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

- 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 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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>Utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.</td>
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<tr>
<td>C</td>
<td>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.</td>
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<tr>
<td>D</td>
<td>Support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.</td>
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<tr>
<td>E</td>
<td>Establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership, and problem-solving skills.</td>
</tr>
<tr>
<td>F</td>
<td>Communicate effectively with students.</td>
</tr>
<tr>
<td>G</td>
<td>Develop and/or implement services and/or specially designed instruction unique to their professions.</td>
</tr>
</tbody>
</table>

#### 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.