

SCHOOL PSYCHOLOGISTS (SP) & SCHOOL SOCIAL WORKERS (SW) 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 School 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 SSP's role. The SSP and evaluator use the framework to gather a preponderance of evidence on the SSP's 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	
SCHOOL PSYCHOLOGISTS (SP) & SOCIAL WORKERS (SW)	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 toward achieving academic standards, social and emotional goals of students, schools and the district. 
	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, school, 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
SP & SW Behaviors	<ul style="list-style-type: none"> Rarely identifies and/or utilizes evidence-based practices and resources** to obtain relevant current research. Rarely designs and/or incorporates evidence-based practices into services, which are appropriately aligned to student and/or school needs. Demonstrates limited understanding of developmental benchmarks and atypical development. 	<ul style="list-style-type: none"> Inconsistently identifies and/or utilizes resources of appropriate evidence-based practices to support the social, emotional and academic growth of students. Usually designs and incorporates evidence-based practices into services, which are appropriately aligned to student and/or school needs. Sometimes demonstrates an understanding of typical vs. atypical development to guide services. 	<ul style="list-style-type: none"> Consistently identifies and utilizes resources of appropriate evidence-based practices to support the social, emotional and academic growth of students. 📄 Consistently designs and incorporates evidence-based practices into services, which are appropriately aligned to student and/or school needs. 📄💬 Consistently demonstrates understanding of typical vs. atypical development to implement services. 📄 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Reports their own results to colleagues and supervisors to add to the discussion of evidence-based practices. 💬




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

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

Sources of evidence may include:

- Pre- and post-data on assessments and interventions
- Individual and group interventions with developmentally appropriate activities
- Student assessments
- Individualized Education Programs (IEPs), multi-disciplinary or evaluative reports and/or Present Level of Performance (PLOP) or 504 Plans
- Certificate of attendance for Professional Development (PD) courses
- Evaluative data on presentation for Staff and Faculty
- Outlines and data from group or classroom intervention
- Data demonstrating the effectiveness of a group or classroom intervention
- Professional development activities provided to staff or parents
- Functional Behavior Assessment/Behavior Improvement Plan (FBA/BIP) data

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
SP & SW Behaviors	<ul style="list-style-type: none"> Rarely identifies barriers to learning, including those related to the home, school and community and/or their impact on student mental health. Does not support or implement strategies to coordinate information or provide resources** to promote improved student participation in the home, school and community. 	<ul style="list-style-type: none"> Inconsistently identifies barriers to learning, including those related to the home, school and community and/or their impact on student mental health. Inconsistently designs, provides and shares with educational team services, adaptations and modifications in order to support student and achievement of school goals. 	<ul style="list-style-type: none"> Consistently collaborates with and provides resources to the educational team and student families to reduce barriers and support student achievement across home, school and community environments.  Consistently seeks solutions and consults with team members to provide clear instruction about interventions and adaptations to classroom teachers to reduce student barriers to learning and increase access to the curriculum.  	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Demonstrates that community and other DPS resources are being utilized to increase effectiveness of services. Assumes leadership role when participating with educational team and families. 

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

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

Sources of evidence may include:

- Well maintained list of community resources with contact information
- Participation in meeting with community stakeholders e.g., Parent Teacher Student Association (PTSA) or parents' school meetings
- Log of resources provided to parents and families
- Individual and group intervention with developmentally appropriate activities
- IEPs, multi-disciplinary report and/or PLOP or 504 Plans
- Consultation Records and Reports
- Data demonstrating the effectiveness of a group or classroom intervention and/or community resources
- Professional development activities provided to staff or parents
- Evidence of participation in school leadership teams
- Results of parent satisfaction survey

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
SP & SW Behaviors	<ul style="list-style-type: none"> Rarely takes culture and diversity into account. Does not demonstrate understanding of differences between native and school culture; native language is discouraged and/or they insist on student assimilation to school culture without support or respect for native cultures. Does not provide representation of student cultures, the culture of disability, community, family and/or background** in services***. Dismisses, ignores or inappropriately handles cultural and diversity issues. 	<ul style="list-style-type: none"> Inconsistently takes culture and diversity into account. Interacts with students in ways that accept student cultural preferences and native languages that may be different from their own. Limited evidence of student cultures, the culture of disability, community, family and/or background is present in services. Attempts to address cultural and diversity issues. 	<ul style="list-style-type: none"> Consistently takes culture and diversity into account when delivering interventions and assessments. 🗨️ Interacts with students in ways that validate, respect and encourage their cultural preferences and native languages that may be different from their own. 🗨️ Varied cultural perspectives (e.g., student cultures, the culture of disability, community, family, background, etc.) are represented in services through lesson examples, curricular resources****, visuals and/or artifacts. 📄 🖥️ Addresses cultural and diversity issues in ways that reduce the negative impact of biased behaviors, should those situations arise. 👁️ 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Is a leader in best practices for ensuring culture and diversity are accounted for in interventions and assessments. 🗨️ Cultivates student ability to understand and openly discuss drivers of, and barriers to, opportunity and equity in society. 🗨️
Staff, Student or Family Behaviors	<ul style="list-style-type: none"> Students display apathy, isolation, embarrassment or fear, indicating they do not feel comfortable and/or safe. Students do not make positive connections between school and personal experiences. Students raise cultural or diversity issues in a derogatory or dismissive way. 	<ul style="list-style-type: none"> The level of student participation and engagement indicates that some students feel comfortable and/or safe. Students make occasional, positive connections between school and personal experiences. Some students recognize, discuss and/or acknowledge cultural perspectives other than their own. Students utilize native languages. 	<ul style="list-style-type: none"> High level of student participation and engagement (e.g., body language, attention, interest, etc.) indicates that students feel comfortable and safe. 🗨️ Students are secure being themselves, evidenced in sharing artifacts from home, interests, viewpoints and/or personal experiences. 👁️ 🗨️ Students recognize, discuss and/or acknowledge cultural perspectives other than their own. 👁️ 🗨️ Students intentionally utilize native languages to enhance their learning. 👁️ 🗨️ 	<ul style="list-style-type: none"> Students explore, share and apply their cultural perspectives. 👁️ 🗨️

***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.

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

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




















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

Sources of evidence *may* include:

- Utilization of school wide data to implement intervention [Healthy Kids Colorado Survey (HKCS), Principal Portal, Infinite Campus (IC), etc.]
- Social/emotional universal screening data
- IEPs, multi-disciplinary report and/or PLOP or 504 Plans
- Data from implementation of Gay Straight Alliance
- School climate survey
- Provides PD courses on diversity
- Parent or student survey on effectiveness of resources provided
- Development of parent newsletter/website
- Participate in parent group
- Results of group/classroom interventions
- Development of school resource guide
- Facilities effective Multi-Tiered System of Supports (MTSS) or Student Intervention Team (SIT)
- School wide bully prevention effectiveness data
- FBA/BIP data
- IEPs goal data

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

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
SP & SW Behaviors	<ul style="list-style-type: none"> Rarely teaches self-advocacy, critical thinking and/or problem solving skills. Expectations for student behavior are not stated and responses to inappropriate behavior seem random. Focuses only on correcting inappropriate behavior of students or only on nurturing of students. Responses to inappropriate behavior are ineffective or inequitable and do not respect student dignity. Rituals and routines do not exist resulting in mishandling of resources* and/or loss of instructional/assessment time. 	<ul style="list-style-type: none"> Occasionally teaches self-advocacy, critical thinking and/or problem solving skills. Expectations for student behavior are either inconsistently stated or applied. Focuses on inappropriate behavior of students but occasionally recognizes positive behavior. Some responses to inappropriate behavior are ineffective or inequitable from student to student but effort is made to respect student dignity. Rituals and routines are somewhat clear to students; they need to remind students of these routines, resulting in occasional mishandling of resources and/or loss of instructional/assessment time. 	<ul style="list-style-type: none"> Consistently and explicitly teaches self-advocacy, critical thinking and/or problem solving skills.  High expectations for student behavior are clearly taught, consistently communicated and equitably applied to all students.  Focuses on the positive behavior of students and intentionally recognizes positive behavior to reinforce expectations.   Responses to inappropriate behavior are equitable, respect student dignity/cultural differences and are sensitive to student needs.   Clear rituals and routines make transitions and handling of resources efficient, maximizing instructional/assessment time.   	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Provides minimal management or reminders to handle groups, transitions and resources because students have internalized procedures and routines.   Self-advocacy instruction is present in all interactions with students. 
Staff, Student or Family Behaviors	<ul style="list-style-type: none"> Students rarely follow classroom rituals and routines. Students rarely demonstrate understanding of expectations for behavior. 	<ul style="list-style-type: none"> Students follow classroom rituals and routines with prompting. Students inconsistently demonstrate understanding of expectations for behavior. 	<ul style="list-style-type: none"> Students follow rituals and routines with prompting.   Students can demonstrate understanding of expectations for behavior.  	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Students self-manage their behavior and provide feedback on others' behavior.   Students prompt each other to follow rituals and routines.   Students demonstrate strong self-advocacy and problem-solving skills in their learning environments. 

*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:

- Utilization of school wide data to implement intervention (HKCS, Principal Portal, IC, etc.)
- IEPs, multi-disciplinary report and/or PLOP or 504 Plans
- Social-emotional universal screening data
- School climate survey
- Parent or student survey on effectiveness of resources provided
- Development of parent newsletter/website
- Participate in parent group
- Results of group/classroom interventions
- Development of school resource guide

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
SP & SW Behaviors	<ul style="list-style-type: none"> Rarely modifies, adapts and/or provides services related to IEPs, 504 Plans and other federal/state/local practices. Rarely demonstrates an understanding of IEPs, 504 Plans and other federal/state/local practices. Rarely provide services as mandated by student IEPs and/or provides inappropriate services. Rarely provides clear and accurate documentation of services and their effectiveness. 	<ul style="list-style-type: none"> Inconsistently modifies, adapts and/or provides services related to IEPs, 504 Plans and other federal/state/local practices. Inconsistently provides services and aligns interventions that are individualized and aligned with legal and district requirements. Provides appropriate services as mandated by student IEPs. Inconsistently provide clear and accurate documentation of services and their effectiveness. 	<ul style="list-style-type: none"> Consistently modifies, adapts and provides services related to IEPs, 504 Plans and other federal/state/local practices. 📄💬 Consistently collaborates with stakeholders regarding federal/state/local practices to individualize services for students (i.e., taking into account the individual psycho-educational and academic needs of students). 📄💬 Consistently provides clear and accurate documentation of services and their effectiveness. 📄 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Ensures consistency and continuity of services and support though consistent and effective sharing of best practices with staff and families. 📄💬
Staff, Student or Family Behaviors	<ul style="list-style-type: none"> Students, staff and/or families are rarely aware of the services which are being provided. Students, staff and/or families rarely communicate regarding available services and progress towards goals. 	<ul style="list-style-type: none"> Students, staff and/or families are sometimes aware of services being provided. Students, staff and/or families occasionally communicate regarding available services and progress towards goals. 	<ul style="list-style-type: none"> Students, staff and/or families are aware of services being provided. 👁️ Students, staff and/or families regularly communicate regarding available services and progress towards goals. 👁️💬 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Students and/or families demonstrate an understanding of their educational rights required by law. 👁️ Students may communicate ways to adapt lessons to make them more appropriate for their personal approach to learning. 👁️💬 Students and/or families demonstrate an understanding of how interventions are intended to enable students to achieve by meeting the Colorado Academic Standards. 📄👁️

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

Sources of evidence may include:

- 504 Plans or Special Education Present Level of Academic Achievement and Functional Performance (PLAAPF)
- Documentation of attendance at PD courses on legal, 504 Plans or special education requirements
- IEPs goal data
- School wide Positive Behavioral Interventions and Supports (PBIS)/Bully prevention/suicide prevention effectiveness data
- Suicide risk review
- Signs of Suicide (SOS) effectiveness data

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
SP & SW Behaviors	<ul style="list-style-type: none"> Rarely plans, selects and/or administers multiple valid and reliable formal and/or informal assessment tools. Rarely writes reports reflecting that assessment tools inform services and/or provide instruction with multiple sources of data. The reports are not easily understood by stakeholders. 	<ul style="list-style-type: none"> Inconsistently plans, selects and/or administers multiple valid and reliable formal and/or informal assessment tools. Sometimes writes reports reflecting that assessment tools inform services and/or provide instruction with multiple sources of data. The reports are sometimes understood by stakeholders. 	<ul style="list-style-type: none"> Consistently plans, selects and administers multiple valid and reliable formal and/or informal assessment tools.  Effectively communicates assessment results to colleagues, parents and students as appropriate.  Consistently writes reports reflecting that assessment tools inform services and instruction. The reports are easily understood by stakeholders. 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Uses data to develop individualized instruction or school-wide structures.   Provides evidence of collaboration, integrated plan and student participation and concurrence with the plans. 
Staff, Student or Family Behaviors	<ul style="list-style-type: none"> Students, staff and/or families are rarely aware of the services which are being provided. Students, staff and/or families rarely communicate regarding services provided and progress towards goals. Students are rarely able to state their own educational goals. 	<ul style="list-style-type: none"> Students, staff and/or families are sometimes aware of some services being provided. Students, staff and/or families occasionally communicate regarding services provided and progress towards goals. Students are mostly able to state their own educational goals. 	<ul style="list-style-type: none"> Students, staff and/or families are consistently aware of all services being provided.  Students, staff and/or families regularly communicate regarding services provided and progress towards goals.   Students and families demonstrate understanding of the use of multiple data sources as relevant to student care.   Students are able to completely state their own educational goals.   Students and family provide data to contribute to the design of services.   	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Students demonstrate an understanding of their strengths and weaknesses.  Students and families participate in the design of services.  

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

Sources of evidence may include:

- 504 Plans or Special Education PLAAFP
- Student surveys and parent data on effectiveness of communication** regarding special education and 504 Plans
- FBA/BIP data
- Outcomes from the Data Inquiry Cycle
- IEPs goal data
- School wide PBIS/Bully prevention/suicide prevention effectiveness data
- Suicide risk review
- SOS effectiveness data

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

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

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
SP & SW Behaviors	<ul style="list-style-type: none"> Rarely able to appropriately interpret data on student progress. Rarely modifies activities to appropriately challenge students at their developmental skill levels. Rarely makes the connection between data and services. 	<ul style="list-style-type: none"> Sometimes uses multiple sources of data to monitor student progress. Sometimes modifies activities as needed to appropriately challenge students at their developmental skill levels. Sometimes consults with colleagues about student progress. Sometimes demonstrates and/or understands how data can be used to adjust and differentiate services. 	<ul style="list-style-type: none"> Consistently integrates data from multiple sources to continually monitor progress and provide recommendations to improve services. 📄💻💬 Regularly collaborates with other colleagues to monitor progress of students towards achieving individualized goals. 💬 Consistently plans for and/or provides mental health and behavioral interventions for students. 💬 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Collaborates with team members and students about data regarding effectiveness of interventions and teaches students to monitor individual progress. 💬
Staff, Student or Family Behaviors	<ul style="list-style-type: none"> Staff is rarely provided with information regarding student growth. Students are not making adequate progress towards goals and objectives. Students and/or families rarely participate in discussions about progress. 	<ul style="list-style-type: none"> Staff and families are occasionally provided with progress reports. Students are making moderate progress towards meeting their goals and objectives. Students and/or families occasionally participate in discussions about progress. 	<ul style="list-style-type: none"> Staff and families are regularly provided with frequent progress reports. 📄 Students are making substantial progress towards meeting their goals and objectives. 👁️ Students and/or families regularly participate in discussions about progress. 👁️💬 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Staff and families can independently utilize progress monitoring forms and are consistently documenting progress. 📄👁️💬 Students are making consistent growth and are successfully meeting their goals and objectives. 👁️ Students monitor their own progress. 👁️







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

Sources of evidence may include:

- 504 Plans or Special Education PLAAFP
- Student surveys and parent data on effectiveness of communication** regarding special education and 504 Plans
- FBA/PIB data
- IEPs Progress Reports
- School wide PBIS/Bully prevention/suicide prevention effectiveness data
- Suicide risk review
- SOS effectiveness data

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

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

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
SP & SW Behaviors	<ul style="list-style-type: none"> Rarely reflects on the effectiveness of services*. Rarely asks for or is receptive to feedback. Demonstrates minimal improvement despite valuable feedback/coaching. Rarely acknowledges, in a safe environment, their own biases/limitations impacting their practices. 	<ul style="list-style-type: none"> Reflects on the effectiveness of services, but insights and/or changes in practice are limited. Open to receiving valuable feedback from others. Inconsistently shifts practice in response to valuable feedback. Examines their own biases/perceptions/practices to understand their impact upon their practices. 	<ul style="list-style-type: none"> Consistently reflects on the effectiveness of services to guide future service planning/delivery.  Asks for and is consistently open to feedback. Consistently shifts services after receiving valuable feedback from others to increase their effectiveness.  Consistently reflects on their own biases/perceptions/practices and mitigates the negative impact on students. 	<p><i>In addition to "Effective":</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 competence practices.  

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

Sources of evidence may include:

- Student/family survey data on culturally responsiveness of interventions
- Individual/group/classroom/school wide data on effectiveness of interventions
- MTSS or PBIS/Bully prevention/suicide prevention plans
- Special education center classroom data on effectiveness of services
- Coaching sessions or other informal requests/receipts of feedback e.g., email

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






Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<p>SP & SW Behaviors</p>	<ul style="list-style-type: none"> Rarely reflects on individual performance data. Sets professional development goals that do not have a clear connection to student success. 	<ul style="list-style-type: none"> Reflects on individual performance data when requested, but inconsistently prioritizes personal learning. May participate in professional learning, but inconsistently applies beneficial strategies. Occasionally sets professional development goals based on current research and the likelihood of having a positive impact on student, school and district outcomes. 	<ul style="list-style-type: none"> Reflects on individual performance data and takes ownership of professional learning needs by self-identifying learning opportunities that support personal growth. 📄 Actively participates in professional learning activities and implements the knowledge gained from these opportunities. 📄💬 Sets professional development goals based on current research and the likelihood of having a positive impact on student, school and district outcomes. 📄 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Contributes to a culture of inquiry by sharing effective, evidence-based teaching strategies and/or professional literature, conducting action research and engaging in collaborative inquiry around problems of practice. 📄💬 Has a long-term Professional Development Plan (PDP) designed to meet professional goals.

Sources of evidence may include:

- Certificate of attendance at PD courses
- Documentation of involvement with outside agencies
- Student/family survey data on culturally responsiveness of interventions
- Individual/group/classroom/school wide data on effectiveness of interventions
- MTSS or PBIS/Bully prevention/suicide prevention plans
- Special education center classroom data on effectiveness of services*

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

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>SP & SW Behaviors</p>	<ul style="list-style-type: none"> Rarely communicates* with families and/or communicates about students in formats that may be inaccessible to families. Rarely engages in a dialogue with families. Rarely shares and/or advocates student needs within the school community. 	<ul style="list-style-type: none"> Inconsistently communicates with families about basic services**. Presents school-related celebrations and/or concerns to families. Inconsistently engages in meaningful and/or constructive dialogue with families where information is shared for the purpose of student growth. Inconsistently shares and/or advocates student needs within the school community. 	<ul style="list-style-type: none"> 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 /or student progress/achievement.  Consistently engages in meaningful, two-way dialogue with families where information is respectfully shared for the purpose of improving student growth.  Makes families and community members feel welcomed and valued. Advocates for student needs within the school community.  	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Facilitates meaningful stakeholder participation by engaging in multiple, diverse, collaborative opportunities to improve school climate, culture and academic learning.  Puts additional structures in place to regularly involve families in student learning and achievement. Advocates for school-wide structural and/or process changes to meet the needs of a diverse student population and achieve equity. 

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

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

Sources of evidence may include:

- Teacher/team created parent and/or school culture surveys
- Meeting minutes, notes, schedules from various after school activities, parent or community groups [e.g., family night, Parent Teacher Organization (PTO)/Parent Teacher Association (PTA), Collaborative School Committee (CSC), etc.]
- Online communication about homework, upcoming assessments/class projects, student progress, etc. (e.g., texting, voicemail, social networks, online collaborations, open educational resources, etc.)
- Home visits
- Classroom bulletin with calendar, upcoming events, information, etc. via class website, blog, Twitter feed, handout, etc.
- Provides opportunities to meet with families at times convenient for parents
- Home phone call/conference log and/or communication of how parents can support in and out of the classroom
- Documented individual meetings with students and/or parents
- Parent conference participation numbers
- Being skillful and respectful when discussing sensitive topics with students/families
- Special event creation and/or participation (e.g., Math Night)
- Assignments that respect and engage the greater community
- Bringing in community resources and real-world connections to advance student career and college readiness (e.g., Career Fairs, promoting internship programs, organizing tutoring, college visits, etc.)

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

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<p>SP & SW Behaviors</p>	<ul style="list-style-type: none"> • May attend meetings, but is indifferent/inattentive to information shared. • Works in isolation and/or rarely shares information about students and/or inappropriately shares student information. • Infrequently collaborates with others when school time is provided and rarely makes changes in their own practice. • Rarely engages when provided opportunities to contribute to school climate and culture. • Often demonstrates inflexibility in dealing with issues and people. 	<ul style="list-style-type: none"> • Attends team meetings; is attentive, conveys interest, but inconsistently contributes to school team efforts. • Inconsistently shares and/or receives information about students. • Sometimes collaborates when appropriate to meet the needs of students and/or inconsistently makes changes in their own practice. • Sometimes contributes to building trust among peers and to an environment that is reflective of the DPS Shared Core Values. • Typically acts professionally, but occasionally expresses disagreement tactlessly. 	<ul style="list-style-type: none"> • Consistently attends team meetings and actively contributes to team efforts to positively impact student outcomes. 📄💬 • Appropriately uses professional judgment to share information about students with colleagues in formal collaborative meetings and informally as teachers discuss their work and leverages what is learned to make instructional changes. 💬 • They and other educators collaborate, making adjustments to services* where applicable. 💬 • Builds trust among peers and contributes to an environment that is reflective of the DPS Shared Core Values. 📄💬 • Offers constructive solutions when challenging practices and ideas that are not in support of the DPS Shared Core Values. 📄💬 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> • Builds team capacity and drives team effectiveness. 💬 • Clear leader among peers and stakeholders. 👁️💬 • Creates and actively seeks opportunities that contribute to a positive school climate and culture.

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

Sources of evidence may include:

- Co-planning documents (e.g., emails, Google docs with comments, co-written lesson plans, etc.)
- Cross-curricular/grade project plans (shown via Google sites, Wikis, bulletin board display, etc.)
- Vertical alignment documents for each grade by subject/skill
- Meeting minutes, notes, emails, lesson plans, etc. showing collaboration among special and general educators
- Meeting minutes, notes, schedules, online communities of practice, etc. from various school or community teams
- Learning Labs documents
- Participation in leadership development opportunities

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

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<p>SP & SW Behaviors</p>	<ul style="list-style-type: none"> Rarely supports peers in reaching their goals. Rarely engages educators in learning opportunities to build capacity. Rarely takes ownership on difficult issues with the school leadership team. 	<ul style="list-style-type: none"> Supports some peers in reaching their goals, school goals, etc. Inconsistently provides learning opportunities to build capacity. Works sporadically with the school leadership team on systems with limited outcomes. 	<ul style="list-style-type: none"> Consistently provides learning opportunities to build capacity that leads to growth. 📄💬 Works in collaboration with the school leadership team to design, implement and/or improve upon systems to affect school change. 💬 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Support for colleagues has far-reaching impact on other staff members throughout the school. 💬 Models effective roll-out of school/district initiatives and actively encourages other teachers' shared ownership. 💬 Builds capacity among colleagues to deconstruct and reconstruct social and cultural frameworks in order to promote greater equity. 💬 Seeks opportunities to build school cultures reflective of the DPS Shared Core Values. 📄

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

Sources of evidence may include:

- Mentoring/support records
- Meeting minutes, notes, schedules from after school activities, parent or community groups (e.g., family night, PTO/PTA, CSC, etc.)
- Participation in school leadership committees
- Implementation of a Methodology Learned in a Class or Professional Development course
- Blog, article, professional development plans, presentations, professional organization membership, etc.
- Leading courageous conversations about difficult questions regarding inequity and change (e.g., deficit thinking, color-blind racism, marginalized groups, etc.) with staff, families and students
- Leads inquiry data cycle meetings to build peer capacity for inquiry cycle facilitation