

Evaluating Specialized Instructional Support Personnel



Supplement to the Practical Guide to Designing Comprehensive Teacher Evaluation Systems

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**Supplement to the Practical Guide to Designing
Comprehensive Teacher Evaluation Systems**

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Overview

The Center on Great Teachers and Leaders (GTL Center) has developed two resources, the *Practical Guide for Designing Comprehensive Teacher Evaluation Systems* (<http://www.gtlcenter.org/sites/default/files/docs/practicalGuideEvalSystems.pdf>) and the *Practical Guide for Designing Comprehensive Principal Evaluation Systems* (<http://www.gtlcenter.org/sites/default/files/PracticalGuidePrincipalEval.pdf>), both of which are designed to facilitate problem solving and decision making in the design and implementation of educator evaluation systems. As states and districts roll out new models of educator evaluation, questions arise concerning how best to include all personnel within their various systems. In response to a high volume of technical assistance requests, the GTL Center has developed this supplemental guide regarding Specialized Instructional Support Personnel (SISP). This document is one of a series of supplemental guides designed to support regional center staff, state policy makers, state education agency staff, and district leaders in designing educator evaluation systems that account for the unique roles and responsibilities of various teacher and leader positions (e.g., early childhood providers, SISP, assistant principals).

Going forward, additional supplemental guides will be developed to address demonstrated needs and technical assistance requests from the field.

Content of This Supplemental Guide

This supplement provides guidance to state and district teams relative to the following elements:

- **Statutory and Regulatory Requirements** that guide the development of educator evaluation systems and that detail inclusive and exclusive criteria used to determine which personnel are subject to evaluation per the regulations and policy decisions.
- **Suitability and Need for Differentiation** within measures of *instructional/teacher practice* and *student growth* based upon specific district responsibilities, roles and, as appropriate and available, national/state professional association standards and relevant student growth and outcome measures.
- **Evaluator Training** designed to guide and assist state and local teams in the recognition, evaluation, and support of best practices for specific school personnel.
- **Professional Learning** designed to assist all personnel to enhance and move toward best practices identified by their respective national association/professional standards.

This supplement is organized in sections, each of which begins with a discussion of the relevance of specific elements in the context of educator evaluation design and implementation. Each section concludes with a series of questions to facilitate decision making during the process of designing systems that account for the unique roles and responsibilities of school personnel.

Audience for This Supplemental Guide

Audiences for this supplement include regional centers, state departments of education, and/or local education agency personnel charged with designing and implementing educator evaluation systems.

Purpose of This Supplemental Guide

In most states, educator evaluation systems are moving toward more frequent and focused evaluations that include educators' contributions to student outcomes such as learning growth. Many states include SISP in their educator evaluation systems, but the measures and methods used to evaluate teachers' performance in classroom settings may not be well-suited for evaluating SISP because they may not reflect the roles and responsibilities specific to SISP professions.

This guide facilitates the problem-solving and decision-making process in evaluation design and implementation. It describes how to differentiate the evaluation system so that individual SISP performance can be fairly and accurately captured, supported, and reinforced in the context of professional responsibilities, roles, and associated national standards.

Specialized Instructional Support Personnel

Throughout the United States, SISP play an important role in ensuring student success through support for students and educators. The interdisciplinary nature of specialized support services requires SISP to serve in multiple capacities across a range of educational contexts. For example, SISP responsibilities may include providing classroom instruction to students; but they may also include providing services or support that increase students' access to the general education curriculum. In addition, many SISP provide consultative support to other educators to ensure that all students have access to high-quality instruction in the general education setting. Whether providing support as instructors or specialists, case managers or consultants, SISP play a critical role in promoting positive outcomes for students.

Definition

SISP are recognized as crucial to student and educator success. Currently known in federal education law as “related services personnel” under the Individuals with Disabilities Education Act (IDEA) of 2004 and as “pupil services personnel” under the Elementary and Secondary Education Act (ESEA) as reauthorized in 2002, SISP are a diverse group of professionals. The National Alliance of Specialized Instructional Support Personnel (NASISP) defines SISP as professionals who work in the following service areas:

- Art therapy services
- Dance/movement therapy services
- Educational audiology services
- Music therapy services
- Occupational therapy services
- Physical therapy services
- Psychological services
- Pupil services administrators
- School counselor services
- School nurse services
- School social work services
- Speech-language pathology services

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), 2004

Definition of Related Services

IDEA defines related services as “developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education.” Defined services include:

- ▶ Speech-language pathology and audiology services
- ▶ Interpreting services
- ▶ Psychological services
- ▶ Physical and occupational therapy
- ▶ Recreation, including therapeutic recreation
- ▶ Early identification and assessment of children with disabilities
- ▶ Counseling services, including rehabilitation counseling
- ▶ Orientation and mobility services
- ▶ Medical services for diagnostic or evaluation purposes
- ▶ School health services and school nurse services
- ▶ Social work services in schools
- ▶ Parent counseling and training

Some states and districts may also define the following professionals as SISP:

- Instructional coaches
- Library media specialists
- Reading interventionists or reading recovery teachers

The primary role of SISP is to serve students with specific needs not addressed by classroom educators. The NASISP describes SISP as professionals who “provide and support school-based prevention and intervention services to address barriers to educational success, ensure positive conditions for learning, and help all students achieve academically and ultimately become productive citizens.” SISP may also work with a variety of stakeholders including teachers, administrators, and parents to provide

ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)

Definition of Pupil Services Personnel

“The term ‘pupil services personnel’ means school counselors, school social workers, school psychologists, and other qualified professional personnel involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services (including related services as that term is defined in Section 602 of the Individuals with Disabilities Education Act) as part of a comprehensive program to meet student needs.”

services such as consultation, professional development, parent education, community linkage, and program administration.

Unique Roles and Responsibilities

Although certain responsibilities of SISP may overlap with the responsibilities of classroom-based educators, educator evaluation instruments designed for classroom-based educators may not adequately reflect the many unique roles and responsibilities of SISP. Appropriate evaluation measures and processes must be designed to evaluate their performance across a variety of settings and in many roles. Examples of unique SISP roles and responsibilities that should be considered in the development of evaluation instruments include:

1. Provision of specialized instructional support services

SISP support student learning outcomes by providing specialized services. The specialized services delivered by “related services” or “pupil services” professionals supply at-risk students in general education with critical opportunities for access, instruction, and learning. Some examples of these many services include counseling, speech-language therapy,

occupational therapy, and physical therapy. SISP do not serve only those students who receive special education services. Many SISP, however, are responsible for delivering services mandated by Individualized Education Plans (IEPs) under IDEA. Today, an estimated 7 million students with disabilities nationwide (birth–age 21) receive specialized instructional support services that are essential to their academic progress (Office of Special Education Programs, n.d.).

2. Participation in multidisciplinary teams

SISP may serve on formal or informal multidisciplinary teams comprising individuals with expertise and skills in a range of allied disciplines. Examples include prereferral teams that document interventions as a prerequisite for referrals to special education services, or formal multidisciplinary groups such as IEP teams. Part B of IDEA 2004 mandates that an IEP team must include the parents of a student with a disability; at least one of the student’s regular education teachers and at least one of his or her special education teachers; a representative of the local education agency; an individual who can interpret the instructional implications of evaluation results; and other individuals who have

knowledge or special expertise regarding the child, including related services personnel as appropriate. In this capacity, SISP such as speech-language pathologists, reading specialists, or other providers of related services may be required to serve on an IEP team to interpret evaluations, collaborate with other team members to determine a student's eligibility for special education services, or give recommendations for instructional programming. Examples of informal multidisciplinary teams that may include SISP include school improvement teams, instructional support teams, and grade-level teams.

3. Case management services

Many SISP are responsible for managing caseloads and/or workloads related to their areas of professional specialty. Some SISP may serve as case managers responsible for the general academic progress of their assigned students. Case managers of students with IEPs may also be responsible for monitoring the delivery of related services or transition services. Some SISP may serve caseloads that are specific to their disciplines; for example, a speech-language pathologist may maintain a caseload of students receiving speech and language services, school psychologists may work with groups of students on social skills, or school

counselors may work with groups of students on school attendance. An SISP may also serve in a case-management capacity by mentoring students or communicating with families, coordinating service delivery with community-based service providers, or maintaining service-delivery records in compliance with local and federal regulations and discipline-specific professional standards of practice.

4. Interdisciplinary support for school-wide initiatives

Student services personnel are integral to the implementation of school-wide initiatives such as multitiered systems of support, response to intervention, positive behavior interventions and supports, postsecondary readiness, universal design for learning, and social-emotional learning programs. In many cases, SISP may be responsible for leading these initiatives, providing guidance and support to building educational staff, and/or supplying direct support to specific student populations.

SISP responsibilities set them apart from classroom teachers because SISP provide support not only to students but to educators and other professionals working with *all* learners—not just those with disabilities or challenges. SISP contributions to the broader school community and school culture, as well as the support they provide to educators

and administrators, are crucial. For example, certain SISP may work with multiple groups and individuals such as:

- Students who need college and career counseling prior to graduation (may involve parents)
- Students who are chronically tardy or absent (may involve parents)
- Students with IEPs (may involve participating in IEP meetings)
- Students with discipline problems (may involve teachers)
- Students who are failing academically (may involve teachers and parents)
- Students with mental health challenges (may involve parents and other family members)

Elements to Consider in SISP Educator Evaluation Design and Implementation

The sections that follow provide guidance to state and district teams relative to four key elements that must be considered in the context of educator evaluation design and implementation. Each section begins with a short discussion of an element's relevance in educator evaluation design and implementation, highlights practical examples, and concludes with a series of questions that will help facilitate the decision-making process for designing systems that account for the unique roles and responsibilities of SISP.

EDUCATOR EFFECTIVENESS A Colorado Priority

Colorado is taking steps to ensure that all licensed school professionals, including “other licensed personnel” as mandated by state regulation, receive meaningful, annual evaluations and ongoing professional support. Colorado has identified personnel who fall under this category and has defined standards and elements for nine categories of specialized service professionals to guide the development of unique professional practice rubrics for each group. A pilot of the evaluation system for specialized service professionals is planned for the 2013–14 school year, with statewide implementation expected in the 2014–15 school year.

http://www.cde.state.co.us/sites/default/files/SSP_FactSheet.pdf

ELEMENT 1

Statutory and Regulatory Requirements

During the last several years, many states have taken major legislative and regulatory action in the area of teacher effectiveness and evaluation. New state statutes and regulations specify the expectations and requirements of educator evaluation. In most cases, these laws specify which personnel are to be evaluated. In many cases the regulations specify that “teachers” and “leaders” will be evaluated under the new requirements. In some states, the newly adopted regulations define “teacher,” while in others it refers to the definition of teacher found in existing regulations. While the definition of teacher varies from state to state, it often refers to licensed personnel who are charged with providing direct instruction to students. In some cases, the

amount of time devoted to direct instruction is used to determine which personnel fall into the category of teacher.

The regulations may or may not provide specific guidance on the inclusion of SISP in the evaluation requirements. Some regulations explicitly exclude SISP, notably deferring to district policy. In other cases, specific personnel are mentioned. For example, in a number of situations “other licensed personnel” or “noninstructional staff” are designated. Another distinction is that statutes differentiate among “classroom” and “nonclassroom” personnel or “teaching professional” and “nonteaching professional.” Non-classroom personnel, sometimes referred to as “case managers,” include school nurses, school psychologists, school social workers, and school counselors.

As noted, the regulatory language can be quite specific and can provide for clear determinations as to which personnel are required to be part of the state and/or district educator evaluation system. In addition, some SISP are governed by state practice acts and licensure regulations that define their scope of practice and requirements for licensure with the state. However, district variation in service delivery models, staffing structures, and capacity may affect the state's or district's desire to include SISP

in the evaluation system. Depending on the way in which the statute is written, states or districts may have the discretion to broaden the educator evaluation system to include other educators who may not have direct instructional contact with students in recognition of the critical role these personnel play in student achievement. For example, districts desiring a culture of shared responsibility among all personnel for student learning and school success may desire a system of evaluation and support that includes all school personnel. Similarly, in districts in which multitiered systems of support are reinforced and promoted through collaborative effort, the inclusion of key collaborators such as SISP is reasonable. In both cases, it may be determined that to sustain such a collaborative and supportive culture, all school staff should be held to the same expectations and evaluated under the same system, using measures appropriate to their respective job descriptions.

In other circumstances, it might be important to provide specific guidance that excludes certain personnel from the educator evaluation requirements. For example, support personnel who are in limited supply

ONLINE RESOURCE

The screenshot shows a search results page from the Center on Great Teachers & Leaders. The search term is 'e.g. teacher retention'. The main content is a table with three columns: 'Personnel Included in Evaluation Policy', 'Regulatory Language Defining SISP', and 'Certifying Requirements Applicable to SISP'. The table contains information about Florida's Department of Education and its policies regarding SISP evaluations.

Personnel Included in Evaluation Policy	Regulatory Language Defining SISP	Certifying Requirements Applicable to SISP
<p>Florida distinguishes between Student Services Personnel and Exceptional Student Educator Professionals for purposes of performance evaluation.</p> <p>Student Services Personnel:</p> <ul style="list-style-type: none"> • School counselors • School social workers • School psychologists • School nurses <p>http://www.fldoe.org/grades-prek-12/FSDSPE.pdf</p> <p>Specialized Exceptional Student</p>	<p>Florida Department of Education</p> <p>The district school superintendent shall establish procedures for evaluating the performance of student and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district. (FS 1002.34)</p> <p>http://www.flrules.org/GatewayViewer.aspx/000147002.00</p> <p>'Instructional personnel' means any full staff member whose function includes the provision of direct</p>	<p>The purpose of Florida's Student Services Personnel Evaluation Model (SSPEM) is to assist districts by developing a state pre-approved performance evaluation system for student services personnel. Student services personnel are classified as 'instructional personnel' in Florida statutes to ensure SISP is not subject to the new evaluation system requirements. However, the statute differentiates between 'classroom' and 'non-classroom' instructional personnel. The student services disciplines or professions: school social work, school counseling, school</p>

Examples of State Regulations Governing SIPS Evaluations

Need to see a concrete example? We created an online compilation of actual SISP state and regulatory language from several states.

<http://www.gtlcenter.org/content/examples-state-regulations-governing-specialized-instructional-support-personnel-evaluations>

in certain areas, such as speech-language pathologists, may be contracted through a for-profit or nonprofit organization to provide services to the school. Exclusion may also be deemed appropriate in situations in which staff who serve low-incidence populations are hired under a cooperative structure and are then shared across districts. In these cases, it may be ineffective or beyond the district's authority to evaluate these personnel. Instead, evaluations of these SISP may best be conducted by their employing organizations. For concrete examples of state regulations governing SISP evaluations, visit our online compilation of regulatory language on inclusion/exclusion criteria, definitions of SISP, and applicable

requirements for SISP from multiple states (<http://www.gtlcenter.org/content/examples-state-regulations-governing-specialized-instructional-support-personnel-evaluations>).

Stakeholder groups might consider the following guiding questions relative to Element 1 as they work to determine which personnel are included by statute within the educator evaluation requirements and/or how inclusive the educator evaluation should be when considering district/school culture, service delivery models, and resource capacity.

Statutory and Regulatory Requirements

STATUTORY/ REGULATORY REQUIREMENTS

1. Has the state determined what personnel are to be included in the educator evaluation system?

GUIDING QUESTIONS

- What personnel, by law, are required to be included in the new educator evaluation models?
- Is the law sufficiently specific, or is greater clarity needed?
- If the law specifically mentions teachers, does the statute clearly define “teacher”?
- If the law mentions noninstructional staff, are personnel specifically listed?
- If the law indicates certified or licensed personnel, is more clarity needed to account for those who provide direct services to students versus those who do not?
- Does the certifying/licensing agency determine those who are to be included under the statute?
- Does the statute allow districts to evaluate personnel, other than those listed within the statute, with locally determined measures not governed or monitored by the state?
- Is enough local flexibility provided in the evaluation of SISIP to ensure accurate assessment of the knowledge and skills specific to their work?
- How are part-time SISIP included in performance evaluations?

NOTES

FLEXIBILITY

2. Does the state allow for flexibility in the inclusion of SISIP into educator evaluation?

GUIDING QUESTIONS

- What personnel are required by law to be included in the new educator evaluation models? Are there personnel critical to providing supports and services to students that districts are not compelled to include?
- Are personnel not included who are critical to employing a multitiered system of support?
- Will excluding certain personnel from the requirements of the educator evaluation model generate pushback or a sense of unfairness?
- Are there personnel who are employed by a cooperative and/or county system, rather than by a school or district?
- In situations in which SISIP work for multiple schools or districts, who is responsible for conducting and reporting educator evaluation results?
- Is there any policy that prevents the inclusion of additional personnel into the educator evaluation model?
- Are personnel specifically mentioned by the regulations excluded from participation?

**POLICY/PRACTICE
REQUIREMENTS**

3. Is there a need to modify policy to account for the addition or exclusion of “other” personnel?

GUIDING QUESTIONS

- Is there any policy that prevents the inclusion of additional personnel in the educator evaluation model?
- Does the district use contract personnel in hard-to-staff areas?
- Are personnel specifically mentioned by the regulations excluded from participation?
- In order to enact the inclusion or exclusion of “other” personnel, do policies and/or statutes need to be modified?
- Can the proposed changes be addressed in policy alone, not requiring statutory modifications?
- Are there risks to going beyond state requirements by including additional personnel?

NOTES

ELEMENT 2

Differentiation of Measures

Fairly and accurately measuring the effectiveness of school personnel is an important mechanism to promote and facilitate professional growth. The need and desire to develop professional knowledge and skills holds for classroom teachers and SISP alike. Each profession strives toward improving practices and developing and supporting staff in delivering high-quality services. Often in education, fairness is assumed to mean treating everyone the same. However, in the case of educator evaluation, the same measures, instruments, and expectations in outcomes may result in unfairness or inequity for certain personnel. For example, there are skills demonstrated by classroom teachers that may not be applicable to SISP, or they might be demonstrated in a different way. Likewise,

FROM THE JOINT COMMITTEE ON STANDARDS FOR EDUCATIONAL EVALUATION (2012)

P1 Service Orientation

Personnel evaluations should promote sound education, fulfillment of institutional missions, and effective performance of job responsibilities, so that the educational needs of students, community, and society are met. (<http://www.jcsee.org/personnel-evaluation-standards>)

SISP have specific tasks or expectations as outlined by standards for their profession. It is essential, therefore, to evaluate personnel on the roles, responsibilities, and expectations appropriate to the profession. Failing to use appropriate evaluation measures and processes may result in SISP being held accountable for proficiencies that are deemed essential to their professions and to students' educational outcomes but that they have no opportunity to demonstrate.

That is not to say that the evaluation system needs to be completely different for SISP. There are many indicators of effectiveness that are common among all school personnel. Moreover, using the same rubrics can help to reduce training costs and to ensure fidelity in implementation. However, differentiating the evaluation for SISP to align with their various roles, responsibilities, and national association standards ensures a more accurate assessment of their strengths and areas in which growth is needed. Therefore, states and districts should consider several dimensions that outline the respective roles and responsibilities of SISP when designing and implementing educator evaluation systems; specifically, measures of practice (e.g., observations, performance rubrics, artifacts related to their work with students)

and measures of student growth associated with the professional's role (academic, social, behavioral, skill development, attendance, others as appropriate). For example, academic outcomes may not be directly attributable to the professional activities of a school counselor, but improvements in attendance, behavior, and graduation may be considered areas in which a counselor can demonstrate positive impact.

Measures of Teaching Practice

Considering how various measures of instructional and professional practice (e.g., observation protocols, student and parent surveys, evaluation of artifacts) are appropriate to SISP evaluation is important to ensure that the measures represent quality practice. Such measures are critical, too, as a means of mitigating potential misalignment in job responsibilities and best practice expectations and of minimizing the danger of disproportionately categorizing SISP within performance levels. For example, if the rubric used to evaluate SISP is focused on direct instruction, and if the responsibility of a school counselor is primarily concentrated on working with students to gain college admission, the counselor may be unjustly handicapped when evaluated against that rubric.

SISP have been active in working toward fair and meaningful approaches to evaluating their professional contributions, and states have partnered in that effort. As a result, various approaches have been taken by state and district agencies to modify the evaluation process (see table, Sample Performance/Observation Rubrics for SISP, at <http://www.gtlcenter.org/content/examples-state-and-district-rubrics-used-evaluate-specialized-instructional-support>). These approaches include modification of the teacher performance rubric and creation of a single rubric representing all SISP (see the Massachusetts Department of Education example in Sample Performance/Observation Rubrics for SISP, at <http://www.gtlcenter.org/content/examples-state-and-district-rubrics-used-evaluate-specialized-instructional-support>). Some agencies have developed individual rubrics to reflect all SISP who fall under specific regulatory requirements (see District of Columbia Public Schools Impact Program example in Sample Performance/Observation Rubrics for SISP, at <http://www.gtlcenter.org/content/examples-state-and-district-rubrics-used-evaluate-specialized-instructional-support>). All of these approaches have associated positive and negative implications. For example, narrowing SISP to one rubric will naturally be easier in terms of training evaluators and implementing the evaluation system. The unitary method also highlights the similarities in SISP roles. Conversely,

for accountability purposes, differentiated performance rubrics that assess the specific roles, responsibilities, and tasks of SISP support a more accurate assessment of SISP in terms of professional standards as well as local expectations for performance.

As states and districts have engaged in the creation and modification of performance rubrics, most have designed rubrics that:

- Align with current research-based practices and national association standards (as available)
- Meet the requirements of the respective state statutes and regulations
- Reflect SISP functions, practices, and responsibilities

Professional practice among many SISP is defined by national or state association standards. These standards reflect research and consensus on best practices as determined by the profession. Therefore, association standards represent a logical and valid starting point when designing evaluation measures and processes. Ideally, every SISP professional association would have a set of standards for professional practice as well as a rubric aligned with those standards that could be used to evaluate performance at different levels. While it is certainly possible for every district and state to create standards and rubrics to be used locally, there are

NATIONAL ASSOCIATION GUIDANCE

Performance Assessment of Contributions and Effectiveness of Speech-Language Pathologists (<http://www.asha.org/uploadedFiles/SLPs-Performance-Assessment-Contributions-Effectiveness.pdf>)

American Speech-Language Hearing Association

Supervision and Evaluation of the School Nurse (<http://www.nasn.org/Portals/0/positions/2013pssupervision.pdf>)

National Association of School Nurses

A Framework for the Personnel Evaluation of School Psychologists Using the NASP Practice Model (http://www.nasponline.org/publications/cq/41/3/pdf/V41N3_AframeworkforthepersonnelEvaluation.pdf)

National Association of School Psychologists

National Evaluation Framework for School Social Work Practice 2013 (http://sswaa.org/associations/13190/files/SSWAANationalEvalFrameworkFINAL10_14_2013-2.pdf)

School Social Work Association of America

a number of reasons why it is a task best performed by the professional associations. First, standards and an aligned rubric developed by a professional association make it possible to evaluate all members of that profession in comparable and consistent ways. Thus, “exemplary” performance would convey the same meaning for all members of the profession, regardless of where they are located. Second,

preparation programs for SISP would be able to use a single set of standards and a common rubric for teaching purposes, preparing professionals who would meet expectations no matter where they found employment. Third, having such national standards would make it possible for SISP as well as other educators to know what is expected in terms of professional practice and performance. Educators may not be aware of the range of skills, knowledge, and services that can be applied in support of student learning and other positive outcomes for students. Finally, professional school-based practice standards would inform relevant, targeted professional development and continuing education opportunities for SISP. Several organizations have developed guidance concerning the evaluation of school-based personnel in alignment with national association standards (see the sidebar titled National Association Guidance and visit the websites noted in the References section of this supplement for selected guidance developed by various leading professional associations).

While national association standards provide a road map of best practice, the design of the performance rubrics should also represent SISP roles and responsibilities within their districts. In some cases, job descriptions are

ONLINE RESOURCE

The screenshot shows the Center for Great Teachers & Leaders website. A search bar at the top right contains the text 'e.g. teacher retention' and a 'SEARCH' button. Below the search bar, there are navigation tabs for 'ABOUT US', 'TECHNICAL ASSISTANCE', 'TOOLS & PUBLICATIONS', 'CONFERENCES', 'LEARNERS', and 'CONTACT US'. The main content area is titled 'Examples of state and district rubrics used to evaluate Specialized Instructional Support Personnel'. Below this title, there is a table with three columns: 'Description', 'Personnel Included', and 'Link'. The table lists two examples: one from the Colorado Department of Education and one from the District of Columbia Public Schools.

Description	Personnel Included	Link
The State Council for Educator Effectiveness has identified nine categories of specialized service professionals and has outlined high-quality instructional practices specific to each group for inclusion in discipline-specific rubrics. The rubrics will be piloted in selected districts during the 2013-14 school year.	<ul style="list-style-type: none"> School audiologists School psychologists School nurses School physical therapists School counselors School social workers School speech-language pathologists School orientation and mobility specialists 	http://www.cde.state.co.us/educator-effectiveness/specializedinstructional-support/
The District of Columbia MRACCT	District of Columbia Public Schools	http://www.dcs.gov/DCPS/In-the-Clas...

Sample Performance/Observation Rubrics for SISP and Specialized Rubrics by Discipline

Curious about how other states have developed or modified rubrics? We created an online compilation of state and district performance or observation rubrics for SISP.

<http://www.gtlcenter.org/content/examples-state-and-district-rubrics-used-evaluate-specialized-instructional-support>

referenced in the development process. Rubrics designed in this manner may also account for discrepancies in best practice as identified by the standards and actual practice at the district level. In places where discrepancies exist, the divergence can sometimes be addressed through performance levels. For example, the highest level of proficiency within the rubric reaches toward best practice as defined by association standards.

As rubrics are developed or modified, it is also important to consider the revision and validation process. Developing a high-quality rubric is difficult. The work to ensure effective language and accurate distinctions among proficiency levels is challenging in itself; but rubrics must also represent the jobs that personnel actually perform. Some content validity can stem from the development process; however, it is essential to ensure

that rubrics not only reflect the critical knowledge and skills of the occupation, but that they also distinguish highly effective practice from practice that shows need for improvement. This becomes particularly important in cases in which high-stakes decisions are on the table. For concrete examples of how states are developing or modifying rubrics for SISP, visit our online compilation of state and district SISP rubrics (<http://www.gtlcenter.org/content/examples-state-and-district-rubrics-used-evaluate-specialized-instructional-support>).

Stakeholder groups might consider the guiding questions for Element 2 relative to measures of teacher practice as they work to determine the need for differentiation or modification within state or district performance rubrics.

Guiding Questions

Measures of Teacher Practice

RUBRIC DIFFERENTIATION

1. Has it been determined that the rubric needs to be modified/differentiated?

GUIDING QUESTIONS

- Are there state and/or national association standards that depict best practices in the profession?
- Are there job descriptions that can be referenced during the design process?
- Is there available and relevant research evidence that can inform best practice and role delineation for SISP?
- Can SISP be recruited to work collaboratively to design the rubrics and identify resources that can support this work?
- What regulatory requirements and parameters need to be considered in the design process?
- Is adherence to timelines required?

NOTES

VALIDATE RUBRIC(S)

2. Have the SISP rubrics been validated?

GUIDING QUESTIONS

- If using preexisting rubrics, have they been validated? Has face and content validity been established?
- If using newly created rubrics, can a process be developed to solicit stakeholder input, review, and assistance in cross-referencing to the standards and job descriptions to contribute to content validity?
- Can face validity be promoted through focus groups and/or surveys?
- How can data on performance levels help in validating the content of the rubrics?

Measures of Student Learning

As educator evaluation systems shift toward models that emphasize measurements of student learning outcomes, it is important to research and define how the contributions of SISP affect student learning and outcomes for accountability purposes. Many existing evaluation models clearly define how educators who provide direct instructional services are held accountable for student academic outcomes, whether through measures of student growth using state standardized assessments (e.g., value-added, student growth modeling), vendor or end-of-course assessments, or other forms of assessment within the Student Learning Objective (SLO) process or other methods or measures. Comprehensive evaluation systems must provide equally clear guidance for the evaluation of SISP who serve in multiple contexts. SISP who deliver services

that promote access to the general education curriculum make critical contributions to student learning. As a result, SISP may be considered in the accountability aspect of student growth as specified for all educators within the evaluation system. However, special consideration may also be given when designing comprehensive evaluation systems to recognize the diverse ways in which SISP facilitate, support, and enhance student participation, engagement, and progress in the general education curriculum as well as other less direct, or distal services provided to support students. Examples include:

1. A school social worker who practices metacognition and self-advocacy strategies with a student who has a reading disability so he can implement these strategies when faced with a challenging grade-level text

2. A speech-language pathologist who teaches a student how to utilize an augmentative communication device that eliminates a physical barrier to access of classroom instruction while allowing the student to demonstrate her knowledge of the general education curriculum
3. A school psychologist who conducts a morning check-in with a student who has undergone recent trauma to ensure that he is ready to enter class and have a productive day
4. A school occupational therapist who teaches a student self-awareness of sensory processing differences, behavioral outcomes, and associated coping strategies so she can stay engaged in instruction when sensory demands in the environment are challenging
5. A special education case manager who implements a daily check-in sheet to help a student self-monitor her organizational skills
6. A reading interventionist who incorporates a mini-lesson on sentence structure into a service delivery session that aligns with the instruction the student is receiving in class

Similarly, SISP also serve in many consultant or counseling roles in which they play a more distal role in student learning outcomes.

MEASURES OF STUDENT LEARNING: SELECTED PROCESSES DEFINED

Value-added or growth modeling. This is a statistical approach that uses student test scores to estimate educator contributions to student academic growth, taking into account student academic achievement in previous years. This approach typically is possible only for teachers of students with readily available test scores over multiple time periods. Scores from alternate assessments for students with significant cognitive disabilities may or may not provide sufficient information to be used in a value-added model.

Student learning objectives (SLOs). Through the SLO process, a teacher or a team of teachers identifies the expected learning outcomes for a group of students (within a school district, a school, a single classroom, or across classrooms) over a period of time, and sets a growth target based on expected learning. The use of SLOs often requires a process whereby teachers conduct a thorough analysis of students' present and past levels of performance and determine appropriate classroom, school, or skill-based goals to be accomplished within the year. This approach can be used by teachers in any grades or subjects in which teachers can identify a goal based on students' prior or current performance.

For these reasons, other, less direct outcomes might be more appropriate to include for accountability purposes.

States and districts have approached student learning and outcomes measures in several ways within their evaluation systems, as discussed below. For a list of concrete examples, visit our online compilation of sample approaches used in multiple states that includes sample language and links to state guidance on student growth for SISP (<http://www.gtlcenter.org/content/sample-approaches-including-measures-student-growth-specialized-instructional-support>).

- **Schoolwide growth:** Existing value-added or growth measures in reading and mathematics are aggregated at the school level and applied as a measure of growth to SISP. This approach recognizes the role of all school personnel in promoting student growth; however, it does not necessarily recognize outcomes on which SISP may have a more direct impact.
- **Caseload growth:** Value-added or growth measures are generated for students assigned to the caseload of SISP. If used, caseload size should be considered to ensure use is valid and statistically reliable.
- **Student Learning Objectives:** SISPs create either individual or collaborative SLOs with classroom teachers. Collaborative SLOs compliment multitiered systems of support and recognize the roles that

ONLINE RESOURCE

The screenshot shows a search result on the Center on Great Teachers & Leaders website. The search term is "e.g. teacher retention". The result title is "Sample Approaches, Including Measures of Student Growth for Specialized Instructional Support Personnel". Below the title, there is a table with two columns: "Example Language" and "Link to Regulations and/or State Guidance Document".

Example Language	Link to Regulations and/or State Guidance Document
As provided in Sec. 10-103a of the 2010 Supplement (SIS) as amended by sections 6 of P.A. 12-188, "The superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each Student and Educator Support Specialist," in accordance with the requirements of this section."	Connecticut State Department of Education 2013 SEED Handbook Connecticut's System for Educator Evaluation and Development http://www.connecticutseed.org/wp-content/uploads/2013/08/2013_SEED_Handbook.pdf
"Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, districts shall be granted flexibility in applying the Core Requirements of teacher evaluation. . . . Districts shall be granted flexibility in using SLCS Indicators of Academic Growth and Development to measure attainment of goals and/or objectives for student growth."	Student and Educator Support Specialist Guidance Document http://www.connecticutseed.org/?page_id=1998
Connecticut has developed guidance documents and sample SLCS for the following categories of Student and	

Sample Approaches for Including Measures of Student Growth for SISP

Interested in seeing some of these approaches in practice? We created an online compilation of state-level approaches for measuring student growth for SISP.

<http://www.gtlcenter.org/content/sample-approaches-including-measures-student-growth-specialized-instructional-support>

all personnel play in promoting student learning. When done collaboratively, all personnel work toward the same goal, with each reinforcing student growth through services and supports that promote success.

- **Portfolios:** SISPs may develop portfolios as evidence when interacting with evaluators. Portfolios are comprehensive collections of data on students, the majority of which may be readily available (e.g., checklists, self-reflection tools, observation forms, and other artifacts) used to determine ratings based on skills, practices, and impacts on student outcomes.
- **Other outcomes:** Important indicators of success that are related to or associated with academic success. For example, a school counselor might be held accountable for the number of students enrolled in advanced coursework, or the school attendance counselor might be held accountable for student attendance rates. Some national associations and

organizations have recommended student and other outcomes measures that may be available on their websites. For a complete list of national associations and their websites, see the References section of this supplement. For certain SISPs, states may also consider outcomes reported in annual performance reports required by the Office of Special Education Programs (<http://www2.ed.gov/policy/speced/guid/idea/bapr/2010/e5-1820-0624relatedrequirements.pdf>).

Given limited practice and research on use of the measures outlined above and other potential measures it is important that additional research is conducted, not only to validate assessments, but also to determine SISP services and their correlation to student learning and outcomes. Stakeholder groups might consider the guiding questions for Element 2 relative to measures of student growth as they work to determine the types of outcome measures to be used in SISP evaluation.

Measures of Student Learning

INCLUSION IN GROWTH

1. Has it been determined that measures of student learning/outcomes will be included in the evaluation of SISP?

GUIDING QUESTIONS

- Does the school culture emphasize and support staff responsibility for all students? For example, expecting that all personnel should support and be held accountable for students with disabilities?
- Are SISP essential personnel in implementing multi-tiered systems of support?
- Will excluding student growth accountability for SISP create a sense of unfairness?
- Is the school/district accustomed to collecting and using student data as an integral part of planning, implementing, and evaluating instructional strategies and support services?
- Have the national associations published recommended measures of student growth and other outcomes?
- Has research been conducted to validate assessments used to measure impact of student learning?

NOTES

IDENTIFYING MEASURES

2. Have measures been identified and selected for SISP?

GUIDING QUESTIONS

- Will SISP support schoolwide student growth scores?
- Does the school culture and service delivery model support accountability in student learning and growth for all personnel?
- Do SISP collaborate regularly with general and special education teachers?
- Are SISP included in school discussions and analyses concerning student data, and are they comfortable working with data? Do they have the necessary skills to establish appropriate learning targets and to measure progress?

Allocating Weights

After measures of practice and student learning have been developed, identified, and selected, policymakers must determine how much weight each measure will carry in an educator's overall rating. One approach is to use the same weights for all teachers, SISPs and others (such as 40 percent for student growth and 60 percent for professional practice). However, adjustments to the allocation of weights may also be appropriate. It may be more difficult, for example, to attribute student growth directly to SISPs because their roles and responsibilities have less direct impact on student learning outcomes. In such scenarios, it may be more appropriate to allocate a higher weight to measures of practice for the summative rating. Another approach is to use multiple measures (e.g., school-wide, SLOs, and other outcomes) for the student outcomes portion of the summative rating. The process of determining allocations of weight across multiple measures for SISPs may be outlined within the regulatory language; however, the process may be described with a level of flexibility in which outcomes that are specific to the educator's professional responsibilities can be selected. The District of Columbia and the Tennessee Department of Education provide examples of two approaches to the allocation of weight across measures for SISPs.

The District of Columbia's IMPACT program (Effectiveness Assessment System of School Personnel) includes multiple measures for the evaluation of school personnel.

In general, the measures for teachers include the following:

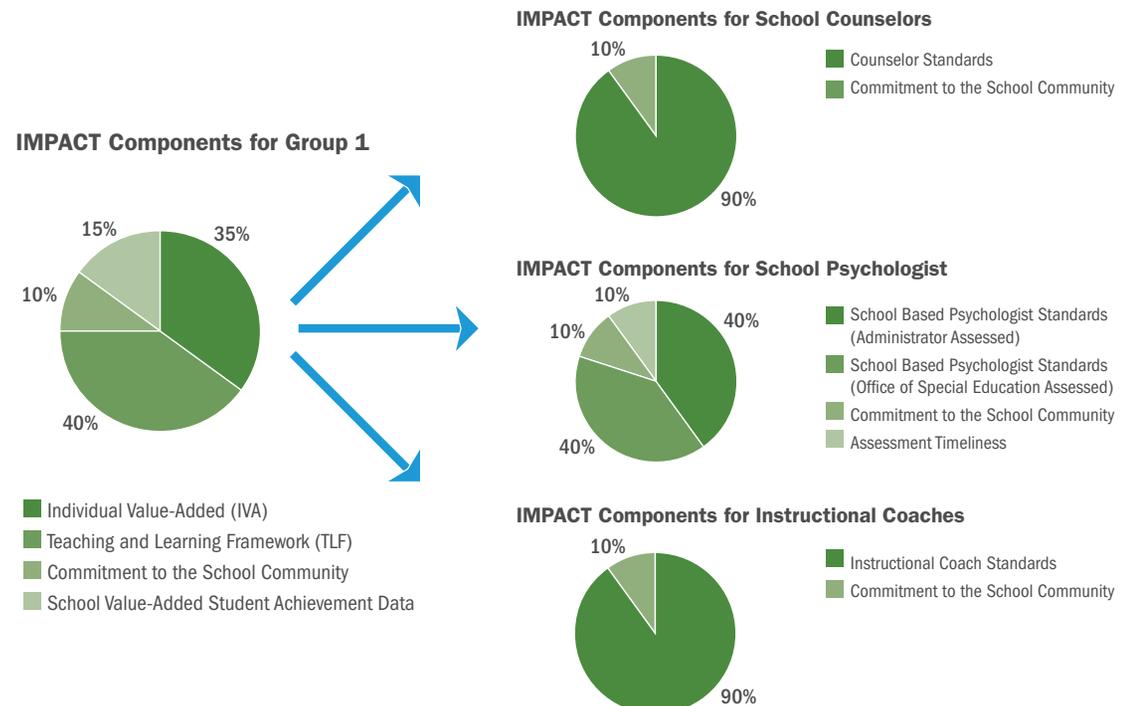
- Individual teacher value-added scores
- Nonvalue-added achievement (e.g., performance on end-of-course assessments)
- Teacher and learning framework or individualized instruction model (observation)
- Commitment to the school
- School value-added scores

The use and weight of each of these measures varies according to SISP roles and responsibilities as demonstrated in Figure 1 below.

RESOURCE

Unsure how to use weighting as part of a summative scoring approach? A recent AIR research brief, titled *Combining Multiple Performance Measures: Do Common Approaches Undermine Districts' Personnel Evaluation Systems?* (<http://www.air.org/resource/combining-multiple-performance-measures-do-common-approaches-undermine-districts-personnel>), can help inform your state's or district's summative scoring decisions. Based on simulations using data from the Bill and Melinda Gates Foundation's MET study, the brief assesses degrees of bias associated with three different methods for combining measures: numerical, hybrid, and profile approaches.

Figure 1. Example: Weighting Measures in SISP Evaluation



States may also provide established parameters with weights. In Tennessee, for example, 50 percent of the evaluation criteria must consist of student achievement data, including 35 percent based on student growth data and 15 percent based on other measures of student achievement. The remaining 50 percent of evaluation criteria must be based on a rating using the qualitative appraisal instrument contained in each

approved evaluation model. For teachers, librarians, counselors, and other groups of educators who do not have individual value-added (TVAAS) scores, districts must choose from a list of approved options for measuring student growth. Table 1 illustrates Tennessee’s available options (as of April 2013). The list of options is updated and approved by the Tennessee Department of Education each year, and the state continues to work to

develop student growth measures in areas in which measures have not currently been identified. In the meantime, school-level value-added scores are typically used as student growth measures for SISIP.

Table 1. Tennessee Department of Education Options for Measures of Student Growth

	State Assessments (Discipline-Specific TCAP)	School-Wide TVASS or Individual TVASS	ACT Suite of Assessments/ SAT Suite of Assessments	National/State “Off the Shelf Assessments” Based on Criteria Developed by TDOE	AP/IB/NIC Suite of Assessments	Graduation Rate	Pre- and Posttest for the SAT 10	Peer Review Portfolio Model
Academic Interventionists	X	X	X	X		X		
Library Media Specialists	X	X	X	X		X		
Caseload Educators	X	X	X	X		X		

Source: Tennessee State Board of Education. (1994). 5.201–Teacher and principal evaluation policy (Revised April 19, 2013). Retrieved from http://www.state.tn.us/sbe/Policies/5.201_Teacher_and_Principal_Evaluation_Policy_revised_4-19-2013.pdf

Stakeholder groups might consider the guiding questions for Element 2 relative to the weighting of measures as they work to determine the types of outcome measures used in SISIP evaluation.

Guiding Questions

Allocating Weights

DIFFERENTIATION IN WEIGHTING MEASURES

1. Do the regulations and/or guidance documents provide flexibility in the weighting of measures to account for the various roles of SISP?



GUIDING QUESTIONS

- Are SISP included in the requirements of the reformed educator evaluation model? If so, do the measures and weights selected for teachers and/or administrators align with the roles and responsibilities of SISP?
- What do the regulations and/or state guidance prescribe with respect to weighting of measures for SISP? Is guidance needed to provide direction to districts on how to weight measures that are fair and comparable across disciplines and schools/districts?
- Are stakeholder groups available to provide guidance on the selection and weighting requirements of measures?
- If local flexibility is allowed, have the parameters of that flexibility been established and clearly defined? For example, parameters might state that 50 percent of the weight must be based on student outcomes and at least 20 percent of the weight must be based on school-wide student growth.

NOTES

WEIGHTING OF MEASURES

2. How should the weights of measures be distributed?



GUIDING QUESTIONS

- What are the roles and responsibilities of SISP, and what measures are available to evaluate them?
- Who can/should provide input into weights?
- What guidance, if any, will the state provide?
- What is the level of validity relative to existing measures?
- Is the data valid, and does it hold integrity in the field?

NOTES

ELEMENT 3

Evaluator Training

In the often high-stakes environments in which educators are evaluated, it is essential that evaluators have the qualifications and experience to make legitimate judgments about educator effectiveness (Tollefson, Lee, & Webber, 2001). Historically, principals have held primary responsibility for the evaluation of teachers. It may be more practical in the face of time constraints and other factors, however, to enlist evaluators who have specialized expertise or training in the SISP evaluation process. This increases system credibility and boosts SISP confidence in the fairness and validity of the evaluation process.

Today, many states and districts recognize that evaluators must be adequately trained and that evaluation systems must be implemented with fidelity (see the GTL Center's brief titled *High Fidelity: Investing*

FROM THE JOINT COMMITTEE ON STANDARDS FOR EDUCATIONAL EVALUATION (2012)

P1 Service Orientation

A2 Defined Expectations The qualifications, role, and performance expectations of the evaluatee should be clearly defined, so that the evaluator can determine the evaluation data and information needed to ensure validity. (<http://www.jcsee.org/personnel-evaluation-standards>)

in *Evaluation Training*, http://www.gtlcenter.org/sites/default/files/docs/GTL_AskTeam_HighFidelity.pdf). In that context, states and districts are developing approaches to ensure that evaluators are familiar with various categories of teachers (e.g., special education teachers, ELL teachers) whose roles and responsibilities may differ in comparison with general education teachers and SISP. Such examples include:

- **Explicit Measurement and System Design.** As indicated under Element 3, states and districts have revised existing teacher rubrics to better reflect the roles and responsibilities of SISP. This strategy includes the modification of rubric language and may also involve the addition of examples that further describe SISP behaviors and actions relative to specific performance indicators. The resulting new rubrics provide more comprehensive guidance to evaluators who may have limited familiarity with SISP best practices. Although many states and districts have adopted this strategy, the Pennsylvania Department of Education has followed an especially methodical approach in the design and validation of these measures (see Practical Example A). In addition, Pennsylvania's SISP stakeholders have worked to offer evaluators specific questions to use

during pre- and postobservation conferences as a means of eliciting discussion that further defines SISP levels of proficiency. This approach delivers more specific guidance to evaluators and serves to promote interrater reliability in rubric use.

- **Specific Evaluator Training.** Evaluator training, developed and implemented at either the state or the district level, provides rubric-specific training for evaluators to ensure that interrater reliability is achieved and useful feedback is provided. This is critically important in situations in which high-stakes decisions are made using summative ratings. Specific training concerning the evaluation of SISP can either be integrated within existing evaluator training or provided as a separate training for evaluators tasked with assessing SISP. Although not specific to SISP, the Educator Evaluation for Excellence in Teaching and Learning (E3TL) Consortium, highlighted in Practical Example B below, represents a training program that is both discipline- and role-specific.
- **Peer Evaluators.** The strategy of using peer evaluators may provide significant benefit by reducing the evaluation burden on principals, enhancing evaluator credibility, and offering increased

opportunities for teacher-leaders to positively affect teacher practice (see the GTL Center's brief titled *Leveraging Teacher Talent: Peer Observation in Educator Evaluation*, http://www.gtlcenter.org/sites/default/files/docs/GTL_AskTeam_LeveragingTeacherTalent.pdf). In the case of SISP, trained peer evaluators may not only enhance the credibility of the evaluation process, but may also provide valuable feedback and support to improve performance.

Peer evaluations are often used in combination with observations and evaluations by school administrators to generate a summative score for the teacher at the end of the year, as well as to provide feedback and guidance for professional growth. This strategy can leverage the expertise of SISP within the district while also creating a culture of continued learning and growth for both evaluators and SISP being evaluated. Thus, peer evaluation can be a collaborative process between administrators and district SISP.

PRACTICAL EXAMPLE A

Pennsylvania Department of Education: Pennsylvania Training and Technical Assistance Network (PaTTAN)

The new Pennsylvania Department of Education (PDE) Teacher Effectiveness Evaluation System for professional employees holding instructional certificates will be implemented beginning with the 2013-14 school year.

Since February 2012, PaTTAN has been working with stakeholder groups to develop rubrics for specialists and licensed professionals. Specifically, PaTTAN has been working with instructionally certified staff and educational specialists to develop evidence and possible examples that honor the unique roles and functions of these professionals. In addition, specific questions to be used by the evaluators during the pre and post observation conferences have been developed.

The large-scale pilot of these modified measures is planned for fall 2013 through spring 2014. A Web-based data warehouse is currently being developed to help PaTTAN conduct a program evaluation and to inform performance evaluations.

PRACTICAL EXAMPLE B

Educator Evaluation for Excellence in Teaching and Learning (E3TL) Consortium

The E3TL Consortium was jointly formed by the American Federation of Teachers, the New York State United Teachers, and the Rhode Island Federation of Teachers and Health Professionals. The consortium works to determine if new measures of teacher performance accurately account for the unique learning needs and instructional strategies of special student populations (e.g., students with disabilities and English language learners). In addition, this group has developed and piloted a training program specifically designed for evaluators.

Evaluator Training

EVALUATOR TRAINING	GUIDING QUESTIONS	NOTES
<p>1. Has the state established regulatory requirements concerning the training of evaluators?</p>	<ul style="list-style-type: none">Do the regulations detail expectations and requirements for the training of evaluators?Does the state conduct statewide evaluator training, or are districts responsible for training evaluators for their schools?Do the purpose and goals of the evaluation system warrant increased attention to the quality of evaluator training and the fidelity of implementation?Do the regulations and/or guidance allow for the use of peer evaluators?	
<p>2. Have the essential components for training evaluators been identified?</p>	<ul style="list-style-type: none">Does existing state and/or district training for evaluators include specific training on the evaluation of SISP?Can SISP-specific content be integrated into existing state/district training?Do the performance rubrics clearly and explicitly define best practices for SISP?Does the type and amount of training per SISP necessitate a separate training process?Can distinctions among SISP be clearly articulated in a combined training for all SISP categories, or is separate training needed for each SISP category?	
<p>3. Have decisions concerning allowable evaluators been made?</p>	<ul style="list-style-type: none">Is the use of peer evaluators permitted by the regulatory language?Will the state/district staffing structure support the use of peer evaluators?Will the state/district require that evaluators be trained in the disciplines in which they are evaluating and providing summative ratings?Does the evaluation system allow use of multiple observers to create summative ratings?Can existing structures of teacher-leaders/specialists be used to recruit evaluators?Does a separate process need to be established to measure interrater reliability and the calibration of raters for SISP?	

ELEMENT 4

Professional Learning

Educator evaluation design decisions regarding measures used and data collected can sometimes become disconnected if the evaluation system's overall theory of action or purpose and goals have not been determined or clearly articulated. There is a tendency to oversimplify this step by focusing on compliance rather than on the creation of a system with a clear purpose that is aligned with existing educational goals. The purpose and goals of the system should drive decisions related to the measures used, the format, and the types of data needed. A performance evaluation system will be effective at informing and guiding professional learning only if the evaluation process results in clearly and accurately identified strengths and weaknesses in practice. This is critically important. Educator evaluation systems that lack focus on and intentional alignment with professional learning and support are likely to hinder the potentially strong impact that educator evaluation can have on educator practice and student learning.

The need for intentional alignment with professional learning and support is no different for the evaluation of SISP. If the evaluation of SISP is designed well, data are

regularly collected as an integral part of the evaluation system and are used to identify areas in which SISP require support. Multiple measures offer different valuable results that can be triangulated to obtain a more complete picture of SISP professional learning needs. Evaluation systems that are designed to recognize the unique roles and responsibilities of SISP and that are aligned to the relevant national association standards are likely to move the profession toward best practice. Such systems allow for improvements in practice by making connections to targeted, embedded professional learning designed to improve SISP practice.

States and districts have taken multiple approaches to the provision of professional learning opportunities for educators. Some are self-guided, empowering educators to establish and monitor their own professional learning goals (e.g., Massachusetts Department of Education); others take a more comprehensive approach through the identification of themes concerning needs and strengths within the state or district. Both approaches are strengthened when the focus is on job-embedded, sustained professional learning tailored to teachers' unique needs as determined through the evaluation process.

Stakeholder groups might consider the guiding questions for Element 4 relative to the provision of professional learning support as they work to design evaluation systems for SISP.

FROM THE JOINT COMMITTEE ON STANDARDS FOR EDUCATIONAL EVALUATION (2012)

P1 Service Orientation

U1 Constructive Orientation Personnel evaluations should be constructive, so that they not only help institutions develop human resources but encourage and assist those evaluated to provide excellent services in accordance with the institution's mission statements and goals. (<http://www.jcsee.org/personnel-evaluation-standards>)

Professional Learning

PROFESSIONAL LEARNING

1. Do the measures used within the evaluation of SISP capture data on proficiency in best practices?



GUIDING QUESTIONS

- Are the measures used for SISP evaluation able to identify areas of strengths and weaknesses in the disciplines relative to agreed-upon best practices?
- Can reports be generated to identify themes across the district/state in terms of needs and strengths?
- Will the summative evaluation results provide sufficient detail to identify themes in terms of needs and strengths across the school, district, and state?

NOTES

TARGETED AND SUSTAINED PROFESSIONAL LEARNING

2. Has the infrastructure been established at the state and/or district level that enables the provision of professional learning and support?



GUIDING QUESTIONS

- Does the state require that Title II funds be used to provide targeted, sustained professional learning?
- Does the state/district offer flexibility and individualization of professional learning?
- Does the state/district offer professional development days that require participation of all personnel, including SISP?
- Does the evaluation system include an expectation that personnel will establish and monitor individual professional learning goals?

Conclusion

Throughout the United States, SISP play an important role in ensuring student success by delivering services and support for students and educators. In most states, educator evaluation systems are undergoing a shift toward more frequent and focused evaluations that include educators' contributions to student outcomes such as learning growth. Many states include SISP in their educator evaluation systems,

but the measures and methods used to evaluate teachers' performance in classroom settings may not be ideal for evaluating SISP who serve in various capacities. In addition, the diversity of SISP roles and responsibilities means that profession-specific measures—and evaluators who are trained to use those measures—may be needed. This Practical Guide Supplement provides a set of targeted questions that states and districts can ask as they determine how best to include key professionals in their systems of evaluation.

As these systems are designed, it is important to continually evaluate their effectiveness in order to identify any need for modifications, to avoid unintended consequences (e.g., highly effective SISP leaving high-need schools), and to determine their impact on student outcomes.

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For more information regarding national associations, or to locate resources specific to specialized instructional support professions, please visit the following websites:

American Art Therapy Association	http://www.arttherapy.org/
American Council for School Social Work	http://acssw.org/
American Counseling Association	http://www.counseling.org/
American Dance Therapy Association	http://www.adta.org/
American Music Therapy Association	http://www.musictherapy.org/
American Occupational Therapy Association	http://www.aota.org/
American Physical Therapy Association	http://www.apta.org/
American Psychological Association	http://www.apa.org/
American School Counselor Association	http://www.schoolcounselor.org/
American Speech-Language-Hearing Association	http://www.asha.org/
National Association for College Admission Counseling	http://www.nacacnet.org/
National Association of Pupil Services Administrators	http://napsa.com/
National Association of School Nurses	http://www.nasn.org/
National Association of School Psychologists	http://www.nasponline.org/
National Association of Social Workers	http://www.naswdc.org/
School Social Work Association of America	http://www.sswaa.org/

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