

# Special Education Directors Update

Information regarding  
*Specialized Service Professionals and Student Learning Outcomes*

The Colorado Department of Education  
Educator Effectiveness  
2013



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## Together We Can

**Vision**  
All students in Colorado will become educated and productive citizens capable of succeeding in a globally competitive workforce.

**Mission**  
The mission of CDE is to shape, support, and safeguard a statewide education system that prepares all students for success in a globally competitive world.



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### Goals



#### Successful students

Prepare students to thrive in their education and in a globally competitive workforce.

- Ensure every student is on track to graduate postsecondary and workforce ready.
- Increase achievement for all students and close achievement gaps.
- Ensure students graduate ready for success in postsecondary education and the workforce.
- Increase national and international competitiveness for all students.

#### Great teachers and leaders

Ensure effective educators for every student and effective leaders for every school and district.

- Increase and support the effectiveness of all educators.
- Optimize the preparation, retention, and effectiveness of new educators.
- Eliminate the educator equity gap.

#### Outstanding schools and districts

Build the capacity of schools and districts to meet the needs of Colorado students and their families.

- Increase school and district performance.
- Turnaround the state's lowest performing districts and schools.
- Foster innovation and expand access to a rich array of high quality school choices for students.

#### Best education system in the nation

Build the best education system in the nation.

- Lead the nation in policy, innovation, and positive outcomes for students.
- Operate with excellence, efficiency, and effectiveness to become the best SEA in the nation.
- Attract and retain outstanding talent to CDE.



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### Driving Questions

	What do we want students, educators, schools, and districts to know and be able to do?	How will we know if expectations are met?	How will we respond when help is needed and to support continued growth?
Students	Colorado Academic Standards	Assessments	<ul style="list-style-type: none"><li>• RTI</li><li>• PBIS</li><li>• Targeted interventions</li><li>• IEPs</li></ul>
Educators	Educator Quality Standards	Educator evaluations	<ul style="list-style-type: none"><li>• Induction</li><li>• Mentoring</li><li>• Professional development plans</li><li>• Remediation plans</li></ul>
Schools/ Districts	Performance Indicators	School and district performance frameworks	<ul style="list-style-type: none"><li>• Unified planning</li><li>• Priority</li><li>• Turnaround</li></ul>

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### Expanding Student Learning



**When we intentionally integrate...**

- Coherent and rigorous academic standards
- Innovative and engaging learning options
- Supported and effective educators
- Aligned and meaningful assessments
- Statewide and district accountability

*We can personalize learning and ignite the potential of every student.*

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### Introductions



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### How are you feeling about SB 191?

Choose a picture from below that best reflects your feelings regarding SB 191. Why did you select the picture you did?




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### How do Specialized Service Professionals fit into S. B. 10-191?

- S.B. 10-191 DOES apply to all 9 groups of Specialized Service Professionals (SSPs)
  - Although the requirements under S.B. 10-191 remain the same, some modifications have been allowed for SSPs
    - Timeline of Implementation
    - Standards and Elements
    - Student Learning Outcomes




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## Purposes of S.B. 10-191

- A system to evaluate the effectiveness of licensed personnel and *continually improve the quality of education and student outcomes.*
- Provide *meaningful feedback* for professional growth and *continuous improvement.*
- Provide a *basis for making decisions* in the areas of hiring, compensation, promotion, assignment, professional development, earning and retaining non-probationary status, dismissal, and nonrenewal of contract.


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## What are the requirements of S.B. 10-191 related to evaluation?

- Annual evaluations for all teachers, principals and specialized service professionals.
- Evaluation based on statewide Quality Standards defining what it means to be an effective specialized service professional;
- Professional practice Quality Standards (I-V) account for 50% of an SSP's annual evaluation.
- The other 50% of an SSP's annual evaluation is based on the Quality Standard (VI) that measures student learning outcomes.
- Non-probationary status is *earned* after three consecutive years of demonstrated effectiveness.
- Non-probationary status is *lost* after two consecutive years of ineffective ratings.




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## Anticipated SSP Timeline of Implementation

Year 1: 2012-2013	Year 2: 2013-2014	Year 3: 2014-2015	Year 4: 2015-2016
<ul style="list-style-type: none"> <li>- Create 9 work groups comprised of experts from the field</li> <li>- Work groups provide recommendations for standards and elements (aligned with teacher) and student outcomes to State Council for Educator Effectiveness</li> <li>- SCEE presents recommendations to State Board of Education</li> <li>- CDE facilitates work group creation of draft professional practice rubrics</li> </ul>	<ul style="list-style-type: none"> <li>- All SSPs evaluated using <i>current system</i> employed in district/BOCES</li> <li>- Pilot draft professional practice rubrics for Specialized Service Professionals</li> <li>- Collect feedback on professional practice rubrics and student outcome measures</li> <li>- Refine rubrics and student outcome measures based on feedback collected</li> <li>- Train evaluators on SSP system</li> <li>- Determine IRA</li> </ul>	<ul style="list-style-type: none"> <li>- Statewide implementation of SSP Standards and Elements, including student outcome measures</li> <li>- Conduct a validation study for professional practice rubrics</li> <li>- Check for maintenance of IRA</li> </ul>	<ul style="list-style-type: none"> <li>- Continued statewide implementation of SSP Standards and Elements, including student outcome measures</li> </ul>




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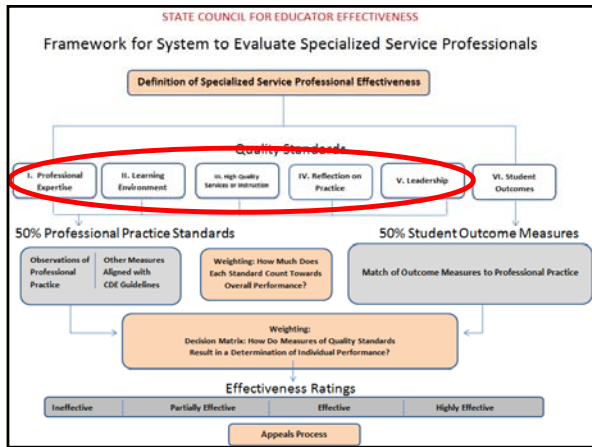
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## Specialized Service Professional Definition of Effectiveness

Effective Specialized Service Professionals are vital members of the education team. They are properly credentialed 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.

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## Specialized Service Professional Standards

- **Quality Standard I:** Specialized Service Professionals demonstrate mastery of and expertise in the domain for which they are responsible.
  - 5 elements
- **Quality Standard II:** Specialized Service Professionals support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.
  - 5 elements
- **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.
  - 7 elements
- **Quality Standard IV:** Specialized Service Professionals reflect on their practice.
  - 3 elements
- **Quality Standard V:** Specialized Service Professionals demonstrate collaboration, advocacy and leadership.
  - 5 elements
- **Quality Standard VI:** Specialized Service Professionals take responsibility for student outcomes.
  - 2 elements

6 Standards, 27 elements

Note: Standard VI is NOT included as a part of determination of ratings on professional practice.




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## Specialized Service Professional Standards and Elements

- On your handout, notice the following:
  - Definition of Effectiveness
  - Standards
  - Elements
- These recommendations will go before the State Board of Education for approval this Spring
- Once finalized, the definition, standards and elements will then guide the creation of professional practice rubrics for the State Model System
  - For those districts wanting to create their own evaluation system, the definition, standards and elements must be met or exceeded




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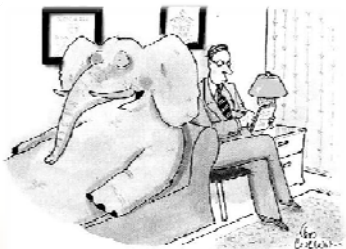
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## Student Learning Outcomes



"It's right there in the room, and no one even acknowledges me."




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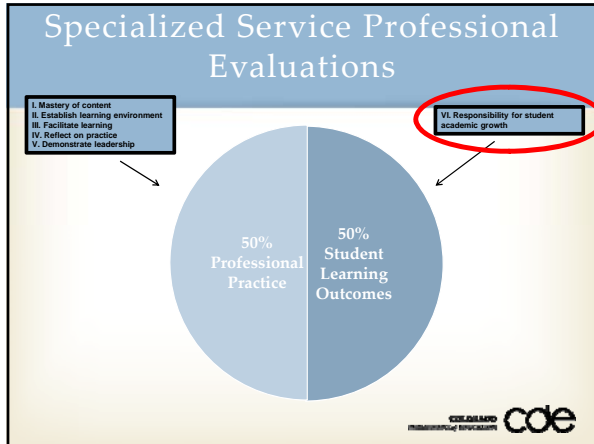
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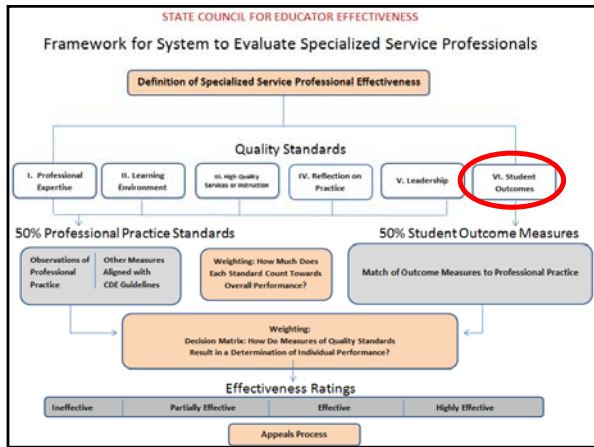
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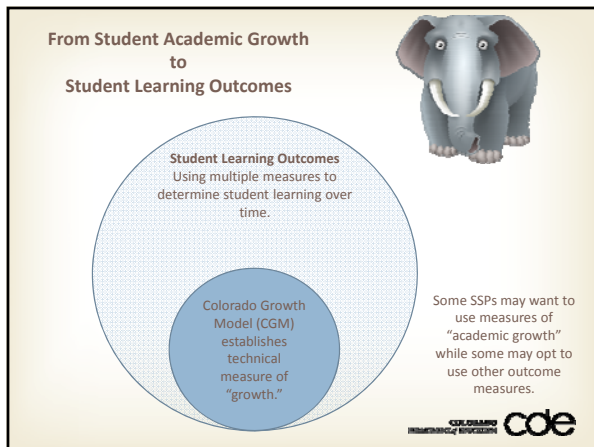
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Work Group Outcome Measure Examples	
SSP Group	Sample Outcome Measure
Audiologists	Increased access to auditory instruction
Counselors	Reduction in bullying incidents
Nurses	Increase attendance by decreasing health issues
Occupational Therapists	Increased writing scores of students with disabilities
Orientation and Mobility Specialists	Increased functional mobility tasks (ex. Adverse weather conditions, business area street crossing)
Physical Therapists	Increased functional and individually meaningful outcomes in student's natural environments
Psychologists	Improvement made on mental health goals and Behavior Intervention Plans included in student IEPs
Social Workers	Decrease in frequency and duration of crisis response
Speech-Language Pathologists	Measures of fluency and frequency of stuttering

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### Special Education Teachers and Student Learning Outcomes

- Currently, districts and BOCES are receiving **training and support** in determining outcome measures for their professionals.
  - Much flexibility lives with the districts and BOCES when selecting which measures will be included in their Special Education teachers' evaluation
  - State Board rule does require teacher involvement in the selection or approval of measures in the Personnel Performance Evaluation Council
  - Teachers must also be informed of the evaluation system to be used and the corresponding tools and measures included in the system

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### A Step-By-Step Guide for Selecting and Using Student Learning Outcomes

**Step 1:** Review of the assessment requirements

**Step 2:** Determine student learning measures in your district

**Step 3:** Select and weight multiple measures of student learning

**Step 4:** Set student learning outcome targets

**Step 5:** Combine the results to get a single student outcomes rating

**Step 6:** Combine student outcomes rating with professional practices rating for an overall evaluation rating

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**NOW, how do you feel about SB 191?**  
 Choose a picture from below that best reflects your feelings regarding SB 191 now. Why did you select the picture you did? Did your picture selection change?

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What remaining questions do you have?

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**Contact Us**

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