

**Professional Practice Standards**

- If a Specialized Services Professional (SSP) has a rating of Ineffective, Partially Effective or Highly Effective please submit supporting documents.
- The word “students” in standards/elements could refer to school children but also may refer to adult learners for whom an instructional coach/specialist supports.



**QUALITY STANDARD I: Demonstrate mastery of and expertise in the domain for which they are responsible.**

Element A: Demonstrate knowledge of and expertise in current developmental science, the ways in learning takes place and the appropriate levels of intellectual, social, and emotional development of their students.

Comments:

Element B: Demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas.

Comments:

Element C: Integrate evidence-based practices and research findings into their services and/or specially designed instruction.

Comments:

Element D: Demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.

Comments:

**Overall Score Standard I – Weighted Score .10**

- |   |  |  |   |
|---|--|--|---|
| <p><input type="radio"/> <b><u>Ineffective</u></b><br/>Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.</p> | <p><input type="radio"/> <b><u>Partially Effective</u></b><br/>Meets expectations on some elements with progress toward meeting expectation of all elements.</p> | <p><input type="radio"/> <b><u>Effective</u></b><br/>Meets expectations on all elements or meets all but one element and is making progress.</p> | <p><input type="radio"/> <b><u>Highly Effective</u></b><br/>Exceeds expectation on all elements. The teacher stays current with emerging research and innovative methods, and incorporates them into instruction.</p> |
|---|--|--|---|

**QUALITY STANDARD II: Support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.**

Element A: Foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.

Comments:

Element B: Demonstrate respect for diversity within the home, school, and local and global communities by engaging students as unique individuals with diverse backgrounds, interests, strengths, and needs.

Comments:

Element C: Engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals.

Comments:

Element D: Select, create, and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time and appropriate behavioral strategies.

Comments:

**Overall Score Standard II – Weighted Score .30**

**Ineffective**

Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.

**Partially Effective**

Meets expectations on some elements with progress toward meeting expectation of all elements.

**Effective**

Meets expectations on all elements or meets all but one element and is making progress.

**Highly Effective**

Exceeds expectation on all elements. The teacher stays current with emerging research and innovative methods, and incorporates them into instruction.

**QUALITY STANDARD III: Plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.**

Element A: Provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.

Comments:

Element B: Utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.

Comments:

Element C: Plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning, and progress toward achieving academic standards and individualized student goals.

Comments:

Element D: Support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.

Comments:

Element E: Establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership, and problem-solving skills.

Comments:

Element F: Communicate effectively with students.

Comments:

Element G: Develop and/or implement services and/or specially designed instruction unique to their professions.

Comments:

**Overall Score Standard III – Weighted Score .40**

**Ineffective**

Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.

**Partially Effective**

Meets expectations on some elements with progress toward meeting expectation of all elements.

**Effective**

Meets expectations on all elements or meets all but one element and is making progress.

**Highly Effective**

Exceeds expectation on all elements. The teacher stays current with emerging research and innovative methods, and incorporates them into instruction.

**QUALITY STANDARD IV: Reflect on their practice and demonstrate leadership, collaboration, and professional responsibility.**

Element A: Use multiple sources of data effectively to reflect upon his or her practices and their effect of student learning.

Comments:

Element B: Applies knowledge and skills learned through professional development to professional practice.

Comments:

Element C: Collaborates with colleagues to continually improve instruction, assessment, and student achievement.

Comments:

Element D: Collaborates with parents and community as partners in educating children to supplement and enhance learning.

Comments:

Element E: Complies with district and school protocols, policies, and procedures.

Comments:

Element F: Demonstrates leadership in his/her schools.

Comments:

**Overall Score Standard IV – Weighted Score .20**

**Ineffective**

Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.

**Partially Effective**

Meets expectations on some elements with progress toward meeting expectation of all elements.

**Effective**

Meets expectations on all elements or meets all but one element and is making progress.

**Highly Effective**

Exceeds expectation on all elements. The teacher stays current with emerging research and innovative methods, and incorporates them into instruction.

**Summary of Strengths, Concerns and Professional Growth Recommendations**

**Collective Measure: School Performance Framework (SPF) / Other**

Description of Collective Student Growth Goal:

Description of specific, measurable, target to determine success:

Supporting data / reflection (final due May 15):



If returning to same school or department:

**1. School Performance Framework (SPF)**

- 3 Exceeds Expectations:** (SPF is Performance Plan)
- 2 Meets Expectations:** (SPF is Improvement Plan)
- 1 Approaching Expectations:** (SPF is Priority Improvement Plan) – Go to “2. Other Collective Measure”
- 0 Does Not Meet Expectations:** (SPF is Turnaround Plan) – Go to “2. Other Collective Measure”

OR

If new to St. Vrain, new to school, or SPF is Approaching Expectations or Does Not Meet Expectations:

**2. Other Collective Measure (mutually determined)**

- 3 Exceeds Expectations:** Clearly exceeded the goal.
- 2 Meets Expectations:** Met the goal.
- 1 Approaching Expectations:** Strong progress towards the goal.
- 0 Does Not Meet Expectations:** Lack of substantial progress toward the goal.

**A Measure of Individually-Attributed Growth (State assessment if available, alternative assessment if not state assessment) – mutually determined**

Description of Assessment:

Student Group:

Description of specific, measurable, target to determine success:

Final data should be entered here:



- 3 Exceeds Expectations:** Clearly exceeded the goal.
- 2 Meets Expectations:** Met the goal.
- 1 Approaching Expectations:** Strong progress towards the goal.
- 0 Does Not Meet Expectations:** Lack of substantial progress toward the goal.

**A Measure of Individual or Team Student Growth (State, District, or Classroom Assessment) – mutually determined**

Description of Assessment:

Student Group:

Description of specific, measurable, target to determine success:

Final data should be entered here:



- 3 Exceeds Expectations:** Clearly exceeded the goal.
- 2 Meets Expectations:** Met the goal.
- 1 Approaching Expectations:** Strong progress towards the goal.
- 0 Does Not Meet Expectations:** Lack of substantial progress toward the goal.

**Professional Growth Goal (specific SSP Action) - mutually determined**

Description of Professional Growth Goal:

Description of specific, measurable, target to determine success:

Final data should be entered here:



- 3 Exceeds Expectations:** Clearly exceeded the goal.
- 2 Meets Expectations:** Met the goal.
- 1 Approaching Expectations:** Strong progress towards the goal.
- 0 Does Not Meet Expectations:** Lack of substantial progress toward the goal.