

Historical Timeline and Overview of Evaluation Requirements for Special Services Providers



COLORADO
Department of Education

Supporting Improved Evaluations for All Educators

To ensure every child in Colorado has access to great educators who are supported in their professional growth, evaluation requirements under Senate Bill 10-191 are intended to provide meaningful, annual evaluations for all licensed personnel including principals, teachers and other education professionals licensed by the state.

In addition to evaluation systems for teachers and principals, Special Services Providers (SSP), sometimes referred to as “other licensed personnel,” must also be evaluated annually and supported in their ongoing professional growth.

The State Council for Educator Effectiveness (SCEE) identified has nine categories of Special Services Providers. With help from working groups comprised of experts from their representative professions, quality standards and elements to guide the evaluation of professional practice were created and approved. The intent of these standards and elements was to ensure that SSP evaluations provide meaningful feedback allowing for continuous improvement of practice.

Who is considered a Special Services Provider?

Currently, the nine categories of Special Services Providers in schools are:

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

Special education teachers, early childhood teachers, culturally and linguistically diverse education specialists and teacher librarians are examples of types of educators considered teachers by the SCEE and should be evaluated with a teacher evaluation tool.

The Educator Effectiveness Office has developed a number of supporting documents, with help from experts in the field, known as “Practical Ideas for Evaluating Educators with the State Model System”. These briefs aim to provide additional support and clarity when implementing the teacher evaluation tool with these types of groups and can be found at <http://www.cde.state.co.us/educatoreffectiveness/smes-teacher#PIGS>.

Historical Timeline

2013-14

Developed and piloted evaluation system for Special Services Providers

2014-15

Statewide roll out of model system for evaluating Special Services Providers

Hold harmless year (a final rating of partially effective or ineffective will not count towards the loss of non-probationary status)

Districts had flexibility in deciding how much to weight Measures of Student Outcomes in an educator’s final evaluation rating

2015-16

Continued statewide implementation of Special Services Provider standards and elements, including Measures of Student Outcomes

How were the evaluation requirements for Special Services Providers developed?

In 2012, the SCEE and the Colorado Department of Education formed nine work groups comprised of experts from their representative professions to make recommendations regarding the evaluation of SSPs. Each group was charged with identifying how their licensed category aligns to the statewide quality standards for teachers and what changes, if any, needed to be made to ensure their evaluations were meaningful and provided feedback to inform their practice.

The process for creating SSP standards and elements included asking work groups to seek alignment to the teacher quality standards and across all nine groups of SSPs. After much cross-group deliberation, the work groups created a common set of standards and elements which guided the creation of unique professional practices for each professional group. Standard and element recommendations for professional practice were made to the SCEE from the work groups and were adopted by the State Board of Education in December 2013. Professional practice rubrics were then created for each of the Special Services Provider groups. These optional state model rubrics measure each group's professional practice, which accounts for 50 percent of their evaluation.

Recommendations and guidance on Measures of Student Outcomes (the other 50% of the evaluation) were also provided, including sample outcome measures. For Special Services Providers, the term Measures of Student Outcomes does not necessarily mean student academic growth like it does in teacher and principal evaluations. Rather, Measures of Student Outcomes may be defined as increasing access to learning since these professionals may be focused on non-academic factors that affect overall student well-being. For example, a school nurse may administer medication to a student with ADHD to help the student take full advantage of instruction happening in the classroom. The nurse's professional actions directly impact the student's well-being, which in turn will positively affect the student's ability to learn in the classroom.

Eighteen sites across the state piloted the Colorado Model Evaluation System for Special Services Providers from 2013 to 2016. Pilot reports were created for the 2013-14 school year and provide a look at the use of the Colorado State Model Evaluation System for Special Services Providers. Caution should be exercised when interpreting these results. Find these reports at <http://www.cde.state.co.us/educatoreffectiveness/smes-pilot>.

In order to continuously provide supports to the field in implementing the State Model Evaluation System for Special Services Providers, CDE continues to work with these nine professional groups to create resources and supports.

WHERE CAN I LEARN MORE?

- To learn about the Colorado State Model Evaluation System for Special Services Providers, visit: <http://www.cde.state.co.us/educatoreffectiveness/specialservicesproviders>
- To access resources and supports for Special Services Providers on the State Model Evaluation System, visit: <http://www.cde.state.co.us/educatoreffectiveness/specializedserviceprofessionalstrainingresources>
- To view all CDE fact sheets, visit: www.cde.state.co.us/Communications/factsheetsandfaqs