

# TEACHERS OF THE VISUALLY IMPAIRED (TVI) AND ORIENTATION AND MOBILITY SPECIALISTS (O&M) 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 the 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 level for the SSP.

# DPS FRAMEWORK FOR EFFECTIVE TEACHERS OF THE VISUALLY IMPAIRED (TVI) AND ORIENTATION AND MOBILITY (O&M) SPECIALISTS












| 2018-2019

ROLE	EXPECTATION	INDICATOR	
TEACHERS OF THE VISUALLY IMPAIRED (TVI) AND ORIENTATION AND MOBILITY (O&M) SPECIALISTS	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, 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 Vision/IEP/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><b>TVI &amp; O&amp;M Specialists Behaviors</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge of effective instruction of Braille, Namath Code and/or orientation and mobility skills based on student needs.</li> <li>• Fails to develop adapted material for students who are blind or have poor vision.</li> <li>• Relies on outdated technology to meet the needs of students with a visual impairment.</li> <li>• Rarely uses evidence-based practices for a variety of needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of effective instruction of Braille, including Nemeth Code, Expanded Core Curriculum and/or orientation and mobility skills based on student needs, but needs additional skill development.</li> <li>• Adapts some material for students who have a visual impairment.</li> <li>• Plans supports for some groups of students, and/or some supports do not adequately address student's needs.</li> <li>• Identifies student's areas of growth but inconsistently leverages students' strengths when planning supports.</li> <li>• Develops IEPs in compliance with the law and district policy and attempts to address students' needs.</li> <li>• Utilizes technology that is designed to meet the needs of students with a visual impairment.</li> <li>• Sometimes uses evidence-based practices for a variety of needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates effective instruction of Braille, including Nemeth Code, Expanded Core Curriculum and/or orientation and mobility skills based on student needs. </li> <li>• Effectively develops adapted material for students who have a visual impairment. </li> <li>• Effectively uses the most up-to-date technology available that is designed to meet the needs of students with a visual impairment.   </li> <li>• Effectively uses evidence-based practices for a variety of needs including hearing, autism, second language learning, Gifted and Talented, etc.</li> <li>• Collaboratively develops IEPs/Advanced Learning Plans (ALPs) in a timely manner that is responsive to all professionals working with students (Special Education, etc.)</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>• Builds capacity with DPS staff, families, and other stakeholders by training on best practices.  </li> <li>• Researches and tests new products with students, and teaches other colleagues.   </li> <li>• Individually seeks out additional professional development. </li> <li>• Leads activities and supports training to promote school/district wide competence.</li> <li>• Plans/facilitates meetings with other SSPs, etc., for the purpose of shared data collection, goal writing, progress monitoring, etc.</li> </ul>

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

**Sources of evidence may include:**

- Assessment examples and interpretation of the assessment
- Standardized tools established by the community of TVI and O&M Specialists
- State standards for the respective domains
- Individualized Education Programs (IEP) services and goals, matching student needs
- Presentations
- Planning/facilitating school/district-wide events such as parent/family outreach efforts

**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><b>TVI &amp; O&amp;M Specialists Behaviors</b></p>	<ul style="list-style-type: none"> <li>• Fails to demonstrate teaching and learning cycle in lessons (e.g., assessment, reflection, planning, instruction, etc.).</li> <li>• Does not provide services that meet student needs.</li> <li>• Does not provide adequate content knowledge for academics and social/ emotional wellness.</li> <li>• Does not adapt to the content needs of students (e.g., student is taking calculus; teacher/ specialist does not develop the necessary content knowledge).</li> <li>• Fails to develop adapted material for students who are blind or have poor vision.</li> </ul>	<ul style="list-style-type: none"> <li>• Incompletely demonstrates teaching and learning cycle in lessons (e.g., assessment, reflection, planning, instruction, etc.).</li> <li>• Provides some services that match individual needs.</li> <li>• Demonstrates some content knowledge for academics and social/emotional wellness.</li> <li>• Attempts to adapt to the content needs of students (e.g., student is taking calculus; teacher/specialist develops some necessary content knowledge).</li> <li>• Adapts some necessary material for students who are blind or have poor vision.</li> <li>• Inconsistently uses sources of data in developing action plans.</li> <li>• Sometimes lesson plans are unconnected to students' data/goals and lessons may not be rigorous.***</li> <li>• Inconsistently uses data to modify lesson material and supports.</li> <li>• Inconsistently utilizes student support plans when planning instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates the teaching and learning cycle in their lessons using data sources (e.g., assessment, reflection, planning, instruction, etc.). 📄 👁️</li> <li>• Matches services to meet individual needs, including individualized assistive technology for the visually impaired. 📄 👁️ 💬</li> <li>• Uses data to develop rigorous action plans that lead students to growth and mastery of standards.</li> <li>• Develops and implements seamless systems for student independence in the classroom.</li> <li>• Demonstrates content knowledge for academics and social/emotional wellness. 👁️ 💬</li> <li>• Uses data to tailor interventions, content, process, and/or product to meet students' needs.</li> <li>• Regularly communicates** with home/families, IEP teams and other stakeholders in their preferred mode of communication about what is learned in school. 📄 💬</li> <li>• Provides information to parents to help them build their capacity to support their child in homework and access to community agencies such as DVR, CCB and CSDB transition services and enrichment supports. 📄 💬</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>• Develops advanced content knowledge academics and social/emotional wellness, such as behavior management plans and in additional disabilities such as down syndrome, autism, deaf/blind, CP, etc. 📄 💬</li> <li>• Develops and implements seamless systems for student independence in the classroom and community, such as the student independently going to the store/ library to make a purchase or check out a resource. 💬</li> <li>• Writes grants for schools or families on behalf of students with visual impairments.</li> <li>• Assists with job opportunities, or with travel to job/community resources.</li> <li>• Regularly visits with parents in their preferred setting to evaluate students and support families. 💬</li> <li>• Plans and leads a process for students to collect and analyze personal data to identify strengths/weaknesses (academic, linguistic and behavioral) and set goals.</li> </ul>

\***Services** may include individual or group instruction, 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.

\*\*\* **Rigor** is present when students expend considerable cognitive effort and exhibit some level of struggle as they solve problems and transfer their prior understanding to new situations.

**Sources of evidence may include:**

- Assessment examples and interpretation of the assessment
- Standardized tools established by the community of TVI and O&M Specialists
- State standards for the respective domains
- IEP services and goals, matching student needs
- Progress reports, including teacher made rubric, checklist and other data collection tools
- Portfolio of work samples
- Schedules/notes regarding consultation meetings with SSPs, interventionists, parents, etc.

**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
<b>TVI &amp; O&amp;M Specialists Behaviors</b>	<ul style="list-style-type: none"> <li>Does not demonstrate understanding of differences and/or teacher/specialist insists on student assimilation to school cultures without support or respect for visual impairment.</li> <li>Does not provide representation of the culture of visual disability, community, family and/or background** in services***.</li> <li>Dismisses, ignores or inappropriately handles cultural and diversity issues.</li> </ul>	<ul style="list-style-type: none"> <li>Interacts with students with visual impairments.</li> <li>Provides limited representation of varied cultural perspectives (e.g., of visual disability, community, family, background, etc.) in services through lesson examples, curricular resources**** visuals and/or artifacts.</li> <li>Attempts to address visual impairment and diversity issues.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently interacts with students in ways that validate and respect visual impairment.  </li> <li>Represents varied cultural perspectives (e.g., of visual disability, community, family, background, etc.) in services through lesson examples, curricular resources, visuals and/or artifacts.  </li> <li>Addresses issues that reduce the negative impact of biased behaviors (should those situations arise).  </li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Encourages students, families, and schools to think critically about diverse viewpoints, equity and bias in society and/or to understand and question historic and prevailing currents of thought. </li> <li>Cultivates student ability to understand and openly discuss barriers to opportunity and equity in society.  </li> <li>Presents to community groups and/or publishes articles, etc.</li> <li>Participates in professional organizations and committees.</li> </ul>
<b>Staff, Student or Family Behaviors</b>	<ul style="list-style-type: none"> <li>Students display apathy, isolation, embarrassment or fear, indicating they do not feel comfortable and/or safe.</li> <li>Students do not make positive connections between school and personal experiences.</li> <li>Students raise cultural or diversity issues in a derogatory or dismissive way.</li> </ul>	<ul style="list-style-type: none"> <li>The level of student participation and engagement indicates that some students feel comfortable and/or safe.</li> <li>Students make occasional, positive connections between school and personal experiences.</li> <li>Some students recognize, discuss and/or acknowledge cultural perspectives other than their own.</li> <li>Students utilize native languages.</li> </ul>	<ul style="list-style-type: none"> <li>High level of student participation and engagement (e.g., body language, attention, interest, etc.) indicates that students feel comfortable and safe. </li> <li>Students are secure being themselves, evidenced in sharing, interests, viewpoints and/or personal experiences.   </li> <li>Students recognize, discuss and/or acknowledge visual impairments other than their own.   </li> </ul>	<ul style="list-style-type: none"> <li>Students explore and share their perspectives as a person with a visual impairment. </li> <li>Students present at school assemblies, conferences, etc.</li> <li>Students describe eye condition to school personnel.</li> </ul>

\***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** 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.

\*\*\***Services** may include individual or group 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 towards 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.*

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## **INDICATOR 2.A** *(Continued from previous page)*

### **Sources of evidence *may* include:**

- Observation during lessons, services and IEP meetings
- Lesson and unit plans that indicate the instructional task or types of questions used
- Field experience and curriculum materials that indicate cultural responsiveness
- Lessons around empowerment and self-advocacy
- Instructional materials that reference or indicate diversity
- Expanded Core Curriculum (ECC) is referenced when developing units of study and lesson materials
- Published articles or conference presentation.

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

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<b>TVI &amp; O&amp;M Specialists Behaviors</b>	<ul style="list-style-type: none"> <li>Rarely teaches self-advocacy, critical thinking and/or problem solving skills.</li> <li>Fails to state expectations for student behavior, so responses to inappropriate behavior seem random.</li> <li>Rarely responds to inappropriate behavior, is respectful of student dignity/ cultural differences and/ or is sensitive to student needs (including any disability).</li> <li>Does not establish rituals and routines, resulting in mishandling of resources* and/or loss of instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally teaches self-advocacy, critical thinking and/or problem solving skills.</li> <li>Inconsistently states or applies expectations for student behavior.</li> <li>Inconsistently responds to inappropriate behavior, is respectful of student dignity/ cultural differences and/or is sensitive to student needs (including any disability).</li> <li>Inconsistently establishes rituals and routines that are somewhat clear to students; teacher/specialist needs to remind students of these routines, resulting in occasional mishandling of resources and/or loss of instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently and explicitly teaches self-advocacy, critical thinking and/or problem solving skills. 📄 👁️</li> <li>Clearly teaches and consistently communicates high expectations for student behavior. 📄 👁️ 💬</li> <li>Responds to inappropriate behavior in an equitable manner, is respectful of student dignity and is sensitive to student needs (including any disability). 💬</li> <li>Establishes clear rituals and routines to make transitions and handling of resources efficient, thus maximizing instructional time. 👁️</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Does not need to provide reminders to handle groups, transitions and resources because students have internalized procedures and routines. 👁️</li> <li>Provides self-advocacy instruction in all interactions with students. 👁️ 💬</li> <li>Providing instruction to families for advocating on their student's behalf.</li> <li>Teaches families about how students can advocate for themselves.</li> </ul>
<b>Staff, Student or Family Behaviors</b>	<ul style="list-style-type: none"> <li>Few students exhibit appropriate behavior and/or do not change their behavior when prompted by the teacher/specialist.</li> <li>Students display anger, embarrassment, sadness or fear due to teacher's/specialist's disrespectful or unfair response to their behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Some students exhibit appropriate behavior while others change their behavior when prompted multiple times by the teacher/specialist.</li> <li>Students follow rituals and routines with prompting from the teacher/specialist.</li> </ul>	<ul style="list-style-type: none"> <li>Most students exhibit appropriate behavior, while others immediately change their behavior when prompted by the teacher/specialist. 👁️</li> <li>Students follow rituals and routines with minimal prompting by the teacher/specialist. 👁️</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Students self-manage their behavior. 👁️</li> <li>Students prompt each other to follow rituals and routines. 👁️</li> <li>Students demonstrate strong self-advocacy and problem-solving skills in their learning environments as a result of provider support. 👁️</li> <li>Families demonstrate growth in participation for positive outcomes for their students.</li> </ul>

\*Resources can be anything that is utilized to assist students in progress towards 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:**

- Observation during lessons, services\*\* and IEP meetings
- Lesson and unit plans that indicate the instructional task or types of questions used
- Field experience and curriculum materials that indicate cultural responsiveness
- Lessons around empowerment and self-advocacy
- Instructional materials that reference or indicate diversity\*\*\*
- ECC is referenced when developing units of study and lesson materials
- Communication with families (logs, texts, emails, phone, etc.)
- Surveys with families
- Homework participation by families

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**INDICATOR 2.B** *(Continued from previous page)*

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

**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
<b>TVI &amp; O&amp;M Specialists Behaviors</b>	<ul style="list-style-type: none"> <li>Does not provide adaptations and modifications for students who are visually impaired.</li> <li>Does not demonstrate knowledge of district and state assessments and the accommodations needed for students to access those assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently determines eligibility for SPED Vision services using only CDE regulations and eligibility criteria, including a valid eye exam from a medical doctor in a consistent, unbiased manner.</li> <li>Provides some adaptations and modifications for students who are visually impaired, but neglects others.</li> <li>Demonstrates knowledge of district and state assessments and the accommodations needed for students to access those assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Determines eligibility for SPED Vision Services using only CDE regulations and eligibility criteria, including a valid eye exam from a medical doctor in a consistent, unbiased manner.</li> <li>Makes decisions about appropriate adaptations and modifications for students who are visually impaired based on knowledge of curriculum, current best practices and individualized student needs determined from the body of evidence provided in the assessment. 📄 👁️ 💬</li> <li>Demonstrates effective understanding of district and state assessments and the accommodations needed for students to access those assessments. 📄</li> <li>Collaborates with the school team to develop and carry out a comprehensive educational plan that allows for cross-disciplinary carry over of skills.</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Provides additional student support services that exceed the level of services, such as teaching additional skills from the Expanded Core Curriculum for Students with Visual Impairments, as outlined in the IEPs. 📄 👁️ 💬</li> <li>Mentors and supports school teams or others in understanding their responsibilities under Family Education Rights and Privacy Act (FERPA) and Colorado Open Records Act (CORA) <a href="https://ssl.gstatic.com/s2/profiles/images/silhouette96.png">https://ssl.gstatic.com/s2/profiles/images/silhouette96.png</a> requirements. 💬</li> <li>Seeks additional information about a specific content area to expand knowledge base (i.e. calculus).</li> </ul>
<b>Staff, Student or Family Behaviors</b>	<ul style="list-style-type: none"> <li>Students are not accessing academic material with accommodations.</li> <li>Staff and/or students cannot identify school teachers/specialists.</li> <li>Staff questions whether instructional services have been delivered as outlined in student IEPs.</li> </ul>	<ul style="list-style-type: none"> <li>Students are mostly accessing academic material with proper accommodations.</li> <li>Staff can identify school teachers/specialists; however, are unsure of instruction times or student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Students are accessing academic material with proper accommodations.</li> <li>Students are demonstrating targeted skills on the Expanded Core Curriculum for Students with Visual Impairments as identified on their IEPs. 👁️ 💬</li> <li>Staff, students, and families display a positive relationship with teachers/ specialists and have complete knowledge of services being provided. 👁️ 💬</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Staff consistently seeks out teachers/specialists for feedback or additional recommendations, and can communicate same to additional school staff or home caregivers. 👁️ 💬</li> <li>Students, families, and staff explain the services provided and skills taught to other staff and community members.</li> </ul>

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

**Sources of evidence may include:**

- Student Evaluation and Present Level of Performance Reports
- Classroom observations
- Resource library, materials and reference used to conduct the assessments
- Student IEPs goals and accommodations/modifications; services on IEPs reflective of the needs of the students
- Interprets district and state assessments in Evaluation Reports; communication that indicates advocacy in understanding assessment bias for students with a visual impairment

**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
<p><b>TVI &amp; O&amp;M Specialists Behaviors</b></p>	<ul style="list-style-type: none"> <li>Rarely develops instruction or plans materials based on student performance using current and thorough Functional Vision Assessment (FVA), Learning Media Assessment (LMA) and Expanded Core Curriculum (ECC) assessments.</li> <li>Does not provide body of evidence, or provides inadequate body of evidence, for the IEP team and other professionals.</li> <li>Does not provide evidence of best scientific practices when assessing and planning for instruction for visually impaired students.</li> <li>Does not provide an interpretation of the body of evidence for the IEP team and/or other professionals.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently determines eligibility using only CDE regulations and eligibility criteria, including a valid eye exam from a medical doctor in a consistent, unbiased manner.</li> <li>Inconsistently develops instruction or plans materials based on student performance using current and thorough FVA, LMA and ECC assessments.</li> <li>Uses few sources to evaluate present levels of performance and planned instruction.</li> <li>Demonstrates some evidence of best scientific practices when assessing and planning for instruction for visually impaired students.</li> <li>Provides an unclear and/or incomplete interpretation of the body of evidence for the IEP team and other professionals.</li> </ul>	<ul style="list-style-type: none"> <li>Determines eligibility using only CDE regulations and eligibility criteria, including a valid eye exam from a medical doctor in a consistent, unbiased manner.</li> <li>Consistently develops instruction and plans materials based on student performance using current and thorough FVA, LMA, ECC and/or O&amp;M assessments. 📄💬</li> <li>Uses multiple sources to evaluate present levels of performance and plan instruction (e.g., doctors eye reports, criterion referenced materials, curriculum based assessments, etc.). 📄💬</li> <li>Demonstrates evidence of best scientific practices when assessing and planning for instruction for visually impaired students (e.g., specific curriculum, teaching techniques, use of technology, etc.). 📄💬</li> <li>Clearly interprets and explains the body of evidence for the IEP team and other professionals. 📄💬</li> <li>Effectively communicates the needs of students with a visual impairment with regards to the body of evidence collections (e.g., works with the teachers to determine cognitive levels when traditional measures are biased towards students with visual impairment).</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Uses instructional design techniques (e.g., backwards and universal design) to effectively meet students' needs across the curriculum, both at school, at home, and in the community. 📄💬</li> <li>Researches and tests new data collection methods, and shares with colleagues. 📄💬</li> </ul>
<p><b>Staff, Student or Family Behaviors</b></p>	<ul style="list-style-type: none"> <li>Special education teams report and provide documentation that a teacher/specialist is not providing appropriate assessment data to support eligibility decisions.</li> <li>Students are not able to state their own educational goals.</li> <li>Students do not use O&amp;M techniques to travel safely in the school environments.</li> </ul>	<ul style="list-style-type: none"> <li>Staff is sometimes able to articulate the areas in which a teacher/specialist assessed the student; however are not clear about student eligibility for services and/or how the areas of concern are impacting the student.</li> <li>Students are sometimes able to state their own educational goals.</li> <li>Students mostly use O&amp;M techniques to travel safely in the school environments.</li> </ul>	<ul style="list-style-type: none"> <li>Staff is able to articulate the impact of student identified communication** needs, the goals/objectives that a teacher/specialist is working on and the services the students are receiving. 📄👁️💬</li> <li>Students and families understand the use of multiple data sources as relevant to student care. 👁️💬</li> <li>Students are able to state their own educational goals. 👁️</li> <li>Students demonstrate an understanding of their strengths and weaknesses. 👁️</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Staff and families are working collectively on goals and objectives that are written from a trans-disciplinary perspective. 📄</li> <li>Students and families participate in the design of the plan of care. 👁️</li> <li>Plans and leads a process for students to collect and analyze personal data to identify strengths/weaknesses (academic, linguistic and behavioral) and set goals.</li> </ul>

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### **INDICATOR 3.B** *(Continued from previous page)*

\***Services** may include individual or group instruction, 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:**

- Student Evaluation and Present Level of Performance Reports
- Classroom observations
- Resource library, materials and reference used to conduct the assessments
- Student IEPs goals and accommodations/modifications; services on IEPs reflective of the needs of the students
- Interprets district and state assessments in Evaluation Reports; communication that indicates advocacy in understanding assessment bias for students with a visual impairment
- Medical eye exam reports
- SPED eligibility forms for a Visual Impairment
- Progress monitoring reports (Enrich, EZ med, etc.)
- Student's work with has been scored and/or reviewed with other teachers
- Organized data analysis (electronic and/or printed, such as: Google spreadsheets/forms, Excel spreadsheets, binders, etc.)
- Action plans with notes/progress records
- Schedules/notes regarding consultation meetings with special educators, classroom teachers, interventionists, parents, etc.

**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, schools and the district.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<b>TVI &amp; O&amp;M Specialists Behaviors</b>	<ul style="list-style-type: none"> <li>Has limited understanding of appropriate service documentation and student performance data.</li> <li>Rarely utilizes performance data to inform decisions related to intervention strategy selection and use.</li> <li>Rarely maintains daily intervention documentation.</li> <li>Rarely maintains student performance progress data.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes understands the role of appropriate service documentation and student performance data.</li> <li>Sometimes uses performance data to modify intervention strategies based on the data and/or is inconsistent in the process.</li> <li>May be utilizing minimal sources of data to modify intervention strategies.</li> <li>Maintains basic daily intervention documentation.</li> <li>Completes student progress reports.</li> </ul>	<ul style="list-style-type: none"> <li>Provides services in alignment with student IEPs. 📄 👁️ 💬</li> <li>Regularly monitors the effectiveness of interventions and modifies as needed to improve student performance based upon multiple data sources. 📄 👁️ 💬</li> <li>Maintains intervention notes that include appropriate functional progress data toward goals. 📄 👁️ 💬</li> <li>Plans and assists team in preparing students for transitions throughout their education, as well as post-secondary outcomes. 📄 👁️ 💬</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Collaborates with school team to gather data related to generalization of skills across learning environments and community. 📄 👁️ 💬</li> <li>Consistently provides intervention notes to staff and families that include appropriate functional progress data toward goals. 💬</li> </ul>
<b>Staff, Student or Family Behaviors</b>	<ul style="list-style-type: none"> <li>Staff is not provided with any information regarding student growth.</li> <li>Students are not meeting goals and objectives or making measurable growth.</li> <li>Students and/or families rarely participate in discussions about progress.</li> </ul>	<ul style="list-style-type: none"> <li>Staff and families are provided with progress reports one or two times per year.</li> <li>Students are making moderate progress towards meeting their goals and objectives.</li> <li>Students and/or families occasionally participate in discussions about progress.</li> </ul>	<ul style="list-style-type: none"> <li>Staff and families understand and utilize information from progress reports. 💬</li> <li>Students are making substantial progress towards meeting their goals and objectives. 📄 💬</li> <li>Students and/or families regularly participate in discussions about progress. 👁️ 💬</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Staff and families can independently utilize progress monitoring forms and are consistently documenting progress. 📄</li> <li>Students monitor their own progress.</li> <li>Students, teachers, and families identify when adjustments to services are necessary based on students' progress. 👁️ 💬</li> </ul>









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

**Sources of evidence may include:**

- Student Evaluation and Present Level of Performance Reports
- Classroom observations
- Resource library, materials and reference used to conduct the assessments
- Student IEPs goals and accommodations/modifications; services on IEPs reflective of the needs of the students
- Interpretation of district and state assessments in Evaluation Reports
- Communication\*\* that indicates advocacy in understanding assessment bias for students with a visual impairment

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

**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
<b>TVI &amp; O&amp;M Specialists Behaviors</b>	<ul style="list-style-type: none"> <li>Does not keep current on the use of technology available to students with visual impairment, and technology is not used to adapt materials for students.</li> <li>Rarely appropriately identifies or utilizes assistive technology or adaptive equipment to improve student functional performance.</li> <li>Rarely collaborates with school teams to identify appropriate technology and adaptive equipment.</li> <li>Ineffectively supports staff through instruction on the proper use of assistive technology and adaptive equipment.</li> <li>Rarely identifies assistive technology and adaptive equipment needs of students in IEPs.</li> </ul>	<ul style="list-style-type: none"> <li>Keeps fairly current on the use of technology available to students with visual impairment, and sometimes uses technology to adapt materials for these students.</li> <li>Utilizes basic adaptive equipment and assistive technology options to support student functional participation.</li> <li>Sometimes collaborates with school teams to identify appropriate technology and adaptive equipment.</li> <li>Inconsistently supports staff through instruction on the proper use of assistive technology and adaptive equipment.</li> <li>Inconsistently identifies assistive technology and adaptive equipment needs of students in IEPs.</li> </ul>	<ul style="list-style-type: none"> <li>Keeps current on the use of technology available to students with visual impairment, and uses technology to adapt materials for these students. </li> <li>Utilizes appropriate low- and high-tech assistive technology and adaptive equipment options to maximize student functional participation. </li> <li>Collaborates with school teams to identify appropriate technology and adaptive equipment. </li> <li>Supports staff through instruction on the proper use of assistive technology and adaptive equipment. </li> <li>Identifies assistive technology and adaptive equipment needs of students in IEPs. </li> <li>Assists with maintaining equipment and providing information and support as needed for families to acquire assistive technology and adaptive equipment for use at home or in the community.</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Uses and researches cutting edge technology for use with students. </li> <li>Individually seeks out additional training on new assistive technology. </li> <li>Builds capacity of TVIs/COMS, staff, and families by providing or arranging training on assistive technology.</li> <li>Researches and tests new assistive technology products with students, and teaches other colleagues.</li> </ul>
<b>Staff, Student or Family Behaviors</b>	<ul style="list-style-type: none"> <li>Students are not able to use assistive technology or adaptive equipment to complete classroom assignments.</li> </ul>	<ul style="list-style-type: none"> <li>Students are sometimes able to use assistive technology or adaptive equipment to complete classroom assignments.</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to use assistive technology or adaptive equipment to complete classroom assignments. </li> </ul>	<ul style="list-style-type: none"> <li>Students are able to explain and instruct staff, family, and community members on use of their assistive technology.</li> </ul>

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

**Sources of evidence may include:**

- Student Evaluation and Present Level of Performance Reports
- Classroom observations
- Resource library, materials and references used to conduct the assessments
- Units of study and lesson plans
- Progress reports on IEP goals
- Training presentations

**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><b>TVI &amp; O&amp;M Specialists Behaviors</b></p>	<ul style="list-style-type: none"> <li>• Rarely reflects on the effectiveness of services*.</li> <li>• Rarely asks for or is receptive to feedback.</li> <li>• Demonstrates minimal improvement despite valuable feedback/coaching.</li> <li>• Rarely acknowledges, in a safe environment, own biases/limitations impacting practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently reflects on the effectiveness of services; insights and/or changes in practice are limited.</li> <li>• Sometimes asks for or is receptive to feedback.</li> <li>• Inconsistently shifts practice in response to valuable feedback.</li> <li>• Examines own biases/perceptions/pedagogical practices to understand how he/she may be impacting his/her professional practice, service delivery and instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently reflects on the effectiveness of services (e.g., methodology, pacing, differentiation, etc.) to guide future service planning/delivery.  </li> <li>• Asks for and is consistently open to feedback.  </li> <li>• Consistently shifts services after receiving valuable feedback from others to increase their effectiveness.  </li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>• Actively solicits and acts on feedback from multiple sources.</li> <li>• Helps to lead or develop competence practices in the area of visual impairments.</li> <li>• Uses feedback and experience to mentor other special service providers and teachers who work with students who have visual impairments.</li> <li>• Models self-reflection for others, encouraging a culture of improvement.</li> <li>• Helps to lead or develop cultural competence practices.</li> </ul>

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

**Sources of evidence may include:**

- Progress reports on IEP goals
- Unit and lesson plans changes over time
- Professional Growth Plans; Professional Development (PD) course certificates
- Class or instruction rituals and routines
- Feedback from principals, co-workers and students
- Observations in staff/team meetings and IEP meetings
- APH Field trials
- In-services provided to schools
- Reflections from leadership development opportunities
- Data cycle forms/files

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

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<p><b>TVI &amp; O&amp;M Specialists Behaviors</b></p>	<ul style="list-style-type: none"> <li>Rarely reflects on individual performance data.</li> <li>Attends required professional development activities but rarely participates.</li> <li>Rarely sets professional development goals related to profession.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes reflects on individual performance data when requested, and/or inconsistently prioritizes personal learning.</li> <li>Sometimes participates in professional learning activities within the school, but inconsistently applies beneficial strategies.</li> <li>Sets professional development goals based on personal interest instead of on current research and/or areas of student's highest needs.</li> </ul>	<ul style="list-style-type: none"> <li>Reflects on individual performance data and takes ownership of professional learning needs by self-identifying learning opportunities that support personal growth.  </li> <li>Actively participates in professional learning activities within the school, district and/or other organizations and implements the knowledge gained from these opportunities.   </li> <li>Sets prioritized professional development goals based on current research and areas of student's highest needs.   </li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Contributes to a culture of inquiry by sharing effective, evidence-based practices or professional literature/research and engaging in departmental discussions related to problems of practice.  </li> <li>Pursues professional development opportunities in areas outside of the vision field to better one's general effectiveness as a well-rounded teacher and leader.</li> </ul>

**Sources of evidence may include:**

- Progress reports on IEP goals
- Unit and lesson plans changes over time
- Professional Growth Plans; PD course certificates
- Class or instruction rituals and routines
- Feedback from principals, co-workers, classroom teachers and students
- Observations in staff/team meetings and IEP meetings
- Data cycle forms/files
- Reflections from leadership development opportunities



**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
<b>TVI &amp; O&amp;M Specialists Behaviors</b>	<ul style="list-style-type: none"> <li>• Rarely communicates* with families and/or communicates about students in formats that are accessible to families.</li> <li>• Rarely engages in dialogue with families.</li> <li>• Rarely shares and/or advocates individualized student needs within the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently communicates with families about services**.</li> <li>• Inconsistently engages in meaningful, constructive dialogue with families where information is respectfully shared for the purpose of improving student growth.</li> <li>• Inconsistently shares and/or advocates individualized student needs within the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently communicates in a timely, user-friendly manner (including digitally and in a variety of languages if feasible) to students and families about instructional programs, assessments and student progress/achievement and providing supportive materials for home use. 📄 👁️ 💬</li> <li>• Provides supportive materials for home use.</li> <li>• Consistently engages in meaningful constructive dialogue with families where information is respectfully shared for the purpose of improving student growth. 📄 👁️ 💬</li> <li>• Advocates for individualized student needs within the school community. 📄 👁️ 💬</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>• Establishes ongoing collaborative relationships and methods of communication with key stakeholders in the lives of students, with a focus on improving student outcomes, such as job sites, home visits and medical personnel (based upon family input). 📄 👁️ 💬</li> <li>• Puts additional structures in place to regularly involve families in improving student access to instruction, such as having families participate in/observe lessons and attend outings. 💬</li> <li>• Advocates for school-wide structural and/or process changes to meet the needs of a diverse student, family and community population to achieve equity through in-service professional development. 💬</li> <li>• Seeks out and implements opportunities for the expanded core curriculum with the school, families and the community.</li> <li>• Collaborates with outside agencies for additional services, such as Division of Vocational Rehabilitation, low vision clinics, ophthalmology appointments, and child find referrals.</li> </ul>






















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

**Sources of evidence may include:**

- Observations in staff/team meetings and IEP meetings
- Participation in Division leadership and PD courses
- Feedback from school principals and colleagues
- Feedback from students
- Teacher/team created parent and/or school culture surveys
- Meeting minutes, notes, schedules from various school activities, parent or community groups
- Online communications about homework, upcoming assessments/class projects, students' progress (testing, voicemail, social networks, online collaborations, open educational resources, etc.)
- Home visits
- Provides opportunities to meet with families at times convenient for parents
- Home phone calls/conference logs and/or communications on how parents can support and out of classroom
- Documented individual meetings with students/parents
- Is skillful and respectful when discussing sensitive topics with students/families
- Special event creation and/or participation
- Bringing in community resources and real-world connections to advance students' career and college readiness (e.g. Career Fairs, promoting internship programs, organizing tutoring, college visits, etc.)

**INDICATOR 5.B:** Collaborates with Vision/IEP/school teams to positively impact student outcomes.











Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<p><b>TVI &amp; O&amp;M Specialists Behaviors</b></p>	<ul style="list-style-type: none"> <li>Attends staffing team meetings at school sites but is indifferent/inattentive to information shared and/or is rarely an active participant.</li> <li>Works in isolation and/or rarely shares information about students.</li> <li>Infrequently collaborates with educational teachers when school time is provided and rarely makes instructional changes.</li> <li>Rarely engages when provided opportunities to contribute to school climate and cultures.</li> <li>Regularly disregards school and/or district policies/ procedures.</li> <li>Often demonstrates inflexibility in dealing with issues and people.</li> </ul>	<ul style="list-style-type: none"> <li>Attends team meetings; is usually attentive and conveys interest, but inconsistently contributes to team efforts.</li> <li>Inconsistently shares and/or receives information about students.</li> <li>Sometimes collaborates, when appropriate, with others to meet the needs of students and/or inconsistently makes instructional changes.</li> <li>Shows inconsistent attendance and performance that limits building trust among peers or an environment that is reflective of the DPS Shared Core Values.</li> <li>Inconsistently adheres to school and district policies/procedures.</li> <li>Inconsistently acts professionally or occasionally expresses disagreement in an unproductive manner.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently attends school vision/IEP/school meetings and actively contributes to team efforts to positively impact student outcomes.  </li> <li>Shares information about students with colleagues in formal collaborative meetings, or informally as teams discuss their work.   </li> <li>Consistently leverages what is learned in collaboration with other educators (e.g., classroom teacher, SSP, SPED partners, other special educators, Gifted and Talented (GT) teacher, English Language Acquisition (ELA) teacher, etc.) to make instructional changes.   </li> <li>Builds trust amongst peers and contributes to an environment that is reflective of the DPS Shared Core Values by consistent attendance, communication* and participation at school and with their department.  </li> <li>Collaboratively examines and thoughtfully implements school and district policies/procedures.   </li> <li>Acts professionally, expresses disagreement tactfully and exemplifies DPS Shared Core Values when engaging colleagues.   </li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Builds team capacity and drives team effectiveness, such as presenting best practices and sharing professional development.  </li> <li>Clear leader among peers and stakeholders by taking on/volunteering for additional responsibilities outside of his/her general scope of work. </li> <li>Creates and actively seeks opportunities that contribute to a positive school climate and equality for students with a visual impairment, including providing support and resources (for visually impaired students) that also positively impact students without a visual impairment.  </li> </ul>

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

**Sources of evidence may include:**

- Observations in staff/team meetings and IEP meetings, meeting minutes, notes, schedules, online communities of practice, etc.
- Participation in Division leadership and PD courses
- Feedback from school principals and colleagues
- Feedback from students
- Co-planning documents (e.g., emails, Google docs with comments, co-written lesson plans, etc.)

**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><b>TVI &amp; O&amp;M Specialists Behaviors</b></p>	<ul style="list-style-type: none"> <li>• Rarely takes an active part in defining his/her role.</li> <li>• Rarely engages educators in learning opportunities.</li> <li>• Rarely takes ownership of difficult issues with the school leadership team.</li> </ul>	<ul style="list-style-type: none"> <li>• Role is clearly defined but impact is below expectations.</li> <li>• Inconsistently provides learning opportunities to build capacity that may lead to growth in educator capabilities.</li> <li>• Sometimes works with the school leadership team.</li> <li>• Supports some peers/paraprofessionals in reaching their goals.</li> <li>• Provides disjointed learning opportunities that may not lead to teacher growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly defines role and scope of work in collaboration with school leadership to support relevant Vision Department goals and student IEP goals.  </li> <li>• Consistently provides learning opportunities to build capacity that leads to growth of educator capabilities by providing resources, best practices and examples of visually appropriate adaptations.  </li> <li>• Works in collaboration with the school leadership team to design, implement and/or improve upon systems to affect school change that increases the student's independence.  </li> <li>• Supports peers and paraprofessionals in attaining goals set forth in their professional learning.</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>• Collaborates and consults with colleagues to help them become effective leaders, and advocates for students with visual impairments.  </li> <li>• Models effective roll-out of school/district initiatives such as testing accommodations, new curriculum, assistive technology, etc. and actively encourages other educators to share ownership.</li> <li>• Builds capacity among colleagues to deconstruct and reconstruct social and cultural frameworks to promote greater equity, such as cross-training with other SSPs. </li> <li>• Seeks opportunities to build school cultures reflective of the DPS Shared Core Values, as well as building/supporting the culture of individuals with a visual impairment. </li> </ul>

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

**Sources of evidence may include:**

- Observations in staff/team meetings and IEP meetings
- Participation in Division leadership and PD courses
- Feedback from school principals and colleagues
- Feedback from students
- School transcripts of attendance at meetings
- Mentoring/support records
- Meeting minutes, notes and schedules from after school activities
- Blogs, articles, PD plans, presentations, professional organization memberships