

SUPPORTING Improved Evaluations for *All* Educators

Overview of Evaluation Requirements and Historical Timeline for Specialized Service Professionals

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 who are licensed by the state.

Evaluation requirements and optional state model systems are in place for teacher and principal evaluations (implemented in the 2013-14 school year). In addition to evaluation systems for teachers and principals, specialized service professionals (SSP), sometimes referred to as “other licensed personnel,” must also be evaluated annually and supported in their ongoing professional growth.

In their efforts to help implement S.B. 10-191, the State Council for Educator Effectiveness (SCEE) identified nine categories of specialized service professionals. 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 is to ensure that specialized service professionals’ evaluations provide meaningful and actionable feedback allowing for continuous improvement of practice.

Who is considered a specialized service professional?

Currently, there are nine categories of 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

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 Unit 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 the link below:

<http://www.cde.state.co.us/educatoreffectiveness/implementationguidance#practicalideasguides>

Historical Timeline

2013-2014

- Develop and pilot evaluation system for specialized service professionals

2014-2015

- Statewide roll out of model system for evaluating specialized service professionals
- Hold harmless year (a final rating of partially effective or ineffective will not count towards the loss of non-probationary status)
- Districts have flexibility deciding how much to weight the measures of student outcomes standard in an educator’s final evaluation rating

2015-2016

- Continued statewide implementation of specialized service professional standards and elements, including measures of student outcomes



What specialized service professional work has been completed?

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 specialized service professionals. Each work 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 specialized service professionals standards and elements (the components that make up the state model rubrics and serve as the basis for any SSP evaluation system) included asking work groups to seek alignment to the teacher quality standards and across all 9 groups of specialized service professionals. 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 specialized service professional 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 percent of the evaluation) were also provided, including sample outcomes measures. For specialized service professionals, 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 specialized service professionals from 2013 to 2016. Pilot reports have been created for the 2013-14 school year and provide an initial look at the use of the Colorado State Model Evaluation System for specialized service professionals. Caution should be exercised when interpreting these results. Find these reports at the link below:

<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 Specialized Service Professionals, CDE has worked with a handful of professional groups to create "Practical Ideas Guides" for the following professional groups:

- School counselors
- School nurses
- School psychologists
- Speech language pathologists

These briefs, just as the teacher briefs mentioned above, aim to provide additional support and clarity when implementing the specialized service professional evaluation tools and can be found at the link below:

<http://www.cde.state.co.us/educatoreffectiveness/implementationguidance#practicalideaguides>

Where can I learn more?

- To learn about the Colorado State Model Evaluation System for specialized service professionals, visit: www.cde.state.co.us/educatoreffectiveness/specializedserviceprofessionals
- To learn more about the State Council for Educator Effectiveness and access resources, visit: www.cde.state.co.us/EducatorEffectiveness/Partner-SCEE
- To view all CDE fact sheets, visit: www.cde.state.co.us/Communications/factsheetsandfaq