

Highest and Lowest Rated Standards and Elements by Specialized Service Professional Category



COLORADO
Department of Education

Senate Bill 10-191, passed in 2010, changed the way all licensed personnel in schools are supported and evaluated in Colorado. The ultimate goal of ensuring college and career readiness for all students is greatly impacted by the effectiveness of all educators in schools. To support this effort, the Colorado Department of Education (CDE) developed several model systems as an option for districts to use in implementing the new evaluation requirements for educators.

The State Model Evaluation System has been designed to align with all requirements set forth in Senate Bill 10-191. By providing a new statewide model of evaluation for all licensed educators, Specialized Service Professionals are able to receive consistent, timely, and actionable feedback to improve their professional practice. This report provides an overview of the highest and lowest rated standards and elements within each of the 9 Specialized Service Professional categories and is intended to serve as a companion document to the [full reports](#) created for each group. In this document, standards and elements are listed in rank order, with the highest and lowest rated elements listed first.

Audiologists (N = 13)

Highest Rated Standard:

Standard 1: Demonstrate mastery of and expertise in the domain for which they are responsible.

Highest rated elements:

Element 1c: Integrate evidence-based practices and research findings into their services and/or specially designed instruction.

Element 5a: Collaborate with internal and external stakeholders to meet the needs of students.

Element 1a: Demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.

Element 1e: Demonstrate knowledge of and expertise in their professions.

Element 1b: Demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas.

Element 3f: Communicate effectively with students.

Lowest Rated Standard:

Standard 3: Plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Lowest rated elements:

Element 3e: Establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.

Element 5b: Advocate for students, families and schools.

Element 3a: 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.

Element 3g: Develop and/or implement services and/or specially designed instruction unique to their professions.

Element 5c: Demonstrate leadership in their educational setting(s).

Occupational therapists (N = 57)

Highest Rated Standard:

Standard 2: Support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Highest rated elements:

Element 5e: Demonstrate high ethical standards.

Element 5a: Collaborate with internal and external stakeholders to meet the needs of students.

Element 2d: Engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals.

Element 2e: Select, create and/or support accessible learning environments characterized by acceptable



student behavior, efficient use of time, and appropriate behavioral strategies.

Element 2c: Engage students as unique individuals with diverse backgrounds, interests, strengths, and needs.

Lowest Rated Standard:

Standard 3: Plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Lowest rated elements:

Element 3a: 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.

Element 4b: Link professional growth to their professional goals.

Element 3g: Develop and/or implement services and/or specially designed instruction unique to their professions.

Element 5c: Demonstrate leadership in their educational setting(s).

Element 3d: Support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.

Physical therapists (N = 14)

Highest Rated Standard:

Standard 5: Demonstrate collaboration, advocacy and leadership.

Highest rated elements:

Element 1a: Demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.

Element 2a: Foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.

Element 5a: Collaborate with internal and external stakeholders to meet the needs of students.

Element 5e: Demonstrate high ethical standards.

Element 2e: Select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies.

Element 4c: Respond to complex, dynamic environments.

Lowest Rated Standard:

Standard 3: Plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Lowest rated elements:

Element 3g: Develop and/or implement services and/or specially designed instruction unique to their professions.

Element 3e: Establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.

Element 3f: Communicate effectively with students.

Element 5c: Demonstrate leadership in their educational setting(s).

Element 3d: Support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.

School counselors (N = 119)

Highest Rated Standard:

Standard 5: Demonstrate collaboration, advocacy and leadership.

Highest rated elements:

Element 5e: Demonstrate high ethical standards.

Element 3g: Establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.

Element 4c: Respond to complex, dynamic environments.



Element 1e: Demonstrate knowledge of and expertise in their professions.

Element 1d: Demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.

Lowest Rated Standard:

Standard 3: Plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Lowest rated elements:

Element 3b: Utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.

School nurses (N = 29)

Highest Rated Standards:

Standard 1: Demonstrate mastery of and expertise in the domain for which they are responsible.

Standard 5: Demonstrate collaboration, advocacy and leadership.

Highest rated elements:

Element 5e: Demonstrate high ethical standards.

Element 5d: Contribute knowledge and skills to educational practices and their profession.

Element 3b: Utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.

Element 4c: Respond to complex, dynamic environments.

Element 2a: Foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.

Element 3f: Communicate effectively with students.

Element 4a: Demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.

Element 3c: 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.

Element 2b: Demonstrate respect for diversity within the home, school, and local and global communities.

Element 5d: Contribute knowledge and skills to educational practices and their profession.

Lowest Rated Standard:

Standard 4: Reflect on their practice.

Lowest rated elements:

Element 2e: Select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies.

Element 4b: Link professional growth to their professional goals.

Element 4a: Demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.

Element 1b: Demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.

Element 3d: Support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.

School psychologists (N = 84)

Highest Rated Standard:

Standard 5: Demonstrate collaboration, advocacy and leadership.

Highest rated elements:

Element 5e: Demonstrate high ethical standards.

Element 5a: Collaborate with internal and external stakeholders to meet the needs of students.

Element 2d: Engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals.



Element 2c: Engage students as unique individuals with diverse backgrounds, interests, strengths, and needs.

Element 4c: Respond to complex, dynamic environments.

Lowest Rated Standard:

Standard 3: Plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Lowest rated elements:

Element 3d: Support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.

School social workers (N = 22)

Highest Rated Standard:

Standard 5: Demonstrate collaboration, advocacy and leadership.

Highest rated elements:

Element 5e: Demonstrate high ethical standards.

Element 2d: Engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals.

Element 5a: Collaborate with internal and external stakeholders to meet the needs of students.

Element 4c: Respond to complex, dynamic environments.

Element 2a: Foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.

Lowest Rated Standard:

Standard 3: Plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Speech language pathologists (N = 122)

Highest Rated Standard:

Standard 4: Reflect on their practice.

Element 2e: Select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies.

Element 1e: Demonstrate knowledge of and expertise in their professions.

Element 1b: Demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas.

Element 4b: Link professional growth to their professional goals.

Lowest rated elements:

Element 3d: Support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.

Element 3c: 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.

Element 3b: Utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.

Element 3e: Establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.

Element 5d: Contribute knowledge and skills to educational practices and their profession.

Highest rated elements:

Element 4a: Demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.

Element 1e: Demonstrate knowledge of and expertise in their professions.



Element 2a: Foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.

Element 5e: Demonstrate high ethical standards.

Element 2d: Engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals.

Lowest Rated Standard:

Standard 3: Plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Lowest rated elements:

Element 3e: Establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.

Element 5d: Contribute knowledge and skills to educational practices and their profession.

Element 3c: 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.

Element 5b: Advocate for students, families and schools.

Element 1c: Integrate evidence-based practices and research findings into their services and/or specially designed instruction.