

EDUCATIONAL SIGN LANGUAGE INTERPRETERS (ESLI)

Specialized Service Providers Growth and Performance System (SSP GPS)

Specialized Service Providers (SSPs) at Denver Public Schools (DPS) are vital members of the educational 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. SSPs are key staff members who play an integral role in successfully supporting the whole child.

OVERVIEW OF THE SSP GPS

The SSP GPS has been designed collaboratively with SSPs of all roles, school and central office leaders, and the Denver Classroom Teachers Association (DCTA). The system sets a clear and consistent level of effective practice to meet our shared goals of Support for the Whole Child and acceleration of achievement for all students.

The following roles, supported by the SSP GPS, directly empower Support for the Whole Child:

- School Counselors
- School Nurses
- School Psychologists and Social Workers
- DHH Itinerants
- Audiologists
- Deaf and Hard of Hearing Itinerants
- Educational Sign Language Interpreters
- Teachers of the Visually Impaired, and Orientation and Mobility Specialists
- Occupational Therapists and Physical Therapists

The SSP GPS provides a framework for our SSPs to identify areas of strength and growth through regular, meaningful feedback sessions with evaluators. The goal of the system is to support SSPs in their professional development towards meeting students' needs.

The framework is a growth tool that reflects the SSPs' role. The SSP and evaluator use the framework to gather a preponderance of evidence on the SSPs' practice throughout the school year during the school or business day. This means that an SSP and evaluator could have evidence to support alignment under Not Meeting, Approaching, Effective or Distinguished for different indicators, but fall within one of these areas for the overall rating.

The SSP GPS provides a holistic and comprehensive view of an SSP's practice by using the following multiple measures:

- **50% Professional Practice**—measured by the role-specific Professional Practice framework
- **50% Student Outcomes**—measured by Student Learning Objectives

As part of an evaluation using the Professional Practice framework, SSPs should expect to participate in check-in conversations throughout the year (Beginning-of-Year, Mid-Year and End-of-Year), as well as in ongoing meaningful conversations based on observation and/or review of service delivery. The frequency of the latter may vary greatly based on an SSP's specific role, interaction with students and time in the building. Moreover, the observation and review process must be discussed and agreed upon during Beginning-of-Year conversations.

BEGINNING-OF-YEAR CONVERSATIONS

Beginning-of-Year Conversations are crucial in supporting SSPs throughout the entire year. These discussions set the stage for the supportive relationship between an SSP and his/her evaluator, as well as define expectations for the year to come. This conversation should focus on areas of strength and growth. The overall goal is to support SSPs in their professional development so they can meet the needs of DPS students.

During this conversation, an SSP and his/her evaluator should discuss and agree upon:

- The SSP's role, ensuring it is focused on areas of greatest potential student impact in relation to the school, caseload and/or time in building, and population served.
 - Growth areas of focus for individual professional development.
 - The definition of effective performance and what it looks like.
 - How observation/data collection will be completed and documented.
 - Timing and process for sharing feedback throughout the year in support of an SSP's ongoing professional growth.
 - Student Learning Objectives (SLOs) for the year.
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MID-YEAR CONVERSATIONS

Mid-Year Conversations are an opportunity for employees to provide updates on the services being provided to students, and for evaluators to discuss preliminary ratings, feedback on effectiveness and concrete next steps on how to improve performance.

This conversation should include the following:

- Review of progress in relation to agreements made in Beginning-of-Year Conversations.
- Review of feedback on the SSP's performance using behaviors at the indicator level.
- Identification of any change in focus for an SSP due to environmental factors (e.g., student populations, building, etc.).
- Reflection on strengths, growth areas and next steps for the SSP's development, and discussion on how the evaluator can support continued growth throughout the year.
- Review of observations and data points collected to date, ensuring that they match the agreed-upon plan, and finalizing the plan for the remainder of the year.
- Review of progress based on SLOs.

END-OF-YEAR CONVERSATIONS

In End-of-Year Conversations, evaluators and SSPs should discuss strengths, progress in growth areas, and data points that validate performance, along with the final overall rating. The conversation should also focus on clear and actionable next steps for professional learning opportunities, and on methods to improve performance in the coming year.

This conversation should include the following:

- Sharing feedback on an SSP's performance using behaviors at the indicator level (documented and provided to the SSP) and evidence collected throughout the year.
- Sharing ratings assigned at the expectation level based on evidence collected (documented in Infor HR).
- Reviewing SLO outcomes.
- Sharing an overall rating for the year (documented in Infor HR).
- Identifying strengths and growth areas for the SSP's development and actionable steps for future professional development.

End-of-Year SSP GPS ratings are granted at an expectation and overall level. However, evaluators should provide feedback for growth at an indicator level as this is the most actionable level for the SSP.

For reference throughout the document:

Communication is the exchange of thoughts, messages or information through reading, writing, speaking, listening and/or actions.

Services may include speech-language assessments, case management, special education evaluations/re-evaluation process, special education eligibility, and student accommodation.

Diversity includes race, ethnicity, gender, sexual orientation, socioeconomic status, language, mental and/or physical abilities (students with disabilities, gifted and talented), religion, age, political beliefs, etc. DPS places particular emphasis on the needs of students of color and students with disabilities in order to close achievement gaps for these groups of students.

Resources can be anything that is utilized to assist students in progress toward achievement of individualized student goals and/or mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: Some resources should be available in multiple formats depending on student needs.

ITINERANTS

EXPECTATION	INDICATOR	
Demonstrates Mastery of and Expertise in the Domain for Which They are Responsible	1.A	Designs and incorporates developmentally appropriate evidence-based practices from research findings into services.
	1.B	Demonstrates knowledge of effective services that reduce barriers to and support learning across the home, school, and community settings.
Establishes a Safe, Inclusive and Respectful Learning Environment	2.A	Demonstrates knowledge of, interest in and respect for diverse student communities and cultures in a manner that increases equity.
	2.B	Implements high, clear expectations for student behavior, including self-advocacy.
Plans, Delivers and Monitors Services that Facilitate Learning	3.A	Provides services and/or specially designed instruction aligned with state and federal laws, Denver Public Schools (DPS) regulations and procedures, and the individual needs of students.
	3.B	Utilizes multiple sources of data to identify the need for intervention, establish eligibility, and initially design services and/or specially designed instruction.
	3.C	Monitors and adjusts services and/or specially designed instruction as needed to ensure continuous progress toward achieving academic standards and individualized student goals.

Symbols have been incorporated into this document to provide guidance on the most likely method of observation for effective behaviors.

KEY TO SYMBOLS: **READ:** ● **OBSERVE:** ● **INFORMATION LITERACY/TECHNOLOGY:** ● **CONVERSATION:** ●

ITINERANTS

EXPECTATION	INDICATOR	
Reflects on Practice	4.A	Demonstrates self-awareness, reflects on practice with self and others, and acts on feedback.
	4.B	Pursues opportunities for professional growth which contributes to student and school growth, and a culture of inquiry.
Demonstrates Collaboration, Advocacy and Leadership	5.A	Advocates for and engages students, families and the community in support of improved student achievement.
	5.B	Collaborates with school teams to positively impact student outcomes.
	5.C	Builds capacity among colleagues and demonstrates service to students, school, district and the profession.

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EXPECTATION: Demonstrates Mastery of and Expertise in the Domain for Which They are Responsible

INDICATOR 1.A: Designs and incorporates developmentally appropriate evidence-based practices from research findings into **services***.

Observable Evidence	NOT MEETING	APPROACHING	EFFECTIVE	DISTINGUISHED
<p>Itinerants Behaviors</p>	<ul style="list-style-type: none"> Does not apply knowledge of developmental skills and does not plan services based on the individual academic /comprehensive needs of students. Does not differentiate assessments and/or services according to the developmental skill level and academic/comprehensive needs of students. Does not use current knowledge of research to implement plans that support student needs. 	<ul style="list-style-type: none"> Inconsistently applies knowledge of developmental skills and plans services based on the individual academic/comprehensive needs of students. Sometimes differentiates assessments and/or services according to the developmental skill level and academic/comprehensive needs of students. Receives referrals and develops action plans to address all areas of need. Utilizes knowledge gained from current research or from continuing education opportunities to implement plans to support student needs. The link between the research provided and interventions, strategies and recommendations are somewhat clear. 	<ul style="list-style-type: none"> Consistently applies knowledge of developmental skills and plans services based on the individual academic/comprehensive needs of students. ●● Differentiates assessments and/or services according to the developmental skill level and academic/comprehensive needs of students. ● Receives referrals and proactively develops action plans to address all areas of need in a timely manner. ● Utilizes knowledge gained from current research or from continuing education opportunities to implement dynamic plans to support student needs. The link between the research provided and interventions, strategies and recommendations are clear. ● 	<p><i>In addition to "Effective" and across entire caseload:</i></p> <ul style="list-style-type: none"> Utilizes knowledge to create individualized, goal-oriented, developmentally appropriate, evidence-based interventions across a variety of settings that result in students actively participating in challenging activities with consideration of their skills and developmental level. ● <p><i>(Continued on next page)</i></p>

INDICATOR 1.A (Continued from previous page)

KEY TO SYMBOLS: READ: ● OBSERVE: ● INFORMATION LITERACY/TECHNOLOGY: ● CONVERSATION: ●

Observable Evidence	NOT MEETING	APPROACHING	EFFECTIVE	DISTINGUISHED
Itinerants Behaviors		<ul style="list-style-type: none"> ● Inconsistently collaborates with team members and school personnel regarding evidence-based interventions that can be implemented in the academic setting. ● Sometimes plans, scaffolds, modifies and/or sequences appropriate activities in service plans to support students at their developmental and academic level. 	<ul style="list-style-type: none"> ● Collaborates with team members and school personnel regarding evidence-based interventions that can be implemented in the academic setting. ● ● Appropriately plans, scaffolds, modifies and/or sequences activities in service plans to support students at their developmental and academic level. ●● 	

***Services** may include individual or group sessions, assessments, interventions, specially designed instruction, participation in school-wide initiatives and other special education related tasks.

Sources of evidence may include:

- Communication of important interventions/strategies across environments using various resources** (emails to staff, advocacy, and personal interaction)
- Accommodations provided in various environments within the school, rather than just the primary classroom
- Communicates*** regarding accommodations and strategies during Individualized Education Program (IEP) meetings
- Observations and evaluations of student access in educational environment
- Information and community resources provided to families
- Support provided to education team

** **Resources** can be anything that is utilized to assist students in progress toward achievement of individualized student goals and/or mastery of the content-language objective(s), including academic tools, language supports, media, technology and additional adults in the room. NOTE: Some resources should be available in multiple formats depending on student needs.

*****Communication** is the exchange of thoughts, messages or information through reading, writing, speaking, listening and/or actions.

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EXPECTATION: Demonstrates Mastery of and Expertise in the Domain for Which They are Responsible

INDICATOR 1.B: Demonstrates knowledge of effective **services*** that reduce barriers to and support learning across the home, school and community settings.

Observable Evidence	NOT MEETING	APPROACHING	EFFECTIVE	DISTINGUISHED
Itinerants Behaviors	<ul style="list-style-type: none"> Does not collaborate with the team to develop and carry out a comprehensive educational plan that allow for cross-discipline carry-over of skills, and reduction of access barriers to student learning to promote student growth. Does not design and provide strategies, accommodations and modifications to reduce access barriers for students to participate in the academic setting. Does not coordinate information or provide resources** to the educational team and students' families to support student achievement across home, school and community environments. 	<ul style="list-style-type: none"> Inconsistently collaborates with the team to develop and carry out a comprehensive educational plan that allow for cross-discipline carry-over of skills and reduction of access barriers to student learning to promote student growth. Sometimes designs and provides strategies, accommodations and modifications to reduce access barriers for students to participate in the academic setting. Inconsistently coordinates information and provides resources to the educational team and students' families to support student achievement across home, school and community environments. 	<ul style="list-style-type: none"> Consistently collaborates with the team to develop and carry out a comprehensive educational plan that allow for cross-discipline carry-over of skills, and reduction of access barriers to student learning to promote student growth/barriers in employment and community setting. ● Designs and provides strategies, accommodations and modifications to reduce access barriers for students to participate in the academic setting. ● Coordinates information and provides resources to the educational team and students' families to support student achievement across home, school and community environments. ● 	<p><i>In addition to "Effective" and across entire caseload:</i></p> <ul style="list-style-type: none"> Initiates formal or informal professional development for school staff. ● Follows up to ensure that accommodations and modifications are in place, which reduce barriers to student access. ● Takes a lead role in coordinating information and providing resources to the educational team and families to support student achievement across home, school and community environments such as accessing community resources. ●●● <p style="text-align: right;"><i>(Continued on next page)</i></p>

INDICATOR 1.B (Continued from previous page)

KEY TO SYMBOLS: READ: ● OBSERVE: ● INFORMATION LITERACY/TECHNOLOGY: ● CONVERSATION: ●

Observable Evidence	NOT MEETING	APPROACHING	EFFECTIVE	DISTINGUISHED
Itinerants Behaviors	<ul style="list-style-type: none"> Does not support families by providing resources and facilitating discussions with outside provider as appropriate, depending on role. Does not provide and instruct families about school-based strategies and ideas to incorporate at home that will support students by providing carryover across environments. 	<ul style="list-style-type: none"> Sometimes supports families by providing resources and facilitating discussions with outside provider as appropriate, depending on role. Provides and instructs families about school-based strategies and ideas to incorporate at home that will support students by providing carryover across environments. 	<ul style="list-style-type: none"> Supports families by providing resources and facilitating discussions with outside provider as appropriate, depending on role. ● Provides and instructs families/community members and agency providers about school based strategies and ideas to incorporate at home that will support students by providing carryover across environments. ●● 	

***Services** may include individual or group therapy, assessments, interventions, specially designed instruction, participation in school-wide initiatives and other special education related tasks.

** **Resources** can be anything that is utilized to assist students in progress toward achievement of individualized student goals and/or mastery of the content-language objective(s), including academic tools, language supports, media, technology and additional adults in the room. NOTE: Some resources should be available in multiple formats depending on student needs.

Sources of evidence may include:

- Accommodations and modifications for students
- Collaboration with teachers
- Strategies provided to teachers
- Presentations to, or In-Services for, School Faculty, Staff or Department

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EXPECTATION: Establishes a Safe, Inclusive and Respectful Learning Environment

INDICATOR 2.A: Demonstrates knowledge of, interest in and respect for **diverse*** student communities and cultures in a manner that increases equity.

Observable Evidence	NOT MEETING	APPROACHING	EFFECTIVE	DISTINGUISHED
Itinerants Behaviors	<ul style="list-style-type: none"> Does not facilitate students' equitable access to content, participation, and peer interaction and/or teacher attention. Rarely addresses diverse learning groups in ways that reduce the negative impact of culturally and linguistically biased behaviors, should those situations arise. Does not utilize visuals and artifacts representing a variety of cultures/world/diverse learning groups. Rarely understands, promotes and supports safe, accessible and caring school environments. 	<ul style="list-style-type: none"> Inconsistently facilitates students' equitable access to content, participation, and peer interaction and/or teacher attention. Inconsistently addresses diverse learning groups in ways that reduce the negative impact of culturally and linguistically biased behaviors, should those situations arise. Inconsistently utilizes visuals and artifacts representing a variety of cultures/world/diverse learning groups. Inconsistently understands, promotes and supports safe, accessible and caring school environments. 	<ul style="list-style-type: none"> Consistently facilitates students' equitable access to content, participation, and peer interaction and/or teacher attention. ●● Addresses diverse learning groups in ways that reduce the negative impact of culturally and linguistically biased behaviors, should those situations arise. ●● Utilizes visuals and artifacts representing a variety of cultures/world/diverse learning groups. ●● Understands, promotes and supports safe, accessible and caring school environments. ● 	<p><i>In addition to "Effective" and across entire caseload:</i></p> <ul style="list-style-type: none"> Collaborates with students, staff and families to ensure an open, accepting and respectful learning environment. ●● Facilitates and supports student's "peer relationship building" at school and district level as necessary. ●● Collaborates with students, staff and families to ensure an open, accepting and respectful learning environment. ●● Facilitates and supports student's "peer relationship building" at school and district level as necessary. ●● <p><i>(Continued on next page)</i></p>

INDICATOR 2.A (Continued from previous page)

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Observable Evidence	NOT MEETING	APPROACHING	EFFECTIVE	DISTINGUISHED
Staff, Student, or Family Behaviors	<ul style="list-style-type: none"> Students and families are rarely engaged within the school environment. Rarely provides evidence of sharing artifacts from home, interests, viewpoints and/or personal experiences. Staff is not able to articulate knowledge of students' individual educational needs across academic environments. 	<ul style="list-style-type: none"> Students and families inconsistently engage within the school environment. Students inconsistently share artifacts from home, interests, viewpoints and/or personal experiences. Staff inconsistently articulate knowledge of students' individual educational needs across academic environments. 	<ul style="list-style-type: none"> High level of student and family participation and engagement (e.g., body language, attention, interest, etc.) indicates that students and families feel comfortable and safe. ● Direct service students are secure being themselves with the provider, evidenced in sharing artifacts from home, interests, viewpoints and/or personal experiences. ●●● Staff is able to articulate knowledge of students' individual educational needs across the different academic environments. ●● 	<ul style="list-style-type: none"> Staff proactively build capacity of other staff or community members. ●

*Diverse includes race, ethnicity, gender, sexual orientation, socioeconomic status, language, mental and/or physical abilities (students with disabilities, gifted and talented), religion, age, political beliefs, etc. DPS places particular emphasis on the needs of students of color and students with disabilities in order to close achievement gaps for these groups of students.

Sources of evidence may include:

- Student or Family Questionnaire/Survey
- Correspondence/Consultation Records
- Student/Classroom Observations
- Family-Friendly and Language-Accessible Materials/Displays

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EXPECTATION: Establishes a Safe, Inclusive and Respectful Learning Environment

INDICATOR 2.B: Implements high, clear expectations for student behavior, including self-advocacy.

Observable Evidence	NOT MEETING	APPROACHING	EFFECTIVE	DISTINGUISHED
Itinerants Behaviors	<ul style="list-style-type: none"> Rarely focuses on the positive behavior of students and intentionally recognizes positive behavior to reinforce expectations. Rarely responds to behavior that is equitable, respectful of student dignity/cultural and linguistic differences and are sensitive to students' diverse* needs. No clear rituals and routines to make transitions and handling of resources** efficient; maximizing instructional time. Rarely provides opportunities to learn and demonstrate self-advocacy and problem solving skills that promote independence. 	<ul style="list-style-type: none"> Inconsistently focuses on the positive behavior of students and intentionally recognizes positive behavior to reinforce expectations. Inconsistently responds to behavior that is equitable, respectful of student dignity/cultural and linguistic differences and are sensitive to students' diverse needs. Inconsistently establishes clear rituals and routines to make transitions and handling of resources efficient; maximizing instructional time. Inconsistently provides opportunities to learn and demonstrate self-advocacy and problem solving skills that promote independence. 	<ul style="list-style-type: none"> Consistently focuses on the positive behavior of students and intentionally recognizes positive behavior to reinforce expectations. ●● Responds to behavior that is equitable, respectful of student dignity/cultural and linguistic differences and are sensitive to students' diverse needs. ● Consistently establishes clear rituals and routines to make transitions and handling of resources efficient; maximizing instructional time. ●● Provides strategies to students to persevere in the face of difficulty. ●● Facilitates student self-advocacy through clear understanding of their diverse learning needs including how to articulate those needs in a variety of settings and promote independence. ●● 	<p><i>In addition to "Effective" and across entire caseload:</i></p> <ul style="list-style-type: none"> Proactively collaborates with school teams in identifying appropriate, diverse interventions and strategies, including progress monitoring, and adjusting them as needed to increase student engagement across school environments. ●●● <p style="text-align: right;"><i>(Continued on next page)</i></p>

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Observable Evidence	NOT MEETING	APPROACHING	EFFECTIVE	DISTINGUISHED
Staff, Student, or Family Behaviors	<ul style="list-style-type: none"> Direct services*** students rarely follow provider rituals and routines with minimal prompting. Rarely recognizes and promotes students' engagement during instructional support and/or assessments in academic and/or home environment. Students and families rarely advocate for their diverse learning needs and are able to articulate those needs in a variety of settings. 	<ul style="list-style-type: none"> Direct services students inconsistently follow provider rituals and routines with minimal prompting. Inconsistently recognizes and promotes students' engagement during instructional support and/or assessments Students and families inconsistently advocate for their diverse learning needs and are able to articulate those needs in a variety of settings. 	<ul style="list-style-type: none"> Direct services students follow provider rituals and routines with minimal prompting. ● Recognizes and promotes students' engagement during instructional support and/or assessments in academic and/or home environment. ●● Students and families advocate for their diverse learning needs and are able to articulate those need in a variety of settings. ●● 	<ul style="list-style-type: none"> Staff advocate for all students' diverse learning needs including how to articulate those needs in a variety of settings. ●●

***Diverse** includes race, ethnicity, gender, sexual orientation, socioeconomic status, language, mental and/or physical abilities (students with disabilities, gifted and talented), religion, age, political beliefs, etc. DPS places particular emphasis on the needs of students of color and students with disabilities in order to close achievement gaps for these groups of students.
 * ***Resources** can be anything that is utilized to assist students in progress toward achievement of individualized student goals and/or mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: Some resources should be available in multiple formats depending on student needs.
 *****Services may include** individual or group therapy, assessments, interventions, specially designed instruction, participation in school-wide initiatives and other special education related tasks.

Sources of evidence may include:

- Self-Advocacy Records
- Correspondence/Consultation Records
- Student or Teacher Questionnaire/Survey
- Pre- and Post-Intervention Data

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EXPECTATION: Plans, Delivers and Monitors Services that Facilitate Learning

INDICATOR 3.A: Provides **services*** and/or specially designed instruction aligned with state and federal laws, Denver Public Schools (DPS) regulations and procedures, and the individual needs of students.

Observable Evidence	NOT MEETING	APPROACHING	EFFECTIVE	DISTINGUISHED
Itinerants Behaviors	<ul style="list-style-type: none"> Does not provide timely, educationally appropriate services that utilize a variety of strategies to meet the needs of students. Services delivered are not timely, individualized, goal-oriented and appropriate, and does not meet timelines for documentation and communication**. Does not collaborate to develop and carry out a comprehensive educational plan that allows for cross-disciplinary carry-over of skills. Does not develop meaningful, measurable student goals that are linked to Colorado Academic and Expanded Core Standards and appropriate regulations and laws. 	<ul style="list-style-type: none"> Inconsistently provides timely, educationally appropriate services that utilize a variety of strategies to meet the needs of students. Sometimes delivers services in a timely fashion, individualized, goal-oriented and appropriate, and meets timelines for documentation and communication. Sometimes collaborates to develop and carry out a comprehensive educational plan that allows for cross-disciplinary carry-over of skills. Sometimes develops meaningful, measurable student goals that are linked to Colorado Academic and Expanded Core Standards and appropriate regulations and laws. 	<ul style="list-style-type: none"> Consistently provides timely, educationally appropriate services that utilize a variety of strategies to meet the needs of students. ●● Services delivered are timely, individualized, goal-oriented and appropriate, and timelines for documentation and communication are met. ●● Collaborates to develop and carry out a comprehensive educational plan that allows for cross-disciplinary carry-over of skills. ●●● Develops meaningful, measurable student goals that are linked to Colorado Academic and Expanded Core Standards and appropriate regulations and laws. ● 	<p><i>In addition to "Effective" and across entire caseload:</i></p> <ul style="list-style-type: none"> Consistently and proactively makes adjustments to any additional needs/requests to implement a comprehensive educational plan across learning environments. ●● <p><i>(Continued on next page)</i></p>

INDICATOR 3.A (Continued from previous page)

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Observable Evidence	NOT MEETING	APPROACHING	EFFECTIVE	DISTINGUISHED
Itinerants Behaviors	<ul style="list-style-type: none"> Does not provide consistent services as outlined in student IEPs and/or ALPs based on targeted student goals/outcomes. Does not consistently include concise and comprehensive data towards student goals and performance in documentation. 	<ul style="list-style-type: none"> Sometimes provides consistent services as outlined in student IEPs and/or ALPs based on targeted student goals/outcomes. Sometimes includes concise and comprehensive data towards student goals and performance in documentation of services. 	<ul style="list-style-type: none"> Provides consistent services as outlined in student IEPs and/or ALPs based on targeted student goals/outcomes. ●● Consistently includes concise and comprehensive data towards student goals and performance in documentation of services. ● Consistently demonstrates professional responsibility and abides by FERPA laws. ● 	
Staff, Student, or Family Behaviors	<ul style="list-style-type: none"> Students are not accessing academic material with proper accommodations. 	<ul style="list-style-type: none"> Students are sometimes accessing academic material with proper accommodations. 	<ul style="list-style-type: none"> Students are accessing academic material with proper accommodations. ●● 	

***Services** may include individual or group therapy, assessments, interventions, specially designed instruction, participation in school-wide initiatives and other special education related tasks.
 ****Communication** is the exchange of thoughts, messages or information through reading, writing, speaking, listening and/or actions.

Sources of evidence may include:

- Screening Records
- Educational Plans (ALPs, IEPs, 504 Plans, Communication**)
- IEP Team Meeting Participation
- Consultation Records
- Student or Teacher Questionnaire/Survey

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EXPECTATION: Plans, Delivers and Monitors Services that Facilitate Learning

INDICATOR 3.B: Utilizes multiple sources of data to identify the need for intervention, establish eligibility, and initially design services* and/or specially designed instruction.

Observable Evidence	NOT MEETING	APPROACHING	EFFECTIVE	DISTINGUISHED
Itinerants Behaviors	<ul style="list-style-type: none"> Does not utilize a variety of valid, culturally and linguistically relevant, assessment tools and methods to determine functional abilities, strengths and/or areas of need within the context of student performance. Does not consistently collect and utilize data to write meaningful, rigorous and developmentally appropriate goals/objectives reflective of a desired outcome, academic growth and Does not consistently write assessment and/or service reports that are thorough, detailed and clear that highlight student advocacy needs as they relate to the student’s personal learning. 	<ul style="list-style-type: none"> Sometimes utilizes a variety of valid, culturally and linguistically relevant, assessment tools and methods to determine functional abilities, strengths and/or areas of need within the context of student performance. Sometimes collects and utilizes data to write meaningful, rigorous and developmentally appropriate goals/objectives reflective of a desired outcome, academic growth and service recommendations. Sometimes writes assessment and/or service reports that are thorough, detailed and clear that highlight student advocacy needs as they relate to the student’s personal learning. 	<ul style="list-style-type: none"> Consistently utilizes a variety of valid, culturally and linguistically relevant, assessment tools and methods to determine functional abilities, strengths and/or areas of need within the context of student performance. ● Consistently collects and utilizes data to write meaningful, rigorous and developmentally appropriate goals/objectives reflective of a desired outcome, academic growth and service recommendations. ● Consistently writes assessment and/or service reports that are thorough, detailed and clear that highlight student self-determination needs as they relate to the student’s personal learning. ● 	<p><i>In addition to “Effective” and across entire caseload:</i></p> <ul style="list-style-type: none"> Considers additional issues/ concerns and proactively works with the team to develop a comprehensive service plan. ●● <p style="text-align: right;"><i>(Continued on next page)</i></p>

INDICATOR 3.B (Continued from previous page)

KEY TO SYMBOLS: **READ:** ● **OBSERVE:** ● **INFORMATION LITERACY/TECHNOLOGY:** ● **CONVERSATION:** ●

Observable Evidence	NOT MEETING	APPROACHING	EFFECTIVE	DISTINGUISHED
Itinerants Behaviors	<ul style="list-style-type: none"> Does not collaborate with school teams to write concise summaries that link to student strengths and needs/impact of disability and/or identified needs, including cross-disciplinary integration of information. 	<ul style="list-style-type: none"> Sometimes collaborates with school teams to write concise summaries that link to student strengths and needs/impact of disability and/or identified needs, including cross-disciplinary integration of information. 	<ul style="list-style-type: none"> Collaborates with school teams to write concise summaries that link to student strengths and needs/impact of disability and/or identified needs, including cross-disciplinary integration of information. ●● 	
Staff, Student, or Family Behaviors	<ul style="list-style-type: none"> Students are not able to consistently demonstrate understanding of and articulate their own educational goals as appropriate to developmental level. Staff is not able to articulate the impact of student-identified needs, goals/objectives that the provider is working on and the services the students are receiving. Students and families do not understand the use of multiple data sources as relevant to student academic growth. 	<ul style="list-style-type: none"> Students are usually able to consistently demonstrate understanding of and articulate their own educational goals as appropriate to developmental level. Staff is usually able to articulate the impact of student-identified needs, goals/objectives that the provider is working on and the services the students are receiving. Students and families usually understand the use of multiple data sources as relevant to student academic growth. 	<ul style="list-style-type: none"> Students are able to consistently demonstrate understanding of and articulate their own educational goals as appropriate to developmental level. ●● Staff is able to articulate the impact of student identified needs, goals/objectives that the provider is working on and the services the students are receiving. ●● Students and families understand the use of multiple data sources as relevant to student academic growth. ●● 	

***Services** may include individual or group therapy, assessments, interventions, specially designed instruction, participation in school-wide initiatives and other special education related tasks.

Sources of evidence may include:

- Advanced Learning Plans (ALPs)
- Individualized Education Programs (IEPs); Assessment Data including multi-disciplinary summary reports
- 504 Plans
- Reports that may include standardized assessment data

Symbols have been incorporated into this document to provide guidance on the most likely method of observation for effective behaviors.

KEY TO SYMBOLS: READ: ● OBSERVE: ● INFORMATION LITERACY/TECHNOLOGY: ● CONVERSATION: ●

EXPECTATION: Plans, Delivers and Monitors Services that Facilitate Learning

INDICATOR 3.C: Monitors and adjusts **services*** and/or specially designed instruction as needed to ensure continuous progress toward achieving academic standards and individualized student goals.

Observable Evidence	NOT MEETING	APPROACHING	EFFECTIVE	DISTINGUISHED
Itinerants Behaviors	<ul style="list-style-type: none"> Does not complete clear and comprehensive student progress reports and progress monitoring according to timelines, and does not include details related to current performance and/or access to specialized instruction. Does not monitor the effectiveness of student intervention regularly, and does not modify interventions and strategies as needed to improve student performance based on multiple data sources. Does not develop meaningful, measurable student goals and objectives that are linked to Colorado Academic Standards, content and skills, and/or to the specialized instruction. 	<ul style="list-style-type: none"> Sometimes completes clear and comprehensive student progress reports and progress monitoring according to timelines, and includes details related to current performance and/or access to specialized instruction. Sometimes monitors the effectiveness of student intervention regularly, and modifies interventions and strategies as needed to improve student performance based on multiple data sources. Sometimes develops meaningful, measurable student goals and objectives that are linked to Colorado Academic Standards, content and skills, and/or to the specialized instruction. 	<ul style="list-style-type: none"> Consistently completes clear and comprehensive student progress reports and progress monitoring according to timelines, and includes details related to current performance and/or access to specialized instruction. ● Monitors the effectiveness of student intervention regularly, and modifies interventions and strategies as needed to improve student performance based on multiple data sources. ●● Develops meaningful, measurable student goals and objectives that are linked to Colorado Academic Standards, content and skills, and/or to the specialized instruction. ● 	<p><i>In addition to "Effective" and across entire caseload:</i></p> <ul style="list-style-type: none"> Models and mentors students in collecting performance data with appropriate organizational tools and monitoring progress toward goals. ●● Consistently provides intervention notes to staff and families that include appropriate functional progress data toward goals. ● <p><i>(Continued on next page)</i></p>

INDICATOR 3.C (Continued from previous page)

KEY TO SYMBOLS: **READ:** ● **OBSERVE:** ● **INFORMATION LITERACY/TECHNOLOGY:** ● **CONVERSATION:** ●

Observable Evidence	NOT MEETING	APPROACHING	EFFECTIVE	DISTINGUISHED
<p>Staff, Student, or Family Behaviors</p>	<ul style="list-style-type: none"> ● Staff and/or families do not monitor progress independently, with some assistance provided. ● Students are not making substantial progress towards meeting their goals and objectives. ● Students and/or families do not regularly participate in discussions about progress and future goals and objectives. 	<ul style="list-style-type: none"> ● Staff and/or families sometimes monitor progress independently, with some assistance provided. ● Students are usually making substantial progress towards meeting their goals and objectives. ● Students and/or families sometimes participate in discussions about progress and future goals and objectives. 	<ul style="list-style-type: none"> ● Staff and/or families usually monitor progress independently with some assistance provided. ●● ● Students are making substantial progress towards meeting their goals and objectives. ●● ● Students and/or families regularly participate in discussions about progress and future goals and objectives. ● 	<ul style="list-style-type: none"> ● Students collect performance data with appropriate organizational tools and monitor progress toward achieving goals. ● ● Students can identify clear and actionable next steps for their education.

***Services** may include individual or group therapy, assessments, interventions, specially designed instruction, participation in school-wide initiative and other special education related tasks.

Sources of evidence may include:

- Student goal and objective progress reports
- Documentation of a system to consistently monitor student progress including looking at growth trajectories
- ezEdMed Service Documentation Notes which includes assessment of session and plan(s) for next session to improve outcome

Symbols have been incorporated into this document to provide guidance on the most likely method of observation for effective behaviors.

KEY TO SYMBOLS: **READ:** ● **OBSERVE:** ● **INFORMATION LITERACY/TECHNOLOGY:** ● **CONVERSATION:** ●

EXPECTATION: Reflects on Practice

INDICATOR 4.A: Demonstrates self-awareness, reflects on practice with self and others, and acts on feedback.

Observable Evidence	NOT MEETING	APPROACHING	EFFECTIVE	DISTINGUISHED
Itinerants Behaviors	<ul style="list-style-type: none"> Does not reflect on the effectiveness of services* (e.g., methodology, pacing, differentiation, etc.) to guide future service planning/delivery based on desired student outcomes. Does not ask for and is not open to feedback. Does not change instruction or service practices after receiving valuable feedback from others (e.g., principal, Assistant Principal, coaches, colleagues, students, etc.) to increase his/her effectiveness. 	<ul style="list-style-type: none"> Inconsistently reflects on the effectiveness of services (e.g., methodology, pacing, differentiation, etc.) to guide future service planning/delivery based on desired student outcomes. Occasionally asks for and is sometimes open to feedback. Inconsistently changes instruction or service practices after receiving valuable feedback from others (e.g., principal, Assistant Principal, coaches, colleagues, students, etc.) to increase his/her effectiveness. 	<ul style="list-style-type: none"> Consistently reflects on the effectiveness of services (e.g., methodology, pacing, differentiation, etc.) to guide future service planning/delivery based on desired student outcomes. ●● Asks for and is consistently open to feedback. ● Consistently changes instruction or service practices after receiving valuable feedback from others (e.g., principal, Assistant Principal, coaches, colleagues, students, etc.) to increase his/her effectiveness. ● 	<p><i>In addition to "Effective" and across entire caseload:</i></p> <ul style="list-style-type: none"> Models self-reflection for others, encouraging a culture of improvement. ●● Actively solicits and acts on feedback from multiple sources. ● Helps to lead or develop cultural competent practices. ●

INDICATOR 4.A (Continued from previous page)

KEY TO SYMBOLS: **READ:** ● **OBSERVE:** ● **INFORMATION LITERACY/TECHNOLOGY:** ● **CONVERSATION:** ●

Observable Evidence	NOT MEETING	APPROACHING	EFFECTIVE	DISTINGUISHED
Itinerant Behaviors	<ul style="list-style-type: none"> Does not reflect on own biases and perceptions and does not mitigate the negative impact on students through culturally responsive practices. 	<ul style="list-style-type: none"> Inconsistently reflects on own biases and perceptions and sometimes mitigates the negative impact on students through culturally responsive practices. 	<ul style="list-style-type: none"> Consistently reflects on own biases and perceptions and mitigates the negative impact on students through culturally responsive practices. ●● 	

***Services** may include individual or group therapy, assessments, interventions, specially designed instruction, participation in school-wide initiatives and other special education related tasks.

Sources of evidence may include:

- Correspondence/Consultation Records
- Records of Service-Delivery
- Educational Plans (ALPs, IEPs, 504 Plans, Communication**)
- Formal and Informal Student Assessments
- Progress-Monitoring Data

****Communication** is the exchange of thoughts, messages or information through reading, writing, speaking, listening and/or actions.

Symbols have been incorporated into this document to provide guidance on the most likely method of observation for effective behaviors.

KEY TO SYMBOLS: **READ:** ● **OBSERVE:** ● **INFORMATION LITERACY/TECHNOLOGY:** ● **CONVERSATION:** ●

EXPECTATION: Reflects on Practice

INDICATOR 4.B: Pursues opportunities for professional growth which contributes to student and school growth, and a culture of inquiry.

Observable Evidence	NOT MEETING	APPROACHING	EFFECTIVE	DISTINGUISHED
Itinerant Behaviors	<ul style="list-style-type: none"> Does not reflect on individual performance data or take ownership of professional learning needs. Does not participate in professional learning activities within the department, district and/or other organizations. Does not set prioritized professional development goals. 	<ul style="list-style-type: none"> Inconsistently reflects on individual performance data and sometimes takes ownership of professional learning needs by self-identifying learning opportunities that support professional growth. Occasionally participates in professional learning activities within the department, district and/or other organizations, and inconsistently implements the knowledge gained into their practice. Occasionally sets prioritized professional development goals based on current research and on areas of the student's highest needs. 	<ul style="list-style-type: none"> Consistently reflects on individual performance data and takes ownership of professional learning needs by self-identifying learning opportunities that support professional growth. ● Actively participates in professional learning activities within the department, district and/or other organizations, and implements the knowledge gained into their practice. ●● Sets prioritized professional development goals based on current research and on areas of the student's highest needs. ● 	<p><i>In addition to "Effective" and across entire caseload:</i></p> <ul style="list-style-type: none"> Contributes to a culture of inquiry by sharing effective evidence-based teaching strategies or professional literature, conducting action research and/or engaging in collaborative inquiry around problems of practice. ● Knowledge gained from professional learning opportunities is shared with colleagues. ●

Sources of evidence may include:

- Evidence of New Practices Implemented
- Participation on Committees
- In-Service/Training Records/Observation
- Professional Goals or Growth Plan
- Participation/Membership in Organizations
- Certificates of Participation in Professional Development (PD) courses and professional development activities

Symbols have been incorporated into this document to provide guidance on the most likely method of observation for effective behaviors.

KEY TO SYMBOLS: READ: ● OBSERVE: ● INFORMATION LITERACY/TECHNOLOGY: ● CONVERSATION: ●

EXPECTATION: Demonstrates Collaboration, Advocacy and Leadership

INDICATOR 5.A: Advocates for and engages students, families and the community in support of improved student achievement.

Observable Evidence	NOT MEETING	APPROACHING	EFFECTIVE	DISTINGUISHED
Itinerants Behaviors	<ul style="list-style-type: none"> Rarely listens to students and advocates for most individual student needs within the school community. Communication* with key stakeholders (e.g., school staff, students, families, outside providers, etc.) is not timely or appropriate to meet student needs about instructional programs, assessments and/or student progress/achievement. Rarely develops rapport with staff and/or families. Dialogue with families is rarely meaningful or constructive and/or information is not shared respectfully. 	<ul style="list-style-type: none"> Sometimes listens to students and advocates for most individual student needs within the school community. Establishes and/or maintains communication through a variety of means with key stakeholders (e.g., school staff, students, families, outside providers, etc.) to meet student needs about instructional programs, assessments and/or student progress/achievement. Develops effective rapport with staff and families through a variety of methods. Engages in meaningful and constructive dialogue with families and respectfully shares information to improve student outcomes. 	<ul style="list-style-type: none"> Consistently listens to students and advocates for individual student needs within the school community and with outside agencies. ●● Establishes and maintains appropriate and timely communication through a variety of means with key stakeholders (e.g., school staff, students, families, outside providers, etc.) to meet student needs about instructional programs, assessments and/or student progress/achievement. ●●● Consistently develops effective rapport with staff and families through a variety of methods. ●● Consistently and proactively engages in meaningful and constructive dialogue with families and respectfully shares information to improve student outcomes. ●●●● 	<p><i>In addition to "Effective" and across entire caseload:</i></p> <ul style="list-style-type: none"> Establishes ongoing collaborative relationships and methods of communication with the school community about students, with a focus on improving student outcomes. ●●● Instrumental in supporting the development of appropriate methods of communication with families. ● <p><i>(Continued on next page)</i></p>

INDICATOR 5.A (Continued from previous page)

KEY TO SYMBOLS: READ: ● OBSERVE: ● INFORMATION LITERACY/TECHNOLOGY: ● CONVERSATION: ●

Observable Evidence	NOT MEETING	APPROACHING	EFFECTIVE	DISTINGUISHED
<p>Staff, Student, or Family Behaviors</p>	<ul style="list-style-type: none"> Few students have developed a rapport with the itinerant that allows them to attempt some tasks outside their comfort zone and perform positively. Few staff members are comfortable with and few seek out the itinerant with questions and concerns. 	<ul style="list-style-type: none"> Most students have developed a rapport with the itinerant that allows them to attempt some tasks outside their comfort zone and perform positively. Staff members are usually comfortable with and some seek out the itinerant with appropriate questions and concerns. 	<ul style="list-style-type: none"> Students have developed a rapport with the itinerant that allows them to attempt tasks outside their comfort zone and perform positively. ●● Staff members are comfortable with and seek out the itinerant with appropriate questions and concerns. ●● 	

*Communication is the exchange of thoughts, messages or information through reading, writing, speaking, listening and/or actions.

Sources of evidence may include:

- In-Service/Training Records/Observation
- Correspondence/Consultation Records
- Collaboration Activities
- Records of Advocacy Activities

Symbols have been incorporated into this document to provide guidance on the most likely method of observation for effective behaviors.

KEY TO SYMBOLS: **READ:** ● **OBSERVE:** ● **INFORMATION LITERACY/TECHNOLOGY:** ● **CONVERSATION:** ●

EXPECTATION: Demonstrates Collaboration, Advocacy and Leadership

INDICATOR 5.B: Collaborates with school teams to positively impact student outcomes.

Observable Evidence	NOT MEETING	APPROACHING	EFFECTIVE	DISTINGUISHED
Itinerants Behaviors	<ul style="list-style-type: none"> Rarely shares information about students with colleagues in formal, collaborative meetings and/or informally as teachers discuss work and make instructional changes. Itinerants and other educators do not collaborate well to adjust lessons where applicable. Rarely builds trust among peers and inconsistently contributes to an environment that is reflective of the DPS Shared Core Values. Does not act professionally and expresses disagreement, variance of opinion or perception when engaging colleagues. Does not collaboratively examine and implement school and district policies/procedures. 	<ul style="list-style-type: none"> Sometimes shares information about students with colleagues in formal, collaborative meetings and informally as teachers discuss work and make instructional changes. Itinerants and other educators collaborate and adjust lessons where applicable. Builds trust among peers and usually contributes to an environment that is reflective of the DPS Shared Core Values. Sometimes acts professionally and respectfully expresses disagreement, variance of opinion or perception when engaging colleagues. Collaboratively examines and implements school and district policies/procedures. 	<ul style="list-style-type: none"> Consistently shares information about students with colleagues in formal, collaborative meetings and informally as teachers discuss work and make instructional changes. ●● Itinerants and other educators consistently collaborate and adjust lessons where applicable. ● Consistently builds trust among peers and contributes to an environment that is reflective of the DPS Shared Core Values. ●● Acts professionally and respectfully expresses disagreement, variance of opinion or perception when engaging colleagues. ●● Consistently collaboratively examines and thoughtfully implements school and district policies/procedures. ●● 	<p><i>In addition to "Effective" and across entire caseload</i></p> <ul style="list-style-type: none"> Creates and actively seeks opportunities that contribute to a positive department and school culture. ●● <p><i>(Continued on next page)</i></p>

KEY TO SYMBOLS: **READ:** ● **OBSERVE:** ● **INFORMATION LITERACY/TECHNOLOGY:** ● **CONVERSATION:** ●

Observable Evidence	NOT MEETING	APPROACHING	EFFECTIVE	DISTINGUISHED
Itinerants Behaviors	<ul style="list-style-type: none"> ● Seldom contributes to a team by setting shared goals, analyzing/comparing data, collectively solving problems, sharing successful strategies and implementing possible solutions. 	<ul style="list-style-type: none"> ● Contributes to a team by setting shared goals, analyzing/comparing data, collectively solving problems, sharing successful strategies and implementing possible solutions. 	<ul style="list-style-type: none"> ● Consistently contributes to a team by setting shared goals, analyzing/comparing data, collectively solving problems, sharing successful strategies and implementing possible solutions. ● 	
Staff, Student, or Family Behaviors	<ul style="list-style-type: none"> ● Staff can rarely utilize information provided by the itinerant to modify activities in the classroom and across disciplines. ● Staff rarely approaches the itinerant with difficult questions and concerns regarding students. ● Few staff can verbalize an understanding of the itinerant role and/or contribution to the team. 	<ul style="list-style-type: none"> ● Staff can usually utilize information provided by the itinerant to modify activities in the classroom and across disciplines. ● Some staff feels comfortable approaching the itinerant with difficult questions and concerns regarding students. ● Staff can verbalize an understanding of the itinerant role and/or contribution to the team. 	<ul style="list-style-type: none"> ● Staff can utilize information provided by the itinerant to independently modify activities in the classroom and across disciplines. ●● ● Staff can verbalize a clear understanding of the itinerant role and contribution to the team. ●● ● Staff can verbalize a clear understanding of the itinerant role and contribution to the team. ●● 	

Sources of evidence may include:

- In-Service/Training Records/Observation
- Documentation of Presentation Given
- Correspondence/Consultation Records
- Collaboration Activities, Conference Presentations
- Task Force or Committee Participation Records
- Meeting Agendas

Symbols have been incorporated into this document to provide guidance on the most likely method of observation for effective behaviors.

KEY TO SYMBOLS: **READ:** ● **OBSERVE:** ● **INFORMATION LITERACY/TECHNOLOGY:** ● **CONVERSATION:** ●

EXPECTATION: Demonstrates Collaboration, Advocacy and Leadership

INDICATOR 5.C: Builds capacity among colleagues and demonstrates service* to students, school, district and the profession.

Observable Evidence	NOT MEETING	APPROACHING	EFFECTIVE	DISTINGUISHED
Itinerants Behaviors	<ul style="list-style-type: none"> Does not collaborate well with department team and/or is not effective in providing leadership and/or training in their professional role to make appropriate educational recommendations. Rarely shares knowledge and skills with teams to promote student success and/or improve upon systems to affect school change. Does not build capacity by engaging new and/or veteran educators in communities of practice that utilize best practices. 	<ul style="list-style-type: none"> Collaborates with department team and, if asked, provides leadership and/or training in their professional role to make appropriate educational recommendations. Sometimes shares knowledge and skills with teams to promote student success and/or improve upon systems to affect school change. Inconsistently builds capacity by engaging new and/or veteran educators in communities of practice that utilize best practices. 	<ul style="list-style-type: none"> Consistently collaborates with department team and provides leadership and training in their professional role to make appropriate educational recommendations. ●●● Consistently shares knowledge and skills with teams to promote student success and/or improve upon systems to affect school change. ●● Builds capacity by engaging new and veteran educators in communities of practice that utilize best practices. ●● 	<p><i>In addition to "Effective" and across entire caseload:</i></p> <ul style="list-style-type: none"> Shares knowledge and skills with internal and/or external teams through formal and/or informal trainings. ●●● Contributes to department leadership through representation on additional committees and responsibilities. ● Spearheads or participates in development of departmental tools. ●● <p style="text-align: right;"><i>(Continued on next page)</i></p>

INDICATOR 5.C (Continued from previous page)

KEY TO SYMBOLS: **READ:** ● **OBSERVE:** ● **INFORMATION LITERACY/TECHNOLOGY:** ● **CONVERSATION:** ●

Observable Evidence	NOT MEETING	APPROACHING	EFFECTIVE	DISTINGUISHED
Itinerants Behaviors	<ul style="list-style-type: none"> Rarely works in collaboration with the school leadership team to design, implement and/or improve systems that affect targeted students. 	<ul style="list-style-type: none"> Inconsistently works in collaboration with the school leadership team to design, implement and/or improve systems that affect targeted students. 	<ul style="list-style-type: none"> Works in collaboration with the school leadership team to design, implement and/or improve systems that affect targeted students. ●● 	

* **Services** may include individual or group therapy, assessments, interventions, specially designed instruction, participation in school-wide initiatives and other special education related tasks.

Sources of evidence may include:

- Records of Expanded Responsibilities
- Leadership on Committee or Organization
- Mentoring/Support Records
- Contact Logs