presentations given • Leadership in committee or organization • Mentoring/supervising records • Participation/ membership in professional or community organizations • Participation on committees and/or task forces • Published articles • Records of advocacy activities

	STANDARDS I	STANDARDS II	STANDARDS III	STANDARDS IV	STANDARDS V
OCCUPATIONAL THERAPISTS	• Copies of agendas/articles from therapist-provided workshops/presentations • Copies of materials developed for intervention • Educational plans (IFSP, IEP, 504, and other learning plans) • Examples of research articles or other valid or reliable research-based sources • Intervention plans and notes • Parent/family feedback • Progress monitoring information • Special education evaluation reports • Standards of Practice for Occupational Therapy • Student feedback • Student work samples and data sheets • Surveys of other educational personnel regarding collaboration with the OT	• Behavioral expectations for OT sessions • Consultation notes-student notes • Consultation notes-professional notes • Documentation of examples of adapted equipment • Documentation of Examples of environmental adaptations • Documentation of parent communication • Educational plans (IFSP, IEP, 504, and other learning plans) • Inventory of student needs strengths and interests. • Materials and/or resources developed by the OT • Training handouts	• Assessment tools and evaluation findings • Documentation of examples of adapted equipment • Documentation of Examples of environmental adaptations • Documentation of parent communication • Educational plans (IFSP, IEP, 504, and other learning plans) • IDEA/NCLB Document Reference • Intervention plans and notes • Laws, policies, procedures from all levels • Parent/family feedback • Progress monitoring information • Special education evaluation reports • Student feedback • Student work samples and data sheets	• Educational plans (IFSP, IEP, 504, and other learning plans) • Examples of monitoring tools • Intervention plans and notes • Peer review documentation • Presentations • Professional development activity log • Professional growth plan • Self-assessment • Working documents from LEA, state or national task forces, committees and/or workgroups	• Communications with other staff members • Consultation strategies and tools • Departmental strategies and procedures • Documentation of interagency projects • Documentation of leadership service on teams, task forces, and committees • Educational plans (IFSP, IEP, 504, and other learning plans) • Occupational Therapy Standards of Practice • Occupational Therapy Code of Ethics • Records of advocacy activities

	STANDARDS I	STANDARDS II	STANDARDS III	STANDARDS IV	STANDARDS V
PHYSICAL THERAPISTS	• Collaborative relationships documentation • IEP/IFSP/504 documentation • Lesson plans • Other documentation (home programs, classroom logs, communication logs) • Physical therapy reports • Progress monitoring tools • Research articles and references • Service time • Written goals and objectives	• Culturally responsive training materials • IEP/IFSP/504 documentation • Lesson plans • Other documentation (home programs, classroom logs, communication logs) • Physical therapy reports • Progress monitoring tools • Research articles and references • School/session rules • Service time • Student and family inventory of needs, interests, goals • Written goals and objectives	• Ecological assessment tool • Federal, state, and local laws and policies • Formal and informal assessment tools • IEP/IFSP/504 documentation • Other documentation (home programs, classroom logs, communication logs) • Physical therapy reports • Progress monitoring tools • School/session rules • Student goals and outcomes • Written goals and objectives	• Collaborative relationships documentation • Continuing education records • Data collection and analysis • Organizational logs/schedules • Other documentation (home programs, classroom logs, communication logs) • Professional development plan • Progress notes • Survey of colleagues • Workload schedules	• Collaborative relationships documentation • Department documents • Ethical standards • Meeting minutes • Other documentation (home programs, classroom logs, communication logs) • Physical therapy notes • Professional development/training materials for school staff • Professional meeting attendance records • Publications/presentations • Resources developed • Student and family inventory of needs, interests, goals

	STANDARDS I	STANDARDS II	STANDARDS III	STANDARDS IV	STANDARDS V
SCHOOL COUNSELORS	• Advisory Council Documentation • ASHA National Model Action Plans and Results Data • Analysis of School and Counseling Program Data • Annual School Counseling Report • ASHA CEUs • Closing the Gap Action Plans and Results Reports • Counselor Administrator Annual Agreement • Data Collection and Analysis Activities • Documentation of Referrals to Other Programs and Resources • Environmental Scan Tools and Data/Results • Evidence of Classroom Guidance Curriculum Integrated Into Relevant Courses and Programs • Graduate Coursework • Logs documenting Interactions with Student Support Professionals and Programs • Needs Assessment Tools and Data/Results • Operational Schedules (e.g., Daily, Weekly, and Monthly Calendars) • Policy Documents	• Closing the Gap Action Plans and Results Reports • Curriculum Action Plan • Curriculum and Materials Utilized • Data Collection and Analysis Activities • Documentation of Student Re-entry Strategies • Documentation of Professional Development Participation (Conferences, Workshops, Webinars, etc.) • Documentation of Referrals to Other Programs and Resources • Environmental Scan Tools and Data/Results • Evidence of Classroom Guidance Curriculum Integrated Into Relevant Courses and Programs • Learning Styles and Interest Inventories • Logs documenting Interactions with Student Support Professionals and Programs • Needs Assessment Tools and Data/Results • Policy Documents • Professional Learning Community Documentation • Program Website • Records of Multi-lingual Communication	• Accountability process documentation • Accountability/Results Reports • ASHA National Model Action Plans and Results Data • Analysis of School and Counseling Program Data • Annual School Counseling Report • Closing the Gap Action Plans and Results Reports • Curriculum Action Plan • Curriculum and Materials Utilized • Data Collection and Analysis Activities • Documentation of Referrals to Other Programs and Resources • Environmental Scan Tools and Data/Results • Evidence of Classroom Guidance Curriculum Integrated Into Relevant Courses and Programs • Learning Styles and Interest Inventories • Logs documenting Interactions with Student Support Professionals and Programs • Needs Assessment Tools and Data/Results	• Accountability process documentation • Additional Certifications • American School Counselor Association (ASHA) Legal and Ethical Standards • ASHA National Model Action Plans and Results Data • Analysis of School and Counseling Program Data • Closing the Gap Action Plans and Results Reports • Data Collection and Analysis Activities • Environmental Scan Tools and Data/Results • Graduate Coursework • Individual Growth Plan • Mentoring Documentation • Record of Professional Service, Articles Published, Presentations Made and Other Dissemination Activities • School Improvement Plan and Implementation Documentation • Self-Assessment • Use-of-Time Analysis • Website	• Accountability process documentation • Additional Certifications • Advisory Council Documentation • American School Counselor Association (ASHA) Legal and Ethical Standards • ASHA National Model Action Plans and Results Data • Analysis of School and Counseling Program Data • ASHA CEUs • Closing the Gap Action Plans and Results Reports • Counselor Administrator Annual Agreement • Documentation of Referrals to Other Programs and Resources • Documentation of Student Re-entry Strategies • Documentation of Professional Development Participation (Conferences, Workshops, Webinars, etc.) • Graduate Coursework • Individual Growth Plan • Logs documenting Interactions with Student Support Professionals and Programs • Mentoring Documentation • Policy Documents

	STANDARDS I	STANDARDS II	STANDARDS III	STANDARDS IV	STANDARDS V
SCHOOL COUNSELORS, CONTINUED	• Pre- and Post-Tests • Professional Learning Community Documentation • Program Website • Records of Multi-lingual Communication • School Counseling Core Curriculum Maps • School Counseling Program Audit • School Improvement Plan and Implementation Documentation School Programs Agendas, Sign-in Sheets, Outlines, etc. • Self-Assessment • SMART Goals for Program Planning and Implementation • Stakeholder Meeting Notes, Agendas, Sign-In Sheets • Student Progress Towards Post-Secondary and Workforce Readiness (ICAP) • Use-of-Time Analysis • Website	• School Counseling Core Curriculum Maps • School Improvement Plan and Implementation Documentation School Programs Agendas, Sign-in Sheets, Outlines, etc. • Self-Assessment • Stakeholder Surveys • Student Progress Towards Post-Secondary and Workforce Readiness (ICAP) • Transition Strategies Documentation • Website	• Operational Schedules (e.g., Daily, Weekly, and Monthly Calendars) • Pre- and Post-Tests • School Counseling Program Audit • School Improvement Plan and Implementation Documentation • SMART Goals for Program Planning and Implementation • Stakeholder Surveys • Student Progress Towards Post-Secondary and Workforce Readiness (ICAP) • Transition Strategies Documentation • Website		• Record of Professional Service, Articles Published, Presentations Made and Other Dissemination Activities • School Improvement Plan and Implementation Documentation • School Programs Agendas, Sign-in Sheets, Outlines, etc. • Self-Assessment • Stakeholder Meeting Notes, Agendas, Sign-In Sheets • Student Progress Towards Post-Secondary and Workforce Readiness (ICAP) • Transition Strategies Documentation • Website

	STANDARDS I	STANDARDS II	STANDARDS III	STANDARDS IV	STANDARDS V
SCHOOL ORIENTATION AND MOBILITY SPECIALISTS	• Student Achievement Data • Student Feedback • Parent Feedback • Lesson Plans/Units of Study • Feedback from Walkthrough Observations • Instructional Activities Schedules • Expanded Core Curriculum for Students with Visual Impairments, Including Blindness • Research-based Materials • Communications with Families and Other Health Professionals	• Student Achievement Data • Student Feedback • Parent Feedback • Lesson Plans/Units of Study • Feedback from Walkthrough Observations • Instructional Activities Schedules • Expanded Core Curriculum for Students with Visual Impairments, Including Blindness • Research-based Materials • Communications with Other Professionals • Student Growth Goals • Family Partnerships • Materials that Support Diversity	• Student Achievement Data • Student Feedback • Parent Feedback • Lesson Plans/Units of Study • Feedback from Walkthrough Observations • Student Work • Anecdotal Records • Orientation and Mobility Assessments • Federal, State, and Local Laws and Policies • IEPs • Findings from Analyses • Communications with Families and Students	• Self-reflection templates • Lesson Plans • Assessment Plans • Professional Growth Plans • Data Analysis Record • Responses to Feedback • Student Portfolios • Parent Feedback • Record of Collaborations with Colleagues and Community	• Documentation of Service on Teams, Task Forces, and Committees • Student Achievement Data • Notes from Parent and Community Meetings • Records of Advocacy Activities • Workshop/Conference • Resources • Workshop/Conference Certificate of Attendance • IEPs • Lesson Plans • Standards of Professional Practice

	STANDARDS I	STANDARDS II	STANDARDS III	STANDARDS IV	STANDARDS V
SCHOOL NURSES	• Adherence to standard operating procedures that ensure confidentiality of records • Communication with families and students • Department of Regulatory Agencies (DORA) license for registered nurse • Mentoring logs • Resource materials on cultural groups • Return to class rate • Special education (SPED) evaluations/504 plans • Student training materials	• Communication with families and students • Documented evidence of communication with staff, colleagues and healthcare providers • Email or other documented evidence of communication with staff, colleagues and health care providers • Individualized health care plans • Resource materials on cultural groups • Staff training logs	• CDE special service provider license as a school nurse • Data collection methods • Delegation logs • Email or other documented evidence of communication with staff, colleagues and health care providers • Immunization compliance, screening referrals/follow-up • Individualized health care plans • Minutes of family meetings • Membership in school teams • Needs assessment findings • Nursing documentation records • Relevant federal, state, and district laws and policies • Service evaluations • Unlicensed Assistive Personnel (UAP) training logs	• Email or other documented evidence of communication with staff, colleagues and health care providers • Local and national conference agendas • NCSN certification • Needs assessment findings • Professional development certificates of attendance • Resource materials on cultural groups • School committee roster • SPED evaluations/504 plans • Staff training logs • Student academic data	• Adherence to standard operating procedures that ensure confidentiality of records • Committee/workgroup minutes • Documentation of presentations to internal and external groups • Documented evidence of communication with staff, colleagues and healthcare providers • Formal/informal leadership roles verification

	STANDARDS I	STANDARDS II	STANDARDS III	STANDARDS IV	STANDARDS V
SCHOOL PSYCHOLOGISTS	• 504 Plans • Behavior charts • Behavior intervention plans • Calendar/schedule/planner • Certificates of participation in professional development activities • Completed suicide risk assessment forms • Completed threat assessment forms • Consultation records • Counseling progress notes • Crisis team membership • Culturally sensitive intervention materials • Developmentally appropriate intervention plans • Documentation of in-service workshops attended • Documentation of in-service workshops provided • Functional behavioral assessment • IEP team meeting participation (Particularly for eligibility determination) • Individual student feedback • Meeting participation (e.g., IEP, Response to Intervention [RTI], etc.) • National Association of School Psychologists (NASP) Practice Models/Standards	• 504 Plans • Behavior intervention plans • Calendar/schedule/planner • Communication/ correspondence logs/records (e.g., with families, community agencies, etc.) • Culturally sensitive intervention materials • Demonstration of time management such as logs and calendars • Developmentally appropriate intervention plans • Display posters/signage, etc., for "Safe Space" and other positive programs aimed at school safety, climate and diversity • Examples of prioritization • Healthy Kids Colorado Survey • Individual student feedback • Meeting participation (e.g., IEP, RTI, etc.) • School safety/climate surveys • Student/parent/family contact logs • Surveys of interactions with families, community peers and/or staff • Taskforce or community participation	• 504 Plans • Behavior charts • Behavior intervention plans • Calendar/schedule/planner • Completed suicide risk assessment forms • Completed threat assessment forms • Completed suicide risk assessment forms • Counseling progress notes • Creative use of technology for problem solving with individual or small groups of students • Culturally sensitive intervention materials • Developmentally appropriate intervention plans • Documentation of students engaged in their own progress monitoring • Evidence of new strategies used (e.g., evaluation data for new strategies) • Examples of student work pre- and post-intervention • Functional behavioral assessment • IEP team meeting participation (Particularly for eligibility determination) • Intervention plans	• 504 Plans • Calendar/schedule/planner • Certificates of participation in professional development activities • Demonstration of time management such as logs and calendars • Documentation of in-service workshops attended • Evidence of frequent progress monitoring of professional goals • Evidence of new strategies used (e.g., evaluation data for new strategies) • Examples of prioritization • Involvement in professional or volunteer organizations or groups (Colorado Society of School Psychologists [CSSP], NASP, etc.) • Individual student feedback • Letters from stakeholders • Letters to administrators and other stakeholders • List of expanded responsibilities • Meeting agendas • NASP Practice Models/Standards • Professional goals and/or growth plan • Reflections/journal re: implementing professional development into practice	• 504 Plans • Calendar/schedule/planner • Communication/ correspondence logs/records (e.g., with families, community agencies, etc.) • Conference presentations • Crisis team membership • Documentation of in-service workshops provided • Involvement in school and district teams • Involvement in professional or volunteer organizations or groups (CSSP, NASP, etc.) • Involvement on committees or recommendations for district level changes • Leadership committees/taskforces/professional organizations • Letters from stakeholders • Letters to administrators and other stakeholders • List of expanded responsibilities • List of community resources • Meeting agendas • Meeting participation (e.g., IEP, RTI, etc.) • Membership in professional organizations • NASP Practice Models/Standards

	STANDARDS I	STANDARDS II	STANDARDS III	STANDARDS IV	STANDARDS V
SCHOOL PSYCHOLOGISTS, CONTINUED	• Notes from IEP meetings • Pre-post-intervention data • Progress monitoring data for student goals • Psycholoeducational reports • Referral records • Sources for research/evidence based strategies • Student/parent/family contact logs • Suicide risk assessment forms • Supervision notes (provided and received) • Test records/protocols/ assessment tools and/or data • Threat assessment forms • Training certificates • Transcripts for courses completed	• Test records/protocols/ assessment tools and/or data	• Involvement on committees or recommendations for district level changes Meeting agendas • Meeting participation (e.g., IEP, RTI, etc.) • Notes from IEP meetings • Participation on RtI/Multi-Tiered System of Support (MTSS) team • Pre-post-intervention data • Progress monitoring data for student goals • Psychoeducational reports • Referral records • Small group or classroom instruction on how to use technology to enhance progress on study skills related goals for students on IEPs • Sources for research/evidence based strategies • Student perception surveys • Suicide risk assessment forms • Taskforce or community participation • Test records/protocols/ assessment tools and/or data • Threat assessment forms • Transition plans • Treatment summaries • Understandable/effective organizational system	• Sources for research/evidence based strategies • Subscription to professional journals, NASP Communique or evidence of ongoing research into appropriate strategies and interventions • Supervision notes (provided and received)Surveys/emails seeking professional feedback for growth • Surveys of interactions with families, community peers, and/or staff • Training certificates • Transcripts for courses completed • Understandable/effective organizational system	• Participation on RtI/MTSS team • Published articles • Supervision notes (provided and received) • Taskforce or community participation • Teaching university courses

	STANDARDS I	STANDARDS II	STANDARDS III	STANDARDS IV	STANDARDS V
SCHOOL SOCIAL WORKERS	• Behavior support plans • Certificates of attendance for professional development • Contact logs – specifically related to community resources, access to school/district/family events, etc. • Crisis protocols: suicide assessments threat assessment, child abuse reports, crisis plans, minutes from safety team meetings, informed supervision • Functional Behavioral Assessment/Behavioral Intervention Plan • Pre/post survey/assessment to family/ teacher/community members • Social history assessment • Sources of evidence based practice • Suicide, threat, risk assessments	• Culturally responsive materials • Documentation of parent/significant adult meetings • Documentation of staff development related to meeting student needs, increasing positive behavior, classroom management, etc. • Functional Behavioral Assessment/Behavioral Intervention Plan • List of community and stakeholder partners and their contributions to the school • Logs/journals • Parent/significant other communication • Participation in development of IEP goals/objectives • Participation in IEP meetings • Records of student, parent and staff interviews • Reports of services provided	• Data analysis reports • Data collection tools • Evaluation tools • Feedback from students, community members, colleagues • IEP Goals and Objectives • Initiation and facilitation of child and family team meetings • Minutes and rosters of meetings • Plans related to individual counseling, group counseling, classroom lessons, community and family support • Pre/post evaluation or assessment • Resource guide/binder • Student outcome data • Supervision notes • Transition plans	• Documentation of continuing education – articles, conferences • Feedback from students, community members, colleagues • Initiation and facilitation of child and family team meetings • Professional growth plan • Resource guide/binder • Self-assessment/self-reflection template • Student outcome data • Supervisor performance feedback • Social worker plans for individual students • Work plans	• Case summary • Certificates of attendance for professional development • Contact logs – specifically related to community resources, access to school/district/family events, etc. • Documentation of continuing education – articles, conferences • Minutes and rosters of meetings • National Association of Social Workers (NASW) Code of Ethics • Participation in professional learning communities, student accountability committees, building advisory councils, community boards/committees • Presentation materials developed for school, district, state or national presentations • Professional association membership and activities • Resource guide/binder • Response to feedback • Supervision notes

	STANDARDS I	STANDARDS II	STANDARDS III	STANDARDS IV	STANDARDS V
SPEECH LANGUAGE PATHOLOGISTS	• Anecdotal records • Communication tools, such a augmentative and alternative communication (AAC) notebooks and devices • Data analysis documentation • Communications with parents, the community, other professionals • Professional development attended or provided • Documentation of service on teams, taskforces and committees • Examples of research articles or other research-based resources used • IEPs • Instructional materials used with students • List of interpreters available for IEP meetings • Maintenance of CDE licensure • Organizational tools • Parent communication log • Parent, teacher, peer, student feedback • Progress monitoring information • Standards of practice for speech pathologists • Student evaluation reports • Time management documentation • Student work	• Analyses of time on task • Anecdotal records • Class rules • Collaboration with English Language Arts (ELA) teachers and support personnel • Cultural competence survey • Culturally sensitive assessments and materials • Documentation of communication with parents, the community, other professionals • Documentation of professional development on cultural sensitivity • Effective use of interpreters or translators when necessary • Evidence of cultural sensitivity in learning environment • Evidence of family engagement in schools • List of interpreters available for IEP meetings • Meeting agendas • Parent communication log • Parent, teacher, peer, student feedback • Student data (achievement, progress, interests, needs, strengths)	• Anecdotal records • Assessment data and protocols/diagnostic information • Data analysis documentation • Documentation of IEP meetings (reports, goals, student progress, etc.) • Documentation of student participation in IEP meetings • Evaluations of practices • Examples of materials used with students • Examples of research articles or other research-based resources used • Federal, state and local laws/policies • IEPs • Progress monitoring information • Review of learning objectives or goals • Student data (achievement, progress, interests, needs, strengths) • Student learning objectives/goals	• Anecdotal records • Data analysis documentation • Documentation of collaboration with colleagues • Documentation of professional development attended or provided • Documentation of service on teams, taskforces and committees • Examples of research articles or other research-based resources used • IEPs • Intervention logs • Long-term professional development plan • Parent, teacher, peer, student feedback • Progress monitoring information • Review of learning objectives or goals • Self-reflection tools • Student data (achievement, progress, interests, needs, strengths) • Standards of practice for speech pathologists • Student work • Time management documentation	• Anecdotal records • Data to inform service delivery, differentiate instruction and intervention plans • Documentation of district or community involvement such as presentations, minutes, etc. • Documentation of membership on professional committees • Documentation of professional learning communities • Documentation of service on teams, taskforces and committees • Examples of research articles or other research-based resources used • List of interpreters available for IEP meetings • Meeting agendas • Policies/procedures with changes • Relevant materials for other school staff • Standards of practice for speech pathologists

Determining the Overall Rating for Professional Practices

Remember to go back to each standard and record the total points calculated and rating level for each standard using the chart below.

Calculating the Total Number of Points Earned for Professional Practices

QUALITY STANDARD	Rating Level	Total Points Earned
1. Demonstrate mastery of and expertise in the domain for which they are responsible.		
2. Support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.		
3. Plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.		
4. Reflect on their practice.		
5. Demonstrate collaboration, advocacy and leadership.		
Total Points for All Standards		

Translating the Total Points Received for Professional Practices to Overall Professional Practices Rating

Total Number of Points Received	Rating for Number of Points Received	Total Number of Points Received for This Evaluation =
0.00 to 2.00 points	Basic	
2.01 to 7.00 points	Partially Proficient	**Overall Professional Practices Rating =**
7.01 to 12.00 points	Proficient	
12.01 to 17.00 points	Accomplished	
17.01 to 20.00 points	Exemplary	

Specialized Service Professionals Professional Growth Plan

This professional growth plan may be used to record up to three Professional Growth Goals aligned with your evaluation results. The goals should be specific and measurable. While each of the goals is important, they should be listed in rank order with the most important listed first. Also record the action steps required to address each growth goal. Please insert additional rows if additional goals are needed. (Please note, districts may choose to use a different type of plan. This one is provided as an example of key information that should be included in any plan selected by the district.)

NAME	POSITION/TITLE	DISTRICT(S)/SCHOOL(S)		EVALUATION RATINGS BY STANDARD	
				Mastery of and expertise in domain	
				Safe, inclusive and respectful environment	
DATE DEVELOPED	DATE REVISED	SUPERVISOR APPROVAL	EVALUATOR APPROVAL (if different from supervisor)	Services that facilitate learning	
				Reflection on practice	
				Collaboration, advocacy and leadership	

Standard(s) and Elements to Which Goal Applies	End-of-Year Rating Level on Standard(s) and Elements	Action Step	Who is Responsible for Support and/or Mentoring?		Data to be Collected to Demonstrate Progress	Evidence of Progress Toward Achieving Goal	
		Professional Growth Goal #1:					
		1.					
		2.					
		3.					
		Professional Growth Goal #2:					
		1.					
		2.					
		3.					
		Professional Growth Goal #3:					
		1.					
		2.					
		3.					

Mid-Year Performance Discussion

This form is used to review progress toward achieving goals jointly agreed upon at the beginning of the year by the specialized service professional and evaluator. During the Mid-Year Review, they discuss progress toward achieving those goals and action steps.

NAME	POSITION/TITLE	DISTRICT(S)/SCHOOL(S)		DATE DEVELOPED	DATE REVISED

Professional Growth Goals and Action Steps	Status of Action Steps	Barriers to Successful Completion by Year End	Strategies to Address Barriers	Comments
Goal 1:				
1.				
2.				
3.				
Goal 2:				
1.				
2.				
3.				
Goal 3:				
1.				
2.				
3.				

Rubric for Evaluating Colorado's Specialized Service Professionals: Audiologists

Definition of an Effective Audiologist

Effective audiologists are vital members of the education team. They are properly credentialed and have the knowledge and skills necessary to facilitate equitable access and participation in school-related activities. Effective audiologists strive to support growth and development in the least restrictive environment, close achievement gaps and prepare diverse student populations for postsecondary and workforce success. Effective audiologists manage hearing assistance technology for students and educators and utilize evidence-based strategies to remove barriers to learning. They identify hearing loss and other auditory difficulties and they monitor, interpret and communicate the impact of hearing on listening, learning and academic growth. Effective audiologists provide services that are comprehensive and designed to address each student's individual academic, communication and psychosocial needs. They have a deep understanding of the interconnectedness of the home, school and community and collaborate with all members of the education team to strengthen those connections. Through reflection, advocacy and leadership, they enhance the academic achievement and personal/social development of their students.

QUALITY STANDARD I
Audiologists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Audiologists 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.				
THE AUDIOLOGIST: ☐ Relates general child and auditory development to audiological practices.	. . . and **THE AUDIOLOGIST:** ☐ Applies knowledge of auditory, language and psychosocial development to practice. ☐ Demonstrates an understanding of communication systems and educational options for children with hearing loss.	. . . and **THE AUDIOLOGIST:** ☐ Assists others in understanding the auditory, linguistic and developmental factors that impact student learning.	. . . and **STUDENTS OR SIGNIFICANT ADULTS:** ☐ Demonstrate understanding of the impact of hearing on development and communication.	. . . and **STUDENTS:** ☐ Make progress toward auditory, language and communication goals.

QUALITY STANDARD I
Audiologists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: Audiologists demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math and other content areas.				
THE AUDIOLOGIST: ☐ Identifies barriers to learning, including those related to hearing and listening.	. . . and **THE AUDIOLOGIST:** ☐ Recommends interventions and adaptations that reduce barriers to learning and increase access to instruction.	. . . and **THE AUDIOLOGIST:** ☐ Utilizes a variety of strategies and resources to support communication and reduce barriers to student learning.	. . . and **STUDENTS OR SIGNIFICANT ADULTS:** ☐ Identify barriers to hearing, communication, or learning.	. . . and **STUDENTS:** ☐ Demonstrate increased access to the instructional environment.
ELEMENT C: Audiologists integrate evidence-based practices and research findings into their services and/or specially designed instruction.				
THE AUDIOLOGIST: ☐ Understands the concept and importance of using evidence-based audiological practices.	. . . and **THE AUDIOLOGIST:** ☐ Provides services that are consistent with current research and standards of practice.	. . . and **THE AUDIOLOGIST:** ☐ Provides recommendations, reports and information that reflect a connection between student data and evidence-based audiological practices.	. . . and **STUDENTS OR SIGNIFICANT ADULTS:** ☐ Implement audiologist's information to improve access to and participation in the learning environment.	. . . and **STUDENTS:** ☐ Demonstrate benefit from audiologist's instruction and research-based services.
ELEMENT D: Audiologists demonstrate knowledge of the interconnectedness of home, school and community influences on student achievement.				
THE AUDIOLOGIST: ☐ Recognizes the importance of home, school and community on the impact on student learning.	. . . and **THE AUDIOLOGIST:** ☐ Utilizes community and school resources to support student needs. ☐ Makes appropriate educational and community referrals.	. . . and **THE AUDIOLOGIST:** ☐ Differentiates and integrates relevant past and present health, social and family history. ☐ Serves as an educational liaison for students and collaborates with community providers.	. . . and **STUDENTS OR SIGNIFICANT ADULTS:** ☐ Utilize support from community and school resources.	. . . and **STUDENTS:** ☐ Experience a continuum of support from family, school and community.

QUALITY STANDARD I
Audiologists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: Audiologists demonstrate knowledge of and expertise in their profession.				
THE AUDIOLOGIST: ☐ Is knowledgeable about state and national educational audiology standards of practice.	. . . and **THE AUDIOLOGIST:** ☐ Provides services to ensure that students with auditory difficulties are identified, properly evaluated and managed.	. . . and **THE AUDIOLOGIST:** ☐ Provides audiology expertise to educational teams and families.	. . . and **STUDENTS:** ☐ Access free and appropriate educational audiology services.	. . . and **STUDENTS:** ☐ Receive services that meet Educational Audiology Standards of Practice.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD II
Audiologists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Audiologists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.				
THE AUDIOLOGIST: ☐ Understands how to provide students with a safe and accessible environment.	. . . and **THE AUDIOLOGIST:** ☐ Supports a learning environment focusing on communication access.	. . . and **THE AUDIOLOGIST:** ☐ Facilitates a learning environment that promotes acceptance of hearing loss and hearing technology. ☐ Nurtures student self-concept.	. . . and **STUDENTS:** ☐ Make progress toward developing positive self-concepts.	. . . and **STUDENTS:** ☐ Can communicate with their peers, teachers and others in their environment. ☐ Express their needs related to hearing, technology and/or learning.

QUALITY STANDARD II
Audiologists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: Audiologists demonstrate respect for diversity within the home, school and local and global communities.				
THE AUDIOLOGIST: ☐ Respects the diverse background of students and their families.	. . . and **THE AUDIOLOGIST:** ☐ Uses tools, assessments and materials that are culturally appropriate.	. . . and **THE AUDIOLOGIST:** ☐ Provides unbiased information regarding hearing loss, communication options, educational programming and technology options. ☐ Demonstrates sensitivity to cultural differences within family systems including deaf culture.	. . . and **STUDENTS OR SIGNIFICANT ADULTS:** ☐ Demonstrate respect for each other and the audiologist.	. . . and **STUDENTS OR SIGNIFICANT ADULTS:** ☐ Engage in respectful and open dialogue with each other and the audiologist.
ELEMENT C: Audiologists engage students as unique individuals with diverse backgrounds, interests, strengths and needs.				
THE AUDIOLOGIST: ☐ Treats students as individuals.	. . . and **THE AUDIOLOGIST:** ☐ Makes recommendations and/or referrals based on unique needs of students. ☐ Delivers services or assessments appropriate to the developmental, receptive and expressive abilities of students.	. . . and **THE AUDIOLOGIST:** ☐ Utilizes procedures and tools that specifically address individual educational and referral concerns. ☐ Dynamically adapts to the behavioral level of the child.	. . . and **STUDENTS:** ☐ Participate in services which take into account their unique backgrounds, interests and needs.	. . . and **STUDENTS:** ☐ Feel valued as individuals.

QUALITY STANDARD II

Audiologists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Audiologists engage in proactive, clear and constructive communication and work collaboratively with students, families and other significant adults and/or professionals.				
THE AUDIOLOGIST: ☐ Fosters an environment that is inviting to students, families and significant adults.	. . . and **THE AUDIOLOGIST:** ☐ Uses appropriate communication supports (interpreters and translators). ☐ Provides verbal and written information that is clear and understandable to the listener.	. . . and **THE AUDIOLOGIST:** ☐ Partners with families and significant adults to help students meet education goals. ☐ Counsels students, families and staff regarding the educational impact of hearing loss and other auditory difficulties in a relevant manner.	. . . and **STUDENTS OR SIGNIFICANT ADULTS:** ☐ Actively participate in the education process. ☐ Seek the audiologist's assistance when needed.	. . . and **STUDENTS OR SIGNIFICANT ADULTS:** ☐ Communicate effectively with the audiologist.
ELEMENT E: Audiologists select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time and appropriate behavioral strategies.				
THE AUDIOLOGIST: ☐ Has strategies to guide students' behavior during assessment or service provision.	. . . and **THE AUDIOLOGIST:** ☐ Structures assessments or services to minimize interruption of instructional time.	. . . and **THE AUDIOLOGIST:** ☐ Makes maximum use of service provision time. ☐ Maintains a safe and orderly environment.	. . . and **STUDENTS:** ☐ Stay on task in the learning environment.	. . . and **STUDENTS:** ☐ Participate actively in the learning environment.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD III

Audiologists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Audiologists provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.				
THE AUDIOLOGIST: ☐ Is knowledgeable about the federal and state laws, local policies and the Colorado Standards of Practice.	. . . and **THE AUDIOLOGIST:** ☐ Adheres to legal requirements such as state screening laws and special education procedures. ☐ Completes evaluations and reports for students with identified hearing loss within mandated time limits.	. . . and **THE AUDIOLOGIST:** ☐ Determines eligibility for special education in accordance with state law. ☐ Actively participates in the development of student plans as a member of the educational team.	. . . and **STUDENTS OR SIGNIFICANT ADULTS:** ☐ Demonstrate an understanding of the services or instruction provided by the audiologist.	. . . and **STUDENTS:** ☐ Demonstrate benefit from having equal access to the learning environment.
ELEMENT B: Audiologists utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.				
THE AUDIOLOGIST: ☐ Selects appropriate protocols of assessment and data-collection. ☐ Utilizes multiple sources of data.	. . . and **THE AUDIOLOGIST:** ☐ Provides assessments that are targeted to educational and communication needs of student. ☐ Conducts various levels of evaluation such as screening, observation, interview and/or functional assessments.	. . . and **THE AUDIOLOGIST:** ☐ Uses, analyzes and interprets results from a comprehensive assortment of audiological tests. ☐ Integrates traditional audiometric data with functional assessment data.	. . . and **STUDENTS OR SIGNIFICANT ADULTS:** ☐ Participate willingly and understand the purpose of formal and informal assessments.	. . . and **STUDENTS OR SIGNIFICANT ADULTS:** ☐ Understand the abilities of the student and how the student is impacted in the learning environment.

QUALITY STANDARD III
Audiologists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Audiologists plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning and progress toward achieving academic standards and individualized student goals.				
THE AUDIOLOGIST: ☐ Uses data and student needs to plan services.	. . . and **THE AUDIOLOGIST:** ☐ Collects multiple data points and a body of evidence to monitor student progress or determine present level of functioning.	. . . and **THE AUDIOLOGIST:** ☐ Analyzes and integrates audiological data in conjunction with other discipline-specific information to plan services. ☐ Monitors effectiveness of services and makes changes as needed.	. . . and **STUDENTS OR SIGNIFICANT ADULTS:** ☐ Set individual goals for students based on audiologist's data and recommendations.	. . . and **STUDENTS:** ☐ Develop skills and/or receive services which enable them to access and participate in the learning environment.
ELEMENT D: Audiologists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.				
THE AUDIOLOGIST: ☐ Evaluates the need for hearing assistance technology.	. . . and **THE AUDIOLOGIST:** ☐ Abides by guidelines for the fitting, evaluation, use and monitoring of hearing assistance technology.	. . . and **THE AUDIOLOGIST:** ☐ Uses a variety of methods to ensure that personal and hearing assistance technology is optimally fit and functioning. ☐ Supports significant adults in the use of hearing technology.	. . . and **STUDENTS OR SIGNIFICANT ADULTS:** ☐ Understand the importance of utilizing hearing technology. ☐ Can perform basic troubleshooting.	. . . and **STUDENTS:** ☐ Demonstrate improved auditory access using equipment that functions on a consistent basis.

QUALITY STANDARD III
Audiologists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: Audiologists establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.				
THE AUDIOLOGIST: ☐ Has high expectations for all students.	. . . and **THE AUDIOLOGIST:** ☐ Encourages significant adults, families and/or students to set high expectations for student outcome and growth.	. . . and **THE AUDIOLOGIST:** ☐ Considers or assesses students' self-advocacy and problem-solving skills to plan services. ☐ Collaborates with students or significant adults to promote self-advocacy skills of students.	. . . and **STUDENTS OR SIGNIFICANT ADULTS:** ☐ On their own or in collaboration with audiologist can explain hearing, communication or technology to others.	. . . and **STUDENTS:** ☐ Advocate for self in listening and communication needs.
ELEMENT F: Audiologists communicate effectively with students.				
THE AUDIOLOGIST: ☐ Establishes rapport with students.	. . . and **THE AUDIOLOGIST:** ☐ Explains audiologic findings and/or provides feedback to students when appropriate.	. . . and **THE AUDIOLOGIST:** ☐ Collaborates with students and staff to ensure that students and/or caregivers understand hearing, listening and learning needs.	. . . and **STUDENTS OR SIGNIFICANT ADULTS:** ☐ Demonstrate knowledge of the student's hearing difficulty and unique needs.	. . . and **STUDENTS:** ☐ Feel and/or appear comfortable interacting with the audiologist and advocating for their needs.

QUALITY STANDARD III
Audiologists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT G: Audiologists develop and/or implement services and/or specially designed instruction unique to their professions.				
THE AUDIOLOGIST: ☐ Understands classroom acoustics and its effects on the learning environment.	. . . and **THE AUDIOLOGIST:** ☐ Acts as a resource for classroom acoustics measurement and mitigation.	. . . and **THE AUDIOLOGIST:** ☐ Delivers services in accordance with district policy for the management of acoustics.	. . . and **STUDENTS:** ☐ Access instruction in an environment that is acoustically appropriate to the extent possible.	. . . and **STUDENTS:** ☐ Demonstrate increased academic participation from an acoustically improved environment.
Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*			*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*	

QUALITY STANDARD IV
Audiologists reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Audiologists demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.				
THE AUDIOLOGIST: ☐ Understands how student learning occurs and how hearing impacts student learning.	. . . and **THE AUDIOLOGIST:** ☐ Dialogues with colleagues to make connections between school and classroom data and research-based practices. ☐ Collects and analyzes student data to inform practice.	. . . and **THE AUDIOLOGIST:** ☐ Applies knowledge of hearing ability, student learning, development and growth to accommodation plans and environmental and instructional strategies.	. . . and **THE AUDIOLOGIST:** ☐ Actively investigates new ideas to enhance practices that improve student outcomes. ☐ Monitors and evaluates professional practices to determine what works for students.	. . . and **THE AUDIOLOGIST:** ☐ Based on analyses of data, applies and evaluates new and innovative strategies for continuous improvement of professional practice.

QUALITY STANDARD IV
Audiologists reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: Audiologists link professional growth to their professional goals.				
THE AUDIOLOGIST: ☐ Completes required professional development.	. . . and **THE AUDIOLOGIST:** ☐ Applies knowledge and skills learned through professional development to audiology practice. ☐ Uses performance feedback from supervisor and/or colleagues to improve practice.	. . . and **THE AUDIOLOGIST:** ☐ Develops professional goals based on the likelihood of having a positive impact on student learning, alignment with relevant standards, current research and student needs.	. . . and **THE AUDIOLOGIST:** ☐ Develops and follows a long-term professional development plan.	. . . and **THE AUDIOLOGIST:** ☐ Gathers data from students, families and colleagues to assess long-term professional development goals and modifies as needed.
ELEMENT C: Audiologists respond to complex, dynamic environments.				
THE AUDIOLOGIST: ☐ Understands that the learning environment is complex and dynamic.	. . . and **THE AUDIOLOGIST:** ☐ Scans the learning environment for changes that influence practice.	. . . and **THE AUDIOLOGIST:** ☐ Demonstrates flexibility, shifting priorities and activities, based on changes in the learning environment.	. . . and **THE AUDIOLOGIST:** ☐ Assists colleagues in being responsive to changes in the learning environment.	. . . and **THE AUDIOLOGIST:** ☐ Expands role to incorporate different or more comprehensive responsibilities as needed.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD V
Audiologists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Audiologists collaborate with internal and external stakeholders to meet the needs of students.				
THE AUDIOLOGIST: ☐ Establishes and promotes positive interpersonal relationships.	. . . and **THE AUDIOLOGIST:** ☐ Partners with school and community identification programs to ensure identification of students with hearing needs.	. . . and **THE AUDIOLOGIST:** ☐ Establishes communication and serves as an effective liaison with school and community service providers. ☐ Builds professional and personal trust and credibility with others.	. . . and **THE AUDIOLOGIST:** ☐ Contributes to educational and/or community committees and teams.	. . . and **THE AUDIOLOGIST:** ☐ Facilitates collaboration with others to create and/or maintain a multi-tiered continuum of services to support students.
ELEMENT B: Audiologists advocate for students, families and schools.				
THE AUDIOLOGIST: ☐ Understands the need to advocate for students, families and schools.	. . . and **THE AUDIOLOGIST:** ☐ Participates in activities designed to improve policies and/or procedures that affect student learning. ☐ Reaches out to students, families and the community in order to understand their needs.	. . . and **THE AUDIOLOGIST:** ☐ Contributes to and/or participates in task forces and committees to advocate for students. ☐ Discusses potential revisions to policies and/or procedures with colleagues in order to better address student and school needs.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULTS:** ☐ Give feedback or offer suggestions to the audiologist. ☐ Recognize practices that improve access to learning.	. . . and **STUDENTS OR SIGNIFICANT ADULTS:** ☐ Advocate for students' needs.

QUALITY STANDARD V
Audiologists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Audiologists demonstrate leadership in their educational setting(s).				
THE AUDIOLOGIST: ☐ Identifies and supports state, regional, district and/or school goals and initiatives.	. . . and **THE AUDIOLOGIST:** ☐ Recognizes opportunities to develop leadership skills.	. . . and **THE AUDIOLOGIST:** ☐ Takes advantage of opportunities to provide leadership to teams or other entities. ☐ Confers with administrators to improve working and student learning conditions.	. . . and **THE AUDIOLOGIST:** ☐ Initiates and leads collaborative activities to share ideas to improve student outcomes, contribute to goals and support struggling students.	. . . and **THE AUDIOLOGIST:** ☐ Participates in activities beyond those expected of all audiologists or other Specialized Services Professionals.

QUALITY STANDARD V
Audiologists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Audiologists contribute knowledge and skills to educational practices and their profession.				
THE AUDIOLOGIST: ☐ Shares expertise with colleagues.	. . . and **THE AUDIOLOGIST:** ☐ Participates in decision-making processes.	. . . and **THE AUDIOLOGIST:** ☐ Serves as an active member of teams to support educational practices and the audiology profession.	. . . and **THE AUDIOLOGIST:** ☐ Leads professional development or training activities whenever possible. ☐ Mentors and/or supervises other professionals or interns to facilitate their professional development.	. . . and **THE AUDIOLOGIST:** ☐ Advocates for the inclusion of audiologists in education and government decision-making processes.
ELEMENT E: Audiologists demonstrate high ethical standards.				
THE AUDIOLOGIST: ☐ Maintains confidentiality of student records as required by law. ☐ Adheres to standards of professional practice.	. . . and **THE AUDIOLOGIST:** ☐ Maintains confidentiality of student and colleague interactions as well as student and personal data.	. . . and **THE AUDIOLOGIST:** ☐ Demonstrates ethical behavior, including honesty, integrity, fair treatment and respect for others.	. . . and **THE AUDIOLOGIST:** ☐ Encourages colleagues to demonstrate ethical behavior. ☐ Expects ethical behavior on the part of students.	. . . and **THE AUDIOLOGIST:** ☐ Models and sets expectations for ethical behavior for staff and/or students.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

Observations, Required Measures and Other Evidence/Artifacts for Audiologists

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For specialized service professionals this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

SHALL BE BASED ON AT LEAST ONE OF THE FOLLOWING PERFORMANCE MEASURES, WHEN APPROPRIATE TO THE SSP'S ASSIGNED DUTIES:

- Student perception measures, where appropriate and feasible
- Peer feedback
- Parent or guardian feedback
- Student support documentation

ADDITIONAL EVIDENCE/ARTIFACTS:
Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

- Audiological assessments/reports
- Calendar/schedule
- Certificates of participation in professional development activities
- Classroom acoustics assessments/reports
- Collaboration activities
- Communication with community agencies
- Correspondence/consultation records
- Developmental history records
- Documentation of presentations given
- Educational audiology standards of practice
- Evidence of new practices implemented
- Family-friendly and language-accessible materials/displays
- Formal and informal student assessments
- Funding resources/applications
- Guidelines for hearing assistance technology (HAT)
- IEP team meeting participation
- In-service training records
- Leadership in committee or organization
- Screening program records
- Sources for research/evidence based practices
- Student inventories or observation records
- Student plans (504, IEP/IFSP, Communication)
- Technology assessment and/or monitoring records
- Use of outside agency reports or information
- Mentoring/supervising records
- Parent, student or teacher feedback or survey
- Participation/membership in professional or community organizations
- Participation on committees and/or task forces
- Pre- and post-intervention data
- Progress monitoring data
- Professional goals and/or growth plan
- Published articles
- Records of advocacy activities
- Records of expanded responsibilities
- Records of service delivery
- Referral records
- Research results
- Self-Advocacy Data

Rubric for Evaluating Colorado's Specialized Service Professionals: Occupational Therapists

Definition of an Effective Occupational Therapist

Effective occupational therapists are vital members of the education team. They are properly credentialed and have knowledge of federal and state laws, evidence-based practices in educational settings and student occupational performance. Effective occupational therapists strive to support growth and development in the least restrictive environment, close achievement gaps and prepare diverse student populations for postsecondary and workforce success. Effective occupational therapists assist students in accessing academic instruction, environmental adaptations and meaningful activities through skill acquisition, environmental adaptations and educational accommodations and modifications. They provide collaborative and focused evaluations, determination of services based on student performance, service plan development and progress monitoring in the educational context. Effective occupational therapists have a deep understanding on the interconnectedness of the home, school and community. Through reflection, advocacy and leadership, they enhance the academic achievement and personal/social/physical development of their students.

QUALITY STANDARD I
Occupational therapists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Occupational therapists 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.				
THE OCCUPATIONAL THERAPIST: ☐ Understands the relevance of normal developmental skill sequences to their work.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Bases services and/or specially designed instruction on an understanding of developmental science.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Appropriately plans services to the needs of specific students based on knowledge of developmental science.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULTS:** ☐ Understand information related to their student's developmental trajectory.	. . . and **SIGNIFICANT ADULTS:** ☐ Provide challenging learning activities representing appropriate developmental levels with the support of the occupational therapist.

QUALITY STANDARD I
Occupational therapists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: Occupational therapists demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math and other content areas.				
THE OCCUPATIONAL THERAPIST: ☐ Identifies potential barriers to student access to academic and non-academic content areas.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Designs services and/or specially designed instruction based on district/school adopted curriculum and Colorado academic standards.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Reduces barriers to learning experienced by individual students within the learning environment.	. . . and **STUDENTS:** ☐ Engage in the educational environment at their developmental level as a result of a reduction of barriers to learning.	. . . and **STUDENTS:** ☐ Identify and participate in resolving barriers to learning in the educational environment.
ELEMENT C: Occupational therapists integrate evidence-based practices and research findings into their services and/or specially designed instruction.				
THE OCCUPATIONAL THERAPIST: ☐ Accesses research-based practices.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Identifies current occupational therapy research relevant to student performance.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Incorporates knowledge from current research to meet individual needs of students. ☐ Collaborates in the training of school personnel regarding evidence based interventions.	. . . and **STUDENTS:** ☐ Use a variety of research-based/evidence-based tools and strategies in learning.	. . . and **SIGNIFICANT ADULTS:** ☐ Use a variety of research-based tools and strategies to support student learning.

QUALITY STANDARD I
Occupational therapists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Occupational therapists demonstrate knowledge of the interconnectedness of home, school and community influences on student achievement.				
THE OCCUPATIONAL THERAPIST: ☐ Has knowledge of the system of care including the family, school and/or community.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Participates in a system of care for students, which include the family, school and/or community and their impact on student learning outcomes.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Coordinates information from families and significant adults with other professionals who provide services to the student.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULTS:** ☐ Partner with educational team for the benefit of the student.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULTS:** ☐ Seek occupational therapist's assistance to find resources and services to support student needs.
ELEMENT E: Occupational therapists demonstrate knowledge of and expertise in their professions.				
THE OCCUPATIONAL THERAPIST: ☐ Is familiar with the standards and domain and process of occupational therapy.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Is knowledgeable about the domain and process of occupational therapy practice including philosophy and practice concepts.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Plans and implements occupational therapy services in accordance with nationally recognized professional practice.	. . . and **STUDENTS:** ☐ Participate in services that are in accordance with the domain and process of occupational therapy.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULTS:** ☐ Express understanding of the purpose of educationally-related occupational therapy services and the benefits of such services.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD II

Occupational therapists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Occupational therapists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.				
THE OCCUPATIONAL THERAPIST: ☐ Understands the importance of a safe, accessible environment in which students experience a caring relationship.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Anticipates potentially hazardous situations and takes steps to prevent accidents.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Collaborates with other professionals to improve safety and accessibility to the school environment. ☐ Provides a caring relationship for each student.	. . . and **STUDENTS:** ☐ Safely access targeted school environment(s).	. . . and **SIGNIFICANT ADULTS:** ☐ With the support of the occupational therapist, provide students with opportunities or strategies to engage in the development of positive peer relationships.
ELEMENT B: Occupational therapists demonstrate respect for diversity within the home, school and local and global communities.				
THE OCCUPATIONAL THERAPIST: ☐ Understands the importance of respect for student diversity.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Understands the importance of equal access to programs and facilities for all students.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Respects diversity in home and community and educates others about disability awareness and the importance of inclusion.	. . . and **STUDENTS AND FAMILIES:** ☐ Feel respected by the therapist.	. . . and **STUDENTS:** ☐ Respect the background of fellow students.

QUALITY STANDARD II
Occupational therapists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Occupational therapists engage students as unique individuals with diverse backgrounds, interests, strengths and needs.				
THE OCCUPATIONAL THERAPIST: ☐ Identifies each student's strengths, interests and needs.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Establishes priorities and goals based on unique student interests, strengths and needs.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Modifies interventions to reflect unique student interests, strengths and needs.	. . . and **STUDENTS AND SIGNIFICANT ADULTS:** ☐ Understand the importance of students' unique interests, strengths and needs in achieving goals.	. . . and **STUDENTS:** ☐ Expand participation in the learning environment based on their strengths and interests.
ELEMENT D: Occupational therapists engage in proactive, clear and constructive communication and work collaboratively with students, families and other significant adults and/or professionals.				
THE OCCUPATIONAL THERAPIST: ☐ Understands the importance of clear, constructive communications.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Establishes effective communications with students, families and other significant adults.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Uses a variety of methods to communicate with students, families and other significant adults to promote sharing of pertinent information.	. . . and **STUDENTS AND SIGNIFICANT ADULTS:** ☐ Feel comfortable communicating and interacting with the occupational therapist.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULTS:** ☐ Appropriately share relevant information that may impact student performance with an understanding of confidentiality.

QUALITY STANDARD II
Occupational therapists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: Occupational therapists select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time and appropriate behavioral strategies.				
THE OCCUPATIONAL THERAPIST: ☐ Provides expectations that guide student behavior.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Modifies services in response to student behavioral needs.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Collaboratively creates an accessible learning environment with expectations for student behavior that maximize use of service time with student.	. . . and **STUDENTS:** ☐ Abide by established expectations during therapeutic activities.	. . . and **STUDENTS:** ☐ Demonstrate, with the support of the occupational therapist, behaviors that positively contribute to increased participation in school.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD III

Occupational therapists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Occupational therapists provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.				
THE OCCUPATIONAL THERAPIST: ☐ Is aware of standards, regulations and laws that impact occupational therapy practice in the educational setting.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Complies with timelines for state and federal legislation and local regulations and procedures.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Ensures documentation is aligned with federal and state laws and district policies and/or procedures. ☐ Collaborates in the development of measureable student goals based on Colorado academic standards.	. . . and **STUDENTS AND SIGNIFICANT ADULTS:** ☐ Understand that the nature the services provided are determined by state and federal laws and budgetary issues.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULTS:** ☐ Participate in the development of student learning goals.

QUALITY STANDARD III

Occupational therapists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: Occupational therapists utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.				
THE OCCUPATIONAL THERAPIST: ☐ Uses findings from program evaluation data to inform occupational therapy service delivery and specialized instruction.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Selects and/or uses formal and informal assessments for evaluation of services. ☐ Assesses environments in which student occupation occurs.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Determines occupational therapy service needs based on evaluation data and educational team discussion. ☐ Appropriately interprets and shares evaluation data with team.	. . . and **STUDENTS:** ☐ Contribute to the data collection process by identifying data sources and/or information relevant to them.	. . . and **SIGNIFICANT ADULTS:** ☐ Participate in the evaluation process with the support of the occupational therapist.
ELEMENT C: Occupational therapists plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning and progress toward achieving academic standards and individualized student goals.				
THE OCCUPATIONAL THERAPIST: ☐ Maintains student data and/or documentation to plan services.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Establishes and adapts service delivery model based on individual needs of students.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Provides services in alignment with individual education programs based on the integration of multiple data sources. ☐ Facilitates the transition or exit process in collaboration with the educational team.	. . . and **STUDENTS:** ☐ Participate in educationally challenging activities based on therapist's use of evaluation findings.	. . . and **STUDENTS AND SIGNIFICANT ADULTS:** ☐ Practice skills, based on evaluation findings and student needs, in their home and school environment.

QUALITY STANDARD III

Occupational therapists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Occupational therapists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.				
THE OCCUPATIONAL THERAPIST: ☐ Uses appropriate available technology supports as determined by the educational team. ☐ Uses appropriate available technology to facilitate access to education.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Supports the use of appropriate available technology to maximize student outcomes.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Selects, recommends and trains teachers to use assistive technology or adaptive equipment to support student participation in the educational setting.	. . . and **STUDENTS:** ☐ Express preferences for appropriate available adaptive equipment and/or technology verbally or non-verbally based on participation and ease of use.	. . . and **STUDENTS:** ☐ Use appropriate available assistive technology/ adaptive equipment to support their learning and participation in the classroom.
ELEMENT E: Occupational therapists establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.				
THE OCCUPATIONAL THERAPIST: ☐ Communicates high expectations for all students.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Sets individual student expectations/goals at a level that challenges students.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Collaborates with the educational team to develop goals ensuring that students are working toward high expectations. ☐ Identifies opportunities for students to practice self-advocacy with functional tasks.	. . . and **STUDENTS:** ☐ Respond positively to the therapist's expectations.	. . . and **STUDENTS:** ☐ Demonstrate problem solving skills to improve functional independence based on the students' developmental levels, skills and abilities.

QUALITY STANDARD III
Occupational therapists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT F: Occupational therapists communicate effectively with students.				
THE OCCUPATIONAL THERAPIST: ☐ Uses effective communication skills with students.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Builds rapport with students. ☐ Allows time for student response and interaction. ☐ Provides positive feedback to student on performance.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Modifies communication based on student, emotional and ability level. ☐ Works with colleagues to improve understanding of and ability to communicate with students who have diverse needs.	. . . and **STUDENTS:** ☐ Engage in positive dialogue during services, which expand the therapists understanding of students' strengths, needs and interests.	. . . and **STUDENTS AND SIGNIFICANT ADULTS:** ☐ Understand and follow written and oral instructions to assist in therapeutic activities.

QUALITY STANDARD III
Occupational therapists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT G: Occupational therapists develop and/or implement services and/or specially designed instruction unique to their professions.				
THE OCCUPATIONAL THERAPIST: ☐ Selects activities that prepare students for engagement in the least restrictive environment.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Conducts activity/task analysis to support the skills needed for a student to engage in an activity.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Interprets results from task analyses to identify barriers to accessing the educational environment and provide services to improve success. ☐ Uses a variety of service delivery approaches to meet student needs.	. . . and **STUDENTS AND SIGNIFICANT ADULTS:** ☐ Integrate recommendations to improve participation in the least restrictive environment.	. . . and **STUDENTS:** ☐ Participate in recommended occupational services based on their developmental level, skills and abilities.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD IV
Occupational therapists reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Occupational therapists demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.				
THE OCCUPATIONAL THERAPIST: ☐ Identifies methods and tools to collect student data.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Collects and uses student learning development and growth data to inform practice.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Analyzes a wide range of student data to design and implement services. ☐ Provides analyses based on expertise to the educational team.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Synthesizes data from multiple students to inform and drive future practices.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Creates innovative progress monitoring tools.
ELEMENT B: Occupational therapists link professional growth to their professional goals.				
THE OCCUPATIONAL THERAPIST: ☐ Uses performance feedback from supervisor and/or colleagues to improve practice. ☐ Completes required professional development.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Participates in professional development opportunities that support professional learning plan.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Develops a professional learning plan that builds on strengths and addresses areas in need of improvement.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Collects data on implementation of newly learned strategies and makes modifications to support student outcomes.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Develops and follows a long-term written professional development plan.

QUALITY STANDARD IV
Occupational therapists reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Occupational therapists respond to complex, dynamic environments.				
THE OCCUPATIONAL THERAPIST: ☐ Understands the complexity and dynamic nature of the work environment.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Seeks professional guidance to prioritize competing demands within the work environment.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Effectively prioritizes competing, demands within the work environment. ☐ Works to align student, teacher and parent priorities.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Recognizes and willingly responds to the fluid demands of the work environment.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Acts as an agent of change for the department and/or the LEA.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD V
Occupational therapists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Occupational therapists collaborate with internal and external stakeholders to meet the needs of students.				
THE OCCUPATIONAL THERAPIST: ☐ Identifies key stakeholders in the lives of students.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Collaborates with other professionals to support progress towards student outcomes.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Initiates professional dialogue with other school providers to gather various perspectives to meet the needs of students. ☐ Initiates and /or supports collaborative communication with families.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Integrates collaboratively shared information into services to benefit the student. ☐ Proactively shares own analyses of student needs with others.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Establishes ongoing partnerships with external stakeholders to support the needs of students.
ELEMENT B: Occupational therapists advocate for students, families and schools.				
THE OCCUPATIONAL THERAPIST: ☐ Advocates for students.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Actively supports disability awareness at the school and district level.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Advocates for curricular, school climate and service improvements.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Plans and/or proposes educational programs for department and/or school staff which advocate for the needs of students.	. . . and **FAMILIES AND OTHER SIGNIFICANT ADULTS:** ☐ Have knowledge of how to access advocacy support and resources for the benefit of the student based on information provided by the occupational therapist.

QUALITY STANDARD V
Occupational therapists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Occupational therapists demonstrate leadership in their educational setting(s).				
THE OCCUPATIONAL THERAPIST: ☐ Accurately and appropriately defines occupational therapy services.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Recognizes opportunities to develop leadership skills.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Makes contributions from an occupational therapy perspective to school or district teams.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Provides leadership to school-based teams in order to maximize the skills and knowledge of colleagues. ☐ Shares knowledge through mentorship of colleagues.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Assists other staff with interpretation of regulations and policies that impact school-based occupational therapy. ☐ Confers with school administrators and/or supervisors to improve working and learning conditions. ☐ Assumes additional duties and/or leadership roles in the department and/or school(s).
ELEMENT D: Occupational therapists contribute knowledge and skills to educational practices and their profession.				
THE OCCUPATIONAL THERAPIST: ☐ Contributes knowledge and skills to the educational work of the school.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Shares knowledge of student's occupational performance within the context of IEP meetings.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Implements effective consultation strategies.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Develops consultative tools or programs to improve student outcomes.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Advocates for occupational therapists inclusion in educational reform/decision making processes. ☐ Contributes to the development of the occupational therapy profession.

QUALITY STANDARD V
Occupational therapists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: Occupational therapists demonstrate high ethical standards.				
THE OCCUPATIONAL THERAPIST: ☐ Maintains confidentiality of student records as required by law. ☐ Upholds the professional Code of Ethics and Standards of Practice for Occupational Therapy.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Accepts responsibility for actions and decisions that affect student outcomes.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Follows district procedures for reporting unsafe or unethical practices.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Models respect for the dignity, privacy and confidentiality of others within the working environment.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Promotes ethical standards of practice in the school and/or district teams.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

Observations, Required Measures and Other Evidence/Artifacts for Occupational Therapists

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For specialized service professionals this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

SHALL BE BASED ON AT LEAST ONE OF THE FOLLOWING PERFORMANCE MEASURES, WHEN APPROPRIATE TO THE SSP'S ASSIGNED DUTIES:

- Student perception measures, where appropriate and feasible
- Peer feedback
- Parent or guardian feedback
- Student support documentation

ADDITIONAL EVIDENCE/ARTIFACTS:
Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

- Assessment tools and evaluation findings
- Behavioral expectations for OT sessions
- Communications with other staff, families
- Consultation notes-student notes
- Consultation notes-professional notes
- Consultation strategies and tools
- Copies of agendas/articles from therapist-provided workshops/presentations
- Copies of materials developed for intervention
- Departmental policies and protocols
- Documentation of examples of adapted equipment
- Documentation of examples of environmental adaptations
- Documentation of interagency projects
- Documentation of leadership service on teams, task forces and committees
- Documentation of parent communication
- Educational plans (IFSP, IEP, 504 and other learning plans)
- Example of monitoring tools
- Examples of research articles or other valid or reliable research-based sources
- IDEA/NCLB Document Reference
- Intervention plans and notes
- Inventory of student needs, strengths and interests.
- Laws, policies, procedures from all levels
- Materials and/or resources developed by the OT
- Occupational Therapy Standards of Practice
- Occupational Therapy Code of Ethics
- Parent/family feedback
- Peer review documentation
- Presentations
- Professional development activity log
- Professional growth plan
- Progress monitoring information
- Records of advocacy activities
- Self-assessment
- Special education evaluation reports
- Standards of Practice for Occupational Therapy
- Student feedback
- Student work samples and data sheets
- Surveys of other educational personnel regarding collaboration with the OT
- Training handouts
- Working documents from LEA, state or national task forces, committees and/or workgroups

Rubric for Evaluating Colorado's Specialized Service Professionals: Physical Therapists

Definition of an Effective Physical Therapist

Effective school physical therapists are vital members of the education team. They are properly credentialed and provide professional expertise in the areas of mobility skills, postural and positioning, gross motor skills, self-help skills and foundational recreational skills for age-appropriate play. Effective physical therapists strive to support growth and development in the least restrictive environment, close achievement gaps and prepare diverse student populations for postsecondary and workforce success. Effective physical therapists facilitate achievement of student goals by implementing a plan of care that utilizes evidenced-based evaluation methods and intervention strategies. They design interventions to promote skill acquisition, accessibility within the school environment and participation in typical activities and routines. They understand the interconnectedness of the home, school and community and collaborate with all members of the education team to facilitate meaningful student participation. Through reflection, advocacy and leadership, effective physical therapists enhance the academic achievement and personal/social development of their students.

QUALITY STANDARD I
Physical therapists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Physical therapists 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.				
THE PHYSICAL THERAPIST: ☐ Identifies developmental motor milestones and their relation to learning.	. . . and **THE PHYSICAL THERAPIST:** ☐ Implements developmentally appropriate strategies based on strengths and needs of individual students.	. . . and **THE PHYSICAL THERAPIST:** ☐ Applies knowledge of intellectual, social and emotional development to ensure student access and participation in the school environment.	. . . and **SIGNIFICANT ADULTS:** ☐ Understand the impact of motor delays for students regarding mobility, safety and school participation.	. . . and: **STUDENTS:** ☐ Actively participate in the school environment with the support of significant adults with consideration of their skills and abilities.
ELEMENT B: Physical therapists demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math and other content areas.				
THE PHYSICAL THERAPIST: ☐ Understands connections between physical therapy and the student's ability to learn.	. . . and **THE PHYSICAL THERAPIST:** ☐ Provides therapeutic interventions or adaptive technologies to reduce barriers to learning.	. . . and **THE PHYSICAL THERAPIST:** ☐ Collaborates with others to reduce barriers to learning and support student growth.	. . . and **STUDENTS:** ☐ Practice in a structured setting using strategies to reduce or address barriers.	. . . and **STUDENTS:** ☐ Are supported in academic learning as a result of reduction of identified barriers.

QUALITY STANDARD I
Physical therapists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Physical therapists integrate evidence-based practices and research findings into their services and/or specially designed instruction.				
THE PHYSICAL THERAPIST: ☐ Identifies sources of evidence-based practices to obtain relevant current research.	. . . and **THE PHYSICAL THERAPIST:** ☐ Remains current on evidence-based practices to provide services to meet student needs.	. . . and **THE PHYSICAL THERAPIST:** ☐ Implements evidence-based strategies to meet the individual needs of students.	. . . and **STUDENTS:** ☐ Use learned skills in structured settings with support from significant adults.	. . . and **STUDENTS:** ☐ Generalize learned skills to a variety of school environments with support from significant adults.
ELEMENT D: Physical therapists demonstrate knowledge of the interconnectedness of home, school and community influences on student achievement.				
THE PHYSICAL THERAPIST: ☐ Is aware of the interconnectedness of home, school and community and its impact on student learning.	. . . and **THE PHYSICAL THERAPIST:** ☐ Utilizes student, family and staff priorities and knowledge of their interconnectedness to develop the plan of care.	. . . and **THE PHYSICAL THERAPIST:** ☐ Provides resources and strategies to promote improved student participation in the home, school and community.	. . . and **STUDENTS:** ☐ Practice skills embedded in typical school activities and routines with support from staff or significant adults.	. . . and **STUDENTS:** ☐ Demonstrate improved participation as a result of the interconnectedness of home, school and community involvement in their care with support from significant adults.

QUALITY STANDARD I
Physical therapists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: Physical therapists demonstrate knowledge of and expertise in their professions.				
THE PHYSICAL THERAPIST: ☐ Holds a basic professional knowledge and expertise as a physical therapist.	. . . and **THE PHYSICAL THERAPIST:** ☐ Adheres to the standards of practice for physical therapy.	. . . and **THE PHYSICAL THERAPIST:** ☐ Delivers services that are meaningful to the student, centered on functional skills and lead to improved student learning.	. . . and **SIGNIFICANT ADULTS:** ☐ Support the student in activities to improve participation in school and community.	. . . and **STUDENTS:** ☐ Participate in the least restrictive environment and in therapeutic interventions to positively impact their role in the school and/or community with support from significant adults.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD II

Physical therapists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Physical therapists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.				
THE PHYSICAL THERAPIST: ☐ Understands the importance of a safe, accessible and caring environment for students, staff and self.	. . . and **THE PHYSICAL THERAPIST:** ☐ Promotes the safety of students, staff and self in all interactions.	. . . and **THE PHYSICAL THERAPIST:** ☐ Collaborates with others to improve safety and accessibility within the school environment.	. . . and **STUDENTS:** ☐ Express comfort with the physical care they receive from significant adults using verbal and/or nonverbal methods.	. . . and **STUDENTS:** ☐ Safely access the school environment using identified supports and/or activity and environmental modifications with assistance from significant adults as needed.
ELEMENT B: Physical therapists demonstrate respect for diversity within the home, school and local and global communities.				
THE PHYSICAL THERAPIST: ☐ Identifies diverse perspectives of students, families and the community in designing and implementing care.	. . . and **THE PHYSICAL THERAPIST:** ☐ Understands the importance of and recommends equal access to programs and facilities for all students.	. . . and **THE PHYSICAL THERAPIST:** ☐ Educates others about disability awareness and the importance of inclusion.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULTS:** ☐ Express informed preferences for methods of inclusion.	. . . and **STUDENTS AND SIGNFICANT ADULTS:** ☐ Facilitate student participation in educational opportunities with their peers with support.

QUALITY STANDARD II

Physical therapists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Physical therapists engage students as unique individuals with diverse backgrounds, interests, strengths and needs.				
THE PHYSICAL THERAPIST: ☐ Identifies unique student interests, strengths and needs.	. . . and **THE PHYSICAL THERAPIST:** ☐ Establishes priorities and goals based on unique student interests, strengths and needs.	. . . and **THE PHYSICAL THERAPIST:** ☐ Designs and modifies interventions to reflect unique student interests, strengths and needs.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULTS:** ☐ Understand the importance of students' unique interests, strengths and needs in achieving goals.	. . . and **STUDENTS:** ☐ Expand participation in the learning environment based on their strengths and interests with support from significant adults.
ELEMENT D: Physical therapists engage in proactive, clear and constructive communication and work collaboratively with students, families and other significant adults and/or professionals.				
THE PHYSICAL THERAPIST: ☐ Recognizes the value of building relationships with students, families and significant adults.	. . . and **THE PHYSICAL THERAPIST:** ☐ Establishes respectful relationships with students, families and significant adults.	. . . and **THE PHYSICAL THERAPIST:** ☐ Uses a variety of methods to communicate with students, families and significant adults to promote sharing of pertinent information.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULTS:** ☐ Willingly share information that may impact student participation.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULTS:** ☐ Indicate preferences and/or make choices regarding functional activities.

QUALITY STANDARD II
Physical therapists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: Physical therapists select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time and appropriate behavioral strategies.				
THE PHYSICAL THERAPIST: ☐ Recognizes the need for rules to guide student behavior in the therapeutic setting.	. . . and **THE PHYSICAL THERAPIST:** ☐ Establishes acceptable student behavior that will improve access to the learning environment and efficient use of time.	. . . and **THE PHYSICAL THERAPIST:** ☐ Implements effective strategies to promote student engagement in functional activities and/or therapy sessions.	. . . and **STUDENTS:** ☐ Abide by established rules during functional activities and/or therapy sessions.	. . . and **STUDENTS:** ☐ Demonstrate behaviors that positively contribute to functional activities and accomplishing their goals with support from significant adults.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD III

Physical therapists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Physical therapists provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.				
THE PHYSICAL THERAPIST: ☐ Understands the responsibilities of the physical therapist in the education system.	. . . and **THE PHYSICAL THERAPIST:** ☐ Demonstrates knowledge of relevant organizational requirements. ☐ Meets required timelines for documentation and communication.	. . . and **THE PHYSICAL THERAPIST:** ☐ Manages and delivers services in accordance with federal, state and local plans and procedures and the needs of students. ☐ Assists colleagues in understanding and applying the state and federal laws and local plans and procedures.	. . . and **STUDENTS:** ☐ Actively engage in physical therapy services to access educational opportunities.	. . . and **STUDENTS:** ☐ Participate in the least restrictive environment with support from significant adults.

QUALITY STANDARD III

Physical therapists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: Physical therapists utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.				
THE PHYSICAL THERAPIST: ☐ Identifies valid formal and informal assessment tools to inform practice.	. . . and **THE PHYSICAL THERAPIST:** ☐ Uses multiple assessments from formal and informal sources to determine participation level, limitations and personal and environmental limiting factors.	. . . and **THE PHYSICAL THERAPIST:** ☐ Collaborates with team to guide services, goal development and intervention. ☐ Recognizes student needs that require referral to another professional.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULTS:** ☐ Contribute pertinent information to the evaluation process in order to guide program planning.	. . . and **STUDENTS:** ☐ Are fully and actively engaged in the assessment process.
ELEMENT C: Physical therapists plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning and progress toward achieving academic standards and individualized student goals.				
THE PHYSICAL THERAPIST: ☐ Identifies intervention strategies based on explicit outcomes.	. . . and **THE PHYSICAL THERAPIST:** ☐ Determines method of intervention strategies based on student needs. ☐ Employs a variety of intervention strategies to achieve student outcomes.	. . . and **THE PHYSICAL THERAPIST:** ☐ Monitors effectiveness of intervention and modifies as needed to improve student performance. ☐ Plans and prepares students for transitions into school and community.	. . . and **STUDENTS:** ☐ Participate in challenging activities based on skill level and interest.	. . . and **STUDENTS:** ☐ Demonstrate progress towards student goals.

QUALITY STANDARD III

Physical therapists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Physical therapists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.				
THE PHYSICAL THERAPIST: ☐ Identifies benefits of assistive technology or adaptive equipment to improve functional independence.	. . . and **THE PHYSICAL THERAPIST:** ☐ Recommends assistive technology or adaptive equipment to facilitate student participation. ☐ Makes appropriate referrals for assistive technology needs.	. . . and **THE PHYSICAL THERAPIST:** ☐ Instructs students and others in the proper use of assistive technology or adaptive equipment. ☐ Identifies sources for obtaining, maintaining, repairing and financing assistive technology or adaptive equipment.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULTS:** ☐ Express preference for assistive technology or adaptive equipment based on participation and ease of use.	. . . and **STUDENTS:** ☐ Utilize assistive technology or adaptive equipment devices to improve access to the educational environment with support from significant adults.
ELEMENT E: Physical therapists establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.				
THE PHYSICAL THERAPIST: ☐ Understands the importance of having high expectations for all students.	. . . and **THE PHYSICAL THERAPIST:** ☐ Develops rigorous goals for student outcomes based on student, family and team priorities.	. . . and **THE PHYSICAL THERAPIST:** ☐ Chooses activities that provide an appropriate level of challenge. ☐ Provides opportunities for students to practice self-advocacy and/or problem solving during functional tasks.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULTS:** ☐ Are sufficiently knowledgeable to request environmental modifications or assistance for specific tasks.	. . . and **STUDENTS:** ☐ Demonstrate problem-solving skills to improve functional independence with support from significant adults.

QUALITY STANDARD III

Physical therapists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT F: Physical therapists communicate effectively with students.				
THE PHYSICAL THERAPIST: ☐ Recognizes the importance of a respectful and sensitive approach towards students to enhance communications.	. . . and **THE PHYSICAL THERAPIST:** ☐ Selects communication strategies including verbal, non-verbal and/or physical cues based on student needs.	. . . and **THE PHYSICAL THERAPIST:** ☐ Listens effectively and allows time for responses and discussion.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULTS:** ☐ Understand written or oral instructions to assist in functional and/or therapeutic activities.	. . . and **STUDENTS:** ☐ Follow written, oral or other forms of communication to complete functional and/or therapeutic activities in a structured setting with support from significant adults.
ELEMENT G: Physical therapists develop and/or implement services and/or specially designed instruction unique to their professions.				
THE PHYSICAL THERAPIST: ☐ Understands task analysis in order to improve a student's access to education.	. . . and **THE PHYSICAL THERAPIST:** ☐ Performs an acceptable task analysis or ecological assessment to inform planning and implementation of services.	. . . and **THE PHYSICAL THERAPIST:** ☐ Identifies barriers to accessing the educational environment using task analyses or ecological assessments and provides strategies to improve access.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULTS:** ☐ Integrate recommendations to improve accessibility in the school environment.	. . . and **STUDENTS:** ☐ Experience improved participation through implementation of recommended strategies.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD IV

Physical therapists reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Physical therapists demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.				
THE PHYSICAL THERAPIST: ☐ Identifies methods and tools to collect student data to inform practice.	. . . and **THE PHYSICAL THERAPIST:** ☐ Collects and compiles student data on learning, development and growth to inform practice.	. . . and **THE PHYSICAL THERAPIST:** ☐ Analyzes and interprets student data to determine the effect of physical therapy intervention on student outcomes.	. . . and **THE PHYSICAL THERAPIST:** ☐ Collaborates with others regarding student performance in multiple school settings to determine effects of physical therapy intervention.	. . . and **THE PHYSICAL THERAPIST:** ☐ Reflects on the adequacy of the data to inform practice and seeks and uses other information sources as necessary.
ELEMENT B: Physical therapists link professional growth to their professional goals.				
THE PHYSICAL THERAPIST: ☐ Uses performance feedback to improve practice.	. . . and **THE PHYSICAL THERAPIST:** ☐ Identifies areas of needed growth and learns new skills to improve professional practices.	. . . and **THE PHYSICAL THERAPIST:** ☐ Engages in evidence-based professional development activities that address student needs and meet professional goals.	. . . and **THE PHYSICAL THERAPIST:** ☐ Applies newly learned knowledge and skills to decision-making about professional growth and goals.	. . . and **THE PHYSICAL THERAPIST:** ☐ Develops and follows a professional development plan.
ELEMENT C: Physical therapists respond to complex, dynamic environments.				
THE PHYSICAL THERAPIST: ☐ Considers the larger learning environment when providing required services documented in the IEP/504.	. . . and **THE PHYSICAL THERAPIST:** ☐ Understands the nature of the larger environmental context in which services are provided.	. . . and **THE PHYSICAL THERAPIST:** ☐ Demonstrates flexibility and adjusts priorities based on changing student and team needs.	. . . and **THE PHYSICAL THERAPIST:** ☐ Collects and disseminates information about changes in the environment for team use in decision-making.	. . . and **THE PHYSICAL THERAPIST:** ☐ Is aware of and responds to changing conditions at the national, state, or local level in order to provide effective services.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD V

Physical therapists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Physical therapists collaborate with internal and external stakeholders to meet the needs of students.				
THE PHYSICAL THERAPIST: ☐ Understands the importance of collaboration to meet student needs.	. . . and **THE PHYSICAL THERAPIST:** ☐ Initiates dialogue with colleagues to exchange professional perspectives.	. . . and **THE PHYSICAL THERAPIST:** ☐ Establishes and maintains an ongoing collaborative relationship with students to meet individual needs.	. . . and **THE PHYSICAL THERAPIST:** ☐ Collaborates with significant adults to meet student needs.	. . . and **THE PHYSICAL THERAPIST:** ☐ Collaborates with community resources to support students, families and significant adults.
ELEMENT B: Physical therapists advocate for students, families and schools.				
THE PHYSICAL THERAPIST: ☐ Identifies student, family and school needs.	. . . and **THE PHYSICAL THERAPIST:** ☐ Contributes to teams that advocate for student outcomes.	. . . and **THE PHYSICAL THERAPIST:** ☐ Advocates for changes related to the physical therapy department and/or district policies that will promote student outcomes.	. . . and **THE PHYSICAL THERAPIST:** ☐ Connects students, families and significant adults to school and community resources based on student needs.	. . . and **THE PHYSICAL THERAPIST:** ☐ Confers with administrators to recommend practices to promote accessibility and reasonable accommodations in the school environment.
ELEMENT C: Physical therapists demonstrate leadership in their educational setting(s).				
THE PHYSICAL THERAPIST: ☐ Recognizes opportunities to develop leadership skills.	. . . and **THE PHYSICAL THERAPIST:** ☐ Implements established physical therapy program practices to promote professionalism considering school specific priorities.	. . . and **THE PHYSICAL THERAPIST:** ☐ Assists school staff in identifying appropriate physical therapy referrals. ☐ Contributes to developing and improving physical therapy service delivery.	. . . and **THE PHYSICAL THERAPIST:** ☐ Supervises and evaluates the implementation of physical therapy services within the school and/or district. ☐ Provides expertise to develop information resources and support safe student evacuation and injury prevention.	. . . and **THE PHYSICAL THERAPIST:** ☐ Seeks physical therapist inclusion in decision making and educational reform based on expertise and knowledge of student, school and district needs.

QUALITY STANDARD V

Physical therapists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Physical therapists contribute knowledge and skills to educational practices and their profession.				
THE PHYSICAL THERAPIST: ☐ Shares knowledge and skills with other staff.	. . . and **THE PHYSICAL THERAPIST:** ☐ Implements effective consultative strategies.	. . . and **THE PHYSICAL THERAPIST:** ☐ Conducts professional development sessions for staff, students and families to support their involvement in therapy.	. . . and **THE PHYSICAL THERAPIST:** ☐ Develops program practices to promote professionalism and guide physical therapy services.	. . . and **THE PHYSICAL THERAPIST:** ☐ Participates in professional meetings to further physical therapy practice.
ELEMENT E: Physical therapists demonstrate high ethical standards.				
THE PHYSICAL THERAPIST: ☐ Maintains confidentiality of student information as required by law.	. . . and **THE PHYSICAL THERAPIST:** ☐ Demonstrates ethical behavior, including honesty, integrity, fair treatment and respect for others.	. . . and **THE PHYSICAL THERAPIST:** ☐ Upholds ethical standards of practice as defined by the American Physical Therapy Association Code of Ethics and applicable state laws and regulations.	. . . and **THE PHYSICAL THERAPIST:** ☐ Models ethical standards of practice within the working environment.	. . . and **THE PHYSICAL THERAPIST:** ☐ Promotes ethical standards of practice within school, department and/or district teams.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

Observations, Required Measures and Other Evidence/Artifacts for Physical Therapists

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For specialized service professionals this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

SHALL BE BASED ON AT LEAST ONE OF THE FOLLOWING PERFORMANCE MEASURES, WHEN APPROPRIATE TO THE SSP'S ASSIGNED DUTIES:

- Student perception measures, where appropriate and feasible
- Peer feedback
- Parent or guardian feedback
- Student support documentation

ADDITIONAL EVIDENCE/ARTIFACTS:
Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

- Collaborative relationships documentation
- Continuing education records
- Culturally responsive training materials
- Data collection and analysis
- Department documents
- Ecological assessment tool
- Ethical standards
- Federal, state and local laws and policies
- Formal and informal assessment tools
- IEP/IFSP/504 documentation
- Lesson plans
- Meeting minutes
- Mentorship of probationary physical therapists and/or physical therapy doctoral students
- Organizational logs/schedules
- Other documentation (home programs, classroom logs, communication logs)
- Physical therapy notes
- Physical therapy reports
- Professional development plan
- Professional development/training materials for school staff
- Professional meeting attendance records
- Progress monitoring tools
- Progress notes
- Publications/presentations
- Research articles and references
- Resources developed
- School/session rules
- Service time
- Student goals and outcomes
- Student and family inventory of needs, interests, goals
- Survey of colleagues
- Workload schedules
- Written goals and objectives

Rubric for Evaluating Colorado's Specialized Service Professionals: School Counselors

Definition of an Effective School Counselor

Effective school counselors are vital members of the education team. They are properly credentialed and have the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program. Effective school counselors strive to support growth and development in the least restrictive environment, close achievement gaps and prepare diverse student populations for postsecondary and workforce success. Effective school counselors employ and adjust evidence-based practices to enhance the equitable access to educational services and programs. They have a deep understanding of the interconnectedness of the home, school and community and collaborate with all members of the education team to strengthen those connections. Through advocacy, leadership and reflection, school counselors build frameworks for systemic change to support students in the areas of academic achievement and personal/social development; ensuring that their students become the productive, well-adjusted adults of tomorrow.

QUALITY STANDARD I
School Counselors demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School counselors 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.				
THE SCHOOL COUNSELOR: ☐ Identifies the connections between counseling theory, human development theory, student learning theory and student success.	. . . and **THE SCHOOL COUNSELOR:** ☐ Articulates knowledge of counseling theory, human development theory, student learning theory and their influence on student success.	. . . and **THE SCHOOL COUNSELOR:** ☐ Applies counseling, human development and student learning theory in counseling programs and services designed to enhance student success.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Understand that counseling services are appropriate for the students' developmental levels.	. . . and **STUDENTS:** ☐ Participate in counseling services appropriate for their developmental levels.
ELEMENT B: School counselors demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math and other content areas.				
THE SCHOOL COUNSELOR: ☐ Identifies ways in which the school counseling program relates to other content areas/disciplines.	. . . and **THE SCHOOL COUNSELOR:** ☐ Understands and can articulate the connection of the school counseling program to content areas.	. . . and **THE SCHOOL COUNSELOR:** ☐ Plans and implements services/instruction in the comprehensive counseling curriculum that supports students in the content areas.	. . . and **STUDENTS AND/OR TEACHERS:** ☐ Are aware of services/ specially designed instruction that reduces barriers and supports learning in literature, math and other content areas.	. . . and **STUDENTS:** ☐ Participate in services/specially designed instruction as needed to reduce barriers and support learning in literature, math and other content areas.

QUALITY STANDARD I
School Counselors demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: School counselors integrate evidence-based practices and research findings into their services and/or specially designed instruction.				
THE SCHOOL COUNSELOR: ☐ Recognizes the importance of evidence-based school counseling practices and related research.	. . . and **THE SCHOOL COUNSELOR:** ☐ Locates and selects appropriate evidence-based practices and related research.	. . . and **THE SCHOOL COUNSELOR:** ☐ Integrates evidence-based school counseling and related research into practice.	. . . and **TEACHERS AND/OR FAMILIES:** ☐ Demonstrate an awareness of evidence based strategies, practices and interventions to meet individual student needs.	. . . and **STUDENTS:** ☐ Participate in services that reflect evidence-based practices.
ELEMENT D: School counselors demonstrate knowledge of the interconnectedness of home, school and community influences on student achievement.				
THE SCHOOL COUNSELOR: ☐ Understands the interconnectedness of home, schools and community influences on student achievement.	. . . and **THE SCHOOL COUNSELOR:** ☐ Creates a service delivery plan for students recognizing the involvement of home, school and community in student achievement.	. . . and **THE SCHOOL COUNSELOR:** ☐ Uses careful knowledge of students' homes, community and school to implement, evaluate and adapt services. ☐ Has knowledge of community/local services.	. . . and **STUDENTS, FAMILIES AND TEACHERS:** ☐ Are aware of interconnectedness of home, school and community influences on student achievement.	. . . and **STUDENTS, FAMILIES AND TEACHERS** ☐ Participate in adaptive services that meet the unique characteristics of the student and their community.

QUALITY STANDARD I
School Counselors demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: School counselors demonstrate knowledge of and expertise in their professions.				
THE SCHOOL COUNSELOR: ☐ Understands the multifaceted role of the school counselor.	. . . and **THE SCHOOL COUNSELOR:** ☐ Organizes own time and workloads based on knowledge of nationally recognized professional competencies.	. . . and **THE SCHOOL COUNSELOR:** ☐ Demonstrates in practice competencies that are in line with nationally recognized professional practice.	. . . and **STUDENTS:** ☐ Actively participate in activities offered by the counselor.	. . . and **STUDENTS AND/OR TEACHERS:** ☐ Provide feedback to the school counselor that informs best practice.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD II
School counselors support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School counselors foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.				
THE SCHOOL COUNSELOR: ☐ Recognizes the importance of an environment that is inviting, respectful, supportive and inclusive where each student can experience a caring and nurturing relationship.	. . . and **THE SCHOOL COUNSELOR:** ☐ Creates an environment within the counseling office that is inviting, respectful, supportive and inclusive. ☐ Supports staff and students in developing positive nurturing relationships.	. . . and **THE SCHOOL COUNSELOR:** ☐ Assesses school culture and climate to implement programming that ensures an inviting, respectful, supportive and inclusive school environment. ☐ Prioritizes effective interventions in which each student has a positive, nurturing relationship with a caring adult.	. . . and **STUDENTS:** ☐ Participate in curricula or other activities that lead to positive and nurturing relationships. ☐ Engage in respectful and open dialogue with their school counselor.	. . . and **STUDENTS:** ☐ Model respectful and open dialogue with each other and their school community. ☐ Experience positive nurturing relationships with others.

QUALITY STANDARD II
School counselors support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: School counselors demonstrate respect for diversity within the home, school and local and global communities.				
THE SCHOOL COUNSELOR: ☐ Recognizes the influences of culture, demographics and socio-economic status on a student's development and engagement.	. . . and **THE SCHOOL COUNSELOR:** ☐ Explains the influences of culture, demographics and socio-economic status on a student's development and engagement.	. . . and **THE SCHOOL COUNSELOR:** ☐ Utilizes materials and develops programming and services that honor diversity within the home, school and local and global communities based on culture, diverse demographics and socio-economic status.	. . . and **STUDENTS, FAMILIES AND/OR TEACHERS:** ☐ Respect the backgrounds of fellow students. ☐ Participate in group and individual activities and programs to assist in elevating cultural awareness.	. . . and **STUDENTS, FAMILIES AND/OR TEACHERS:** ☐ Actively seek a variety of perspectives to understand the diversity within the home, school and local and global communities. ☐ Model/promote group and individual activities and programs to assist in elevating cultural awareness.
ELEMENT C: School counselors engage students as unique individuals with diverse backgrounds, interests, strengths and needs.				
THE SCHOOL COUNSELOR: ☐ Values the differences and contributions of each student. ☐ Seeks fullest potential for all students.	. . . and **THE SCHOOL COUNSELOR:** ☐ Identifies and prioritizes student needs based on knowledge of each student's interests, strengths and background.	. . . and **THE SCHOOL COUNSELOR:** ☐ Adapts services based on the academic, personal/social and career needs of students. ☐ Facilitates student development of academic, personal/social and career goals based upon their unique strengths and talents.	. . . and **STUDENTS AND/OR FAMILIES:** ☐ Experience the services of the counselor as connected to their unique interests, strengths, needs and background.	. . . and **STUDENTS AND/OR FAMILIES:** ☐ Utilize individually appropriate learning supports that will assist them in meeting or exceeding their individualized academic, personal/social and career goals.

QUALITY STANDARD II
School counselors support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: School counselors engage in proactive, clear and constructive communication and work collaboratively with students, families and other significant adults and/or professionals.				
THE SCHOOL COUNSELOR: ☐ Understands essential components of effective communication. ☐ Responds to contacts from parents and community members in a timely and meaningful manner.	. . . and **THE SCHOOL COUNSELOR:** ☐ Promotes effective communication with students, families and other significant adults and/or professionals. ☐ Invites parents and the community to share ideas and concerns.	. . . and **THE SCHOOL COUNSELOR:** ☐ Monitors and adapts communication styles based on needs of the stakeholders. ☐ Coordinates communication and information from families and significant adults with colleagues.	. . . and **STUDENTS AND/OR FAMILIES:** ☐ Have an understanding of the tools by which they can communicate with the school counselor or other significant adults and/or professionals. ☐ Initiate communication with school counselor to address successes, concerns and needs.	. . . and **STUDENTS AND/OR FAMILIES:** ☐ Initiate and maintain communication with significant adults to support their success and needs.

QUALITY STANDARD II
School counselors support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: School counselors select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time and appropriate behavioral strategies.				
THE SCHOOL COUNSELOR: ☐ Assists students to behave appropriately in the learning environments. ☐ Has established behavioral expectations for students to follow.	. . . and **THE SCHOOL COUNSELOR:** ☐ Puts procedures in place to maximize appropriate student behavior during counseling time. ☐ Expects the core school counseling curriculum to improve student behavior and the learning environment.	. . . and **THE SCHOOL COUNSELOR:** ☐ Actively leads and supports system-wide integration of positive behavioral supports for all students. ☐ Monitors counseling practice to improve behavior and use of time in the learning environment. ☐ Holds students accountable for adherence to school and class rules.	. . . and **STUDENTS:** ☐ Stay on task during counseling and instructional times. ☐ Abide by school and class rules and expectations.	. . . and **STUDENTS:** ☐ Model/promote positive acceptable student behavior, efficient use of time and appropriate behavioral strategies.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD III

School counselors plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School counselors provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.				
THE SCHOOL COUNSELOR: ☐ Is aware of requirements of educational and/or intervention plans that align with educational law and district policy.	. . . and **THE SCHOOL COUNSELOR:** ☐ Is able to articulate legal requirements including timelines for professional practices such as, but not limited to, Individual Career and Academic Plans (ICAPs), 504, RtI, ASCENT, concurrent enrollment and/or graduation plans/requirements.	. . . and **THE SCHOOL COUNSELOR:** ☐ Meets all legal requirements, including timelines for professional practices in accordance with educational law and district policies and procedures. Items may include, but not limited to, ICAPs, 504, RtI, ASCENT, concurrent enrollment and/or graduation plans/requirements.	. . . and **STUDENTS:** ☐ Participate in services/specially designed instruction appropriate for the individual. ☐ Have plans in place to ensure academic success.	. . . and **STUDENTS:** ☐ Have a developmentally appropriate understanding of the instruction/services they are participating in.

QUALITY STANDARD III

School counselors plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: School counselors utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.				
THE SCHOOL COUNSELOR: ☐ Collects data from multiple sources. ☐ Has accessed data to develop a school counseling core curriculum. ☐ Monitors student achievement data or achievement-related data.	. . . and **THE SCHOOL COUNSELOR:** ☐ Accesses and understands the use of data to plan and write an instructional program that is comprehensive in scope, preventive in nature and developmental in design. ☐ Uses achievement and achievement related data to identify gaps in learning.	. . . and **THE SCHOOL COUNSELOR:** ☐ Provides direct instruction in the delivery of a data driven, school counseling core curriculum. ☐ Monitors formal and informal data to set trends and create programs to close gaps in achievement.	. . . and **STUDENTS/ TEACHERS AND/OR FAMILIES:** ☐ Demonstrate an understanding of assessment results and individual student strengths and needs.	. . . and **STUDENTS:** ☐ Receive programming and services that are informed by findings from multiple formal and informal assessments.
ELEMENT C: School counselors plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning and progress toward achieving academic standards and individualized student goals.				
THE SCHOOL COUNSELOR: ☐ Uses current and accurate data to identify student needs and inform delivery of services.	. . . and **THE SCHOOL COUNSELOR:** ☐ Provides evidence that the comprehensive school counseling program is responsive to the needs of students.	. . . and **THE SCHOOL COUNSELOR:** ☐ Plans and delivers services based on the synthesis of multiple sources of data related to student abilities, interests, skills and achievement. ☐ Helps students make decisions based on academic, career and personal/social data.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Use assessment information and other data as the basis for creating immediate goals and long-range plans.	. . . and **STUDENTS:** ☐ Execute the immediate goals and long-range plans that were developed from the synthesis of their data.

QUALITY STANDARD III

School counselors plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: School counselors support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.				
THE SCHOOL COUNSELOR: ☐ Has an understanding of available software and technology to support student success.	. . . and **THE SCHOOL COUNSELOR:** ☐ Selects appropriate technology to support student success.	. . . and **THE SCHOOL COUNSELOR:** ☐ Effectively uses software and technology to enhance student success.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Articulate an awareness of the software and technology that is available to them.	. . . and **STUDENTS:** ☐ Demonstrate the appropriate use of technology when developing and executing academic, career and personal/social goals and action plans.
ELEMENT E: School counselors establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.				
THE SCHOOL COUNSELOR: ☐ Has an awareness and understanding of a school counselor's role in postsecondary workforce readiness and 21st century skills.	. . . and **THE SCHOOL COUNSELOR:** ☐ Implements services to facilitate the development of postsecondary workforce readiness and 21st century skills.	. . . and **THE SCHOOL COUNSELOR:** ☐ Communicates to stakeholders the importance of the school counselor's role in increasing postsecondary workforce readiness and 21st century skills. ☐ Delivers services that reflect high expectations of students.	. . . and **STUDENTS:** ☐ Respond to counselor expectations and learn problem-solving techniques that incorporate critical thinking and 21st Century skills based on their developmental level.	. . . and **STUDENTS:** ☐ Demonstrate postsecondary workforce readiness and 21st century skills at their developmental level.

QUALITY STANDARD III
School counselors plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT F: School counselors communicate effectively with students.				
THE SCHOOL COUNSELOR: ☐ Listens responsively and develops rapport with students in order to identify issues and barriers that impede student success.	. . . and **THE SCHOOL COUNSELOR:** ☐ Demonstrates developmentally appropriate language with students. ☐ Uses a variety of appropriate delivery methods to communicate with students.	. . . and **THE SCHOOL COUNSELOR:** ☐ Uses and promotes the development of effective communication skills throughout the school community. ☐ Assists students in determining the most appropriate communication strategies to use in a variety of situations.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Utilize feedback to enhance student learning and growth.	. . . and **STUDENTS AND/OR FAMILIES:** ☐ Demonstrate effective communication related their needs.
ELEMENT G: School counselors develop and/or implement services and/or specially designed instruction unique to their professions.				
THE SCHOOL COUNSELOR: ☐ Recognizes and responds to student mental health crises.	. . . and **THE SCHOOL COUNSELOR:** ☐ Evaluates student mental health crises and needs and plans counseling services accordingly. ☐ Understands the school/district's written crisis response policies and/or procedures.	. . . and **THE SCHOOL COUNSELOR:** ☐ Responds to student mental health crises and needs by offering education, prevention and crisis/short-term counseling and makes referrals to community resources as needed.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Utilize counseling services in order to navigate a short-term mental health need or crisis situation.	. . . and **STUDENTS:** ☐ Demonstrate mental health stabilization and resiliency through crisis situations.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD IV
School counselors reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School counselors demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.				
THE SCHOOL COUNSELOR: ☐ Thinks systemically and critically about the impact of the comprehensive school counseling program on student academic, career and personal/social development.	. . . and **THE SCHOOL COUNSELOR:** ☐ Collects, compiles and analyzes a wide range of data in order to audit the impact of the comprehensive school counseling program on student academic, career and personal/social development.	. . . and **THE SCHOOL COUNSELOR:** ☐ Interprets program audits to assess the progress of the school counseling program and makes changes as needed.	. . . and **THE SCHOOL COUNSELOR:** ☐ Confers with school administrators to seek improvements to the school counseling program and other related programs in accordance with recommendations.	. . . and **THE SCHOOL COUNSELOR:** ☐ Shares results of program audits with stakeholders and the advisory committee in order to elicit recommendations for change.

QUALITY STANDARD IV
School counselors reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: School counselors link professional growth to their professional goals.				
THE SCHOOL COUNSELOR: ☐ Uses performance feedback from supervisor and/or colleagues to improve practice. ☐ Completes required professional development.	. . . and **THE SCHOOL COUNSELOR:** ☐ Uses personal reflection, consultation and supervision to plan professional development and develop professional goals.	. . . and **THE SCHOOL COUNSELOR:** ☐ Develops a professional growth plan based upon professional goals that are directly related to improving student success in the academic, personal/social and/or career domains.	. . . and **THE SCHOOL COUNSELOR:** ☐ Participates in high quality professional development specific to school counseling and based upon a professional growth plan. ☐ Reflects on professional development and applies new knowledge and skills to the counseling program.	. . . and **THE SCHOOL COUNSELOR:** ☐ Develops and/or leads focused and rigorous professional development at the building, district, state and/or national level.
ELEMENT C: School counselors respond to complex, dynamic environments.				
THE SCHOOL COUNSELOR: ☐ Understands the dynamic nature of the school environment.	. . . and **THE SCHOOL COUNSELOR:** ☐ Is sensitive to the global, multicultural and technological society.	. . . and **THE SCHOOL COUNSELOR:** ☐ Prioritizes and responds effectively and efficiently to the needs of the complex school environment.	. . . and **THE SCHOOL COUNSELOR:** ☐ Develops and refines systems that address the needs of the complex school environment.	. . . and **THE SCHOOL COUNSELOR:** ☐ Leverages resources and develops external partnerships which support systems that address the needs of a complex school environment.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD V
School counselors demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School counselors collaborate with internal and external stakeholders to meet the needs of students.				
THE SCHOOL COUNSELOR: ☐ Identifies the relevant issues and contexts that impact family–school partnerships, including community and local resources.	. . . and **THE SCHOOL COUNSELOR:** ☐ Develops effective working relationships with parents and other educators, to support student success.	. . . and **THE SCHOOL COUNSELOR:** ☐ Develops effective working relationships with community members and agencies to support student success.	. . . and **THE SCHOOL COUNSELOR:** ☐ Participates in effective teams by encouraging collaboration among students, teachers, administrators and other school staff to work toward student success.	. . . and **THE SCHOOL COUNSELOR:** ☐ Builds/Leads effective teams that work collaboratively toward meeting common goals.
ELEMENT B: School counselors advocate for students, families and schools.				
THE SCHOOL COUNSELOR: ☐ Understands the role of a school counselor as an advocate for all students.	. . . and **THE SCHOOL COUNSELOR:** ☐ Advocates responsibly within the school community on behalf of students. ☐ Identifies and actively builds relationships with stakeholders.	. . . and **THE SCHOOL COUNSELOR:** ☐ Identifies and addresses systematic barriers to student success. ☐ Provides potential solutions when advocating for students. ☐ Teaches students appropriate self-advocacy skills.	. . . and **THE SCHOOL COUNSELOR:** ☐ Discusses potential revisions to policies and/or procedures with administrators in order to better address student and school needs and the diversity of the student population. ☐ Supports the students in the active use of self-advocacy skills.	. . . and **THE SCHOOL COUNSELOR:** ☐ Advocates responsibly for school board policy and local, state and federal statutory requirements that are in the best interests of students, families and communities.

QUALITY STANDARD V
School counselors demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: School counselors demonstrate leadership in their educational setting(s).				
THE SCHOOL COUNSELOR: ☐ Supports school goals and initiatives. ☐ Contributes to school or district teams.	. . . and **THE SCHOOL COUNSELOR:** ☐ Seeks leadership roles as student, school, or district conditions indicate the need. ☐ Recognizes opportunities to use leadership skills.	. . . and **THE SCHOOL COUNSELOR:** ☐ Demonstrates effective leadership in the school counseling program, the school and/or district. ☐ Is viewed as a leader within her/his area of expertise.	. . . and **THE SCHOOL COUNSELOR:** ☐ Uses leadership skills to facilitate vision and positive change for the comprehensive school counseling program and the school as a whole. ☐ Is viewed by other professionals as an essential part of the school leadership team.	. . . and **THE SCHOOL COUNSELOR:** ☐ Takes on a district, state, or national leadership role relevant to the school counseling profession. ☐ Advocates for the profession of school counseling.
ELEMENT D: School counselors contribute knowledge and skills to educational practices and their profession.				
THE SCHOOL COUNSELOR: ☐ Contributes professional knowledge and advice to colleagues when relevant and appropriate.	. . . and **THE SCHOOL COUNSELOR:** ☐ Seeks evidence based research practices related to the counseling profession.	. . . and **THE SCHOOL COUNSELOR:** ☐ Provides guidance on professional development activities for the school related to the counseling profession. ☐ Adapts professional practice based upon current evidence-based research findings and needs of the environment.	. . . and **THE SCHOOL COUNSELOR:** ☐ Conducts or coordinates professional development for the school and/or school community related to the school counseling profession.	. . . and **THE SCHOOL COUNSELOR:** ☐ Contributes to the enhancement of the school counseling profession through publications or professional presentations.

QUALITY STANDARD V
School counselors demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: School counselors demonstrate high ethical standards.				
THE SCHOOL COUNSELOR: ☐ Maintains confidentiality of student records as required by law. ☐ Understands the need to hold high ethical standards for himself/herself and others.	. . . and **THE SCHOOL COUNSELOR:** ☐ Demonstrates ethical behavior, including honesty, integrity, fair treatment and respect for others. ☐ Abides by the educational laws, policies and/or procedures applicable.	. . . and **THE SCHOOL COUNSELOR:** ☐ Abides by ethical standards of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors. ☐ Within the school setting, promotes ethical behavior, including honesty, integrity, fair treatment and respect for others.	. . . and **THE SCHOOL COUNSELOR:** ☐ Supports colleagues in the understanding of ASCA ethical standards for school counselors. ☐ Applies ethical decision making models.	. . . and **THE SCHOOL COUNSELOR:** ☐ Promotes ethical standards and laws, policies and/or procedures of the school counseling profession at the district, state, or national level.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

Observations, Required Measures and Other Evidence/Artifacts for School Counselors

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For specialized service professionals this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

SHALL BE BASED ON AT LEAST ONE OF THE FOLLOWING PERFORMANCE MEASURES, WHEN APPROPRIATE TO THE SSP'S ASSIGNED DUTIES:

- Student perception measures, where appropriate and feasible
- Peer feedback
- Parent or guardian feedback
- Student support documentation

ADDITIONAL EVIDENCE/ARTIFACTS:
Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

- Accountability Process Documentation
- Accountability/Results Reports
- Additional Certifications
- Advisory Council Documentation
- American School Counselor Association Legal and Ethical Specialist
- American School Counselor Association National Model Action Plans and Results Data
- Analysis of School and Counseling Program Data
- Annual School Counseling Report
- CEU's from the American School Counselor Association
- Closing the Gap Action Plans and Results Reports
- Counselor Administrator Annual Agreement
- Curriculum Action Plan
- Curriculum and Materials Utilized
- Data Collection and Analysis Activities
- Document of Student Re-entry Strategies
- Documentation of Professional Development Participation (Conferences, Workshops, Webinars, etc.)
- Environmental Scan Tools and Data/Results
- Evidence of Classroom Guidance Curriculum Into Relevant Courses and Programs
- Graduate Coursework
- Individual Growth Plan
- Learning Styles/Interest Inventories
- Logs Documenting Interactions with Student Support Professionals and Programs (Agencies, School Nurses, School
- Psychologists, Other Special Service Professionals, Employers, etc.)
- Mentoring Documentation
- Needs Assessment Tools and Data/Results
- Operational Schedules (e.g. Daily, Weekly and Monthly Calendars)
- Policy Documents
- Pre-Post Tests
- Professional Learning Community and Other Meeting Documentation
- Program Website
- Record of Professional Service, Articles Published, Presentations Made and Other Dissemination Activities

Continued Next Page

Observations, Required Measures and Other Evidence/Artifacts for School Counselors *(continued)*

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For specialized service professionals this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

ADDITIONAL EVIDENCE/ARTIFACTS:
Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

- Records of Multi-lingual Communication
- Referral Documentation to Programs and Resources (School Leadership Opportunities, Tutoring, Mentoring, School-Based Mental Health, After-School Programs, Counseling, SAT Team, RTI Involvement, School-Wide Programs)
- School Counseling Core Curriculum Maps
- School Counseling Program Audit
- School Improvement Plan and Implementation Documentation
- School Programs Agendas, Sign-in Sheets, Outlines, Etc.
- Self-appraisal
- SMART Goals for Program Planning and Implementation
- Stakeholder Meeting Notes, Agendas, Sign-in Sheets
- Stakeholder Surveys
- Student Progress Towards Post-Secondary and Workforce Readiness (ICAP)
- Transition Strategies Documentation
- Use-of-Time Analysis
- Website

Rubric for Evaluating Colorado's Specialized Service Professionals: School Nurses

Definition of an Effective School Nurse

Effective school nurses are vital members of the education team. They are properly credentialed and have knowledge, skills and commitments necessary to advance the well-being, academic success, life-long achievement and health of students. Effective school nurses strive to support growth and development in the least restrictive environment, close achievement gaps and prepare diverse student populations for postsecondary and workforce success. Effective school nurses employ evidence-based strategies to promote health and safety; intervene with actual or potential health problems; provide case management services to nurture student and family capacity for adaptation, self-management, self-advocacy and learning. Effective school nurses communicate high expectations to students, staff and administrators and promote diverse strategies to engage them in a supportive learning environment. They have a deep understanding of the interconnectedness of the home, school and community and collaborate with all members of the education team to strengthen those connections. Through reflection, advocacy and leadership, school nurses enhance the academic achievement and personal/social development of their students.

QUALITY STANDARD I
School nurses demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School nurses 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.				
THE SCHOOL NURSE: ☐ Has knowledge of developmental science and how it relates to student outcomes.	. . . and **THE SCHOOL NURSE:** ☐ Verbalizes awareness of developmental science in working with students.	. . . and **THE SCHOOL NURSE:** ☐ Applies understanding of growth and development and the relationship of student health to learning. ☐ Creates methods of assessment that reflect the age and developmental level of the student.	. . . and **STUDENTS AND SIGNIFICANT ADULTS:** ☐ Communicate with the nurse in ways that are appropriate for their intellectual and emotional status.	. . . and **STUDENTS:** ☐ Demonstrate age appropriate understanding of health concepts relative to their health needs.

QUALITY STANDARD I
School nurses demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: School nurses demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math and other content areas.				
THE SCHOOL NURSE: ☐ Identifies medical and emotional factors that interfere with learning.	. . . and **THE SCHOOL NURSE:** ☐ Identifies and prioritizes student health needs as they relate to learning.	. . . and **THE SCHOOL NURSE:** ☐ Creates plans or strategies to optimize student health outcomes and maximize instructional effectiveness. ☐ Evaluates the effectiveness of plans and strategies and adjusts plan of action to improve readiness to learn.	. . . and **STUDENTS:** ☐ Are able to better access instructional time.	. . . and **STUDENTS:** ☐ Demonstrate improved engagement in classroom learning.
ELEMENT C: School nurses integrate evidence-based practices and research findings into their services and/or specially designed instruction.				
THE SCHOOL NURSE: ☐ Recognizes the unique clinical standard of care in schools.	. . . and **THE SCHOOL NURSE:** ☐ Participates in data collection such as pilot projects and formal studies. ☐ Seeks research and professional resources when faced with new clinical situations.	. . . and **THE SCHOOL NURSE:** ☐ Utilizes clinical guidelines and evidence based practice in providing school health services. ☐ Shares clinical updates with colleagues and peers.	. . . and **STUDENTS AND SIGNIFICANT ADULTS:** ☐ Understand the value of the school nurse's role and the services provided.	. . . and **STUDENTS:** ☐ Experience improved health and learning outcomes.

QUALITY STANDARD I
School nurses demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: School nurses demonstrate knowledge of the interconnectedness of home, school and community influences on student achievement.				
THE SCHOOL NURSE: ☐ Is aware of the interconnectedness of home, school and community on student achievement.	. . . and **THE SCHOOL NURSE:** ☐ Invites the contribution of students, families, team members and community to achieve optimal outcomes. ☐ Functions as a liaison between family, school and community.	. . . and **THE SCHOOL NURSE:** ☐ Engages in teamwork in a collaborative, respectful and professional manner. ☐ Consults with community agencies to heighten awareness of the school's role in supporting student health and management of chronic conditions.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULTS:** ☐ Provide information about home and community influences on their health status.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULTS:** ☐ Engage in activities suggested by the school nurse relevant to the student's health.

QUALITY STANDARD I
School nurses demonstrate mastery of and expertise in the domain for which they are responsible

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: School nurses demonstrate knowledge of and expertise in their profession.				
THE SCHOOL NURSE: ☐ Has knowledge and understanding of professional content and service delivery.	. . . and **THE SCHOOL NURSE:** ☐ Aligns practice with the Colorado Nurse Practice Act including the rules for nursing delegation and Colorado School Nurse Guidelines.	. . . and **THE SCHOOL NURSE:** ☐ Applies the National Association of School Nursing Scope and Standards of Practice in the work. ☐ Serves as a resource to staff and peers on principles of nursing practice and health related student issues in educational settings.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULTS:** ☐ Use the expertise of the nurse related to family and/or student health needs.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULTS:** ☐ Take advantage of the knowledge and skills of the school nurse in improving their health status.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD II
School nurses support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School nurses foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.				
THE SCHOOL NURSE: ☐ Fosters a safe physical, emotional and intellectual environment.	. . . and **THE SCHOOL NURSE:** ☐ Models polite, respectful interactions. ☐ Expresses empathy for all students.	. . . and **THE SCHOOL NURSE:** ☐ Creates an environment which values diverse perspectives. ☐ Ensures equitable access to support services.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULTS:** ☐ Experience a nurturing and caring relationship with the school nurse.	. . . and **STUDENTS:** ☐ Show active engagement during interactions with health services staff.

QUALITY STANDARD II

School nurses support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: School nurses demonstrate respect for diversity within the home, school and local and global communities.				
THE SCHOOL NURSE: ☐ Shows sensitivity to diverse values and beliefs when interacting with students and their families.	. . . and **THE SCHOOL NURSE:** ☐ Seeks to understand and respect cultural differences. ☐ Demonstrates respect for students and the significant adults in their lives.	. . . and **THE SCHOOL NURSE:** ☐ Applies knowledge of diversity to nursing practice including differences in physical, social, emotional, spiritual, cultural and sexual orientation needs. ☐ Serves as a resource to staff in addressing the unique diverse needs of students or family.	. . . and **STUDENTS AND SIGNIFICANT ADULTS:** ☐ Feel respected by the school nurse.	. . . and **STUDENTS AND SIGNIFICANT ADULTS:** ☐ Seek appropriate services from health staff.
ELEMENT C: School nurses engage students as unique individuals with diverse backgrounds, interests, strengths and needs.				
THE SCHOOL NURSE: ☐ Involves students in the planning of their health care.	. . . and **THE SCHOOL NURSE:** ☐ Encourages students to share their personal interests in order to better understand strengths and needs. ☐ Treats students and the significant adults in their lives as unique individuals with diverse backgrounds.	. . . and **THE SCHOOL NURSE:** ☐ Actively engages students when developing activities related to their health needs. ☐ Serves as a resource in responding to questions that require understanding of the uniqueness of individual students.	. . . and **STUDENTS AND SIGNIFICANT ADULTS:** ☐ Feel treated as unique individuals whose backgrounds, interests, strengths and needs are understood.	. . . and **STUDENTS AND SIGNIFICANT ADULTS:** ☐ Take advantage of culturally sensitive health care provided by school health staff members.

QUALITY STANDARD II
School nurses support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: School nurses engage in proactive, clear and constructive communication and work collaboratively with students, families and other significant adults and/or professionals.				
THE SCHOOL NURSE: ☐ Actively communicates with families and staff.	. . . and **THE SCHOOL NURSE:** ☐ Assesses communication preferences when working with others. ☐ Adheres to regulations to maintain privacy and confidentiality for students and families.	. . . and **THE SCHOOL NURSE:** ☐ Conveys information to students, families and staff using means that promote understanding. ☐ Creates partnerships with students, families and others to support student health.	. . . and **STUDENTS AND SIGNIFICANT ADULTS:** ☐ Experience clear and constructive communication from the school nurse.	. . . and **STUDENTS:** ☐ Communicate their own health needs to school health staff.
ELEMENT E: School nurses select, create and/or support a safe accessible learning environments characterized by acceptable student behavior, efficient use of time and appropriate behavioral strategies.				
THE SCHOOL NURSE: ☐ Communicates health interventions necessary during school day to student and staff.	. . . and **THE SCHOOL NURSE:** ☐ Identifies potential threats to safety in the school setting. ☐ Implements strategies to promote a healthy school environment.	. . . and **THE SCHOOL NURSE:** ☐ Holds students accountable for adherence to school rules and their health care plans. ☐ Promotes sustainable environmental health policies, including access to healthy foods and physical activity.	. . . and **STUDENTS:** ☐ Are able to make efficient use of instructional time.	. . . and **STUDENTS AND SIGNIFICANT ADULTS:** ☐ Make informed decisions when faced with personal health choices.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD III

School nurses plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School nurses provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.				
THE SCHOOL NURSE: ☐ Understands that national and state laws and district policies and/or procedures govern students with disabilities, specialized education programs and the rights of the disabled.	. . . and **THE SCHOOL NURSE:** ☐ Maintains Registered Nurse licensure as required by the Colorado Division of Professions and Occupations. ☐ Maintains a Special Service Provider license for School Nursing from the Colorado Department of Education.	. . . and **THE SCHOOL NURSE:** ☐ Develops plans that support students with medical disability, health conditions, or challenges to their educational goals. ☐ Collaborates with colleagues to develop plans aligned with federal law that support students with special needs.	. . . and **STUDENTS AND FAMILIES:** ☐ Understand that the services of the school nurse are guided by federal and state laws and district plans.	. . . and **STUDENTS:** ☐ Participate successfully in the least restrictive environment.
ELEMENT B: School nurses utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.				
THE SCHOOL NURSE: ☐ Uses sufficient sources of health data to assess student health needs.	. . . and **THE SCHOOL NURSE:** ☐ Interprets formal and informal medical history to inform care. ☐ Conducts valid informal and formal assessments of student health needs to plan services.	. . . and **THE SCHOOL NURSE:** ☐ Designs strategies/programs to meet the multifaceted needs of students with complex healthcare needs. ☐ Considers associated risks, benefits, costs and expected outcomes in planning care. ☐ Contributes to school/district/ state/ national data collection.	. . . and **STUDENTS AND FAMILIES:** ☐ Benefit from data collection that informs services to meet their needs.	. . . and **STUDENTS:** ☐ Contribute to ongoing monitoring and data collection as it relates to their health care.

QUALITY STANDARD III
School nurses plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: School nurses plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning and progress toward achieving academic standards and individualized student goals.				
THE SCHOOL NURSE: ☐ Recognizes the multiple sources of information needed to develop a plan of care in the school setting.	. . . and **THE SCHOOL NURSE:** ☐ Integrates multiple data sources in a coherent fashion for others' understanding.	. . . and **THE SCHOOL NURSE:** ☐ Executes an integrated plan of care and engages district and school personnel in its implementation. ☐ Provides ongoing evaluation regarding the effectiveness of care plan and modifies the plan accordingly.	. . . and **STUDENTS AND FAMILIES:** ☐ Understand the use of multiple health care sources as relevant to their care.	. . . and **STUDENTS AND SIGNIFICANT ADULTS:** ☐ Participate in the development and implementation of the plan of care and its evaluation.
ELEMENT D: School nurses support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.				
THE SCHOOL NURSE: ☐ Understands the various technologies available for delivery of health services in schools.	. . . and **THE SCHOOL NURSE:** ☐ Competently uses appropriate available technologies to research and document the delivery of health services.	. . . and **THE SCHOOL NURSE:** ☐ Collaborates with colleagues in the use of current technologies to improve service delivery.	. . . and **STUDENTS AND FAMILIES:** ☐ Are aware of supportive technology relevant to their care.	. . . and **STUDENTS:** ☐ Use technology effectively to manage their health issues.

QUALITY STANDARD III
School nurses plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: School nurses establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.				
THE SCHOOL NURSE: ☐ Expects students to promote their own health and wellness.	. . . and **THE SCHOOL NURSE:** ☐ Verbalizes the importance of students' critical thinking, self-advocacy and healthy choices to maintain optimal health and wellness.	. . . and **THE SCHOOL NURSE:** ☐ Works with students and staff to increase expectations of students making healthy choices to maintain optimal health and wellness. ☐ Advocates for a school nursing model that promotes optimal health and wellness.	. . . and **STUDENTS AND SIGNIFICANT ADULTS:** ☐ Apply critical thinking skills to support healthy choices.	. . . and **STUDENTS AND FAMILIES:** ☐ Advocate for self in working with the school nurse to set individual goals.
ELEMENT F: School nurses communicate effectively with students.				
THE SCHOOL NURSE: ☐ Understands the importance of applying effective communication skills with students.	. . . and **THE SCHOOL NURSE:** ☐ Conveys information to students which is medically accurate. ☐ Uses language appropriate to students' age, developmental level, gender, race and ethnic background.	. . . and **THE SCHOOL NURSE:** ☐ Invites interaction and feedback to validate student understanding. ☐ Develops educational resources/tools appropriate to the student's developmental level, gender, race and ethnic background.	…and **STUDENTS AND SIGNIFICANT ADULTS:** ☐ Communicate openly and freely with the school nurse.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULTS:** ☐ Articulate individual needs in developing goals.

QUALITY STANDARD III
School nurses plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT G: School nurses develop and/or implement services and/or specially designed instruction unique to their professions.				
THE SCHOOL NURSE: ☐ Identifies the key role of the nurse in supporting student's need for health-related accommodations.	. . . and **THE SCHOOL NURSE:** ☐ Trains and supervises ancillary staff to provide health services to students. ☐ Develops effective, understandable healthcare plans. ☐ Develops 504 Plans and IEPs relative to health outcomes to enable students to access learning.	. . . and **THE SCHOOL NURSE:** ☐ Serves as a resource for others in the development of effective evidence based health plans.	. . . and **STUDENTS AND FAMILIES:** ☐ Understand the importance of the health care plans developed by the school nurse.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULTS:** ☐ Take responsibility for their role in carrying out their health care plans relevant to the student's health needs.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD IV
School nurses reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School nurses demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.				
THE SCHOOL NURSE: ☐ Uses student data to inform school nursing practice.	. . . and **THE SCHOOL NURSE:** ☐ Understands how health impacts student learning. ☐ Develops student health plans based on analyses of student data.	. . . and **THE SCHOOL NURSE:** ☐ Compiles and disseminates interpretive findings to colleagues and stakeholders.	. . . and **THE SCHOOL NURSE:** ☐ Reviews student/school health data to systematically adjust nursing practice to promote and improve student outcomes.	. . . and **THE SCHOOL NURSE:** ☐ Proposes the use of measurable student data to achieve state and national health and wellness goals.
ELEMENT B: School nurses link professional growth to their professional goals.				
THE SCHOOL NURSE: ☐ Has a professional growth plan to accomplish own professional goals.	. . . and **THE SCHOOL NURSE:** ☐ Maintains professional records that provide evidence of competence and learning. ☐ Completes health related trainings as required by the school district.	. . . and **THE SCHOOL NURSE:** ☐ Maintains clinical and professional skills through formal and informal learning experiences.	. . . and **THE SCHOOL NURSE:** ☐ Develops and follows a long-term professional development plan. ☐ Provides guidance to colleagues on specialized nursing knowledge and skills.	. . . and **THE SCHOOL NURSE:** ☐ Attains NCSN certification. ☐ Develops and conducts professional development programs for use on local, state and/or national levels.

QUALITY STANDARD IV
School nurses reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: School nurses respond to complex, dynamic environments.				
THE SCHOOL NURSE: ☐ Realizes the environment may impact student learning.	. . . and **THE SCHOOL NURSE:** ☐ Understands the complexity of factors influencing school health. ☐ Demonstrates clinical skills necessary to address emergency situations.	. . . and **THE SCHOOL NURSE:** ☐ Participates in development and regular updating of nursing procedures to support school health and safety practices.	. . . and **THE SCHOOL NURSE:** ☐ Serves as a consultant for colleagues, providing and receiving feedback on professional performance in the complexity of the school context.	. . . and **THE SCHOOL NURSE:** ☐ Anticipates needed changes to the school health program based on awareness of internal or external influences.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD V
School nurses demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School nurses collaborate with internal and external stakeholders to meet the needs of students.				
THE SCHOOL NURSE: ☐ Understands the need to work with staff, providers and community stakeholders to meet the health needs of students.	. . . and **THE SCHOOL NURSE:** ☐ Participates in staff meetings and special committees when asked. ☐ Demonstrates awareness of community resources such as specialty care providers, medical care clinics and community health agencies.	. . . and **THE SCHOOL NURSE:** ☐ Collaborates with administrative and educational staff in student study teams, crisis teams and/or wellness committees. ☐ Collaborates with the external health care community to meet the needs of students.	. . . and **THE SCHOOL NURSE:** ☐ Actively participates in and/or leads the crisis team, student study team, wellness committee or 504 team. ☐ Participates in activities of community organizations related to health and education.	. . . and **THE SCHOOL NURSE:** ☐ Initiates and leads special committees when a need is identified related to the health and wellness of the school community.
ELEMENT B: School nurses advocate for students, families and schools.				
THE SCHOOL NURSE: ☐ Reaches out to students, families and the community in order to understand their needs and represent them.	. . . and **THE SCHOOL NURSE:** ☐ Discusses potential revisions to policies and/or procedures with administrators in order to better address student and school needs.	. . . and **THE SCHOOL NURSE:** ☐ Contributes to and/or participates in school and district task forces and committees to advocate for students.	. . . and **THE SCHOOL NURSE:** ☐ Suggests changes to school and /or district policies and/or procedures to improve student outcomes and safety.	. . . and **THE SCHOOL NURSE:** ☐ Advocates for curricular, school climate and instructional improvements related to safety, health and wellness.

QUALITY STANDARD V
School nurses demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: School nurses demonstrate leadership in their educational setting(s).				
THE SCHOOL NURSE: ☐ Supports school, district and/or community goals and initiatives. ☐ Recognizes opportunities to develop leadership skills.	. . . and **THE SCHOOL NURSE:** ☐ Contributes to school committees and teams. ☐ Maintains a positive, productive and respectful relationship with colleagues.	. . . and **THE SCHOOL NURSE:** ☐ Takes advantage of opportunities to develop leadership skills.	. . . and **THE SCHOOL NURSE:** ☐ Finds ways to exercise leadership working with administration and colleagues to make appropriate health and safety decisions for students and staff.	. . . and **THE SCHOOL NURSE:** ☐ Leads activities to analyze student health data and interpret results and contribute to school health and wellness goals.
ELEMENT D: School nurses contribute knowledge and skills to educational practices and their profession.				
THE SCHOOL NURSE: ☐ Shares expertise with colleagues.	. . . and **THE SCHOOL NURSE:** ☐ Uses knowledge and skills to support student growth and development.	. . . and **THE SCHOOL NURSE:** ☐ Applies knowledge of Essential School Health Services in nursing practice.	. . . and **THE SCHOOL NURSE:** ☐ Contributes knowledge in district-wide decision-making processes that impact the health of students.	. . . and **THE SCHOOL NURSE:** ☐ Offers professional growth and development activities in school health and safety for district staff.

QUALITY STANDARD V
School nurses demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: School nurses demonstrate high ethical standards.				
THE SCHOOL NURSE: ☐ Maintains confidentiality of student health records as required by law. ☐ Understands the need to hold high ethical standards for themselves and others.	. . . and **THE SCHOOL NURSE:** ☐ Demonstrates ethical behavior according to the Code of Ethics for School Nurses. ☐ Maintains confidentiality of student and staff health information (HIPAA, FERPA).	. . . and **THE SCHOOL NURSE:** ☐ Demonstrates professional demeanor in words, actions and appearances. ☐ Maintains a therapeutic and professional relationship with appropriate role boundaries.	. . . and **THE SCHOOL NURSE:** ☐ Challenges school practice when it violates ethical standards. ☐ Supports and encourages colleagues to demonstrate ethical behavior.	. . . and **THE SCHOOL NURSE:** ☐ Acts as a teacher/leader to promote ethical standards.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

Observations, Required Measures and Other Evidence/Artifacts for School Nurses

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For specialized service professionals this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

SHALL BE BASED ON AT LEAST ONE OF THE FOLLOWING PERFORMANCE MEASURES, WHEN APPROPRIATE TO THE SSP'S ASSIGNED DUTIES

- Student perception measures, where appropriate and feasible
- Peer feedback
- Parent or guardian feedback
- Student support documentation

ADDITIONAL EVIDENCE/ARTIFACTS:
Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

- Adherence to standard operating procedures that ensure confidentiality of records
- CDE Special Service Provider License as a School Nurse
- Committee/workgroup minutes
- Communications with families and students
- Data collection methods
- Delegation logs
- Documentation of presentations to internal and external groups
- Documented evidence of communication with staff, colleagues and healthcare providers
- DORA license for registered nurse
- Email or other documented evidence of communication with staff, colleagues and health care providers
- Emergency health care plans
- Formal/informal leadership roles verification
- Immunization compliance, screening referrals/follow-up
- Individualized health care plans
- Local and national conference agendas
- Meeting minutes from family meetings
- Membership in school teams
- Mentoring logs
- NCSN certification
- Needs assessment findings
- Nursing documentation records
- Professional development certificates of attendance
- Relevant federal, state and district laws and policies
- Resource materials on cultural groups
- Return to class rate
- School committee roster
- Service evaluations
- SPED Evaluations/504 Plans
- Staff training logs
- Student academic data
- Student training materials
- UAP training logs

Rubric for Evaluating Colorado's Specialized Service Professionals: School Orientation and Mobility Specialists

Definition of an Effective School Orientation and Mobility Specialist

Effective school orientation and mobility specialists are vital members of the education team. They are properly credentialed and have the knowledge, skills and dedication necessary to provide services that assist students who are blind/visually impaired to become safe, efficient and independent travelers. Effective school orientation and mobility specialists strive to support growth and development in the least restrictive environment, close achievement gaps and prepare diverse student populations for postsecondary and workforce success. They provide effective, specialized instruction to support student growth and development in the areas of the Expanded Core Curriculum. Effective school orientation and mobility specialists work to form reciprocal relationships with students, families and staff to ensure safe, inclusive and respectful learning environments for their students. They have a deep understanding of the interconnectedness of the home, school and community and collaborate with all members of the education team to strengthen those connections. Through reflection, advocacy and leadership, they enhance the academic achievement of their students.

QUALITY STANDARD I
School orientation and mobility specialists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School orientation and mobility specialists 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.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: ☐ Recognizes the concepts, skills and techniques necessary for students with visual impairments.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Assesses the needs of students to provide instruction from an orientation and mobility curriculum which emphasizes safe travel skills.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Provides instruction that enhances students' travel efficiency, environmental awareness, knowledge of transportation modes and critical thinking and reasoning.	. . . and **STUDENTS:** ☐ Are actively involved in their travel environment to enhance learning.	. . . and **STUDENTS:** ☐ Generalize their knowledge of orientation and mobility skills in multiple travel environments to succeed socially and academically.

QUALITY STANDARD I
School orientation and mobility specialists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: School orientation and mobility specialists demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math and other content areas.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: ☐ Has knowledge of how an orientation and mobility curriculum can reduce barriers to learning.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Understands how to scaffold the orientation and mobility curriculum to support learning in literacy, math and other content areas.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Provides specially designed instruction and effective services to reduce barriers to learning.	. . . and **STUDENTS:** ☐ Experience reduced barriers to learning as a result of the orientation and mobility instruction.	. . . and **STUDENTS:** ☐ Are able to identify and reduce barriers to learning.
ELEMENT C: School orientation and mobility specialist integrate evidence-based practices and research findings into their services and/or specially designed instruction.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: ☐ Has a basic awareness of research-based tools and resources related to orientation and mobility.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Understands the connection of current, relevant orientation and mobility research to student performance. ☐ Is knowledgeable about research-based tools and resources related to orientation and mobility.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Incorporates knowledge from current orientation and mobility research to meet individual needs of students. ☐ Collaborates in the training of school personnel to incorporate evidence based orientation and mobility skills.	. . . and **STUDENTS:** ☐ Improve their skills and knowledge through services that implement evidence based practice and research.	. . . and **STUDENTS:** ☐ Are supported in their learning by research-based services and specially designed instruction.

QUALITY STANDARD I
School orientation and mobility specialists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: School orientation and mobility specialists demonstrate knowledge of the interconnectedness of home, school and community influences on student achievement.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: ☐ Recognizes the interconnectedness of school, home and community influences on student learning.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Acknowledges in designing and implementing instruction the impact on student performance of home, school and community.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Demonstrates and communicates the importance of orientation and mobility skills in the environments in which students function. ☐ Monitors student accomplishment in collaboration with the student, family and other professionals and adjusts the student's instruction accordingly.	. . . and **STUDENTS:** ☐ Help set learning objectives which take into account the influences of home, school and community.	. . . and **STUDENTS:** ☐ Mediate home and community influences to accelerate their learning.

QUALITY STANDARD I
School orientation and mobility specialists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: School orientation and mobility specialists demonstrate knowledge of and expertise in their professions.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: ☐ Understands skills of the Expanded Core Curriculum including orientation and mobility, recreation and leisure, independent living skills and social skills.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Develops a program of orientation and mobility based on best practices with consideration of the students' individual skills and abilities.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Implements lessons and uses research-based materials to assure that learning objectives are met in the areas of the Expanded Core Curriculum.	. . . and **STUDENTS:** ☐ Interact with materials, asking questions and solve relevant problems, while making connections to prior learning.	. . . and **STUDENTS:** ☐ Select challenging content and activities to expand their skills and knowledge and help them transfer knowledge to other theories, ideas and/or content.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD II
School orientation and mobility specialists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School orientation and mobility specialists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: ☐ Understands the importance of travel environments in which students experience a safe and accessible learning environment.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Establishes travel environments which encourage positive relationships between and among students and adults and are conducive for all students to learn.	. . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Collaborates with other professionals to improve safety and accessibility in travel environments and activities. ☐ Ensures that services promote a student's sense of acceptance by peers and adults and promotes the student's positive self-concept.	. . and **STUDENTS:** ☐ Experience a learning environment that is safe and accessible and includes positive relationships with peers and school staff.	. . and **STUDENTS:** ☐ Engage in respectful and open dialogue with each other and their orientation and mobility specialist.

QUALITY STANDARD II
School orientation and mobility specialists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: School orientation and mobility specialists demonstrate respect for diversity within the home, school and local and global communities.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: ☐ Creates an environment in which student diversity is valued.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Uses instructional approaches and materials that reflect students' home and cultural backgrounds. ☐ Acknowledges the value of each student's contributions to the quality of lessons.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Establishes routine processes that result in effective interactions among students with respect for individual differences. ☐ Commits to and respects the diverse needs of each student during travel within the community.	. . . and **STUDENTS:** ☐ Respect the backgrounds of fellow students.	. . . and **STUDENTS:** ☐ Actively seek a variety of perspectives to complete group assignments.
ELEMENT C: School orientation and mobility specialists engage students as unique individuals with diverse backgrounds, interests, strengths and needs.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: ☐ Understands that students are unique individuals.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Challenges students to expand and enhance their learning by bringing their backgrounds, interest and strengths to bear. ☐ Acknowledges students for their individual accomplishments.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Ensures that all students participate with a high level of frequency. ☐ Demonstrates knowledge of how to differentiate instruction based on student strengths and needs.	. . . and **STUDENTS:** ☐ Actively participate in classroom activities.	. . . and **STUDENTS:** ☐ Encourage fellow students to participate and challenge themselves.

QUALITY STANDARD II
School orientation and mobility specialists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: School orientation and mobility specialists engage in proactive, clear and constructive communication and work collaboratively with students, families and other significant adults and/or professionals.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: ☐ Establishes a learning environment that is inclusive of families and significant adults.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Maintains appropriate and respectful relationships with students, families and significant adults. ☐ Uses a variety of methods to initiate communication with families and significant adults.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Partners with families and significant adults to help students meet education goals. ☐ Coordinates information from families and significant adults with colleagues who provide student services. ☐ Maintains ongoing communication with staff, family and peers to address student's individual needs.	. . . and **STUDENTS AND FAMILIES:** ☐ Communicate with Orientation and Mobility instructor to access community resources and services. ☐ Willingly share information that may impact student learning.	. . . and **STUDENTS AND FAMILIES:** ☐ Partner with the Orientation and Mobility Specialist and the school for the benefit of their students. ☐ Participate in a variety of school-based activities.

QUALITY STANDARD II
School orientation and mobility specialists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: School orientation and mobility specialists select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time and appropriate behavioral strategies.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: ☐ Has rules to guide students to behave appropriately in the learning and travel environments.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Conveys to the student, social and behavioral expectations in a variety of environments. ☐ Puts procedures in place to reduce interruption to instructional time.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Holds students accountable for adherence to school and/or community rules and social conventions. ☐ Conducts lessons using strategies to teach efficient travel and acceptable social conventions.	. . . and **STUDENTS:** ☐ Stay on task during lessons. ☐ Abide by school and/or community rules and social conventions.	. . . and **STUDENTS:** ☐ Accept responsibility for their behavior and use of time.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD III

School orientation and mobility specialists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School orientation and mobility specialists provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: ☐ Is aware of state and federal laws, regulations and procedures that impact orientation and mobility practice in the educational setting.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Recognizes the need to make decisions based on federal and state laws and local policy that impact school orientation and mobility practice as well as Colorado Academic Standards.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Plans, executes and evaluates services to address specific goals and objectives as they relate to orientation and mobility practices aligned with federal laws, state academic standards and the district's organized plan of instruction.	. . . and **STUDENTS:** ☐ Work with the instructor to develop appropriate IEP goals and objectives.	. . . and **STUDENTS:** ☐ Assist in leading their IEP meeting.
ELEMENT B: School orientation and mobility specialists utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: ☐ Identifies the need for using multiple sources of data in developing specifically designed instruction.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Conducts and implements lessons based on informal and formal assessments. ☐ Utilizes multiple sources of data to develop specially designed instruction.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Uses and/or develops data collection and assessment tools and shares data with others to inform services and instruction. ☐ Plans, implements and evaluates lessons to accomplish student goals based on multiple sources of data.	. . . and **STUDENTS:** ☐ Confer with orientation and mobility instructor regarding their needs within their travel environments.	. . . and **STUDENTS:** ☐ Participate in formal and informal assessments and in the interpretation of the resulting data.

QUALITY STANDARD III

School orientation and mobility specialists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: School orientation and mobility specialists plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning and progress toward achieving academic standards and individualized student goals.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: ☐ Has a basic awareness of how to integrate data to match instructional practices to student academic needs.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Integrates data from multiple sources to implement services according to individualized student needs.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Analyzes lesson data and notes integrating them with existing data to make adjustments to future lessons. ☐ Supports transition planning for student through data sharing and collaboration.	. . . and **STUDENTS:** ☐ Reflect on performance toward lesson goals and achieving academic standards.	. . . and **STUDENTS:** ☐ Monitor their progress towards their goals/objectives. ☐ Seek opportunities to demonstrate their successes across environments.
ELEMENT D: School orientation and mobility specialists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: ☐ Recognize available technology supports.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Uses assistive technology effectively in collaboration with the educational team.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Demonstrates and uses a variety of assistive technology (low and high) to support student participation and learning. ☐ Communicates with district administration about the use, selection and purchase of assistive technology needed by students.	. . . and **STUDENTS:** ☐ Use assistive technology during lessons.	. . . and **STUDENTS:** ☐ Evaluate a variety of technology supports based on their personal needs. ☐ Share with peers the use of assistive technology.

QUALITY STANDARD III

School orientation and mobility specialists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: School orientation and mobility specialists establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: ☐ Recognizes the need to challenge students at a high level.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Collaboratively develops travel goals that challenge the students' current level of performance to work towards high expectations.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Sets high student expectations considering qualities needed for independence in school or community (e.g. executive functioning, problem-solving, self-advocacy).	. . . and **STUDENTS:** ☐ Strive to achieve expectations set by orientation and mobility Specialist and the educational team.	. . . and **STUDENTS:** ☐ Demonstrate cognitive, leadership and independence skills using relevant accommodations and modifications.
ELEMENT F: School orientation and mobility specialists communicate effectively with students.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: ☐ Recognizes a need to build rapport with students. ☐ Communicates effectively with students.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Builds rapport with students. ☐ Models effective communication skills for students.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Communicates effectively using the expressive and receptive communication modes of the student. ☐ Makes learning activities clear and provides appropriate environmental, physical and communication supports.	. . . . and **STUDENTS:** ☐ Apply effective communication skills.	. . . and **STUDENTS:** ☐ Hold personal goals related to communication and participation in the educational setting.

QUALITY STANDARD III
School orientation and mobility specialists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT G: School orientation and mobility specialists develop and/or implement services and/or specially designed instruction unique to their profession.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: ☐ Recognizes the scope and extensiveness of orientation and mobility practices.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Implements lessons tailored to the students' needs in the specific area of orientation and mobility.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Uses a variety of approaches to deliver services to meet student needs, including establishing new skills, maintaining previous skills and adapting the activity and environments.	. . . and **STUDENTS:** ☐ Transfer activities learned across travel environments.	. . . and **STUDENTS:** ☐ Assist other students in identifying and using orientation and mobility skills in travel environments.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD IV

School orientation and mobility specialists reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School orientation and mobility specialists demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: ☐ Collects and analyzes student data on student learning, development and growth to improve practice.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Understands the importance of knowing how student learning occurs and what can be done to improve student outcomes. ☐ Creates lessons so students have the opportunity to build on their interests and strengths.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Collects and uses data on student learning, development and growth in the design and implementation of lesson plans and instructional strategies.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Modifies instruction to assure that all students are challenged to meet or exceed expectations. ☐ Sees that students participate in travel activities with a high level of frequency and quality.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Monitors and evaluates individual behavioral changes to determine what works for students. ☐ Develops student learning plans based on student work and information gathered from students, families and significant adults and colleagues.
ELEMENT B: School orientation and mobility specialists link professional growth to their professional goals.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: ☐ Uses performance feedback from supervisor and/or colleagues to improve practice. ☐ Recognizes the requirements and opportunities for professional development.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Develops a professional development plan that builds on strengths and addresses areas in need of improvement. ☐ Seeks professional development opportunities to improve practice to positively impact student performance.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Demonstrates self-awareness and openness to feedback from others about own practice. ☐ Applies knowledge and skills learned through professional development to instructional decisions.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Develops and follows a long-term professional development plan. ☐ Using data from self-assessment, feedback from teachers, parents and students evaluates performance to select professional development activities.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Expands ideas for new and different strategies to be used in lessons through conferences, professional journals and peer collaboration. ☐ Regularly tries and evaluates new and different ways of teaching skills.

QUALITY STANDARD IV
School orientation and mobility specialists reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: School orientation and mobility specialists respond to complex, dynamic environments.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: ☐ Recognizes the need to appropriately problem solve for students within a complex and dynamic environment.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Scans the student and school learning environments for changes that could impact practice. ☐ Identifies new ideas in response to the environment that would improve teaching and learning.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Understands how changing, complex learning environments influence student learning. ☐ Supports low achieving and advanced level students struggling with changes in the learning environment.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Initiates and leads collaborative activities with colleagues to respond to and develop problem solving abilities within a complex and dynamic environment.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Adapts teaching practice based on an understanding of the school's and students' learning environments. ☐ Collaborates with community resources to provide rich experiences within a variety of environments.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD V

School orientation and mobility specialists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School orientation and mobility specialists collaborate with internal and external stakeholders to meet the needs of students.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: ☐ Recognizes the importance of collaborating with colleagues, parents and/or outside professionals.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Collaborates with colleagues, families and community members to meet the needs of students.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Consistently initiates and responds to colleagues, parents and/or outside professionals to identify the needs of students. ☐ Integrates collaboratively shared information into services to benefit the student.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Facilitates collaboration between colleagues, families and external stakeholders.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Participates in or initiates projects and/or research for the purpose of improving student outcomes.
ELEMENT B: School orientation and mobility specialists advocate for students, families and schools.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: ☐ Recognizes a need to advocate for students and their families to improve policies and/or procedures that affect school climate and student learning.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Participates in activities designed to improve policies and/or procedures that affect school climate and student learning. ☐ Contributes to and/or participates in school committees to advocate for students with visual impairment.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Implements school and district policies and/or procedures with fidelity. ☐ Discusses potential revisions to policies and/or procedures with administrators in order to better address student and school needs.	. . . and **STUDENTS:** ☐ Suggest changes to their school experience that affect their ability to acquire a high quality education.	. . . and **STUDENTS:** ☐ Advocate for curricular, school climate and instructional improvements.

QUALITY STANDARD V
School orientation and mobility specialists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: School orientation and mobility specialists demonstrate leadership in their educational setting(s).				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: ☐ Recognizes opportunities to demonstrate leadership skills in the educational setting.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Maintains a positive, productive and respectful relationship with colleagues. ☐ Works collaboratively for the benefit of students. ☐ Supports school goals and initiatives.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Provides knowledge of individual student needs to all members of the multi-disciplinary team. ☐ Confers with school administrators to improve Orientation and Mobility Specialist working and student learning conditions.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Shares knowledge of helpful practices with colleagues. ☐ Participates in school activities beyond those expected of all orientation and mobility specialists.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Initiates and leads collaborative activities with colleagues to improve teaching practice. ☐ Provides leadership locally and beyond to improve the outcomes for all students.
ELEMENT D: School orientation and mobility specialists contribute knowledge and skills to educational practices and their profession.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: ☐ Understands the importance of supporting colleagues through sharing knowledge and skills of the orientation and mobility specialist.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Contributes knowledge and skills to discussions linking student strengths and needs to practices which support student growth. ☐ Shares knowledge of student's orientation and mobility performance within the context of IEP meetings.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Uses knowledge and skills to assist other teaching staff in lesson planning. ☐ Participates in district-wide decision-making concerning orientation and mobility that influence student accomplishment.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Presents at conferences/ workshops related to contribute knowledge and skills. ☐ Leads district professional growth and development activities.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Advocates for the inclusion of orientation and mobility specialists in education and government decision-making processes. ☐ Participates in planning and executing professional development activities.

QUALITY STANDARD V

School orientation and mobility specialists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: School orientation and mobility specialists demonstrate high ethical standards.				
THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST: ☐ Maintains confidentiality of student records as required by law. ☐ Understands the need to hold high ethical standards for himself/herself and others.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Holds high ethical standards for himself/herself and others. ☐ Adheres to standards of professional practice.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Maintains confidentiality of student and fellow orientation and mobility specialist interactions as well as student and personal data. ☐ Demonstrates ethical behavior, including honesty, integrity, fair treatment and respect for others.	. . . and **THE SCHOOL ORIENTATION AND MOBILITY SPECIALIST:** ☐ Models ethical behavior for students, families and other staff. ☐ Expects ethical behavior on the part of students.	. . . and **STUDENTS:** ☐ Demonstrate honesty and respect for others.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

Observations, Required Measures and Other Evidence/Artifacts for School Orientation and Mobility Specialists

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For specialized service professionals this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

SHALL BE BASED ON AT LEAST ONE OF THE FOLLOWING PERFORMANCE MEASURES, WHEN APPROPRIATE TO THE SSP'S ASSIGNED DUTIES:

- Student perception measures, where appropriate and feasible
- Peer feedback
- Parent or guardian feedback
- Student support documentation

ADDITIONAL EVIDENCE/ARTIFACTS:
Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

- Anecdotal Records
- Communication with Families, Students and Other Health Professionals
- Data Analysis Records
- Documentation of Service on Teams, Task Forces and Committees
- Expanded Core Curriculum for Students with Visual Impairments, Including Blindness
- Family Partnerships
- Federal, State and Local Laws and Policies
- Feedback from Walkthrough Observations
- Findings from Analyses
- IEPs
- Instructional Activities Schedules
- Lesson Plans/Units of Study
- Materials that Support Diversity
- Notes from Parent and Community Meetings
- Orientation and Mobility Assessments
- Parent/Student Feedback
- Professional Growth Plans
- Records of Advocacy Activities
- Record of Collaborations with Colleagues and Community
- Research-based Materials
- Responses to Feedback
- Self-Reflection Templates
- Standards of Professional Practice
- Student Achievement Data
- Student Growth Goals
- Student Portfolios
- Student Work
- Workshop/Conference Certificate of Attendance
- Workshop/Conference Resources

Rubric for Evaluating Colorado's Specialized Service Professionals: School Psychologists

Definition of an Effective School Psychologist

Effective school psychologists are vital members of the education team. They are properly credentialed and demonstrate professional expertise in psychoeducational assessment practices, interventions and crisis preparedness and response. Effective school psychologists provide services to help all children and youth succeed academically, socially, behaviorally and emotionally. Effective school psychologists strive to support growth and development in the least restrictive environment, close achievement gaps and prepare diverse student populations for postsecondary and workforce success. They have a foundation in both psychology and education, are experts in addressing barriers to educational success. They engage in data-based decision making to plan and deliver effective and culturally responsive services. They have a deep understanding of the interconnectedness of the home, school and community and collaborate with all members of the education team to strengthen those connections. Through reflection, advocacy and leadership, they enhance the academic achievement and personal/social development of their students.

QUALITY STANDARD I
School psychologists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School psychologists 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.				
THE SCHOOL PSYCHOLOGIST: ☐ Demonstrates an understanding of typical vs. atypical development to guide an intervention approach.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Demonstrates knowledge of physical, cultural, developmental and social influences on learning and behavior.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Applies knowledge of how mental, behavioral and emotional health impact learning and life skills to practice.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Demonstrate an understanding of individual child developmental levels.	. . . and **STUDENTS:** ☐ Participate in services appropriate for their developmental levels.

QUALITY STANDARD I
School psychologists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: School psychologists demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math and other content areas.				
THE SCHOOL PSYCHOLOGIST: ☐ Identifies the barriers to learning, including those related to mental health issues and crises.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Recommends interventions and adaptations (accommodations and modifications) that reduce the student's barriers to learning and increase access to the curriculum.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Uses a problem-solving process and knowledge of effective practices to develop solutions to barriers that inhibit learning.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Demonstrate an understanding of individual barriers to learning.	. . . and **STUDENTS:** ☐ Demonstrate a reduction in barriers to their learning.
ELEMENT C: School psychologists integrate evidence-based practices and research findings into their services and/or specially designed instruction.				
THE SCHOOL PSYCHOLOGIST: ☐ Understands the concept of evidence-based psychoeducational practices and their importance in the learning environment.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Makes connections between student data and evidence-based psychoeducational practices.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Applies knowledge of evidence based interventions and programs in recommending, planning, or designing school-based intervention plans.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Demonstrate an awareness of evidence based strategies, practices and interventions to meet individual student needs.	. . . and **STUDENTS TEACHERS AND/OR FAMILIES:** ☐ Apply newly learned skills.

QUALITY STANDARD I
School psychologists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: School psychologists demonstrate knowledge of the interconnectedness of home, school and community influences on student achievement.				
THE SCHOOL PSYCHOLOGIST: ☐ Understands how the home and family influence student behavior and achievement.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Incorporates information from family and/or outside agencies or community providers into service planning and delivery.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Partners with families and significant adults to help students meet educational and intervention goals. ☐ Has knowledge of community/local resources/services.	. . . and **STUDENTS AND/OR FAMILIES:** ☐ Increase their involvement and participation in educational planning.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Develop knowledge of community/local resources/services that foster student development, mental health and wellbeing.

QUALITY STANDARD I
School psychologists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: School psychologists demonstrate knowledge of and expertise in their professions.				
THE SCHOOL PSYCHOLOGIST: ☐ Understands the importance of crisis planning, prevention, response and intervention in the school setting.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Identifies strategies and key components for crisis planning, prevention and intervention.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Contributes to the design, implementation, evaluation and/or follow-up of crisis prevention and recovery activities. ☐ Demonstrates knowledge of effective threat and suicide risk assessment and intervention procedures.	. . . and **STUDENTS AND/OR TEACHERS:** ☐ Demonstrate knowledge of the school's crisis-related resources and procedures.	. . . and **STUDENTS TEACHERS AND/OR FAMILIES:** ☐ Access school and district crisis-related resources when needed.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD II
School psychologists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School psychologists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.				
THE SCHOOL PSYCHOLOGIST: ☐ Recognizes the importance of an educational environment in which students feel safe and experience a caring relationship.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Encourages positive relationships between and among students and staff that is conducive for all students to learn.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Fosters a safe and accessible environment which supports all students. ☐ Models empathy and respect for individual students.	. . . and **STUDENTS:** ☐ Participate in activities that lead to positive and nurturing relationships.	. . . and **STUDENTS:** ☐ Perceive the school climate as positive, safe and caring.
ELEMENT B: School psychologists demonstrate respect for diversity within the home, school and local and global communities.				
THE SCHOOL PSYCHOLOGIST: ☐ Understands that student and family background and culture may influence development, behavior and school performance.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Considers student and family background characteristics in planning assessments and/or interventions.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Demonstrates sensitivity and skills needed to work with families, students and staff from diverse cultures and background.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Demonstrate respect for the backgrounds of others in the school setting.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Actively seek a variety of perspectives to enhance their awareness of diversity in their school and community.

QUALITY STANDARD II

School psychologists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: School psychologists engage students as unique individuals with diverse backgrounds, interests, strengths and needs.				
THE SCHOOL PSYCHOLOGIST: ☐ Recognizes student individual differences and unique situations.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Demonstrates an understanding of and respect for diversity in development and learning as a foundation for individual student interventions. ☐ Uses procedures and materials that are developmentally appropriate.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ In collaboration with others, addresses students' individual differences and needs through the implementation of services. ☐ Adjusts practices based on individual student characteristics.	. . . and **STUDENTS AND/OR FAMILIES:** ☐ Participate in services that are based on their unique interests, strengths and needs.	. . . and **STUDENTS AND/OR FAMILIES:** ☐ Feel valued as individuals and are engaged in the learning environment.
ELEMENT D: School psychologists engage in proactive, clear and constructive communication and work collaboratively with students, families and other significant adults and/or professionals.				
THE SCHOOL PSYCHOLOGIST: ☐ Promotes an educational environment that is inviting to families and significant adults.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Maintains appropriate and respectful relationships with students, their families and significant adults. ☐ Communicates effectively with diverse audiences e.g. parents, teachers, other school personnel, policy makers and community service providers.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Works collaboratively with families and significant adults to help students meet education and intervention goals. ☐ Works collaboratively with all school personnel to create a positive learning environment.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Initiate communication with school psychologists to discuss student needs. ☐ Willingly share information that may impact student learning.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Seek the school psychologist's assistance to find resources and services to support student needs. ☐ Partner with school staff members for the benefit of their students.

QUALITY STANDARD II

School psychologists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: School psychologists select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time and appropriate behavioral strategies.				
THE SCHOOL PSYCHOLOGIST: ☐ Establishes behavioral expectations for all students.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Structures services to minimize interruption to instructional time.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Makes maximum use of service provision time. ☐ Holds students accountable for adherence to school and class rules.	. . . and **TEACHERS AND/OR FAMILIES :** ☐ Develop an awareness of effective strategies that address behavioral needs and challenges.	. . . and **TEACHERS AND/OR FAMILIES :** ☐ Use strategies to increase positive student behaviors.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD III

School psychologists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School psychologists provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.				
THE SCHOOL PSYCHOLOGIST: ☐ Considers legal requirements and district policies in assessment and intervention planning.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Supports academic standards and aligns intervention plans with legal requirements and local policies for IEPs, 504 and RtI.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Provides services that meet all legal requirements while taking into account the individual psychoeducationl and academic needs of the student.	. . . and **STUDENTS AND/OR FAMILIES:** ☐ Demonstrate an understanding of their educational rights.	. . . and **STUDENTS AND/OR FAMILIES:** ☐ Demonstrate an understanding of how interventions are intended to enable the student to achieve by meeting Colorado Academic Standards.
ELEMENT B: School psychologists utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.				
THE SCHOOL PSYCHOLOGIST: ☐ Considers the reliability and validity of assessment tools used. ☐ Collects data from multiple sources.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Follows standardized procedures for administration and scoring of psychoeducational tests.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Plans, selects and administers multiple valid and reliable formal and/or informal assessment tools. ☐ Communicates assessment results to colleagues, parents and/or students in understandable terms.	. . . and **STUDENTS/ TEACHERS AND/OR FAMILIES:** ☐ Demonstrate an understanding of psychoeducational assessment results and individual student strengths and needs.	. . . and **STUDENTS:** ☐ Receive instruction and services that are informed by findings from multiple formal and informal assessments.

QUALITY STANDARD III

School psychologists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: School psychologists plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning and progress toward achieving academic standards and individualized student goals.				
THE SCHOOL PSYCHOLOGIST: ☐ Consults with others about students.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Has knowledge of varied models and strategies of consultation. ☐ Assists in planning for and/or providing mental health and behavioral interventions for students.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Applies the consultation model that best reflects the data sources to promote effective implementation of services. ☐ Plans for and/or provides evidence-based mental health and/or behavioral interventions for students with fidelity.	. . . and **TEACHERS OR OTHER EDUCATORS:** ☐ Adapt their practices based on consultation to better meet student needs.	. . . and **TEACHERS OR OTHER EDUCATORS:** ☐ Generalize or transfer knowledge gained through the consultation to other contexts/other students.

QUALITY STANDARD III

School psychologists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: School psychologists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.				
THE SCHOOL PSYCHOLOGIST: ☐ Has an awareness of building/district software and technology as appropriate to the professional role.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Complies with legal requirements and ethical guidelines related to the electronic sharing and storing of confidential information.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Uses technology appropriately to improve student outcomes. ☐ Enhances data collection and decision-making through the use of technology resources.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Demonstrate an awareness of available technology to enhance student learning.	. . . and **STUDENTS:** ☐ Utilize information and technology resources to enhance cognitive and academic skills with appropriate supports.
ELEMENT E: School psychologists establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.				
THE SCHOOL PSYCHOLOGIST: ☐ Communicates high expectations for students.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Actively participates on multidisciplinary teams and holds high expectations for students when determining needs, services and educational placement.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Assists in the development of individualized goals for students and/or schools that promote critical-thinking, self-advocacy, leadership and/or problem solving skills.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Monitor student progress towards achieving social/emotional goals and expectations.	. . . and **STUDENTS:** ☐ Demonstrate self-advocacy, critical thinking and problem solving skills based on their individual developmental level.

QUALITY STANDARD III

School psychologists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT F: School psychologists communicate effectively with students.				
THE SCHOOL PSYCHOLOGIST: ☐ Understands the importance of communicating effectively with students.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Uses communication skills to establish good working relationships (rapport) with students.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Provides students with feedback related to behavior, performance and/or progress. ☐ Tailors communications with students to be both developmentally and culturally relevant.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Utilize feedback to enhance student learning and growth.	. . . and **STUDENTS AND/OR FAMILIES:** ☐ Demonstrate effective communication related their needs.
ELEMENT G: School psychologists develop and/or implement services and/or specially designed instruction unique to their professions.				
THE SCHOOL PSYCHOLOGIST: ☐ Collects and analyzes psychoeducational assessment data in planning services.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Uses appropriate assessment instruments and techniques, including interviews, observations and targeted/diagnostic assessment tools to plan/implement services.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Analyzes and synthesizes data for decision making. ☐ Provides services based on professional practices grounded in psychoeducational data and evidence of success.	. . . and **SIGNIFICANT ADULTS:** ☐ Increase their ability to analyze and synthesize psychoeducational data for decision making.	. . . and **ADMINISTRATORS:** ☐ Demonstrate an awareness of how psychoeducational data can be used to inform systems level decisions.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD IV

School psychologists reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School Psychologists demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.				
THE SCHOOL PSYCHOLOGIST: ☐ Understands the importance of considering student data to inform service provision.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Makes connections between school and classroom data and research-based practices for colleagues.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Analyzes student and system data to inform service provision. ☐ Monitors and evaluates professional practices to determine what works for students.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Actively considers new ideas that support the students' social, emotional, psychological and academic successes.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Applies and evaluates new and innovative strategies for continuous improvement of professional practice.
ELEMENT B: School psychologists link professional growth to their professional goals.				
THE SCHOOL PSYCHOLOGIST: ☐ Completes professional development required for licensure renewal.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Selects and participates in professional development to improve professional practice. ☐ Uses performance feedback from supervisor and/or colleagues to improve practice.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Develops and follows a professional development plan. ☐ Develops professional goals based on current research and the likelihood of having a positive impact on student, school and district outcomes.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Participates in professional learning opportunities consistent with the professional growth plan. ☐ Applies knowledge and skills learned through professional development to practice.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Actively seeks feedback from colleagues, parents and/or supervisors and incorporates it into professional goals and practices. ☐ Establishes continuous improvement strategies to identify and self-monitor for professional growth.

QUALITY STANDARD IV
School psychologists reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: School psychologists respond to complex, dynamic environments.				
THE SCHOOL PSYCHOLOGIST: ☐ Demonstrates flexibility in his/her role in response to environmental changes.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Adapts professional practices based on new information about student or system needs.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Prioritizes professional activities based on changing student needs and/or changes in the school and broader environments.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Anticipates changes and/or challenges in the school or practice environment and is prepared to respond.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Expands role in responding to changes in the school or student environments.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD V

School psychologists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School psychologists collaborate with internal and external stakeholders to meet the needs of students.				
THE SCHOOL PSYCHOLOGIST: ☐ Maintains positive, productive and respectful relationships with colleagues.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Facilitates communication among various stakeholders.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Collaborates effectively with internal and external stakeholders regarding student and school-related issues.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Holds the needs of students foremost in seeking collaborations that would improve student outcomes.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Contributes to a multi-tiered continuum of services to support all students' attainment of goals in collaboration with colleagues.
ELEMENT B: School psychologists advocate for students, families and schools.				
THE SCHOOL PSYCHOLOGIST: ☐ Demonstrates an awareness of policies and/or procedures that affect school climate and student learning.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Reaches out to students, families and/or the community in order to understand their needs and advocate for them.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Discusses potential revisions to policies and/or procedures with administrators in order to better address student and school needs and the diversity of the student population.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Advocates for curricular, instructional, school climate and behavioral health improvements.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Participates in activities that promote systems-level change.
ELEMENT C: School psychologists demonstrate leadership in their educational setting(s).				
THE SCHOOL PSYCHOLOGIST: ☐ Supports school goals and initiatives. ☐ Contributes to school or district teams.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Seeks leadership roles as student, school, or district conditions indicate the need.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Provides leadership to school-based or district teams.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Mentors and/or supervises other professionals, staff, or trainees to facilitate their professional development.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Takes a leadership role in state-level organizations or professional associations.

QUALITY STANDARD V
School psychologists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: School psychologists contribute knowledge and skills to educational practices and their profession.				
THE SCHOOL PSYCHOLOGIST: ☐ Supports the work of other educators by sharing knowledge and expertise.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Provides relevant expertise when asked by colleagues.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Shares best practices through modeling and/or consultation.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Offers professional growth and development activities within district or BOCES.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Assumes a state or national role in professional development activities.
ELEMENT E: School psychologists demonstrate high ethical standards.				
THE SCHOOL PSYCHOLOGIST: ☐ Maintains confidentiality of student records and information as required by law. ☐ Understands the need to hold high ethical standards for self and others.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Demonstrates ethical behavior, including honesty, integrity, fair treatment and respect for others.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Adheres to current legal and ethical principles and standards. ☐ Maintains confidentiality of all sensitive data.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Encourages colleagues to demonstrate ethical behavior.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Models and sets high expectations for ethical behavior for staff and students.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

Observations, Required Measures and Other Evidence/Artifacts for School Psychologists

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For specialized service professionals this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

SHALL BE BASED ON AT LEAST ONE OF THE FOLLOWING PERFORMANCE MEASURES, WHEN APPROPRIATE TO THE SSP'S ASSIGNED DUTIES:

- Student perception measures, where appropriate and feasible
- Peer feedback
- Parent or guardian feedback
- Student support documentation

ADDITIONAL EVIDENCE/ARTIFACTS:
Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

- 504 plans
- Behavior charts
- Behavior intervention plans
- Calendar/schedule/planner
- Certificates of participation in professional development activities
- Communication/correspondence logs/records (e.g., with families, community agencies, etc.)
- Completed suicide risk assessment forms
- Completed threat assessment forms
- Conference presentations
- Consultation records
- Counseling progress notes
- Creative use of technology for problem solving with individual or small groups of students
- Crisis team membership
- Culturally sensitive intervention materials
- Demonstration of time management such as logs and calendars
- Developmentally appropriate intervention plans
- Display posters/signage, etc., for "Safe Space" and other positive programs aimed at school safety, climate and diversity
- Documentation of in-service workshops attended
- Documentation of in-services, workshops provided
- Documentation of students engaged in their own progress monitoring
- Evidence of frequent progress monitoring of professional goals
- Evidence of new strategies used (e.g., evaluation data for new strategies)
- Examples of prioritization
- Examples of student work pre- and post-intervention
- Functional behavioral assessment
- Healthy Kids Colorado Survey
- IEP team meeting participation (Particularly for eligibility determination)
- Involvement in school and district teams
- Involvement in professional or volunteer organizations or groups (CSSP, NASP, etc.)
- IEPs
- Individual student feedback
- Intervention plans
- Involvement on committees or recommendations for district level changes
- Leadership on committees/taskforces/professional organizations
- Letters from stakeholders
- Letters to administrators and other stakeholders
- List of expanded responsibilities
- Listing of community resources
- Maintained list of community resources
- Meeting agendas
- Meeting participation (e.g., IEP, RTI, etc.)
- Membership in professional organizations

Continued next page

Observations, Required Measures and Other Evidence/Artifacts for School Psychologists *(continued)*

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For specialized service professionals this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

ADDITIONAL EVIDENCE/ARTIFACTS:
Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

- NASP Practice Models/Standards
- Notes from IEP meetings
- Notes of meetings with administrators
- Observation records
- Ongoing attempts to connect with community resources Parent and/or teacher feedback
- Participation in school wide initiatives such as: PBIS, Diversity Week
- Participation on RtI/MTSS team
- Participation or leadership of data discussions
- Pre- and post-intervention data
- Professional goals and/or growth plan
- Progress monitoring data for student goals
- Psychoeducational reports
- Published articles
- Record of service delivery
- Referral records
- Reflections/journal re: implementing professional development into practice
- School safety/climate surveys
- Small group or classroom instruction on how to use technology to enhance progress study skills related goals for students on IEPs
- Sources for research/evidence-based practices
- Student, parent, family contact logs
- Student perception surveys
- Student work samples that result from consultation
- Subscription to professional journals, NASP Communique or evidence of ongoing research into appropriate strategies and interventions
- Suicide risk assessment forms
- Supervision notes (provided or received)
- Surveys/emails seeking professional feedback for growth
- Surveys of interactions with families, community peers and/or staff
- Taskforce or committee participation
- Teacher/staff/administrator notes, emails, etc., that show positive relationships
- Teaching university courses
- Test records/protocols/assessment tools and/or data
- Threat assessment forms
- Training certificates
- Transcripts for courses completed
- Transition plans
- Treatment summaries
- Understandable/effective organizational system

Rubric for Evaluating Colorado's Specialized Service Professionals: School Social Workers

Definition of an Effective School Social Worker

Effective school social workers are vital members of the education team. They are properly credentialed and have the knowledge and skills necessary to provide social-emotional and behavioral supports through prevention, intervention and crisis response efforts. Effective school social workers strive to support growth and development in the least restrictive environment, close achievement gaps and prepare diverse student populations for postsecondary and workforce success. Effective school social workers employ and adjust evidence-based strategies and approaches to meet the unique needs of their students. They develop interventions and provide services that reflect the reciprocal nature of home, school and community influences on student achievement by communicating and collaborating with students, families and staff. Effective school social workers analyze social-emotional, psychological and academic success and apply what they learn to improve their practice. Through reflection, advocacy and leadership, they enhance the academic achievement, personal/social/physical development of their students.

QUALITY STANDARD I
School social workers demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School social workers 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.				
THE SCHOOL SOCIAL WORKER: ☐ Understands the stages of intellectual, physical, social and emotional development of their students.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Has knowledge of systems theory, including bio/psycho/social/ /cultural factors that influence students in the learning environment. ☐ Has knowledge of mental health, developmental benchmarks and social/emotional development as they apply to effective service delivery.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Implements proven and promising practices to address student needs based on knowledge of developmental science. ☐ Assesses intellectual, social and emotional development of students for implementation of early identification and intervention strategies.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Demonstrate an understanding of individual child development levels.	. . . and **STUDENTS:** ☐ Participate in services appropriate for their developmental level.

QUALITY STANDARD I
School social workers demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: School social workers demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math and other content areas.				
THE SCHOOL SOCIAL WORKER: ☐ Can identify barriers to learning for individual students.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Seeks solutions to barriers that inhibit the education of students.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Implements effective services that reduce the student barriers to learning. ☐ Involves the key members of the multi-disciplinary team to problem solve within a tiered system of support model.	. . . and **STUDENTS:** ☐ Can identify their needs in the learning environment.	. . . and **STUDENTS:** ☐ Can advocate for their needs in the learning environment.
ELEMENT C: School social workers integrate evidence-based practices and research findings into their services and/or specially designed instruction.				
THE SCHOOL SOCIAL WORKER: ☐ Understands the importance of evidence-based practices in effective service delivery.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Integrates evidence-based practices in their service delivery.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Monitors and adjusts evidence-based practices to increase effective service delivery.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Demonstrate an awareness that evidence-based practices meet individual student needs.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Apply newly learned skills in their school and/or home environment.
ELEMENT D: School social workers demonstrate knowledge of the interconnectedness of home, school and community influences on student achievement.				
THE SCHOOL SOCIAL WORKER: ☐ Understands the interconnectedness of home, school and community influences on student achievement.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Creates a service delivery plan for students recognizing the involvement of home, school and community in student achievement.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Uses careful knowledge of students' homes, communities and schools to implement, evaluate and adapt services.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Are able to identify the impacts on student learning from home, school and community environments.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Participate in educational planning to improve the students' educational outcomes.

QUALITY STANDARD I
School social workers demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: School social workers demonstrate knowledge of and expertise in their professions.				
THE SCHOOL SOCIAL WORKER: ☐ Demonstrates an understanding of the importance of their multiple roles and responsibilities in an educational environment.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Organizes own time and workloads with consideration of priorities among their various roles and responsibilities.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Participates in professional development opportunities to enhance effective services and strengthen various roles and responsibilities in relation to the educational environment.	. . . and **STUDENTS:** ☐ Are able to identify what specific interventions have created academic or social/emotional growth.	. . . and **STUDENTS:** ☐ Can appropriately advocate for interventions that create academic or social/emotional growth.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD II

School social workers support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School social workers foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.				
THE SCHOOL SOCIAL WORKER: ☐ Understands the importance of an environment in which each student experiences a caring and nurturing relationship.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Creates an environment that is supportive, inclusive and flexible and encourages positive relationships between and among students.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Collaborates with school/district personnel to create a positive learning community. ☐ Prioritizes effective interventions in which each student has a positive, nurturing relationship with a caring adult.	. . . and **STUDENTS:** ☐ Participate in activities that lead to positive and nurturing relationships with other students and the significant adults in their lives.	. . . and **STUDENTS:** ☐ Contribute to the establishment and maintenance of a safe learning environment.
ELEMENT B: School social workers demonstrate respect for diversity within the home, school and local and global communities.				
THE SCHOOL SOCIAL WORKER: ☐ Understands that student and family background and culture may influence development, personality and school performance. ☐ Creates an environment in which student and family diversity is valued.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Acknowledges the value of each student's, family's and significant adult's contributions to intervention planning. ☐ Uses intervention approaches and materials which are compatible with students' and families' cultural backgrounds.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Utilizes materials and develops activities that counteract stereotypes and incorporate contributions of various cultural backgrounds. ☐ Encourages respect for individual differences and positive social relationships.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Seek a variety of perspectives to enhance their awareness of diversity in their school and community.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Respect the backgrounds of students.

QUALITY STANDARD II

School social workers support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: School social workers engage students as unique individuals with diverse backgrounds, interests, strengths and needs.				
THE SCHOOL SOCIAL WORKER: ☐ Appreciates students' individual differences and values their unique contributions. ☐ Treats students as individuals.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Identifies effective interventions that will engage all students with their unique backgrounds, strengths, interests and needs. ☐ Understands the need for supplementary support services for students with unique learning needs.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Provides consultation to school personnel on strategies for meeting the individual needs of students. ☐ Collaborates with students, families and significant adults to provide effective interventions that will engage all with their unique backgrounds, strengths, interests and needs.	. . . and **STUDENTS AND/OR FAMILIES:** ☐ Participate in services based on their unique interests, strengths and needs.	. . . and **STUDENTS AND/OR FAMILIES:** ☐ Feel that their ideas and participation are valued by the teacher. ☐ Actively participate in the learning environment.
ELEMENT D: School social workers engage in proactive, clear and constructive communication and work collaboratively with students, families and other significant adults and/or professionals.				
THE SCHOOL SOCIAL WORKER: ☐ Establishes an environment that is inviting to students, families and significant adults and/or professionals.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Works collaboratively to listen to and understand the methods by which communication is preferred by stakeholders. ☐ Uses a variety of methods to initiate communication with students, families and stakeholders.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Monitors and adapts communication styles based on needs of the stakeholders. ☐ Coordinates communication and information from families and significant adults with colleagues.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Have an understanding of the tools by which they can communicate with the school social worker or other significant adults and/or professionals.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Seek the school social worker's assistance to find resources and services to support student needs. ☐ Partner with the school social worker and the school for the benefit of their students.

QUALITY STANDARD II
School social workers support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: School social workers select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time and appropriate behavioral strategies.				
THE SCHOOL SOCIAL WORKER: ☐ Provides guidance to students to demonstrate positive behavior. ☐ Establishes behavioral expectations for all students.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Holds students accountable for class, school and/or district rules. ☐ Makes maximum use of intervention time to increase the effectiveness of services.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Adapts intervention approaches for the benefit of all students, including those with behavior challenges or special needs. ☐ Provides professional development/consultation on effective intervention approaches for students with specific behavioral needs and challenges.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Participate in the creation of behavioral interventions to increase student access to the learning environment.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Use strategies and skills to increase positive participation in the home, school and community environment.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD III

School social workers plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School social workers provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.				
THE SCHOOL SOCIAL WORKER: ☐ Understands legal requirements for professional practices. ☐ Demonstrates understanding of individualized education programs, 504 plans and other federal/state/local practices.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Participates in the development of individualized education programs, 504 plans and other federal/state/local practices. ☐ Provides services which are individualized and aligned with legal and district requirements.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Modify and adapt services related to individualized education programs, 504 plans and other federal/state/local practices. ☐ Collaborates with stakeholders around federal/state/local practices to individualize services for students.	. . . and **STUDENTS AND/OR FAMILIES:** ☐ Understand their educational rights.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Utilize materials, strategies and/or interventions to support individualized learning.
ELEMENT B: School social workers utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.				
THE SCHOOL SOCIAL WORKER: ☐ Demonstrates understanding of conducting reliable and valid assessments of individuals, families and systems/ organizations to inform services.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Conducts formal and informal assessment of individuals, families and other organizations and maintains accurate and appropriate data. ☐ Analyzes assessment data and adjusts services based on assessment data.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Collaborates with students, families, significant adults and school personnel to monitor progress and collect data. ☐ Collaborates to share results with family, significant adults and colleagues.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Demonstrate understanding of how assessment supports their learning.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Are involved in ongoing monitoring and data collection related to student growth based on the student's developmental level.

QUALITY STANDARD III

School social workers plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: School social workers plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning and progress toward achieving academic standards and individualized student goals.				
THE SCHOOL SOCIAL WORKER: ☐ Understands how data should inform and impact services. ☐ Understands the importance of integrating data from multiple sources.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Uses data to develop, provide and integrate effective services that are developmentally appropriate. ☐ Understands how to monitor student progress toward achieving individualized student goals.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Develops findings from the data analyzed and shares results with students, families and colleagues. ☐ Integrates data from multiple sources to deliver and improve services.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Review and reflect on data collected in order to monitor progress toward achieving individualized student goals.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Use interventions designed to improve progress toward achieving individualized student goals.
ELEMENT D: School social workers support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.				
THE SCHOOL SOCIAL WORKER: ☐ Demonstrates an understanding of available technology. ☐ Demonstrates an awareness of district software.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Uses technology to support data collection and effective services to maximize student outcomes.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Monitors, adjusts and analyzes technology to support effective services to maximize student outcomes.	. . . and **STUDENTS:** ☐ Use technology to provide access to their learning environment.	. . . and **STUDENTS:** ☐ Advocate for change to technology use based on their personal learning needs.

QUALITY STANDARD III

School social workers plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: School social workers establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.				
THE SCHOOL SOCIAL WORKER: ☐ Has high expectations for all students. ☐ Understands that students need to employ critical thinking, self-advocacy and problem solving skills.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Incorporates self-advocacy, critical thinking and/or problem solving skills into lessons and/or interventions. ☐ Collaborates with team members to determine appropriately high expectations for students.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Sets student expectations at a level that challenges students and communicates high expectations with school staff and significant adults. ☐ Systematically and explicitly teaches self-advocacy, critical thinking and/or problem solving skills.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Monitor student progress towards achieving social/emotional goals and expectations.	. . . and **STUDENTS:** ☐ Demonstrate self-advocacy, critical thinking and problem solving skills based on their developmental level.
ELEMENT F: School social workers communicate effectively with students.				
THE SCHOOL SOCIAL WORKER: ☐ Understands the importance of developing effective and individualized communication systems. ☐ Demonstrates effective listening skills.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Develops effective and individualized communication systems in collaboration with students. ☐ Adjusts communication style to meet the individual needs of students.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Models effective communication skills. ☐ Provides students with feedback related to behavior, performance and/or progress.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Use feedback to enhance student learning and growth.	. . . and **STUDENTS:** ☐ Demonstrate effective communication related to their needs.

QUALITY STANDARD III

School social workers plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT G: School social workers develop and/or implement services and/or specially designed instruction unique to their professions.				
THE SCHOOL SOCIAL WORKER: ☐ Demonstrates the basic knowledge and skills of school-based crisis response. ☐ Demonstrates the basic knowledge of mandated reporting requirements. ☐ Demonstrates the basic knowledge of effective threat assessment and suicide risk assessment and intervention procedures.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Understands the school/district's written crisis response policies and/or procedures. ☐ Provides expertise in skills and interventions related to school-safety and crises.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Contributes to and/or implements services for crisis prevention, preparation and response.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Demonstrate knowledge of the school's crisis resources and procedures.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Access school and district crisis resources when needed.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD IV

School social workers reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School social workers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.				
THE SCHOOL SOCIAL WORKER: ☐ Uses data to understand students' social, emotional, psychological and academic development.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Makes connections between school, classroom, home and student data and research-based practices. ☐ Seeks feedback from students, significant adults and other professionals on the effectiveness of interventions.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Engages in frequent and on-going progress monitoring to determine student progress. ☐ Applies knowledge of student learning, development and growth to the development of intervention strategies and intervention plans.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Collaborates with students, significant adults and other professionals to increase the effectiveness of interventions.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Continuously seeks information from multiple sources and analyzes it to improve practice.
ELEMENT B: School social workers link professional growth to their professional goals.				
THE SCHOOL SOCIAL WORKER: ☐ Uses performance feedback from supervisor and/or colleagues to improve practice.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Learns new skills to improve professional practice.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Applies knowledge and skills learned through professional development to decisions regarding effective interventions.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Develops and follows a long-term professional development plan.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Uses a long-term, professional development plan to engage in new learning and effective interventions.

QUALITY STANDARD IV
School social workers reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: School social workers respond to complex, dynamic environments.				
THE SCHOOL SOCIAL WORKER: ☐ Understands the importance of being aware of and responsive to the school, family and community environments.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Is responsive to indications of change needed based on awareness of the complexity and dynamic nature of the students' environment.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Strengthens social work practice by adapting interventions and instruction based on data about changes in the environment.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Serves as a consultant for colleagues, both providing and receiving feedback on changes needed to practice as a result of changes in the environment.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Continuously monitors the environment of practice, anticipates and makes needed changes and shares findings with colleagues.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD V
School social workers demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School social workers collaborate with internal and external stakeholders to meet the needs of students.				
THE SCHOOL SOCIAL WORKER: ☐ Understands the importance of developing trust and building rapport with students, significant adults and other professionals.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Maintains resources to strengthen the relationship among home, school and community.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Develops a system to provide necessary resources and information to stakeholders. ☐ Collaborates and shares appropriate resources with stakeholders.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Actively engages in relationships with internal and external stakeholders to be aware of changes to resources or services.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Utilizes collaborative relationships in order to initiate and maintain resources that will benefit the school, district and community.
ELEMENT B: School social workers advocate for students, families and schools.				
THE SCHOOL SOCIAL WORKER: ☐ Reaches out to students, families and the community in order to understand their needs and advocate on their behalf.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Implements interventions to support identified areas of need.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Advocates for positive changes to school and district policies and/or practices that affect student learning. ☐ Contributes to school and/or district and/or community task forces and committees.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ Collaborate with the school social worker in order to advocate for their needs within the school, home and community setting.	. . . and **STUDENTS:** ☐ Demonstrate self-advocacy and leadership skills in order to meet their needs based on their developmental level.

QUALITY STANDARD V
School social workers demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: School social workers demonstrate leadership in their educational setting(s).				
THE SCHOOL SOCIAL WORKER: ☐ Supports schools/districts and/or community goals and initiatives.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Participates in school activities beyond those expected of all specialized service professionals. ☐ Maintains a positive, productive and respectful relationship with colleagues.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Provides leadership to school-based teams in order to harness the skills and knowledge of colleagues. ☐ Provides leadership and consultation in promoting a positive school climate.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Acts as a consultant and shares knowledge of helpful practices with colleagues in the areas of mental health, social emotional development, behavior and culture.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Initiates and leads collaborative activities with colleagues to analyze relevant data and interpret results and apply findings to improve interventions and service delivery.
ELEMENT D: School social workers contribute knowledge and skills to educational practices and their profession.				
THE SCHOOL SOCIAL WORKER: ☐ Understands the importance of collaborating and sharing expertise with colleagues.	. . . and **THE SCHOOL SOCIAL WORKER:** Collaborates with colleagues to: ☐ Support student growth and development. ☐ Contribute to school, district and community goals. ☐ Enhance opportunities for professional growth.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Leads or co-leads professional growth and development activities in the school, district and and/or community environments. ☐ Participates in school, district and/or community decision-making processes that impact the school community.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Leads or co-leads school, district and/or community decision-making processes that impact the school community.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Advocates for the inclusion of school social workers in education and government decision making processes.

QUALITY STANDARD V

School social workers demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: School social workers demonstrate high ethical standards.				
THE SCHOOL SOCIAL WORKER: ☐ Maintains confidentiality of student records as required by law. ☐ Adheres to the laws, policies, procedures and ethical standards of the social work profession.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Demonstrates ethical behavior, including honesty, integrity, fair treatment, worth of the person, importance of human relationships and respect for others. ☐ Complies with mandates related to informed consent, privacy, confidentiality and access to records within the context of legal and ethical rights of students and parents.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Adheres to the profession's code of ethics as a guide to ethical decision making. ☐ Models ethical behavior.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Informs administrators and colleagues of the ethical responsibilities of the school social work profession. ☐ Encourages colleagues to demonstrate ethical behavior.	. . . and **THE SCHOOL SOCIAL WORKER:** ☐ Sets high expectations for ethical behavior on the part of students and colleagues.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

Observations, Required Measures and Other Evidence/Artifacts for School Social Workers

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For specialized service professionals this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

SHALL BE BASED ON AT LEAST ONE OF THE FOLLOWING PERFORMANCE MEASURES, WHEN APPROPRIATE TO THE SSP'S ASSIGNED DUTIES:

- Student perception measures, where appropriate and feasible
- Peer feedback
- Parent or guardian feedback
- Student support documentation

ADDITIONAL EVIDENCE/ARTIFACTS:
Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

- Behavior support plans
- Case bites
- Certificates of professional development attendance
- Contact logs –community resources, access to school/district/family events, etc.
- Crisis protocols: suicide assessments, threat assessment, child abuse reports, crisis plans, safety team meetings, informed supervision
- Culturally responsive materials
- Data analysis reports
- Data collection tools
- Documentation of continuing education – articles, conferences
- Documentation of parent/significant adult meetings
- Documentation of staff development related to meeting student needs, increasing positive behavior, classroom management, etc.
- Evaluation tools
- Functional Behavior Assessment/Behavioral Assessment Plan
- Feedback from students, community members, colleagues
- IEP (Students' individualized goals)
- Initiation and facilitation of child and family team meetings
- List of community and stakeholder partners and their contributions to the school
- Logs/journals
- Minutes and rosters from meetings
- NASW Code of Ethics
- Parent/significant adult communication

Continued next page

Observations, Required Measures and Other Evidence/Artifacts for School Social Workers *(continued)*

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For specialized service professionals this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

ADDITIONAL EVIDENCE/ARTIFACTS:
Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

- Participation in development of IEP goals/objectives
- Participation in IEP meetings
- Participation in professional learning communities, student accountability committees, building advisory councils, community board/committees, meetings
- Plans related to individual counseling, group counseling, classroom lessons, community and family support
- Pre/post evaluation or assessment
- Pre/post survey/assessment to family/teacher/community members
- Presentation materials developed for school, district, state or national presentations
- Professional association membership and activities
- Professional growth plan
- Records of student, parent and staff interviews
- Resource guide/binder
- Responses to feedback
- Reports of services provided
- School visitation logs
- Self-assessment/self-reflection template
- Social history assessment
- Social worker plans for individual students
- Sources of evidence based practice
- Student outcome data
- Suicide, threat, risk assessments
- Supervision notes
- Supervisor performance feedback
- Transition plans
- Work plans

Rubric for Evaluating Colorado's Specialized Service Professionals: Speech-Language Pathologists

Definition of an Effective Speech-Language Pathologist

Effective speech-language pathologists are vital members of the education team. They are properly credentialed and demonstrate knowledge of current research on effective, specialized speech-language instruction to meet the developmental, communicative and academic needs of students. Effective speech-language pathologists strive to support growth and development in the least restrictive environment, close achievement gaps and prepare diverse student populations for postsecondary and workforce success. Effective speech-language pathologists evaluate students and design instruction that is aligned to the Colorado academic standards, advances students' concept and content knowledge and skills and help to support student growth. Speech-language pathologists have a deep understanding of the interconnectedness of the home, school and community and collaborate with all members of the educational team to establish safe, inclusive and respectful learning environments. Through reflection, advocacy and leadership, they enhance the academic achievement, communicative and social development of their students.

QUALITY STANDARD I
Speech-language pathologists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Speech-language pathologists 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.				
THE SPEECH-LANGUAGE PATHOLOGIST: ☐ Has knowledge of developmental science as it relates to speech and language pathology.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Provides instruction that is developmentally appropriate for students. ☐ Builds on the interrelatedness of students' intellectual, social and emotional development.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Applies knowledge of current developmental research to adapt lessons that address student needs. ☐ Collaborates with colleagues with experience in developmental research to improve the quality of lessons.	. . . and **STUDENTS:** ☐ Engage with materials and resources appropriate for their personal approach to learning and their ability level.	. . . and **STUDENTS:** ☐ Can answer questions at their ability level regarding ways to adapt lessons to make them more engaging, challenging and relevant.

QUALITY STANDARD I

Speech-language pathologists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: Speech-language pathologists demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math and other content areas.				
THE SPEECH-LANGUAGE PATHOLOGIST: ☐ Has knowledge of services that reduce barriers to learning.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Teaches students how to apply literacy skills in all content areas. ☐ Focuses lessons on strengthening the students' oral expression and listening to support academic content areas.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Provides specially designed instruction that enhances information literacy and students' connections to learning, using real-world experiences. ☐ Uses instructional strategies that require students to apply and transfer knowledge across content areas.	. . . and **STUDENTS:** ☐ Apply literacy skills across academic content areas to new/unfamiliar material.	. . . and **STUDENTS:** ☐ Exceed expectations for their ability level in speaking, listening, reading and writing.
ELEMENT C: Speech-language pathologists integrate evidence-based practices and research findings into their services and/or specially designed instruction.				
THE SPEECH-LANGUAGE PATHOLOGIST: ☐ Uses instructional materials that are accurate and appropriate for the lesson being taught.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Studies emerging research to expand personal knowledge of evidence based practices.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Engages students in a variety of explanations and multiple representations of concepts and ideas. ☐ Uses a variety of evidence-based inquiry methods to explore new ideas and theories.	. . . and **STUDENTS:** ☐ Use a variety of evidence-based inquiry tools and strategies to learn content and understand central concepts relative to their ability levels.	. . . and **STUDENTS:** ☐ Apply newly learned content skills to novel situations. ☐ Discuss intellectually challenging ideas and content relative to their ability levels.

QUALITY STANDARD I

Speech-language pathologists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Speech-language pathologists demonstrate knowledge of the interconnectedness of home, school and community influences on student achievement.				
THE SPEECH-LANGUAGE PATHOLOGIST: ☐ Understands the interconnectedness of home, school and community influences on student achievement.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Establishes an environment and uses instructional strategies that recognize the influence of family and community on learning.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Provides instruction that bridges students' classroom, home and community experiences.	. . . and **STUDENTS:** ☐ Make connections between non-school and school experiences and the current lesson.	. . . and **STUDENTS:** ☐ Use home and community experiences to enhance their learning.
ELEMENT E: Speech-language pathologists demonstrate knowledge of and expertise in their professions.				
THE SPEECH-LANGUAGE PATHOLOGIST: ☐ Is knowledgeable about the principles and intervention for communication disorders.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Exemplifies the profession's role and responsibilities regarding students with disabilities. ☐ Collaborates with other professionals on reducing the impact of communication disorders on student progress towards academic standards.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Provides school staff members with information about how to apply current research findings in speech/language development.	. . . and **STUDENTS:** ☐ Participate willingly in the school speech - language pathologist's services.	. . . and **STUDENTS:** ☐ Achieve individual goals by actively engaging in services and instruction provided by the speech-language pathologist.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD II

Speech-language pathologists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Speech-language pathologists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.				
THE SPEECH-LANGUAGE PATHOLOGIST: ☐ Establishes a nurturing and caring relationship with students.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Creates a learning environment that is conducive for all students to learn.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Reinforces a learning environment that features mutual respect and positive relationships between and among students.	. . . and **STUDENTS:** ☐ Respect other students and the school speech-language pathologist.	. . . and **STUDENTS:** ☐ Actively and respectfully engage in activities with each other and school staff members.
ELEMENT B: Speech-language pathologists demonstrate respect for diversity within the home, school and local and global communities.				
THE SPEECH-LANGUAGE PATHOLOGIST: ☐ Creates a learning environment in which diversity is respected.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Uses instructional approaches and materials that reflect students' backgrounds. ☐ Is sensitive to diverse family structures.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Establishes instructional strategies that respect differences in students' backgrounds.	. . . and **STUDENTS:** ☐ Respect the backgrounds of fellow students.	. . . and **STUDENTS:** ☐ Actively listen to a variety of perspectives.

QUALITY STANDARD II
Speech-language pathologists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: School speech-language pathologists engage students as unique individuals with diverse backgrounds, interests, strengths and needs.				
THE SPEECH-LANGUAGE PATHOLOGIST: ☐ Understands the importance of recognizing students' unique strengths, needs and interests.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Encourages students to share their interests. ☐ Challenges each student to expand and enhance their learning.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Ensures that all students participate with a high level of frequency. ☐ Asks students appropriately challenging questions that draw upon their individual strengths.	. . . and **STUDENTS:** ☐ Actively participate in learning activities.	. . . and **STUDENTS:** ☐ Appreciate fellow students' unique contributions to classroom learning.

QUALITY STANDARD II

Speech-language pathologists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Speech-language pathologists engage in proactive, clear and constructive communication and work collaboratively with students, families and other significant adults and/or professionals.				
THE SPEECH-LANGUAGE PATHOLOGIST: ☐ Establishes a learning environment that is inviting to families and significant adults.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Maintains appropriate and respectful relationships with students, their families and/or significant adults. ☐ Uses a variety of methods to initiate communication with families and significant adults.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Partners with families and significant adults to help students meet education goals. ☐ Shares information from families and significant adults with colleagues who provide student services.	. . . and **STUDENTS:** ☐ Freely and openly communicate at their ability level with each other, the school speech-language pathologist and other significant adults.	. . . and **STUDENTS, FAMILIES AND SIGNIFICANT ADULTS:** ☐ Discuss student needs with the school speech-language pathologist and seek assistance to find resources and services to support student needs.
ELEMENT E: School speech-language pathologists select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time and appropriate behavioral strategies.				
THE SPEECH-LANGUAGE PATHOLOGIST: ☐ Provides rules to guide student behavior in the learning environment. ☐ Maintains a safe and orderly environment.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Holds students accountable for adherence to school and/or class rules. ☐ Puts procedures in place to enable students to abide by school and class rules.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Supports a learning environment that maximizes appropriate behaviors and enhances instructional time.	. . . and **STUDENTS:** ☐ Stay on task during instructional time with the school speech-language pathologist.	. . . and **STUDENTS:** ☐ Model appropriate student behaviors within the learning environment.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD III

Speech-language pathologists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Speech-language pathologists provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.				
THE SPEECH-LANGUAGE PATHOLOGIST: ☐ Is knowledgeable about federal and state laws and local policies and/or procedures.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Collaborates with teachers and other school staff members to support adherence to federal and state laws and local policies. ☐ Ensures that recommendations and actions support federal and state laws and district policies and regulations.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Aligns specialized instruction with student learning objectives, district plan for instruction and Colorado Academic Standards. ☐ Communicates federal, state and district policies and regulations for colleagues and assists in ensuring practice is compliant.	. . . and **STUDENTS AND/OR FAMILIES:** ☐ Understand that their educational services and instruction are guided by federal laws, state standards and local policies.	. . . and **STUDENTS AND/OR FAMILIES:** ☐ Participate in developing and addressing individual goals to meet their needs aligned with extant federal laws, state standards and local policies.
ELEMENT B: Speech-language pathologists utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.				
THE SPEECH-LANGUAGE PATHOLOGIST: ☐ Uses assessment data and informal feedback to guide instruction.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Aligns specially designed instruction with individualized education program (IEP) goals, academic standards and student assessment results. ☐ Monitors instruction against student performance and makes real-time adjustments.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Analyzes student data and interprets results in developing IEPs. ☐ Assists colleagues in reviewing data from multiple sources and making adjustments to instruction based on data.	. . . and **STUDENTS:** ☐ Participate willingly in formal and informal assessment to inform their instruction.	. . . and **STUDENTS:** ☐ Confer with the speech language pathologist to review progress toward the learning targets.

QUALITY STANDARD III

Speech-language pathologists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Speech-language pathologists plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning and progress toward achieving academic standards and individualized student goals.				
THE SPEECH-LANGUAGE PATHOLOGIST: ☐ Uses multiple sources of data to plan lessons.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Makes connections between student data and research-based practices. ☐ Individualizes instructional approaches based on multiple data sources to meet the unique needs of each student.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Monitors student progress toward achieving academic standards and uses data to focus student's learning experiences.	. . . and **STUDENTS:** ☐ Monitor their level of engagement and progress toward achieving goals.	. . . and **STUDENTS:** ☐ Initiate activities to address their learning strengths and next steps.
ELEMENT D: Speech-language pathologists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.				
THE SPEECH-LANGUAGE PATHOLOGIST: ☐ Uses available technology or assistive technology to facilitate specially designed instruction.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Monitors and evaluates the use of technology or assistive technology in the learning environment.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Teaches strategies and procedures to ensure that students have access to appropriate available technology, including assistive technology.	. . . and **STUDENTS:** ☐ Engage in virtual or face-to-face learning activities enhanced by appropriate use of available technology or assistive technology.	. . . and **STUDENTS:** ☐ Use available technology or assistive technology to accelerate their learning.

QUALITY STANDARD III

Speech-language pathologists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: Speech-language pathologists establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.				
THE SPEECH-LANGUAGE PATHOLOGIST: ☐ Holds high expectations for all students.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Communicates high expectations to students and challenges them to learn to their greatest ability.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Systematically and explicitly teaches higher-order thinking and problem-solving skills. ☐ Provides encouragement for students to advocate for themselves.	. . . and **STUDENTS:** ☐ Participate in setting learning objectives and monitor their progress toward achieving them.	. . . and **STUDENTS:** ☐ Apply higher-order thinking and problem-solving skills at their ability level to address challenging issues.
ELEMENT F: Speech-language pathologists communicate effectively with students.				
THE SPEECH-LANGUAGE PATHOLOGIST: ☐ Understands the importance of communicating effectively with students.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Models effective communication skills. ☐ Encourages students to communicate effectively.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Teaches effective skills in listening, presenting ideas and leading discussions. ☐ Provides opportunities for students to practice communication skills.	. . . and **STUDENTS:** ☐ Apply effective communication skills in their work.	. . . and **STUDENTS:** ☐ Use appropriate communication in a variety of situations or environments.

QUALITY STANDARD III

Speech-language pathologists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT G: Speech-language pathologists develop and/or implement services and/or specially designed instruction unique to their professions.				
THE SPEECH-LANGUAGE PATHOLOGIST: ☐ Understands the principles and methods of evaluation of communication disorders.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Determines the presence of speech or language impairments through the use of a body of evidence, including both formal and informal methods of assessments.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Employs a variety of evidence-based tools in the intervention and remediation of communication disorders, including AAC and AT. ☐ Offers assistance to colleagues in addressing linguistic and metalinguistic foundations of learning.	. . . and **STUDENTS:** ☐ Participate willingly in instruction at their ability level.	. . . and **STUDENTS:** ☐ Understand and mediate the impact of their disability on their education at their ability level.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD IV

Speech-language pathologists reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Speech-language pathologists demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.				
THE SPEECH-LANGUAGE PATHOLOGIST: ☐ Collects and analyzes student data to inform instruction.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Collects multiple examples of student work to determine student progress over time and make adjustments to instruction.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Applies knowledge of student learning, development and growth to the development of lesson plans and specially designed instructional strategies.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Develops IEPs and lesson plans based on a body of evidence such as information gathered from students, families, or significant adults or colleagues.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Offers assistance to colleagues in analyzing student behavioral changes and determining best practice for individual students.
ELEMENT B: Speech-language pathologists link professional growth to their professional goals.				
THE SPEECH-LANGUAGE PATHOLOGIST: ☐ Uses performance feedback from supervisor and/or colleagues to improve practice.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Applies knowledge and skills learned through professional development to instructional decisions.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Selects professional development activities based on professional goals related to a positive impact on student learning.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Regularly tries new and different ways of teaching new skills.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Develops and follows a long-term professional growth plan.

QUALITY STANDARD IV
Speech-language pathologists reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Speech-language pathologists respond to complex, dynamic environments.				
THE SPEECH-LANGUAGE PATHOLOGIST: ☐ Understands the complexity and dynamic nature of the learning environment.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Maintains a positive, productive and respectful relationship with colleagues.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST** Initiates and leads collaborative activities with colleagues to: ☐ Analyze student data and interpret results. ☐ Apply findings to improve teaching practice. ☐ Support struggling and/or advanced/above grade level students.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Serves a critical role for colleagues, in staying attentive to new ideas and practices and analyzing their application to the current learning environment.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Strengthens the response to environmental challenges by adapting practices collaboratively with colleagues.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD V

Speech-language pathologists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Speech-language pathologists collaborate with internal and external stakeholders to meet the needs of students.				
THE SPEECH-LANGUAGE PATHOLOGIST: ☐ Shares information about speech language practices with other school personnel.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Communicates with school and/or non-school service providers regarding students' educational services.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Works collaboratively with internal and/or external stakeholders to enhance student outcomes.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Proactively identifies student needs and engages others in responding to them.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Provides in-services or trainings with and /or for internal or external stakeholders about speech or language impairments.
ELEMENT B: Speech-language pathologists advocate for students, families and schools.				
THE SPEECH-LANGUAGE PATHOLOGIST: ☐ Understands the need to advocate for students.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Contributes to school, district and/or administrative unit task forces and committees to advocate for students.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Proposes potential revisions to policies and/or procedures to administrators in order to better address student and family needs.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Partners with hard-to-reach parents to advocate for their students.	. . . and **STUDENTS:** ☐ Know they have an advocate in the speech-language pathologist.

QUALITY STANDARD V
Speech-language pathologists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: School speech-language pathologists demonstrate leadership in their educational setting(s).				
THE SPEECH-LANGUAGE PATHOLOGIST: ☐ Participates in school activities beyond those expected.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Contributes to school/district committees and teams and accepts assignments to support them.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Provides leadership to team members in order to enhance the skills and knowledge of colleagues.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Confers with administrators to improve the school speech-language pathologist's work and student learning conditions.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Initiates and leads collaborative activities with colleagues to contribute to school, district goals and support students with disabilities.
ELEMENT D: Speech-language pathologists contribute knowledge and skills to educational practices and their profession.				
THE SPEECH-LANGUAGE PATHOLOGIST: ☐ Supports the work of colleagues by providing expertise relevant to their needs.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Contributes knowledge and skills to support student growth and development and contribute to school and/or district goals.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Provides input to administrators in school and/or district decision-making processes to improve policies and/or procedures that affect school climate and student learning.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Provides professional growth and development activities based on their expertise.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Provides district, regional, state and or national level leadership that enhances skills and knowledge of colleagues.

QUALITY STANDARD V
Speech-language pathologists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: Speech-language pathologists demonstrate high ethical standards.				
THE SPEECH-LANGUAGE PATHOLOGIST: ☐ Maintains confidentiality of student and professional interactions as well as student and personal data as required by law.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Demonstrates ethical behavior, including honesty, integrity, fair treatment and respect for others.	. . . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Adheres to highest standards of ethical professional practice.	. . and **THE SPEECH-LANGUAGE PATHOLOGIST:** ☐ Requires ethical behavior on the part of students. ☐ Encourages colleagues to demonstrate ethical behavior.	and **STUDENTS:** ☐ Demonstrate knowledge of ethical behavior.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

Observations, Required Measures and Other Evidence/Artifacts

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For specialized service professionals this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

SHALL BE BASED ON AT LEAST ONE OF THE FOLLOWING PERFORMANCE MEASURES, WHEN APPROPRIATE TO THE SSP'S ASSIGNED DUTIES:

- Student perception measures, where appropriate and feasible
- Peer feedback
- Parent or guardian feedback
- Student support documentation

ADDITIONAL EVIDENCE/ARTIFACTS:
Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

- Analyses of time on task
- Anecdotal records
- Assessment data and protocols/diagnostic information
- Class rules
- Collaboration with ELA teachers and support personnel
- Communication tools, such as AAC communication notebooks and devices
- Cultural competence survey
- Culturally sensitive assessments and materials
- Data analysis documentation
- Data to inform service delivery, differentiate instruction and intervention plans
- Documentation of collaboration with colleagues
- Documentation of communication with parents, the community, other professionals
- Documentation of district or community involvement such as presentations, minutes, etc.
- Documentation of IEP meetings (reports, goals, student progress, etc.)
- Documentation of membership on professional committees
- Documentation of professional development attended or provided
- Documentation of professional development on cultural sensitivity
- Documentation of professional learning communities
- Documentation of service on teams, task forces and committees
- Documentation of student participation in IEP meetings
- Effective use of interpreters or translators when necessary
- Evaluations of practices
- Evidence of cultural sensitivity in learning environment
- Evidence of family engagement in schools
- Examples of materials used with students
- Examples of research articles or other research-based resources used
- Federal, state and local laws/policies
- Formative and summative assessment data
- IEPs
- Instructional materials used with students
- Intervention logs
- List of interpreters available for IEP meetings
- Long-term professional development plan
- Maintenance of CDE licensure
- Meeting agendas
- Organizational tools, such as graphic planners, visual schedules
- Parent communication log
- Parent, teacher, peer, student feedback
- Policies/procedures with changes
- Progress monitoring information
- Relevant materials for other school staff
- Review of learning objectives or goals
- Self-reflection tools
- Standards of practice for speech pathologists
- Student data (achievement, progress, interests, needs, strengths)
- Student evaluation reports
- Student learning objectives/goals
- Student work
- Time management documentation

Section V: Glossary and Appendices

Glossary

This glossary contains definitions for terms used throughout this users' guide. In some cases, examples are provided to help the reader gain a better understanding of the definition in the context of educator evaluation. Sources of information are provided along with individual glossary items to provide easily accessible links to help users locate additional information.

504 Plan: Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, which specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary or postsecondary schooling. A 504 plan spells out the modifications and accommodations that will be needed for these students to have an opportunity to perform at the same level as their peers.

Academic Language: The language used in textbooks, in classrooms and on tests. It is different in structure and vocabulary from the everyday spoken English of social interactions. Many students who do not speak English well have trouble comprehending the academic language used in high school and college classrooms. Low academic language skills have been shown to be associated with low academic performance in a variety of educational settings. The main barrier to student comprehension of texts and lectures is low academic vocabulary knowledge. (Definition downloaded on Aug. 20, 2012 from http://www.academiclanguage.org/Academic_Language.html)

Academic Vocabulary: In other words, it is not the technical vocabulary of a particular academic discipline. Academic vocabulary is used across all academic disciplines to teach about the content of the discipline. For example, before taking chemistry, students do not know

the technical words used in chemistry. But the underprepared students also don't know the vocabulary used to teach the chemistry concepts. Underprepared students are unfamiliar with words like evaluation, theory, hypothesis, assumption, capacity and validate. Professors assume students comprehend such academic vocabulary, but such vocabulary is not often used in the everyday spoken English of many students. In addition, academic lectures and texts tend to use longer, more complex sentences than are used in spoken English. (Definition downloaded on August 20, 2012 from http://www.academiclanguage.org/Academic_Language.html).

Accelerating Students through Concurrent Enrollment (ASCENT): A "5th Year Program" that allows high school seniors to concurrently enroll in high school and take a fifth year of instruction consisting entirely of college classes. To qualify for this program, students must have met all of their high school graduation requirements, have taken 12 credit hours of college classes prior to the end of their senior year and be considered college/career ready.

Administrator: Any person who administers, directs or supervises the education instructional program, or a portion thereof, in any school or school district in the state and who is not the chief executive officer or an assistant chief executive officer of such school or a person who is otherwise defined as an administrator by his or her employing school district or BOCES.*[7]

American School Counselor Association (ASCA): Supports school counselors' efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society.

Appropriate Available Technology: Technology choices made by educators during the execution of their roles. Educators are expected to use the most appropriate technology available to them for the job at hand.

Artifacts: Documents, materials, processes, strategies and other information that result from the normal and customary day-to-day work of any educator. To effectively address the requirements of the evaluation system, it is not necessary to collect the artifacts listed as examples for each standard prior to discussions between the evaluator and the educator being evaluated. In fact, educators and their evaluators may choose not to use any artifacts other than those specifically required by S.B. 10-191 so long as they agree on their rating levels. Artifacts other than those included as examples may also be used. Artifacts are used only if either the educator being evaluated or the evaluator believes that additional evidence is required to confirm the accuracy of the self-assessment as compared to the evaluator's assessment of the educator's performance.

Augmentative and Alternative Communication (AAC): All forms of communication (other than oral speech) that are used to express thoughts, needs, wants and ideas. We all use AAC when we make facial expressions or gestures, use symbols or pictures, or write. (http://www.asha.org/public/speech/disorders/AAC/)

BOCES or Board of Cooperative Services: A regional educational service unit designed to provide supporting, instructional, administrative, facility, community, or any other services contracted by participating members.

Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
b. communicate information and ideas effectively to multiple audiences using a variety of media and formats
c. develop cultural understanding and global awareness by engaging with learners of other cultures
d. contribute to project teams to produce original works or solve problems (Retrieved on July 18, 2014 from http://www.cde.state.co.us/sites/default/files/documents/cdelib/librarydevelopment/schoollibraries/downloads/pdf/21stcenturyskillssymposiumflyer.pdf)

Colorado Academic Standards: The Colorado Academic Standards are the expectations of what students need to know and be able to do at the end of each grade. They also stand as the values and content organizers of what Colorado sees as the future skills and essential knowledge for our next generation to be more successful. All Colorado districts are required to adopt local standards

[7] *Glossary items marked with an "*" were taken from the State Rules document dated November 9, 2011.

that meet or exceed the Colorado Academic Standards. The Colorado Academic Standards are also the basis of the annual state assessment. Colorado has updated academic standards in 10 content areas for preschool through 12th grade: music; visual arts; drama and theatre arts; dance; comprehensive health and physical education; mathematics; reading, writing, and communicating; science; social studies; and world languages. The Colorado Academic Standards for reading, writing, and communicating and for mathematics incorporate the Common Core State Standards.

In addition, the state has developed Extended Evidence Outcomes aligned to the standards for students with significant cognitive disabilities. Colorado also adopted Colorado English Language Proficiency (CELP) standards to support English language learners. (See more at: http://www.cde.state.co.us/standardsandinstruction/factsheetsandfaqs#CASOverview)

Colorado English Language Proficiency (CELP) Standards: The CELP standards center on the English language needed and used by English Language Learners (ELLs) to succeed in school. They guide all educators who teach ELLs and help students' access grade level academic content while learning English. While the CELP standards are designed support ELLs specifically in accessing the Colorado Academic Standards, the methods employed by educators to address academic language in the CELP standards, within and across disciplines, are considered promising practice for the benefit of all students.(See more at: http://www.cde.state.co.us/coenglangprof/CELPintro.asp#sthash.yaiG5NQZ.dpuf.)

Colorado Model Evaluation System: The fair, equitable and valid educator evaluation system provided by the Colorado Department of Education for Colorado's school districts to enable them to meet the requirements of S.B. 10-191.

Critical Thinking and Reasoning: Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:

a. Identify and define authentic problems and significant questions for investigation
b. Plan and manage activities to develop a solution or complete a project
c. Collect and analyze data to identify solutions and make informed decisions
d. Use multiple processes and diverse perspectives to explore alternative solutions

(Retrieved on July 18, 2014 from http://www.cde.state.co.us/sites/default/files/documents/cdelib/librarydevelopment/schoollibraries/downloads/pdf/21stcenturyskillssymposiumflyer.pdf)

Extended Evidence Outcomes: EEO provide the alternate standards in Mathematics, Science, Social Studies and Reading, Writing and Communicating for students with significant cognitive disabilities who qualify for the alternate assessment. These alternate expectations are directly aligned to the grade level expectations for all students. –(See more at: http://www.cde.state.co.us/coextendedeo/statestandards#sthash.N4Zmu2uV.dpuf.)

Communication Skills: The ability to read, write, speak, listen and understand others, to "read" and interpret body language and to know the best ways to get points across. (Retrieved from http://www.ucdmc.ucdavis.edu/hr/hrdepts/asap/Documents/Communication_Skills.pdf on June 7, 2014).

Coping Strategies: The behaviors, thoughts and emotions used to adjust to the changes and challenges that occur in life. In the classroom, the may include such things as persistence or self-reflection.

Developmental Science: A multidisciplinary field of social-science research that seeks to integrate basic science and developmental theory with applied science on practices, policies and programs. Developmental scientists answer such questions as:

- Do summer reading programs help adolescents to read more often during summer?
- Do welfare policies promote children's school readiness?

Developmental science helps educators and practitioners of other disciplines to develop an understanding of basic developmental research and theory in a substantive area (e.g., reading, motivation) as well as how development can be impacted by educational practices, policies and programs. (Retrieved from http://ehe.osu.edu/educational-studies/gis-gim/applied-developmental-science/ on March 31, 2014.)

Disciplinary Literacy: "If content area literacy focuses on study skills and learning from subject-matter-specific texts, then disciplinary literacy, by contrast, is an emphasis on the knowledge and abilities possessed by those who create, communicate, and use knowledge within the disciplines. The difference is that content literacy emphasizes techniques that a novice might use to make sense of a disciplinary text (like how to study a history book for an exam), while disciplinary literacy emphasizes the unique tools that the experts in a discipline use to participate in the work of that discipline." http://ssnces.ncdpi.wikispaces.net/file/view/10What+Is+Disciplinary+Literacy+and+Why+Does+it+Matter.pdf)

Differentiated Instruction: A form of instruction that seeks to maximize each student's growth by recognizing that students have different ways of learning, different interests and different ways of responding to instruction. In practice, it involves offering several different learning experiences in response to students' varied needs. Educators may vary learning activities and materials by difficulty, so as to challenge students at different readiness levels; by topic, in response to students' interests; and by students' preferred ways of learning or expressing themselves (Definition retrieved on March 20, 2014 from *Ravich, EdSpeak: A Glossary of Education Terms, Phrases, Buzzwords and Jargon ,* p. 75).

Diversity: The concept means understanding that each individual is unique and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual. (Definition retrieved on June 7, 2014 from http://gladstone.uoregon.edu/~asuomca/diversityinit/definition.html). See also: http://www.colorado.edu/odece/.

Educator: A person, such as a principal, assistant principal, administrator, teacher, specialized service professional or other school or school system employee who is involved in educating learners.

Effective Practice: A practice that, "improves outcomes relative to what would have been seen without the intervention." (Retrieved on June 7, 2014 from http://ies.ed.gov/ncee/wwc/document.aspx?sid=15&pid=3).

Elements of the Quality Standards: The detailed descriptions of knowledge and skills that contribute to effective teaching and leading and which correspond to a particular Teacher, Principal or Specialized Service Professional Quality Standards.*

Equity Pedagogy: A commitment to a diverse population of students, demonstrated by the creation of an inclusive and positive school culture and strategies that meet the needs of diverse student talents, experiences and challenges. Equity pedagogy values students' individual backgrounds as a resource and utilizes approaches to instruction and behavioral supports that build on student strengths.

Evidence-Based Practice: The use of practices, interventions and treatments which have been proven, through scientifically-based research, to be effective in improving outcomes for individuals when the practice is implemented with fidelity. (See also http://www.cde.state.co.us/sites/default/files/documents/cdesped/download/pdf/ff-ebp_mh_intro.pdf)

Evidence Provided by Artifacts: The unique information each artifact used in the evaluation provides which is above and beyond the evidence provided by performance ratings. The evidence is used to support adjustments to ratings during the end-of-year discussion between the educator being evaluated and evaluator to determine final ratings for the educator being evaluated.

Expected Growth: A student's expected/predicted performance on a current year's test given his or her previous year's test score. This information is obtained by regressing the current year test score on the prior year test score. In other words, estimating expected growth addresses the question, "Compared to students with the same prior test score, is the current year test score higher or lower than would be expected?"

Expert Input: The process of including the input of specialized service professionals who have the expertise needed to determine whether professional practices have been demonstrated. Such experts work with evaluators to ensure that specialized service professionals receive fair and accurate evaluations based on the input of individuals with a deep understanding of what the various performance levels look like.

Formative Assessment: A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning resulting in improved student achievement of intended instructional outcomes.

Foundational Evidence Base: The integration of the best evidence from scientifically sound studies and student, family and education data with practitioner expertise and student knowledge, skills, interests and values. When delivered in a context of caring and in a supportive and safe environment, the highest quality student outcomes can be achieved.

Gain Score Model: A gain score model measures year-to-year change by simply subtracting the prior year score from the current year score.

Growth Models: Models that measure student achievement growth from one year to the next by tracking the same students. This model addresses the question, "How much, on average, did students' performance change from one grade to the next?" To permit meaningful interpretation of student growth, the model implicitly assumes that the measurement scales across grades are vertically linked (i.e., that student scores on different tests across grades are directly comparable and represent a developmental continuum of knowledge and skill). (Growth, Standards and Accountability, The Center for Assessment, April 2009: http://www.nciea.org/publications/growthandStandard_DB09.pdf).

Hearing Assistance Technology: Used in educational settings to improve auditory access to the teacher or talker by mitigating the effects of noise, reverberation and distance from the talker. All learners need access to communication and instruction in their classrooms and other instructional settings; learners who are deaf and hard of hearing, or who have other auditory deficits, require special technology to receive comparable auditory access. HAT may be prescribed through an individual family service plan (IFSP), individual education program (IEP), or a 504 Plan. HAT devices are selected, fitted and verified by an audiologist. For infants and toddlers HAT decisions are generally made with the parents and early intervention provider; for school-age children with the student and the IEP team. (Reference EAA)

Hearing Loss and Other Auditory Disorders: A reduced hearing acuity or a documented difficulty accessing learning through the sense of hearing. These deficits are uniquely identified and managed by an audiologist. Educational (school-based) audiologists specialize in the effects of hearing, listening and auditory processing deficits on the ability of children and youth to access communication and learning.

*Reference ASHA; EAA

Higher Order Thinking Skills: Critical, logical, reflective, metacognitive and creative thinking. These skills are activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas. Successful applications of the skills result in explanations, decisions, performances and products that are valid within the context of available knowledge and experience and that promote continued growth in these and other intellectual skills. Higher order thinking skills are grounded in lower order skills such as discriminations, simple application and analysis and cognitive strategies and are linked to prior knowledge of subject matter content. Appropriate teaching strategies and learning environments facilitate their growth as do student persistence, self-monitoring and open-minded, flexible attitudes. (Source: FJ King, F. J., Goodson,L., Rohani, F. *Higher order thinking skills: definition, teaching strategies and assessment.* Tallahassee, FL: Florida State University, Assessment and Evaluation Educational Services Program.)

Individual Career and Academic Plan (ICAP): Senate Bill 09-256 and Colorado State Board of Education Rules 1 CCR 301-81 created standards for Individual Career and Academic Plans (ICAP) with the goal of decreasing dropout rates and increasing graduation rates by assisting students and their parents in developing and maintaining a personalized postsecondary plan that ensures readiness for postsecondary and workforce success.

Individualized Education Program (IEP): Required by the Individuals with Disabilities Education Act, an IEP defines the individualized objectives of a child who has a disability. The IEP is intended to help children reach educational

goals more easily than they otherwise would. The IEP is tailored to the individual student's needs as identified by the IEP evaluation process and helps teachers and specialized service professionals understand the student's disability and how the disability affects the learning process. Developing an IEP requires assessing students in all areas related to the known disabilities, simultaneously considering ability to access the general curriculum, considering how the disability affects the student's learning, forming goals and objectives that correspond to the needs of the student and choosing a placement in the least restrictive environment possible for the student. (Adapted from http://en.wikipedia.org/wiki/Individualized_Education_Program)

Individualized Family Service Plan (IFSP): A written plan for providing early intervention services to an infant or toddler with a disability and the child's family that (a) is based on the evaluation and assessment; (b) includes parental consent; (c) is implemented as soon as possible once parent consents for early intervention services in the IFSP is obtained; and (d) is developed in accordance with IDEA Part C.

Individuals with Disabilities Education Act (IDEA): A Federal law that guarantees certain educational rights for all people, including those with disabilities.

Information Literacy: Students apply digital tools to gather, evaluate, and use information. Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

a. plan strategies to guide inquiry
b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks
d. process data and report results
e. understand and use technology systems
f. select and use applications effectively and productively
g. troubleshoot systems and applications
h. transfer current knowledge to learning of new technologies

(Retrieved on July 18, 2014 from http://www.cde.state.co.us/sites/default/files/documents/cdelib/librarydevelopment/schoollibraries/downloads/pdf/21stcenturyskillssymposiumflyer.pdf.)

Inquiry Methods: Teaching practices that utilize a disposition of inquiry learning including:

- problem-based learning: learning that starts with an ill-structured problem or case-study
- project-based learning: students create a project or presentation as a demonstration of their understanding
- design-based learning: learning through the working design of a solution to a complex problem

Inquiry emphasizes the process of learning in order to develop deep understanding in students in addition to the intended acquisition of content knowledge and skills. Inquiry draws upon constructivist learning theories where understanding is built through the active development of conceptual mental frameworks by the learner. (Retrieved on May 23, 2014 from http://www.teachinquiry.com/index/Introduction.html)

Integration Districts: Districts selected as part of a voluntary effort by the Colorado Education Initiative (formerly the Colorado Legacy Foundation) to support CDE's work to implement Senate Bill 10-191 as well as the Colorado Academic Standards pursuant to Senate Bill 08-212 (Colorado Achievement Plan for Kids). Four school districts (Centennial, Denver Public Schools, Eagle County and Thompson School District) and one BOCES (San Juan) were selected to implement, in an integrated manner, all of the following:

- Colorado Academic Standards and aligned instructional materials to guide instruction
- Professional development in formative practices to inform instruction
- Regular performance evaluations that hold educators accountable for improvement on measures of student learning and provide them feedback to improve instruction

Interim Assessments: A term generally used to refer to medium scale, medium-cycle assessments. Interim assessments: 1) evaluate students' knowledge and skills relative to a specific set of academic goals, typically within a limited time frame and, 2) are designed to inform decisions at both the classroom and beyond the classroom level, such as the school or district level. Thus, they may be given at the classroom level to provide information for the teacher, but unlike true formative assessments, the results of interim assessments can be meaningfully aggregated and reported at a broader level.

Invention: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

a. apply existing knowledge to generate new ideas, products, or processes
b. create original works as a means of personal or group expression
c. use models and simulations to explore complex systems and issues
d. identify trends and forecast possibilities

(Retrieved on July 18, 2014 from http://www.cde.state.co.us/sites/default/files/documents/cdelib/librarydevelopment/schoollibraries/downloads/pdf/21stcenturyskillssymposiumflyer.pdf.)

Learning Environment: The diverse physical locations, contexts and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom. The term also encompasses the culture of a school or class—its presiding ethos and characteristics, including how individuals interact with and treat one another—as well as the ways in which teachers may organize an educational setting to facilitate learning. How adults interact with students and how students interact with one another may also be considered aspects of a learning environment and phrases such as "positive learning environment" or "negative learning environment" are commonly used in reference to the social and emotional dimensions of a school or class. (Retrieved on July 18, 2014 from http://edglossary.org/learning-environment/)

Learning Objectives: The term used to describe the instructional objectives, learning targets, lesson objectives, student academic growth objectives and other objectives for student learning.

Least Restrictive Environment (LRE): To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (Retrieved on June 13, 2014 from http://idea.ed.gov/explore/view/p/,root,statute,I,B,612,a,5).

Licensed Personnel: Any persons employed to implement, direct or supervise instructional and/or support services programs who holds a valid license or authorization pursuant to the provision of article 60.5 of title 22, Colorado Revised Statutes.

Literacy Skills: Skills that include, but are not limited to, phonological awareness, phonics, reading fluency, vocabulary, comprehension, writing, speaking and listening.

Measures of Student Learning (also referred to as Student Academic Growth and Student Growth): The various types of assessments of student learning, including for example, value-added or growth measures, curriculum-based tests, pre-/post- tests, capstone projects, oral presentations, performances, artistic portfolios or other projects.

Measures of Teacher Performance: The various types of assessments of teachers' performance, including, for example, classroom observations, student test score data, self-assessments, or feedback from other staff members, families and significant adults, students or community members.

Multi-Tiered System of Supports (MTSS): Also known as Response to Intervention (RtI), is an approach for redesigning and establishing teaching and learning environments that are effective, efficient, relevant and durable for all students, families and educators. RtI/MTSS involves an education process that matches instructional and intervention strategies and supports to student needs in an informed, ongoing approach for planning, implementing and evaluating the effectiveness of instruction, curricular supports and interventions.

RtI/MTSS is also a process designed to help schools focus on and provide high-quality instruction and interventions to students who may be struggling with learning. RtI/MTSS has three important parts: (1) A multi-tiered system of curriculum, instruction, assessment and interventions; (2) Using a problem solving method for decision making at each tier and (3) Using data to inform instruction at each tier. (Definition adapted from: http://www.illinoisrti.org/i-rti-network/for-educators/understanding-rti-mtss Downloaded February 8, 2014.)

Not Observable Professional Practices: Professional practices that an evaluator would not normally and customarily be able to observe during a typical class-period-long observation.

Non-tested Grades and Subjects: The grades and subjects that are not required to be tested under the Federal Elementary and Secondary Education Act.

Norm-referenced: A type of test or assessment that yields an estimate of the tested individual's performance evaluation relative to a predefined population, with respect to the trait being measured. This type of test determines whether the test taker performed better or worse than other test takers, but not whether the test taker knows either more or less material than is necessary for a given purpose.

Observable Professional Practices: Professional practices that an evaluator would normally and customarily be able to observe during an observation of a typical class-period long lesson.

Observations: Used to measure observable classroom processes including specific teacher practices, aspects of instruction and interactions between teachers and students. Classroom observations can measure broad, overarching aspects of teaching and subject-specific or context-specific aspects of practice.

Other Assessments: The development and/or adaptation of other measures of student growth for non-tested grades and subjects used across schools or districts. These measures may include early reading measures; standardized end-of-course assessments; formative assessments; benchmark, interim, or unit assessments; and standardized measures of English language proficiency. Other assessments may be developed at either the state education agency or local education agency level. Teacher-developed assessments of student learning or growth also may fall into this category when those assessments meet expectations for rigor and comparability across classrooms in a district or across classrooms statewide.

Partner Districts: Districts who have already developed performance evaluation systems reflecting key elements of Senate Bill 10-191. These districts provide valuable information on the process for aligning existing educator evaluation systems to the rules developed by the State Board of Education, as well as providing an opportunity to enhance the Colorado State Model Evaluation System with elements from locally-developed systems.

Performance Evaluation Rating: The summative evaluation rating assigned by a school district or BOCES to licensed personnel and reported to the Colorado Department of Education on an annual basis. It is the equivalent of a "performance standard," as defined in section 22-9-103 (2.5), C.R.S.*

Performance Rating Levels: Describe performance on professional practices with respect to Colorado's Quality Standards.

> **Basic:** Educator's performance on professional practices is significantly below the state performance standard.
>
> **Partially Proficient:** Educator's performance on professional practices is below the state performance standard.
>
> **Proficient:** Educator's performance on professional practices meets state performance standard.
>
> **Accomplished:** Educator's performance on professional practices exceeds state standard.
>
> **Exemplary:** Educator's performance on professional practices significantly exceeds state standard.

Performance Standards: Levels of effectiveness established by rule of the state board pursuant to section 22-9-105.5(10). The four levels of effectiveness are: Ineffective, Partially Effective, Effective, and Highly Effective.

Pilot Districts: Districts selected as part of CDE's work to implement Senate Bill 10-191. Pilot districts are representative of the various sizes, student demographics and geographic differences across Colorado. These pilot districts are using the Colorado State Model Evaluation Systems for both principals and teachers during the 2011-

16 school years. They provide valuable feedback on the quality of the model system, identifying challenges and strengths of the system and suggesting refinements to the implementation process developed by CDE.

Pilot Period: The time during which the CDE will collaborate with school districts and BOCES to develop, define and improve the state model system. The pilot period will end on July 2016 or when the model system based on the Teacher, Specialized Service Professional and Principal Quality Standards has been completed and the commissioner has provided notice of such implementation to the reviser of statutes, whichever is later.

Policy: The formal guidance needed to coordinate and execute activity throughout an institution. When effectively deployed, policy statements help focus attention and resources on high priority issues – aligning and merging efforts to achieve the institutional vision. Policy provides the operational framework within which the institution functions. (Retrieved on July 18, 2014 from http://policy.calpoly.edu/cappolicy.htm.)

Postsecondary and Workforce Readiness: See Appendix B.

Prepared Graduate Competencies: The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Principal: A person who is employed as the chief executive officer or an assistant chief executive officer of a school in the state and who administers, directs or supervises the education program in the school. *

Principal Professional Growth Plan: The development plan for principals/assistant principals which constitutes a written agreement developed by a principal/assistant principal and district administration that outlines the steps to be taken to improve the principal's effectiveness. The principal growth plan shall include professional development opportunities.

Problem Solving: The process of moving toward a goal when the path to that goal is uncertain. We solve problems every time we achieve something without having known beforehand how to do so. We encounter simple problems every day: finding lost keys, deciding what to do when our car won't start, even improvising a meal from leftovers. But there are also larger and more significant "ill-defined" problems, such as getting an education, becoming a successful person, and finding happiness. Problem solving may include mathematical or systematic operations and can be a gauge of an individual's critical thinking skills. (Adapted from http://www.gse.uci.edu/person/martinez_m/docs/mmartinez_Problem_Solving.html).

Professional Practices: The day-to-day activities in which educators engage as they go about their daily work. Professional practices included in the rubric are those one would expect an educator to demonstrate at each rating level. These are the behaviors, skills, knowledge and dispositions that educators should exhibit. Teacher and Specialized Service Professional Quality Standards I-V and Principal Quality Standards I-VI address the professional practice standards for educators in Colorado.

Psychoeducational: A model in which the practicing psychologist is concerned with the teaching of personal and interpersonal attitudes and skills which the individual applies to solve present and future psychological problems and to enhance satisfaction with life. This model views the role of the psychological practitioner in terms of client dissatisfaction (or ambition) goal-setting skill-teaching satisfaction (or goal achievement). Likewise, the client (in this case, student) is viewed as a pupil rather than a patient. (Adapted from http://cjc-rcc.ucalgary.ca/cjc/index.php/rcc/article/viewFile/1835/1685, retrieved on May 5, 2014.)

Quality Standards: To meet the requirements of S.B. 10-191, the State Council for Educator Effectiveness recommended Quality Standards for teachers, principals/assistant principals and specialized service professionals. These recommended standards were reviewed and revised during the official rulemaking process conducted by the Colorado Department of Education. The revised standards and elements were approved by the Colorado State Board of Education as well as the legislature and are now among the Colorado State Board of Education's official rules. These revised standards reflect the professional practices and focus on the measures of student learning needed to achieve effectiveness.

Reliability: The ability of an instrument to measure consistently across different raters and contexts.

Resource Bank: A collection of tools, materials and other resources provided by the Colorado Department of Education to enable Colorado's school districts to implement the Colorado State Model Evaluation System and meet the requirements of S.B. 10-191.

Response to Intervention (RtI):
See Multi-Tiered System of Support.

Rigor/Rigorous: The term rigor is widely used by educators to describe instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging. Rigorous learning experiences help students understand knowledge and concepts that are complex, ambiguous, or contentious, and they help students acquire skills that can be applied in a variety of educational, career, and civic contexts throughout their lives.

The term is frequently applied to assignments that encourage students to think critically, creatively, and flexibly. Likewise, they may use the term rigorous to describe learning environments that are not intended to be harsh, rigid, or overly prescriptive, but that are stimulating, engaging, and supportive. Rigor is commonly applied to lessons that encourage students to question their assumptions and think deeply, rather than to lessons that merely demand memorization and information recall. (Adapted from http://edglossary.org/rigor/).

School Administrator: Principals and assistant principals working in Colorado's schools.

School District or District: A school district organized and authorized by section 15 of Article IX of the state constitution and organized pursuant to article 30 of title 22, Colorado Revised Statutes.

School Improvement Plan: See Unified Improvement Plan.

Scientifically-based research: Research that involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.

Self-direction: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

a. advocate and practice safe, legal, and responsible use of information and technology
b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
c. demonstrate personal responsibility for lifelong learning
d. exhibit leadership for digital citizenship

(Retrieved on July 18, 2014 from http://www.cde.state.co.us/sites/default/files/documents/cdelib/librarydevelopment/schoollibraries/downloads/pdf/21stcenturyskillssymposiumflyer.pdf.)

Senate Bill 10-191: Known as the ENSURING QUALITY INSTRUCTION THROUGH EDUCATOR EFFECTIVENESS (EQUITEE) bill, S.B. 10-191 is the guiding legislation for Colorado's work on educator effectiveness issues. (http://www.leg.state.co.us/clics/clics2010a/csl.nsf/fsbillcont3/EF2EBB67D47342CF872576A80027B078?open&file=191_enr.pdf)

Shared Attribution or Measures of Collective Performance: The use of measures required by the current provisions of the Elementary and Secondary Education Act and/or other standardized assessments used to measure the performance of groups of teachers. Measures of collective performance may assess the performance of the school, grade level, instructional department, teams or other groups of teachers. These measures can take a variety of forms including school wide student growth measures, team-based collaborative achievement projects and shared value-added scores for co-teaching situations.

Significant Adults: Teachers and other professionals, family members or non-family members who have a vested interest in and impact on the life of the student.

Specialized Service Professionals (SSPs): Licensed personnel who provide support to teachers and students in areas that involve student physical, emotional and social health and well-being. They include audiologists, occupational therapists, physical therapists, school counselors, school nurses, school orientation and mobility specialists, school psychologists, school social workers and speech-language pathologists.

Specially Designed Instruction: Adapting, as appropriate, to the needs of children the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child's disability and to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children; internal stakeholders, external stakeholders; natural environment.

Stakeholders: Refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders and elected officials such as school board members, city councilors and state representatives. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets and cultural institutions. In a word, stakeholders have a "stake" in the school and its students, meaning that they have personal, professional, civic, or financial interest or concern. The term "stakeholders" may also be used interchangeably with the concept of a school community, which necessarily comprises a wide variety of stakeholders. (Retrieved on June 11, 2014 from http://edglossary.org/stakeholder/.)

State Board: The State Board of Education established pursuant to Section 1 of Article IX of the state constitution*

State Council: The State Council for Educator Effectiveness established pursuant to article 9 of title 22.

State Scoring Framework: This framework outlines how data collected around the professional practices of principals, specialized service professionals and teachers and the measures of student learning/outcomes for students in the school should be combined in order to make a singular judgment about the person being evaluated.

State Scoring Framework Matrix: A matrix adopted by all districts statewide to assign teachers and principals to appropriate performance standard ratings based on locally-calculated professional practice and student growth/outcomes scores.

State Model System: The personnel evaluation system and supporting resources developed by the Colorado Department of Education, which meets all of the requirements for local personnel evaluation systems that are outlined in statute and rule.

Statewide Summative Assessments: The assessments administered pursuant to the Colorado student assessment program created in section 22-7-409, C.R.S., or as part of the system of assessments adopted by the state board pursuant to section 22-7-1006, C.R.S.*

Structured Setting: A small environment such as a special education classroom, motor room, or therapy intervention session where significant and individualized support is provided to the student and/or environmental or activity-based modifications are in place. This is in contrast to larger educational settings such as the cafeteria, playground and general education classroom where environments may be more distracting, less controlled, or less highly modified.

Student Academic Growth (incorporated in the CO State Model Evaluation System as Measures of Student Learning): The change in student achievement against Colorado Academic Standards for an individual student between two or more points in time, which shall be determined using multiple measures, one of which shall be the results of statewide summative assessments and which may include other standards-based measures that are rigorous and comparable across classrooms of similar content areas and levels. Student academic growth also may include gains in progress towards postsecondary and workforce readiness, which, for teachers, may include performance outcomes for successive student cohorts. Student academic growth may include progress toward academic and functional goals included in an individualized education program and/or progress made towards student academic growth objectives.

Student Academic Growth Objectives: A method of setting measurable goals or objectives for a specific assignment or class, in a manner aligned with the subject matter taught and in a manner that allows for the evaluation of the baseline performance of students and the measureable gain in student performance during the course of instruction.

Student Engagement: In education, student engagement refers to the degree of attention, curiosity, interest, optimism and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their learning. Generally speaking, the student-engagement concept is predicated on the belief that learning improves when students are inquisitive, interested, or inspired and that learning tends to suffer when students are bored, dispassionate, disaffected, or otherwise "disengaged." (Retrieved from http://edglossary.org/student-engagement/ on April 12, 2014)

Student Learning Outcomes: What students should know, understand and be able to do as a result of their work on particular courses or year-long curricula.

Summary of Ratings for the Standard: Summarizes individual element ratings for the standard. Summary ratings are also included in the Summary Evaluation Sheet Worksheet and the one-page Summary Evaluation Sheet, where the evaluator and the educator being evaluated will review all standard and element ratings and determine the overall professional practices rating.

Teacher: A person who holds an alternative, initial or professional teacher license issued pursuant to the provisions of article 60.5 of title 22 and who is employed by a school district, BOCES or a charter school in the state to instruct, direct or supervise an education program.

Teacher Evaluation System Framework: The complete evaluation system that all school districts and BOCES shall use to evaluate teachers employed by them. The complete teacher evaluation system framework includes the following component parts: (i) definition of teacher effectiveness set forth in section 3.01 of these rules, (ii) the Teacher Quality Standards described in section 3.02 of these rules, (iii) required elements of a written evaluation system described in section 5.01 of these rules and (iv) the weighting and aggregation of evidence of performance that are used to assign a teacher to one of four performance evaluation ratings as described in section 3.03 of these rules.

Teacher Feedback: SB. 10-191 requires that all educator evaluation systems include opportunities for students, parents, teachers, and other professionals to provide feedback on the performance of teachers, principals and other educators. The Colorado State Model Educator Evaluation System provides this opportunity through the use of required artifacts. There are a number of possibilities for artifacts that may be used to satisfy this requirement. The CDE provides the TELL survey at no charge to schools and districts. In addition, a number of districts are already using the ValEd Teacher feedback system and the Balanced Leadership Profile as feedback measures. Should districts choose, they may also develop their own measures or adopt other measures to satisfy this requirement.

Teacher Professional Growth Plan: The plan required by section 22-9-105.5 (3), C.R.S. and is a written agreement developed by a teacher and school district administration or local school board that outlines the steps to be taken to improve the teacher's effectiveness. The teacher professional growth plan shall include professional development opportunities.

Teacher Quality Standard: The professional practice or focus on student academic growth needed to achieve effectiveness as a teacher.

Teacher Turnover Rate: The rate at which teachers leave a school prior to retirement. This is calculated by dividing the number of teachers who resign from or transfer out of a school by the total number of teachers who work at the school.

TELL Survey: The Teaching Empowering Leading and Learning Survey is a statewide survey of school based educators to assess teaching conditions at the school, district and state level. (http://www.tellcolorado.org/)

Twenty-First Century Skills: The Colorado Department of Education defines 21st Century skills as collaboration, critical thinking, information literacy, invention and self-direction. Each of these skills is defined separately in this glossary.

Unified Improvement Plan: A school's improvement plan addressing all state and federal planning and reporting requirements. This is the school plan required pursuant to section 22-11-210, C.R.S.

Unique Identifier: Numbers that are assigned to each student and teacher.

Unlicensed Assistive Personnel (UAP): Unlicensed health care providers trained to function in a supportive role by providing patient/client care activities as delegated by the RN.

Validity: The ability of an instrument to measure the attribute it intends to measure.

Weighting: How much a particular measurement tool, student growth measure or quality standard determines overall performance when multiple measures are combined into a single rating.

Workforce Readiness: See Appendix B.

Twenty-First Century Skills

The Partnership for 21st Century Skills developed the Milestones for Improving Learning and Education (MILE) Guide for 21st Century Skills to assist educators and administrators in measuring the progress of their schools in defining, teaching and assessing 21st century skills.

Global Awareness

- Using 21st century skills to understand and address global issues.
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.
- Having the ability to utilize non-English languages as a tool for understanding other nations and cultures.

Financial, Economic, Business and Entrepreneurial Literacy

- Knowing how to make appropriate personal economic choices.
- Understanding the role of the economy and the role of business in the economy.
- Using entrepreneurial skills to enhance workplace productivity and career options.

Civic Literacy

- Being an informed citizen to participate effectively in government.
- Exercising the rights and obligations of citizenship at local, state, national and global levels.
- Understanding the local and global implications of civic decisions.

Health Literacy

- Having the ability to access health information and services, navigate health institutions and act as an effective advocate to improve health for self, family and/or community.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.
- Demonstrating understanding of national and international health.

Contextual Learning Skills

- Having the ability to take advantage of education in a variety of contexts both inside and outside the classroom; understanding that knowledge is acquired within a context.

ICT Literacy

- Using technology in the course of attaining and utilizing 21st century skills.

THINKING AND LEARNING SKILLS

Critical Thinking and Problem Solving Skills

- Exercising sound reasoning in understanding.
- Making complex choices.
- Understanding the interconnections among systems.
- Framing, analyzing and solving problems.

Communication

- Articulating thoughts and ideas clearly and effectively.

Information and Media Literacy Skills

- Understanding, managing and creating effective oral, written and/or multimedia communication in a variety of forms and contexts.
- Analyzing, accessing, managing, integrating, evaluating and creating information in a variety of forms and media.

THINKING AND LEARNING SKILLS *(continued)*

Creativity and Innovation Skills

- Demonstrating originality and inventiveness in work.
- Developing, implementing and communicating new ideas to others.
- Being open and responsive to new and diverse perspectives.

Collaboration Skills

- Demonstrating ability to work effectively with diverse teams.
- Being willing to be helpful and make necessary compromises to accomplish a common goal.

LIFE SKILLS

Leadership

- Using interpersonal and problem-solving skills to influence more than one person toward a goal.
- Having the ability to leverage strengths of others to accomplish a common goal.

Ethics

- Demonstrating integrity and ethical behavior in personal, workplace and community contexts.

Accountability

- Setting and meeting high standards and goals for one's self and others.

Adaptability

- Adapting to varied roles and responsibilities.
- Tolerating ambiguity and changing priorities.

Personal Productivity

- Utilizing time efficiently and manage workload.
- Being punctual and reliable.

Personal Responsibility

- Exercising personal responsibility and flexibility in personal, workplace and community contexts.

People Skills

- Working appropriately and productively with others.

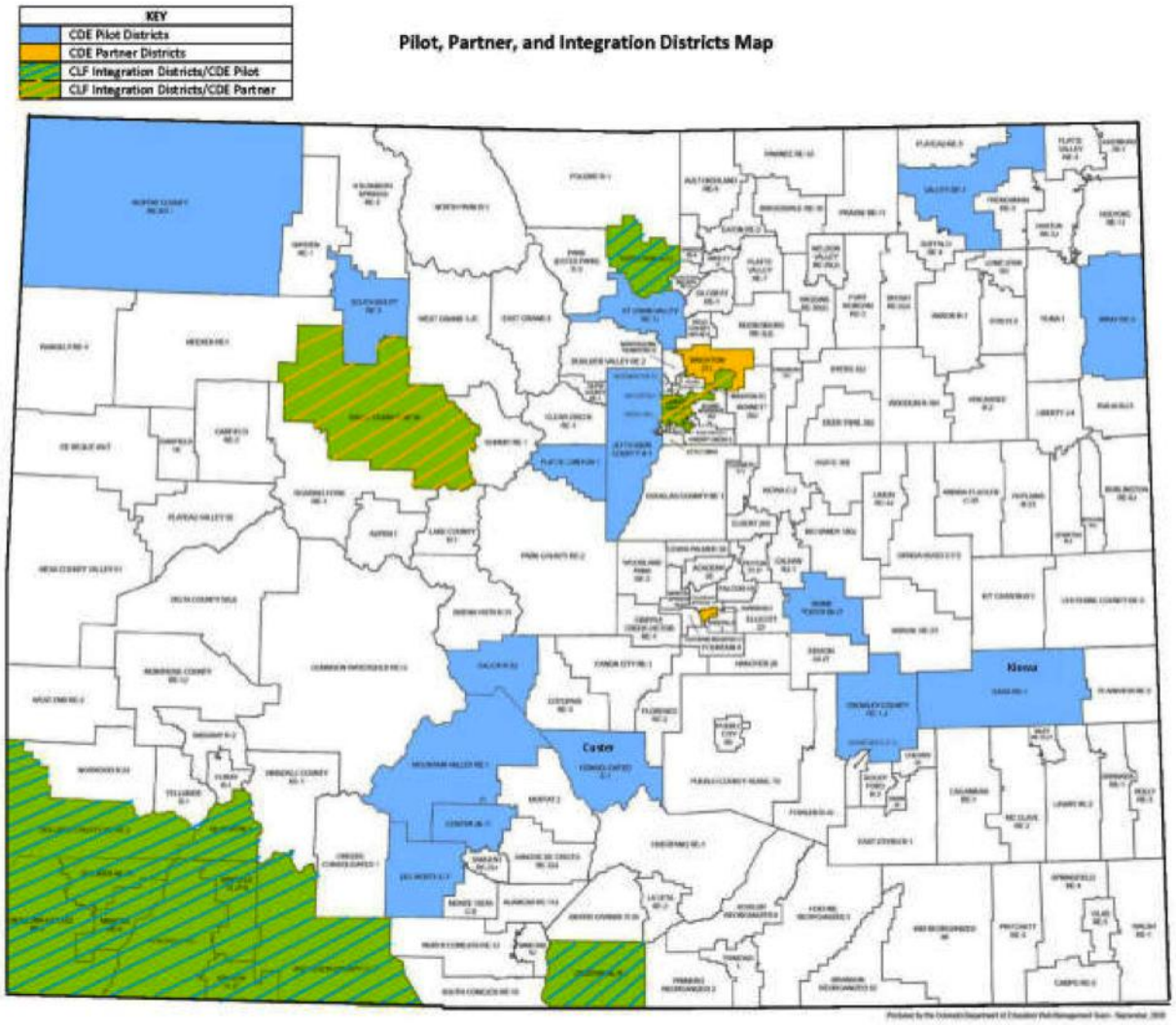
Self-Direction

- Monitoring one's own understanding and learning needs.
- Demonstrating initiative to advance professional skill levels.
- Having the ability to define, prioritize and complete tasks without direct oversight.
- Demonstrating commitment to learning as a lifelong process.

Social Responsibility

- Acting responsibly with the interests of the larger community in mind.

APPENDIX A: Pilot, Partner and Integration Sites for the Colorado State Model Educator Evaluation System



What is a Pilot District?

Pilot districts were selected as part of CDE's work to implement S.B. 10-191. Districts are representative of the various sizes, student demographics and geographic differences across Colorado. These pilot districts are using the Colorado State Model Evaluation Systems for both principals and teachers during the 2011-16 school years. They are providing valuable feedback on the quality of the model system, identifying challenges and strengths of the system and suggesting refinements to the implementation process developed by CDE.

What is a Partner District?

Several districts that have already developed performance evaluation systems reflecting key elements of Senate Bill 10-191 were selected to participate in the pilot process as Partner Districts. These districts are providing valuable information on the process for aligning existing educator evaluation systems to the rules developed by the State Board of Education, as well as providing an opportunity to enhance the State Model Evaluation System with elements from locally-developed systems.

What is an Integration District?

Integration Districts were selected as part of a voluntary effort by the Colorado Legacy Foundation to support CDE's work to implement Senate Bill 10-191 as well as the Colorado Academic Standards pursuant to Senate Bill 08-212 (Colorado Achievement Plan for Kids). Four school districts and one BOCES were selected to specific activities that implement, in an integrated manner, *all* of the following:

- Colorado Academic Standards and aligned instructional materials to guide instruction
- Professional development in formative practices to inform instruction
- Regular performance evaluations that hold educators accountable for improvement on measures of student learning and provide them feedback to improve instruction

Districts Piloting the Colorado State Model Evaluation System

Twenty-seven districts are piloting the Colorado Model Evaluation System. CDE has selected 19 pilot districts, based on a public application process, to test the state model of evaluation. The 19 districts are:

1. Center
2. Crowley
3. Custer
4. Del Norte
5. Eads
6. Jefferson County(principal only)
7. Miami-Yoder
8. Moffat
9. Mountain Valley
10. Platte Canyon
11. Salida
12. South Routt
13. St. Vrain
14. Wray
15. Valley RE-1.
16. Centennial School District
17. Eagle School District (principal only)
18. Thompson School District
19. San Juan BOCES (Archuleta, Bayfield, Durango, Dolores RE-2, Dolores RE-4, Ignacio, Mancos, Montezuma- Cortez and Silverton)

All of these efforts align and work together to help us learn and make necessary mid-course corrections during the pilot phase of the Colorado State Model Evaluation System. Educator feedback from these pilot districts is informing improvements to the model system.

APPENDIX B: Definition of Postsecondary and Workforce Readiness

Adopted June 30, 2009 By the State Board of Education and the Colorado Commission on Higher Education

"Postsecondary and workforce readiness" describes the knowledge, skills and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. To be designated as postsecondary and workforce ready, secondary students shall demonstrate that the following content knowledge and learning and behavior skills have been achieved without the need for remedial instruction or training. This demonstration includes the completion of increasingly challenging, engaging and coherent academic work and experiences and the achievement of proficiency shown by a body of evidence including postsecondary and workforce readiness assessments and other relevant materials that document a student's postsecondary and workforce readiness.

I. Content Knowledge

Literacy

- Read fiction and non-fiction, understanding conclusions reached and points of view expressed.
- Write clearly and coherently for a variety of purposes and audiences.
- Use logic and rhetoric to analyze and critique ideas.
- Access and use primary and secondary sources to explain questions being researched.
- Employ standard English language properly and fluently in reading, writing, listening and speaking.

Mathematical Sciences

- Think critically, analyze evidence, read graphs, understand logical arguments, detect logical fallacies, test conjectures, evaluate risks and appreciate the role mathematics plays in the modern world, i.e., be quantitatively literate.
- Understand and apply algebraic and geometric concepts and techniques.
- Use concepts and techniques of probability and statistics.
- Apply knowledge of mathematics to problem solve, analyze issues and make critical decisions that arise in everyday life.

Science

- Think scientifically and apply the scientific method to complex systems and phenomena.
- Use theoretical principles within a scientific field and relevant empirical evidence to make and draw conclusions.
- Recognize that scientific conclusions are subject to interpretation and can be challenged.
- Understand the core scientific concepts, principles, laws and vocabulary and how scientific knowledge is extended, refined and revised over time.

Social Studies and Social Sciences

- Identify and describe historical, social, cultural, political, geographical and economic concepts.
- Interpret sources and evaluate evidence and competing ideas.
- Build conceptual frameworks based on an understanding of themes and the overall flow of events.
- Understand how government works in the United States and in other countries, the varying roles individuals may play in society and the nature of civic responsibility.
- Interpret information from a global and multicultural perspective.

The Arts and Humanities

- Understand and appreciate how the arts and humanities (expressions of culture and identity through language, movement, sound and visual representation) contribute to and shape culture and our understanding of culture.
- Understand how the arts and literature are used as instruments of social and political thought.
- Identify leading innovators in the arts and humanities and the contributions they have made to their respective art forms.

II. Learning and Behavior Skills

Critical Thinking and Problem Solving

- Apply logical reasoning and analytical skills.
- Conduct research using acceptable research methods.
- Understand different research approaches.
- Collect and analyze quantitative and qualitative data and research.
- Evaluate the credibility and relevance of information, ideas and arguments.
- Discern bias, pose questions, marshal evidence and present solutions.
- Find and use information/information technology.
- Select, integrate and apply appropriate technology to access and evaluate new information.
- Understand the ethical uses of information.
- Provide citations for resources.

Creativity and Innovation

- Demonstrate intellectual curiosity.
- Generate, evaluate and implement new ideas and novel approaches.
- Develop new connections where none previously existed.

Global and Cultural Awareness

- Appreciate the arts, culture and humanities.
- Interact effectively with and respect the diversity of different individuals, groups and cultures.
- Recognize the interdependent nature of our world.
- Understand how communicating in another language can improve learning in other disciplines and expand professional, personal and social opportunities.

Civic Responsibility

- Recognize the value of civic engagement and its role in a healthy democracy and civil society.
- Be involved in the community and participate in its political life.
- Balance personal freedom with the interests of a community.

Work Ethic

- Plan and prioritize goals.
- Manage time effectively.
- Take initiative and follow through.
- Learn from instruction and criticism.
- Take responsibility for completion of work.
- Act with maturity, civility and politeness.
- Demonstrate flexibility and adaptability.

Personal Responsibility

- Balance self-advocacy with the consideration of others.
- Possess financial literacy and awareness of consumer economics.
- Behave honestly and ethically.
- Take responsibility for actions.
- Understand the relevance of learning to postsecondary and workforce readiness.
- Demonstrate awareness of and evaluate career options.
- Attend to personal health and wellness.

Communication

- Read, write, listen and speak effectively.
- Construct clear, coherent and persuasive arguments.
- Communicate and interact effectively with people who have different primary languages.

Collaboration

- Work effectively with others.
- Acknowledge authority and take direction.
- Cooperate for a common purpose.
- Use teamwork and leadership skills effectively.

APPENDIX C: Resources

S.B. 10-191 requires the Colorado Department of Education to make tools and materials available to schools and districts to support their educator evaluation efforts.

These materials are intended to provide meaningful support and resources to realize Colorado's vision for Educator Effectiveness which is: *Effective educators for every student, effective leaders for every school*.

Users may access resources at CDE's Educator Effectiveness homepage:
http://www.cde.state.co.us/educatoreffectiveness

All of the documents referred to in this user's guide as well as many other tools and materials to help schools and districts operationalize S. B. 10-191 may be found on the Educator Effectiveness homepage.