

# State Model Evaluation System

## Revisions: Special Services Providers



### Systems Change Overview

#### Introduction

The Educator Effectiveness Office engaged in the process to update and revise the nine rubrics for Special Services Providers (SSPs) for the State Model Evaluation System. There are nine categories of SSPs including school audiologists, school counselors, school nurses, school occupational therapists, school orientation and mobility specialists, school physical therapists, school psychologists, school social workers, and school speech language pathologists. These nine groups share a common set of SSP Quality Standards and Elements; however, each group has a unique set of professional practices based on the services they provide to students.

Idea Infusion Consulting was named as the consulting group to facilitate the feedback collection process to update the SSP rubrics. Significant revisions were completed, informed by multiple stakeholder groups including a Steering Committee and nine Technical Working Groups, 10 focus groups and online feedback forms. The Steering Committee initiated the process to review and revise the SSP Quality Standards and Elements. Each Technical Working Group focused on the review and revision of their role-specific professional practices, along with alignment to the shared SSP Quality Standards and Elements. The Steering Committee and Workgroups were comprised of practitioners representing each of the SSP groups, as well as representatives from district administration (including those in the role of evaluator for SSPs), BOCES, higher education, and statewide stakeholder organizations, all of which encompassed rural, suburban, and urban points-of-view. The following provides an overview of these system changes in order to ensure districts and BOCES have a firm understanding of these revisions.

#### Rubric Revisions

##### *Reduction in Quantity*

The revised SSP rubrics had reductions in Standards, Elements and Professional Practices. The chart below highlights the reductions at all levels.

	Former SSP Rubrics	Revised SSP Rubrics
Number of Standards	5	4
Number of Elements	25	17
Number of Professional Practices	135-177*	99-146*

\*Each of the nine SSP groups have a unique set of professional practices. These numbers reflect the variation between rubrics.

A goal of revising the State Model Evaluation System SSP rubrics was to align the standards and elements to the revised teacher rubric while maintaining each rubric's conceptual integrity. The Technical Working Groups, also determined to reduce redundancies of similar practices, focused on the high leverage practices identified in quantitative and qualitative data from the initial SSP rubric pilot and incorporated feedback from educators. In addition, the team focused on clarifying language, focusing on ensuring the measurability of professional practices when possible.

##### *Category Labels Change*

In addition to reducing and changing rubric content, feedback from the field also indicated a negative impression of the label "Basic" on the lowest rating level. With the help of stakeholder groups, the five categories used to identify a rating were changed to better reflect a focus on SSP service delivery practices. This shift in labeling will allow evaluators to better focus feedback conversations on services provided rather than "labeling" an SSP with a rating at the element level. The rating levels of Basic, Partially Proficient, Proficient, Accomplished, and Exemplary, will still be utilized to determine standard and overall professional practice ratings.

The chart below highlights these changes:

Former SSP Rubrics	Revised SSP Rubrics
Basic	Level 1 Practices
Partially Proficient	Level 2 Practices
Proficient	Level 3 Practices
Accomplished	Level 4 Practices
Exemplary	Level 5 Practices

## Scoring Revisions

### Values of the Scoring System

In order to align with the teacher, principal and SSP systems, the Educator Effectiveness team has implemented a common scoring process for all three groups. For many years, the field has stated that the scoring of the State Model Evaluation System was not aligned to authentic evaluation ratings and did not reflect districts’ values. Examples of these values include 1) that the ratings at the element and standard level should roll up into the Overall Professional Practice rating in a way that mathematically makes sense, 2) that there should be an incredibly high bar for Accomplished and Exemplary on the professional practice side and 3) that there should be an incredibly high bar to earn an overall effectiveness rating of Highly Effective. The revisions to the State Model Evaluation System reflect more rigorous scoring that is aligned to these values.

### Professional Practice Scoring Revisions

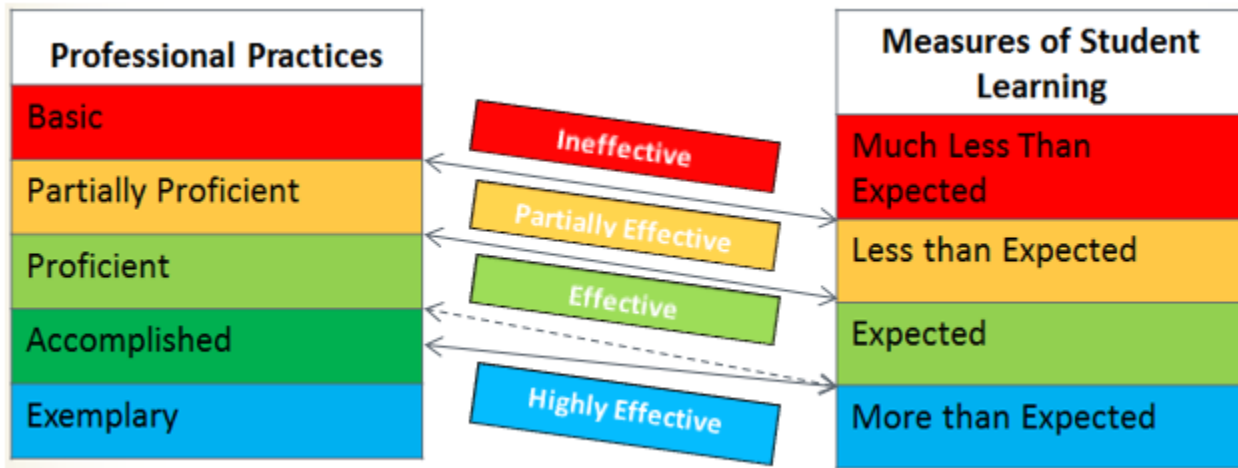
In the former rubrics, the scoring reflects a “rounding up” approach in that half of the elements need to be of a certain rating in order to earn that rating. In the revised rubrics there must be a “preponderance of evidence” in order for an educator to receive the higher of two ratings within a standard. If there are 4 elements in a standard, then the educator must receive 3 out of 4 elements at the higher rating in order to earn the higher rating. Previously only 2 of the 4 elements would have to be scored at the higher rating to earn that rating on the standard. This example is illustrated in the table below.

Rating Scenario of a 4-Element Standard Former/Revised	Standard Rating on the Former SSP Rubric	Standard Rating on the Revised SSP Rubric
Proficient/Level 3	Accomplished	Proficient
Proficient/Level 3		
Accomplished/Level 4		
Accomplished/Level 4		

The preponderance of evidence approach will be used for scoring at the standard level. The educator will need to earn the higher rating on more than half of the elements to earn the higher rating on that standard. Note that the rating cut points were established based on the standards being weighted equally. Districts and BOCES may still choose their own custom weights in order to emphasize specific standards based on local values and context.

**Final Effectiveness Rating Scoring Revisions**

To align with the Teacher and Principal systems, the revised State Model Evaluation System for SSPs also involves an adjustment of cut points at the Final Effectiveness Rating level in order to set a higher expectation to earn a Highly Effective rating. Previously, the minimum cut point for Highly Effective was determined by adding the minimum score for Accomplished (on Overall Professional Practice) to the minimum score for More than Expected (on Measures of Student Learning). The minimum cut point for Highly Effective is now determined by adding the midpoint score for Accomplished to the minimum score for More than Expected. The former cut point is represented with the dashed line in the image below. The solid lines represent the cut points that are used in the revised State Model Evaluation System.



**Conclusion**

The Educator Effectiveness Office collected feedback on the revisions to the SSP quality standards and elements as well as the changes to the State Model SSP rubrics from December 2018 to March 31, 2019. Based on the findings from the stakeholder groups and feedback forms, they then proposed an update to the SSP Quality Standards and Elements, which was approved by the Colorado State Board in April 2019. The revisions provided in this document will be implemented statewide during the 2019-20 school year.