



Title: **Evaluation of Non-Administrative Licensed Staff (SSPs) Procedure**

Code: GCN 1A R

Section: Section G: Personnel Policies

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### **Outcome Statement**

Special Services Providers of Academy District 20 will engage in a differentiated, collaborative, and reflective evaluation process which defines competency, builds trust, leads to meaningful professional growth, and contributes to maximizing student learning.

### **Purposes of Evaluation**

In accordance with Colorado Revised Statutes, the District has adopted a system to evaluate the employment performance of licensed staff. The performance evaluation system addresses all quality standards established by rule of the state board of education and adopted by the general assembly. The purposes of an evaluation shall include, but need not be limited to:

- Serve as a basis for the improvement of instruction;
- Enhance the implementation of programs and curriculum;
- Serve as a measurement of the professional growth and development of licensed staff;
- Evaluate the level of performance based on the effectiveness of licensed staff; and,
- Provide a basis for making decisions in the areas of hiring, compensation, promotion, assignment, professional development, earning and retaining non-probationary status, dismissal, and non-renewal of contract.

Licensed staff shall be evaluated using multiple, fair, transparent, timely, rigorous, and valid methods, thirty percent of which shall be determined by Measures of Student Outcomes.

### **Introduction**

The Licensed Personnel Performance Evaluation Act requires that seventy percent of a licensed educator's evaluation be based on Professional Practices and thirty percent be based on Measures of Student Outcomes (MSO). Educators will earn a Professional Practice score based on the Colorado Department of Education Quality Standards for evaluating Colorado SSPs and an MSO score based on multiple measures. The Professional Practice score and the MSO score are combined to determine a Final Effectiveness Rating (FER) of "Ineffective," "Partially Effective," "Effective" or "Highly Effective".

## **Definitions**

Licensed "Specialized Service Provider (SSP)" –

A staff member who is licensed under § 22-60.5-101, et. Seq., other than a teacher, principal, or administrator who is employed by any school district to provide professional services to students in direct support of the education instructional program, and is employed as a licensed audiologist, school psychologist, nurse, physical therapist, occupational therapist, school counselor, social worker, speech language pathologist or school orientation and mobility specialist in the District.

"SSP Effectiveness" means that effective SSPs 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, to close achievement gaps and to prepare diverse student populations for postsecondary and workforce success.

Effective SSPs facilitate mastery of content and skill development and employ and adjust evidence-based strategies and approaches for students. They also develop in students the skills, interests, and abilities necessary to be lifelong learners, as well as for democratic and civic participation.

Effective SSPs 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 SSPs understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, ongoing learning, and leadership within the profession.

“Satisfactory Performance” means that the SSP receives an FER of either “Effective” or “Highly Effective” after combining the Professional Practices and the Measures of Student Outcomes scores.

“Unsatisfactory Performance” means that the SSP receives an FER of either “Ineffective” or “Partially Effective” after combining the Professional Practices and Measures of Student Outcomes scores.

## **Professional Practices**

In the performance evaluation system (Colorado State Model Performance Management System – RANDA), there are four Quality Standards and a varied number of associated Elements which define Professional Practices at five different levels. Each of the elements are scored individually based on defined levels of practice. SSPs will receive a rating on each Element resulting in an overall rating on each Quality Standard. SSPs are assigned points based on such ratings for an overall Professional Practice score.

Quality Standards are the expectations that the District has for its licensed SSP staff. The quality standards include:

- **Quality Standard I: Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.**
  - **Element A:** Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district’s organized plans of instruction and the individual needs of their students.
  - **Element B:** Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning.
  - **Element C:** Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.
- **Quality Standard II: Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students.**
  - **Element A:** Special Services Providers foster a safe, accessible, and predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.

- Element B: Special Services Providers understand and respond to diversity within the home, school, and community.
- Element C: Special Services Providers engage students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.
- Element D: Special Services Providers work collaboratively with the families and/or significant adults for the benefit of students.
- Quality Standard III: Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.
  - Element A: Special Services Providers apply knowledge of the ways in which learning takes place, including the appropriate levels of intellectual, physical, social, and emotional development of their students.
  - Element B: Special Services Providers utilize formal and informal assessments to inform planning and service delivery.
  - Element C: Special Services Providers integrate and utilize appropriate available technology to engage students in authentic learning experiences.
  - Element D: Special Services Providers establish and communicate high expectations and use strategies to support the development of critical-thinking, problem-solving skills, and self-advocacy.
  - Element E: Special Services Providers develop and implement services related to student needs, learning, and progress towards goals.
  - Element F: Special Services Providers model and promote effective communication.
- Quality Standard IV: Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.
  - Element A: Special Services Providers demonstrate high standards for professional conduct.
  - Element B: Special Services Providers link professional growth to their professional goals.
  - Element C: Special Services Providers respond to a complex, dynamic environment.
  - Element D: Special Services Providers demonstrate leadership in the school, community, and their profession.

For purposes of evaluating a SSP's professional performance, multiple data sources shall be used. Data shall include at least one of the following:

- Student perception measures;
- Peer feedback;
- Feedback from parents or guardians; or

- Review of teacher lesson plans or student work samples

Additional data sources for the purposes of evaluating a SSP's professional performance may include, but are not limited to formal observations, informal observations, conferences, peer input, parent/community input, student input, student growth and achievement data, student/SSP products, awards/recognitions, and professional development.

### **Measures of Student Outcomes**

In the performance evaluation system, the evaluator and SSP will identify the different Measures of Student Outcomes (MSO) comprising an SSP's body of evidence for the thirty percent MSO portion of their FER. Each MSO is assigned a rating of "More Than Expected," "Expected," or "Less Than Expected" on the MSO portion of their evaluation and are assigned points based on such ratings.

Multiple measures shall be used in evaluating the level of performance of licensed staff. SSP performance data related to student academic growth and/or achievement may include, but not be limited to the following:

- Outcomes that are individually attributed to student academic growth;
- Collectively-attributed student academic growth on a District-wide basis;
- State-wide summative assessment results; and
- Colorado Growth Model results.

Additional performance data related to student academic growth or achievement shall:

- Ensure that measures of student growth are valid and aligned with the academic standards adopted by the District's Board of Education;
- Include the analysis and inferences made from student growth measures supported by evidence, logic, and are used in evaluating SSPs.

### **Evaluation Process for Specialized Service Providers**

Each evaluation shall be conducted in a manner consistent with state statutes. No information will be gathered by electronic means without permission of the Special Services Provider. All the forms needed to support this procedure are listed in the Appendix for the Evaluation of Non-Administrative Licensed Staff – Special Services Providers (SSPs) Forms (GCN-1A-E).

- Principal/Supervisor reviews quality standards and elements with SSPs.

- On or before September 30<sup>th</sup> of each academic year, the principal/supervisor shall inform all SSPs of the performance evaluation system on which they will be assessed. This notification may occur in a group setting or individually, as determined by the principal/supervisor.
- Components of the orientation shall include:
  - Presentation of the Quality Standards and Elements as well as other forms used for the evaluation of SSPs.
  - Notification to the SSP as to who their primary evaluator shall be.
  - An explanation of evaluation conference formats.
  - Information regarding use of data sources.
  - Completion of an evaluation orientation meeting and a record of the meeting shall be kept on file by the administrator at the site and/or through RANDA.
- Principal/supervisor schedules professional growth plan conference to determine measures of student learning for current year and to establish a professional growth plan.
  - Prior to the end of the first quarter, the principal/supervisor shall meet with individual SSPs for a professional growth plan conference. At this conference, the following objectives shall be accomplished:
    - The SSP shall develop Measures of Student Outcome using templates within the Colorado State Model Performance Management System (RANDA) to be used for the current academic year.
      - These Measures of Student Outcomes shall be approved by the SSP's principal/supervisor.
    - The SSP shall develop a draft professional growth plan (goals) for review and approval from his/her principal/supervisor.
      - Each SSP shall develop a professional growth plan based on the Quality Standards and Elements.
      - SSPs may collaborate in the development of additional draft goals with other colleagues with the approval of the principal/supervisor.
      - Goals may be determined for an SSP based on site/District initiatives/goals and/or past performance of the SSP.
- Informal observations
  - During the academic year, informal observations of all SSPs shall occur for the purposes of evaluating the management and delivery of the educational program, ensuring respectful and timely communications with stakeholders, encouraging reflective practices, and monitoring the overall progress of the SSPs performance.

- Prior to and multiple times throughout the evaluation process, the supervisor(s) for each SSP shall engage in professional dialogue with the SSP focused on his/her professional practice and growth for the course of the year.
- Formal Observation
  - Each academic year, the principal/supervisor will have conducted at least one formal observation focused on the Quality Standards and Elements. Specific observation dates will be recorded in the Colorado State Model Performance Management System (RANDA).
  - Prior to the formal observation, the principal/supervisor will meet with the SSP for a pre-observation conference.
  - Following the formal observation, the principal/supervisor will meet with the SSP for a post-observation conference to engage the SSP in reflecting on the observation as well as to provide feedback regarding the SSPs strengths and areas for growth.
  - In addition to the required formal observation, it is always the prerogative of the principal/supervisor to conduct and complete additional observations and conferences through their own initiative or at the request of the SSP.
- Mid-Year Conference
  - Prior to January 31st of an academic year, the principal/supervisor will conduct a mid-year conference with the SSP to discuss the SSP's performance as related to the Quality Standards and Elements as well as progress towards successful completion of their professional growth plan.
  - Completion of a formal written mid-year evaluation is optional for all SSPs at the discretion of the principal/supervisor or at the request of the SSP.
- End-of-year Conference and Evaluation
  - At least two weeks prior to the last student day of an academic year, the principal/supervisor shall have completed an end-of-year conference and evaluation of the SSP's performance using the Quality Standards and Elements and will include the final data from the Measures of Student Outcomes. A final effectiveness rating shall be assigned once a year, using a body of evidence collected in the months prior. Each evaluation report shall:
    - Be completed in the Colorado State Model Performance Management System (RANDA).
    - Be specific to the strengths and areas for growth in the performance of the individual being evaluated.
    - Be discussed and signed by the evaluator and the SSP being evaluated.

- Be reviewed by a supervisor of the evaluator.

## **Performance Evaluation Ratings**

The following four performance evaluation ratings shall be used in the District:

- Highly Effective
- Effective
- Partially Effective
- Ineffective

## **Plan for Improvement Following an Ineffective or Partially Effective Rating**

An SSP who receives an FER of “Ineffective” or “Partially Effective” shall be placed on a plan for improvement for the subsequent school year.

The plan for improvement shall include, but not be limited to:

- specific areas of performance requiring improvement
- measurable goals aligned the identified performance concerns
- timelines and progress-monitoring checkpoints

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**Attachments**

[GCN 1A R Evaluation of Non-Administrative Licensed Personnel \(SSPs\) Procedure](#)