

DEAF AND HARD OF HEARING (DHH) ITINERANTS

SPECIALIZED SERVICE PROVIDERS GROWTH AND PERFORMANCE SYSTEM (SSP GPS)

2018 - 2019

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, as outlined in the Denver Plan 2020.

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
- Speech Language Pathologists
- Audiologists
- Deaf and Hard of Hearing Itinerants
- 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.

The Denver Plan 2020 is DPS' roadmap—outlining our goals and charting our path to achieve our vision of **Every Child Succeeds.**

The fourth goal of five outlined in the Plan is **Support for the Whole Child**—DPS will provide school environments that encourage students to pursue their passions and interests, and to build and strengthen the social/emotional character traits they need to succeed in life.

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.

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 for the SSP.

ROLE	EXPECTATION	INDICATOR	
DEAF AND HARD OF HEARING (DHH) ITINERANTS	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 and design of services that meet the needs of individual students and schools.
		3.C	Monitors and adjusts services as needed to ensure continuous progress towards achieving academic standards and towards meeting the social and emotional goals of students, the schools and the district.   
		3.D	Supports and integrates appropriate available technology in services and/or specially designed instruction to maximize student outcomes.  
	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 contribute to student and school growth and to 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, the school, the district and the profession.

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

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

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<p>DHH Itinerants Behaviors</p>	<ul style="list-style-type: none"> • Rarely applies knowledge of developmental skills or plans services based on the individual needs of students. • Rarely differentiates assessments and services according to the developmental skill level of students. • Rarely demonstrates understanding of communication** modes and educational options for students with hearing loss to staff and parents by modeling and/or clearly explaining modalities. • Rarely considers the relevance of normal developmental skill sequences and milestones in relation to hearing loss, hearing age and auditory development milestones when making recommendations. • Rarely makes clear and/or appropriate referrals or recommendations. 	<ul style="list-style-type: none"> • Inconsistently applies knowledge of developmental skills or plans services based on the individual needs of students. • Inconsistently differentiates assessments and services according to the developmental skill level of students. • Inconsistently demonstrates understanding of communication modes and educational options for students with hearing loss to staff and parents by modeling and/or clearly explaining modalities. • Inconsistently considers the relevance of normal developmental skill sequences and milestones in relation to hearing loss, hearing age and auditory development milestones when making recommendations. • Inconsistently makes clear and/or appropriate referrals or recommendations. 	<ul style="list-style-type: none"> • Consistently applies knowledge of developmental skills and plans services based on the individual needs of students. 📄💬 • Differentiates assessments and services according to the developmental skill level of students. 💬 • Demonstrates understanding of communication modes and educational options for students with hearing loss to staff and parents by modeling and/or clearly explaining modalities. 👁️💬 • Considers the relevance of normal developmental skill sequences and milestones in relation to hearing loss, hearing age and auditory development milestones when making recommendations. 📄 • Makes clear and appropriate referrals or recommendations. 💬 	<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 exhibiting their understanding of hearing loss and articulating their personal educational history as evidenced by: <ul style="list-style-type: none"> ▸ Multimedia presentations ▸ Videos ▸ Written, oral, or signed demonstrations 💬 • Builds school team capacity by modeling and instructing teachers, paraprofessionals and staff on how to plan, scaffold and modify lessons, interventions and strategies to support students across learning environments.












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

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

Sources of evidence may include:

- Communication of important interventions/strategies across environments using various resources (visual charts, emails to staff, hearing aid checklist, advocacy, and personal interaction)
- Accommodations provided in various environments within the school, rather than only in the primary classroom
- Communication regarding hearing loss, 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

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
<p>DHH Itinerants Behaviors</p>	<ul style="list-style-type: none"> • Rarely collaborates with the team to develop and/or carry out a comprehensive educational plan that allows for cross-discipline carryover of skills, reduction of access barriers to student learning or promotion of student growth. • Rarely designs and provides strategies, accommodations and modifications to reduce access barriers in order for students to participate in district/school curriculum addressing Colorado Academic and Expanded Core Standards. • Rarely adjusts and modifies supports as students increase participation across school environments. • Rarely coordinates information or provides resources** to the educational team and student families to support student achievement across home, school and community environments. • Rarely supports families by providing resources and facilitating discussions as needed with outside providers to foster positive relationships connected to student hearing loss. 	<ul style="list-style-type: none"> • Inconsistently collaborates with the team to develop and/or carry out a comprehensive educational plan that allows for cross-discipline carryover of skills, reduction of access barriers to student learning or promotion of student growth. • Inconsistently designs and provides strategies, accommodations and modifications to reduce access barriers in order for students to participate in district/school curriculum addressing Colorado Academic and Expanded Core Standards. • Inconsistently adjusts and modifies supports as students increase participation across school environments. • Inconsistently coordinates information or provides resources to the educational team and student families to support student achievement across home, school and community environments. • Inconsistently supports families by providing resources and facilitating discussions as needed with outside providers to foster positive relationships connected to student hearing loss. 	<ul style="list-style-type: none"> • Consistently collaborates with the team to develop and carry out a comprehensive educational plan that allows for cross-discipline carry-over of skills, reduction of access barriers to student learning and promotion of student growth.  • Designs and provides strategies, accommodations and modifications to reduce access barriers in order for students to participate in district/school curriculum addressing Colorado Academic and Expanded Core Standards.  • Adjusts and modifies supports as students increase participation across school environments.   • Coordinates information and provides resources to the educational team and student families to support student achievement across home, school and community environments.  • Supports families by providing resources and facilitating discussions as needed with outside providers to foster positive relationships connected to student hearing loss.  	<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 who work with students with hearing loss.  • Students identify and contribute strategies that reduce barriers to their learning and increase access to instruction.  • 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, audio-logical services, DHH events in the community, hearing assistance technology, etc.   














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

****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 with hearing loss
- Collaboration with teachers
- Strategies provided to teachers
- Presentations to, or In-Services for, School Faculty, Staff or Department

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
DHH Itinerant Behaviors	<ul style="list-style-type: none"> Rarely facilitates student equitable access to content, participation, and peer interaction and/or teacher attention. Rarely demonstrates varied cultural perspectives (e.g., student cultures, the culture of disability, community, family, background**, etc.) that are represented through lesson examples, visuals and/or artifacts. Rarely addresses cultural, disability and diversity issues in ways that reduce the negative impact of biased behaviors, should those situations arise. Rarely utilizes visuals and artifacts representing various cultures/world/disability groups other than student's own. 	<ul style="list-style-type: none"> Inconsistently facilitates student equitable access to content, participation, and peer interaction and/or teacher attention. Inconsistently demonstrates varied cultural perspectives (e.g., student cultures, the culture of disability, community, family, background, etc.) that are represented through lesson examples, visuals and/or artifacts. Inconsistently addresses cultural, disability and diversity issues in ways that reduce the negative impact of biased behaviors, should those situations arise. Inconsistently utilizes visuals and artifacts representing various cultures/world/disability groups other than student's own. 	<ul style="list-style-type: none"> Consistently facilitates student equitable access to content, participation, and peer interaction and/or teacher attention.  Represents varied cultural perspectives (e.g., student cultures, the culture of disability, community, family, background, etc.) through lesson examples, visuals and/or artifacts.   Addresses cultural, disability and diversity issues in ways that reduce the negative impact of biased behaviors, should those situations arise.   Utilizes visuals and artifacts representing various cultures/world/disability groups other than student's own.  	<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.  
Staff, Student or Family Behaviors	<ul style="list-style-type: none"> Direct service students are rarely secure being themselves with the provider, evidenced in not sharing artifacts from home, interests, viewpoints and/or personal experiences. 	<ul style="list-style-type: none"> Direct service students are sometimes secure being themselves with the provider, evidenced in sometimes sharing artifacts from home, interests, viewpoints and/or personal experiences. 	<ul style="list-style-type: none"> Direct service students are secure being themselves with the provider, evidenced in sharing artifacts from home, interests, viewpoints and/or personal experiences.   	<ul style="list-style-type: none"> Students self-reflect and think in increasingly complex ways and apply their knowledge of their hearing loss to real-world situations.  

***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.

****Background** is a generic term that can include many dimensions of a student's life, for example: ethnicity, religion, language, sexual orientation, gender identity, disability, citizenship status, family composition, living arrangements, etc.

Sources of evidence may include:

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

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









Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
DHH Itinerants Behaviors	<ul style="list-style-type: none"> • Rarely uses a variety of methods to assess student self-advocacy and problem solving skills in relation to hearing and technology needs. • Rarely focuses on the positive behavior of students or intentionally recognizes positive behavior to reinforce expectations. • Rarely responds to inappropriate behavior equitably, is respectful of student dignity/cultural differences and/or is insensitive to student needs (including to any disability). • Rarely interrupts instruction to address inappropriate behavior, especially behaviors that detract from student learning. • Rarely establishes clear rituals and routines to make transitions and handling of resources* efficient (maximizing instructional time). 	<ul style="list-style-type: none"> • Inconsistently uses a variety of methods to assess student self-advocacy and problem solving skills in relation to hearing and technology needs. • Inconsistently focuses on the positive behavior of students or intentionally recognizes positive behavior to reinforce expectations. • Inconsistently responds to inappropriate behavior equitably, is respectful of student dignity/cultural differences and/or is insensitive to student needs (including any disability). • Inconsistently interrupts instruction to address inappropriate behavior, especially behaviors that detract from student learning. • Inconsistently establishes clear rituals and routines to make transitions and handling of resources efficient (maximizing instructional time). 	<ul style="list-style-type: none"> • Uses a variety of methods to assess student self-advocacy and problem solving skills in relation to hearing and technology needs. 📄 🖥️ • Consistently focuses on the positive behavior of students and intentionally recognizes positive behavior to reinforce expectations. 👁️ 💬 • Responses to inappropriate behavior are equitable, respectful of student dignity/cultural differences and are sensitive to student needs (including any disability). 💬 • Consistently interrupts instruction to address inappropriate behavior, especially behaviors that detract from student learning. 👁️ 💬 • Consistently establishes clear rituals and routines to make transitions and handling of resources efficient (maximizing instructional time). 👁️ 💬 	<p><i>In addition to "Effective" and across entire caseload:</i></p> <ul style="list-style-type: none"> • Collaborates with school teams in identifying appropriate diverse interventions and strategies, including progress monitoring, and adjusts as needed to increase student engagement across school environments. 📄 👁️ 💬 • Supports students in self-identifying and progress-monitoring advocacy goals and problem-solving skills.
Staff, Student or Family Behaviors	<ul style="list-style-type: none"> • Students are unable to advocate at their expected skill level. 	<ul style="list-style-type: none"> • Students are aware of their need to advocate, but do not have the age- or developmentally-appropriate skills. necessary. 	<ul style="list-style-type: none"> • Students communicate and express their needs about hearing loss with their peers, teachers and others in their environment. 👁️ 💬 	<ul style="list-style-type: none"> • Students incorporate their advocacy needs into a plan or presentation in the classroom or IEP/504 meetings to educate others about their hearing and learning needs.

*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:

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

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
<p>DHH Itinerants Behaviors</p>	<ul style="list-style-type: none"> • Rarely provides timely, educationally appropriate services that utilize a variety of strategies to meet the hearing needs of students. • Rarely delivers services that are on time, individualized, goal-oriented and/or appropriate. • Rarely collaborates to develop and carry out a comprehensive educational plan that allows for cross-disciplinary carryover of skills. • Rarely develops meaningful, measurable student goals that are linked to Colorado Academic and Expanded Core Standards. • Rarely works with staffing team to develop programming in accordance with standards, regulations and laws. 	<ul style="list-style-type: none"> • Inconsistently provides timely, educationally appropriate services that utilize a variety of strategies to meet the hearing needs of students. • Inconsistently delivers services that are on time, individualized, goal-oriented and/or appropriate. • Inconsistently collaborates to develop and carry out a comprehensive educational plan that allows for cross-disciplinary carryover of skills. • Inconsistently develops meaningful, measurable student goals that are linked to Colorado Academic and Expanded Core Standards. • Inconsistently works with staffing team to develop programming in accordance with standards, regulations and laws. 	<ul style="list-style-type: none"> • Consistently provides timely, educationally appropriate services that utilize a variety of strategies to meet the hearing needs of students. • Delivers services that are timely, individualized, goal-oriented and appropriate.   • Collaborates to develop and carry out a comprehensive educational plan that allows for cross-disciplinary carryover of skills.    • Develops meaningful, measurable student goals that are linked to Colorado Academic and Expanded Core Standards.  • Works with staffing team to develop programming in accordance with standards, regulations and laws.  	<p><i>In addition to "Effective" and across entire caseload:</i></p> <ul style="list-style-type: none"> • Documents, communicates and advocates for consistent implementation or changes to educational plans with all relevant staff.  • Encourages new ideas and innovative thinking around DPS regulations and procedures.








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

Sources of evidence may include:

- Screening Records
- Audiological Reports
- Student Plans (504 Plans, IEPs/Individual Family Service Plans (IFSP), Communication**)
- IEP Team Meeting Participation
- Consultation Records
- Student or Teacher Questionnaire/Survey

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

INDICATOR 3.B: Utilizes multiple sources of data to identify the need for and design of **services*** that meet the needs of individual students and schools.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
DHH Itinerants Behaviors	<ul style="list-style-type: none"> Rarely utilizes assessment tools and methods to determine functional abilities, strengths and/or weaknesses within the context of student performance. Rarely collects and/or utilizes data to write functional, meaningful goals/objectives reflective of a desired outcome in the area of hearing needs. Rarely writes assessment reports that are thorough, detailed and clear, and that highlight student advocacy needs as they relate to hearing. 	<ul style="list-style-type: none"> Inconsistently utilizes a variety of assessment tools and methods to determine functional abilities, strengths and/or weaknesses within the context of student performance and/or uses inappropriate assessment tools. Inconsistently collects and/or utilizes data to write functional, meaningful goals/objectives reflective of a desired outcome in the area of hearing needs. Inconsistently writes assessment reports that are thorough, detailed and clear, and that highlight student advocacy needs as they relate to hearing. 	<ul style="list-style-type: none"> Consistently utilizes a variety of valid assessment tools and methods to determine functional abilities, strengths and/or weaknesses within the context of student performance.  Consistently collects and utilizes data to write functional, meaningful goals/objectives reflective of a desired outcome in the area of hearing needs.  Consistently writes assessment reports that are thorough, detailed and clear, and that highlight student advocacy needs as they relate to hearing.  	<p><i>In addition to "Effective" and across entire caseload:</i></p> <ul style="list-style-type: none"> Considers additional issues/concerns and works with the team to develop a comprehensive service plan.  
Staff, Student or Family Behaviors	<ul style="list-style-type: none"> Students rarely demonstrate understanding of their own educational goals. 	<ul style="list-style-type: none"> Students inconsistently demonstrate understanding of their own educational goals. 	<ul style="list-style-type: none"> Students are able to consistently demonstrate understanding of their own educational goals.   	<ul style="list-style-type: none"> Students are able to self-reflect and think in increasingly complex ways when demonstrating their understanding of their own educational goals.

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

Sources of evidence may include:

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

INDICATOR 3.C: Monitors and adjusts **services*** as needed to ensure continuous progress towards achieving academic standards and towards meeting the social and emotional goals of students, the schools and the district.







Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
DHH Itinerants Behaviors	<ul style="list-style-type: none"> Rarely uses student performance data to monitor the effectiveness of the intervention or modifies interventions and strategies as needed to improve student performance based upon multiple data sources. Completes few student progress reports according to timelines and rarely includes details related to current performance status. 	<ul style="list-style-type: none"> Inconsistently uses student performance data to monitor the effectiveness of the intervention or modifies interventions and strategies as needed to improve student performance based upon multiple data sources. Completes some student progress reports according to timelines and sometimes includes details related to current performance status. 	<ul style="list-style-type: none"> Uses student performance data to monitor the effectiveness of the intervention and regularly modifies interventions and strategies as needed to improve student performance based upon multiple data sources. 📄 Completes all student progress reports according to timelines and includes details related to current performance status. 📄 	<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 towards goals.
Staff, Student or Family Behaviors	<ul style="list-style-type: none"> Students rarely make progress towards meeting goals and objectives. Students and/or families rarely participate in discussions about progress. 	<ul style="list-style-type: none"> Students inconsistently make progress towards meeting goals and objectives. Students and/or families inconsistently participate in discussions about progress. 	<ul style="list-style-type: none"> Students make consistent progress towards meeting goals and objectives. 📄💬 Students and/or families regularly participate in discussions about progress. 💬 	<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 sessions, assessments, interventions, specially designed instruction, participation in school-wide initiatives and other tasks related to special education.

Sources of evidence may include:

- Provides ongoing feedback of students' successes and challenges
- 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

INDICATOR 3.D: Supports and integrates appropriate available technology in **services*** and/or specially designed instruction to maximize student outcomes.








Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<p>DHH Itinerants Behaviors</p>	<ul style="list-style-type: none"> Rarely educates students and school staff on effectively integrating technology into the learning environment. Rarely promotes students' independent use of personal and/or district provided hearing assistive technology. 	<ul style="list-style-type: none"> Inconsistently educates students and school staff on effectively integrating technology into the learning environment. Inconsistently promotes students' independent use of personal and/or district provided hearing assistive technology. 	<ul style="list-style-type: none"> Consistently educates students and school staff on effectively integrating technology into the learning environment.  Consistently promotes students' independent use of personal and/or district provided hearing assistive technology.   Assists in maintaining and repairing hearing assistive technology.  	<p><i>In addition to "Effective" and across entire caseload:</i></p> <ul style="list-style-type: none"> School team and students are consistently using the technology in their learning environment.   Works with students to collect data and analyze the effectiveness of various types of assistive technology.

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

Sources of evidence may include:

- Presentation to, or In-Service for, School Faculty, Staff or Department
- Logs and request documentation for Assistive Technology loan bank
- Equipment Logs or School Equipment Lists
- Contact logs that include vendor logs

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

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<p>DHH Itinerants Behaviors</p>	<ul style="list-style-type: none"> • Rarely reflects on the effectiveness of services* to guide future service planning based on desired student outcomes. • Rarely asks for or is open to feedback. • Rarely changes instruction or service practices after receiving valuable feedback from others. 	<ul style="list-style-type: none"> • Inconsistently reflects on the effectiveness of services to guide future service planning based on desired student outcomes. • Inconsistently asks for or is open to feedback. • Inconsistently changes instruction or service practices after receiving valuable feedback from others. 	<ul style="list-style-type: none"> • Consistently reflects on the effectiveness of services to guide future service planning based on desired student outcomes.  • Asks for and consistently is open to feedback.  • Consistently changes instruction or service practices after receiving valuable feedback from others.  	<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. 





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

Sources of evidence may include:

- Correspondence/Consultation Records
- Records of Service-Delivery
- Educational Plans (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.

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

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<p>DHH Itinerants Behaviors</p>	<ul style="list-style-type: none"> Rarely reflects on individual performance data or takes ownership of professional learning needs by self-identifying learning opportunities that support growth. Rarely participates in professional learning activities within the school or district, or through other organizations. 	<ul style="list-style-type: none"> Inconsistently reflects on individual performance data or takes ownership of professional learning needs by self-identifying learning opportunities that support growth. Inconsistently participates in professional learning activities within the school or district, or through other organizations. 	<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 growth.  Consistently participates in professional learning activities within the school or district, or through other organizations, and implements the knowledge gained from these opportunities.   	<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. 

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

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
<p>DHH Itinerants Behaviors</p>	<ul style="list-style-type: none"> • Rarely communicates* in a timely, user-friendly manner to students and families about instructional programs, assessments and student progress/achievement. • Rarely makes families and community members feel welcomed and valued. • Rarely listens to students or advocates for individual student needs within the school community. 	<ul style="list-style-type: none"> • Inconsistently communicates in a timely, user-friendly manner to students and families about instructional programs, assessments and student progress/achievement. • Inconsistently makes families and community members feel welcomed and valued. • Inconsistently listens to students or advocates for individual student needs within the school community. 	<ul style="list-style-type: none"> • Consistently communicates in a timely, user-friendly manner to students and families about instructional programs, assessments and student progress/achievement. 📄 🖥️ • Consistently makes families and community members feel welcomed and valued. 👁️ 💬 • Consistently listens to students, and advocates for individual student needs within the school community. 👁️ 💬 	<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 interested participants in the lives of students, with a focus on improving student outcomes. 📄 💬 • Consistently instrumental in supporting the development of appropriate methods of communication with families. 💬 • Facilitates relationships of school staff, students and families with appropriate community partners to meet student needs at school as well as at home or in community settings. 👁️ 💬

*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














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

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<p>DHH Itinerants Behaviors</p>	<ul style="list-style-type: none"> Attends some or all school/department team meetings, but rarely contributes to team efforts to positively impact student outcomes. 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, [e.g., special educator, Occupational Therapist (OT)/ Physical Therapist (PT), Speech Language Pathologist (SLP), etc.] rarely collaborate and/or make adjustments to lessons where applicable. Rarely builds trust among peers or contributes to an environment that is reflective of the DPS Shared Core Values. Rarely collaborates, examines or thoughtfully implements school and district policies/procedures. Rarely acts professionally or exemplifies DPS Shared Core Values and occasionally expresses disagreement tactlessly. 	<ul style="list-style-type: none"> Attends school/department team meetings, but inconsistently contributes to team efforts to positively impact student outcomes. Inconsistently shares information about students with colleagues in formal, collaborative meetings and/or informally as teachers discuss work and make instructional changes. Inconsistently collaborates with Itinerants and other educators, (e.g., special educator, OT/PT, SLP, etc.) and/or makes adjustments to lessons where applicable. Inconsistently builds trust among peers or contributes to an environment that is reflective of the DPS Shared Core Values. Inconsistently collaborates, examines or thoughtfully implements school and district policies/procedures. Sometimes acts professionally or exemplifies DPS Shared Core Values but occasionally expresses disagreement tactlessly. 	<ul style="list-style-type: none"> Consistently attends school/department team meetings and actively contributes to team efforts to positively impact student outcomes. 👁️ 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, (e.g., special educator, OT/PT, SLP, etc.) consistently collaborate and make adjustments to lessons where applicable. 💬 Consistently builds trust among peers and contributes to an environment that is reflective of the DPS Shared Core Values. 👁️💬 Consistently collaboratively examines and thoughtfully implements school and district policies/procedures. 👁️💬 Acts professionally, expresses disagreement tactfully and exemplifies DPS Shared Core Values when engaging colleagues. 👁️💬 	<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. 👁️💬

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

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

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<p>DHH Itinerants Behaviors</p>	<ul style="list-style-type: none"> • Rarely collaborates with department team or provides leadership and training in his/her professional role to make appropriate educational recommendations. • Reluctantly contributes to developing and improving his/her department. • Rarely shares his/her knowledge and skills with teams to promote student success. 	<ul style="list-style-type: none"> • Inconsistently collaborates with department team or provides leadership and training in his/her professional role to make appropriate educational recommendations. • Sometimes contributes to developing and improving his/her department. • Inconsistently shares his/her knowledge and skills with teams to promote student success. 	<ul style="list-style-type: none"> • Consistently collaborates with department team and provides leadership and training in his/her professional role to make appropriate educational recommendations.    • Consistently contributes to developing and improving his/her department.   • Consistently shares his/her knowledge and skills with teams to promote student success or improve upon systems to affect school change.   	<p><i>In addition to "Effective" and across entire caseload:</i></p> <ul style="list-style-type: none"> • Shares his/her knowledge and skills with internal and/or informal trainings.    • Contributes to department leadership through representation on additional committees and responsibilities.  • Spearheads or participates in development of departmental tools.  

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

Sources of evidence may include:

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