
Building Evaluation Systems that Support Educators of Students with Disabilities



June 12, 2013

Agenda and Speakers

- Teacher Practice Considerations (with Q&A):
 - Lynn Holdheide, Center on Great Teachers and Leaders at AIR
 - Pennsylvania's Approach (with Q&A):
 - Angela Kirby-Wehr and Jen Lillenstein
 - Student Growth Considerations (with Q&A):
 - Lynn Holdheide, Center on Great Teachers and Leaders at AIR
 - Delaware's Approach (with Q&A):
 - Brian Touchette
 - General Q&A
 - Wrap-Up
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Building Evaluation Systems that Support Educators of Students with Disabilities

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Center on
GREAT TEACHERS & LEADERS

at American Institutes for Research ■

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General Considerations

- **Inclusion.** Fosters an inclusive environment
- **Integration.** Drives professional learning, feedback, and support for all teachers and leaders
- **Collaboration.** Promotes collaboration of all personnel to ensure students receive the supports they need to be college and career ready
- **Shared Understanding.** Provides for shared expectations

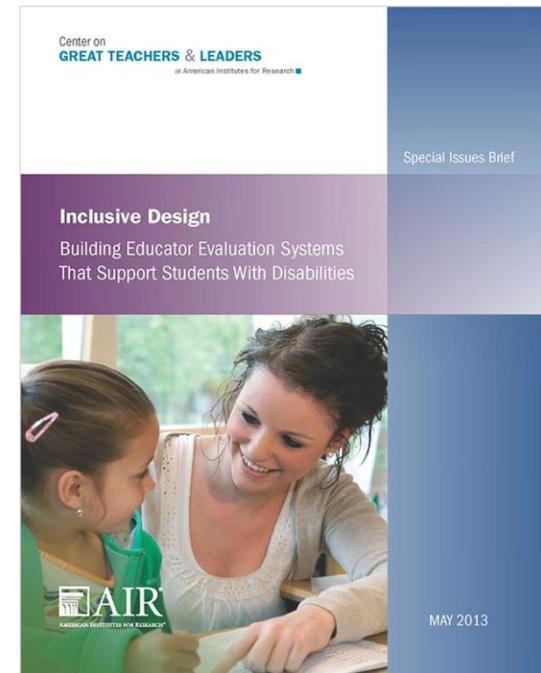
Why Is the Design of Evaluation Systems Important?

- To promote growth and development for all teachers
- Grounded in evidence-based practices
- Prevention of a misalignment
 - Inadvertently reinforce instruction not grounded in research
 - Disproportionately categorize teacher performance

Special Issues Brief

- Special Issues Brief: *Inclusive Design: Building Teacher Evaluation Systems That Support Students With Disabilities*
 - Eight Considerations
 - State and District Examples
 - Potential Next Steps

http://www.gtlcenter.org/sites/default/files/GTL_Inclusive_Design.pdf



Consider the Needs of Students With Disabilities and Their Teachers

- Measures of Teaching Practice
(e.g., classroom observation, performance rubrics, and teaching artifacts)
- Measures of Student Growth

Practice Consideration 1: Strengthen Existing Rubrics by Augmenting With Explicit Examples

- Explicit examples of how the standard or indicator would be demonstrated according to student ability and need:
 - Specific evidence-based instructional practices for students with disabilities (e.g., direct and explicit instruction and learning strategy instruction)
 - Specific roles and responsibilities of special educators (e.g., individualized education program [IEP] facilitation, development, and implementation and coordination of related services personnel)
 - Specific curricular needs (e.g., secondary transition services, social and behavioral needs, and orientation and mobility)

Practice Consideration 1: Strengthen Existing Rubrics by Augmenting With Explicit Examples

Potential Action Steps for States and Districts

- **Step 1.** Establish a stakeholder group to augment existing protocols, including explicit examples of:
 - Evidence-based instructional strategies
 - Roles and responsibilities specific to the position
- **Step 2.** Create guidance documents for both teachers and evaluators, inclusive of evidence-based instructional strategies
- **Step 3.** Establish validity

Practice Consideration 3: Integrate Special Education Content Into Evaluator Training, and Incorporate the Use of Peer Evaluators

- High-quality training for evaluators and the use of peer reviewers can strengthen teachers' trust in the evaluators' feedback and the validity of their evaluation results.
- The use of peer observers may positively impact evaluator credibility among teachers and is likely to have a positive impact on both the teacher's and peer observer's instructional practice.

Practice Consideration 3: Integrate Special Education Content Into Evaluator Training, and Incorporate the Use of Peer Evaluators

Potential Action Steps for States and Districts

- **Step 1.** Identify a stakeholder group to consider and design evaluator training.
- **Step 2.** Establish the role of the peer observer.
- **Step 3.** Establish requirements for peer observer selection and training.
- **Step 4.** Establish the structural supports to employ the use of peer observers.

Practice Consideration 4: Modify Rubrics to Reflect the Roles and Responsibilities of Specialized Instructional Support Personnel

- Evaluation models should reflect the respective roles and responsibilities of that discipline and represent a fair and appropriate assessment of performance.
 - Guided by the professional association standards
 - Modification of indicator language within existing teacher performance rubrics by representative stakeholders

Student Growth Consideration 1: Include Students With Disabilities in Growth Measures and Review Data

- Although students with disabilities present unique challenges in measuring growth, it is important that students with disabilities be included in growth measures. Doing so ensures accountability for growth of students with disabilities within educator evaluation.

Student Growth Consideration 1: Include Students With Disabilities in Growth Measures and Review Data

- **Step 1.** Create policy and messages to the field that students with disabilities must be included in measures of growth.
- **Step 2.** Disaggregate and review growth data.
- **Step 3.** Review teacher-course-student linkage data, and analyze how these contributions can best be captured in growth measures.

Student Growth Consideration 2: Ensure That Multiple and Appropriate Measures of Growth Are Used

- Combine multiple measures (both student growth and measures of teacher practice).
- Select measures that can accurately measure growth of students with disabilities.

Student Growth Consideration 2: Ensure That Multiple and Appropriate Measures of Growth Are Used

- **Step 1.** Provide guidance in the selection and weighting of measures.
- **Step 2.** Provide guidance on good practice in assessment selection and/or development.
- **Step 3.** Provide training and guidance for teachers to ensure that accommodations are used and recorded accurately.
- **Step 4.** Establish professional development in assessment literacy.

Student Growth Consideration 3: Account for Students With Disabilities in the Student Learning Objective Process

Potential Action Steps for States and Districts

- **Step 1.** Provide guidance concerning student learning objective (SLO) development, implementation, and accountability across the various service delivery models.
- **Step 2.** Establish a stakeholder group to develop example SLOs.
- **Step 3.** Provide guidance in how to differentiate learning targets established through the SLO process that take into account past learning trajectories and students' current levels of performance.

Student Growth Consideration 5: Specify That IEPs Are Not Measures of Growth

- Inform educators that an IEP should not be used to measure student growth for the purpose of teacher and leader evaluation.
- The IEP could be used as a source of evidence to develop SLOs and/or appropriate learning targets.

Potential Action Step for States and Districts

Step 1. Provide guidance on how IEPs can and should be used to inform the selection of measures and the establishment of appropriate learning targets within educator evaluation.

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“Advancing state efforts to grow, respect, and retain great teachers and leaders for all students”

Contact Information

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State Support

Pennsylvania's Educator Effectiveness System:

Use of the Danielson Framework
with Instructionally Certified
Personnel, Educational Specialists
and Licensed Professionals

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Instructionally Certified Personnel with Unique Roles and Functions

1. Career and Technical Education (CTE) Teacher
2. ESL Teacher
3. Reading Specialist
4. School Librarian
5. Special Education Teacher (e.g., Deaf/Hard of Hearing; Autism, Gifted, Learning, Life Skills, Multiple Disabilities and Vision Support)
6. Speech-Language Pathologist
7. Instructional Coach

Instructionally Certified Personnel with Unique Roles and Functions

Under Act 82, all instructionally certified teaching professionals who provide direct instruction to students will be evaluated with Pennsylvania's Educator Effectiveness System in 2013-2014.

- General Examples related to specific role and function**
- Specific Examples related to professional practice**

Instructionally Certified Personnel with Unique Roles and Functions General and Specific Examples

(Domain 3)

Domain 3: Instruction & Service Delivery				
Component	Failing	Needs Improvement	Proficient	Distinguished
3a: Communicating with students related to the GENERAL role of Instructionally certified personnel with unique roles and functions	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The teacher's explanation of the content contains major errors.</p> <p>The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>Student may know he is working on speech sounds, but not the specific sound.</p> <p>Most vocabulary used by SLP is developmentally appropriate.</p> <p>SLP may clarify the task when questions are asked by restating directions in the same manner.</p> <p>Minimal student participation is observed.</p>	<p>In addition to characteristics of proficient, teachers of Autism, Life Skills and MDS point out possible areas for misunderstanding.</p> <p>Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. All students seem to understand the presentation.</p> <p>Teacher invites students to explain the content to the class, or to classmates.</p> <p>Teacher uses rich language, offering brief vocabulary lessons where appropriate.</p>	<p>The CTE teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.</p> <p>Students contribute to extending the content and help explain concepts to their classmates.</p> <p>The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>
Evidence/Examples SPECIFIC to Instructionally certified personnel with unique roles and functions	<p>While communicating with students the Reading Specialist says "The directions is there for you to read."</p> <p>While describing expository text, the RS shows the student an example of fiction.</p>	<p>SLP may tell students they are working on categorization without explaining what categorization is to students.</p> <p>SLP provides a verbal explanation only.</p>	<p>The teacher says "Who would like to explain this idea to us?" and pauses for the explanation.</p> <p>During instruction related to the civil rights movement, teacher reminds students that the prefix "in" as in "inequality" means "not".</p>	<p>Students are able to articulate what the competencies are and how these apply to the work place.</p> <p>Students use the feedback from the CTE instructor to develop their own learning goals.</p>

Instructionally Certified Personnel with Unique Roles and Functions General and Specific Examples – (Domain 1)

Component	Failing	Needs Improvement	Proficient	Distinguished
1a: Possesses knowledge of content and pedagogy relative to the GENERAL role of instructional certified personnel with unique roles and functions	School Librarian makes content errors. Librarian does not consider district curriculum when planning collaborative information literacy lessons. Librarian's plans use inappropriate strategies for discipline	Gifted Support Teacher is familiar with the discipline but does not see conceptual relationships. Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. Lesson and unit plans use limited instructional strategies and some are not be suitable to the content.	Application of knowledge and principles of first and second language acquisition are applied to instructional design by ESL Teacher. Instructional planning and preparation reflects the ability to integrate the most critical components of the English language (e.g., phonology, morphology, syntax, pragmatics, semantics, etc.).	Learning Support teacher displays extensive knowledge of the important concepts in the discipline and how these relate to both one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
Evidence/Examples SPECIFIC to instructionally certified personnel with unique roles and functions	School Librarian provides little or no information literacy instruction either in isolation with information literacy skills or in collaboration with content area teachers. Librarian provides a one-day orientation for classes, but no further instruction.	GS teacher uses some data sources to inform Present Levels of Educational Performance (PLEP). Instructional goals and short term learning outcomes may not consistently reflect present levels of educational performance. GS teacher has some knowledge of enrichment and acceleration resources.	ESL teacher develops lesson plan that includes a paired activity of retelling steps in long division for several problems. ESL lesson plan contains oral practice time for students to use key vocabulary about geography in authentic, meaningful discussion about the role of rivers in daily life.	LS Teacher pre-teaches important background knowledge, vocabulary and concepts related to the upcoming unit on 19 th century literature.

Educational Specialists & Licensed Professionals

1. Behavior Specialist
2. Dental Hygienist
3. Home-School Visitor
4. Instructional Technology Specialist
5. Occupational/Physical Therapy Specialist
6. School Counselor (Elementary & Secondary)
7. School Nurse
8. School Psychologist
9. School Social Worker

Educational Specialists & Licensed Professionals

Domain 1

Component	Failing	Needs Improvement	Proficient	Distinguished
1a: Possesses knowledge of content and pedagogy	School Psychologist demonstrates limited knowledge of best practices relative to planning and preparation for comprehensive service delivery.	Behavior Specialist demonstrates a general understanding of the scientific principles of behavior analysis, terminology and research is demonstrated. Services correspond with competency, experiential and educational levels. Knowledge of guidelines and regulations is adequate.	CSDH demonstrates a proficient understanding of oral hygiene process and health. CSDH consistently collects, prioritizes, documents and evaluates individual and collective student health data. CSDH's decisions are guided by clinical judgment and current research information to meet the needs of the district. CSDH identifies important concepts of the discipline and their relationships to one another. CSDH consistently provides clear explanations of the content, answers questions accurately and provides feedback that furthers student learning. CSDH seeks out content-related professional development.	School Counselor displays extensive knowledge of counseling theory, best practice, and techniques. S School counselor's plans and practice reflect that extensive knowledge and the wide range of effective theoretical approaches in anticipating student misconceptions and questions. Plans consistently reflect integration of best practice.
Evidence/Examples	SP provides generic behavioral strategies that lack research support and have limited relevance to the presenting problem. SP displays limited to no knowledge of the big ideas in reading and student assessment results provide little guidance for the identification of research-	BS can answer general questions about the use of positive reinforcement. Due to partial understanding of the components of a student's behavior plan, the BS recommends that other stakeholders do the best they can.	CSDH was able to demonstrate knowledge related to the relationship between good nutrition and home dental care. CSDH understands crunchy fruits and vegetables act as detergent foods to help clean the teeth when brushing and flossing is unattainable.	SC designs, implements and disseminates a developmental standards-based curriculum that comprehensively addresses student needs through consistent use of all three domains (academic, career, and personal/social). SC collaborates in the development of innovative approaches based on evidence-based research theories about human development, student learning, and student success

Educational Specialists & Licensed Professionals

Domain 3

Domain 3: Instruction & Service Delivery				
Component	Failing	Needs Improvement	Proficient	Distinguished
3a: Communicating with students	School Nurse oral and written communication skills are ineffective. Returned information is not communicated to appropriate staff/nursing data collections sources and reports.	School Social Worker is somewhat unclear in their communication with students, families or other stakeholders. The content of the message communicates a general understanding of student needs with some ideas about strategies to address those needs.	Home School Visitor's oral and written communication with students and families is effective and consistent. Sensitivity regarding cultural, developmental, religious and other related variables is demonstrated.	School Psychologist effectively collaborates with families, facilitates positive home-school partnerships and/or provides a continuum of services that includes outreach and support to families on a consistent basis. SP engages others in contributing to the development of positive home-school relationships and practices in order to enhance service delivery outcomes.
Evidence/Examples	School Nurse fails to communicate the need to maintain current status of emergency card information/ health information forms. Information obtained/ received from these forms is not disseminated at an educationally appropriate level and understandable language.	SSW schedules to meet with a student and informs the student but does not gather information from stakeholders about needs. SSW creates a district-wide program for parent involvement and communicates very little with stakeholders about program goals that support district initiatives.	HSV solicits input from a student regarding his tardiness, meets with parents to address the concern and summarizes the meeting and plan in writing. HSV is able to provide correct information in reference to the McKinney-Vento Act in order to effectively advocate for a student. HSV responds to parent requests and/or concerns in an effective and timely manner.	SP designs and leads the implementation of a program to assist parents with managing their children's behavior, basing the plan on the parents' cultural strengths, preferences and needs. SP provides extensive liaison and coordination with community agencies to ensure that families of students with complex support needs receive needed services.

PDE & American Institutes for Research (AIR) Partnership

Validation Efforts

1. Technical Report
2. Independent Reviews of Rubrics
3. Small and Large Scale Pilots using Modified Rubrics (January – June 2013/45 LEA's and September 2013-May 2014)
4. Survey Development and Completion
5. Ongoing Analyses

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Delaware Professional Appraisal System - II

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Overview

- ▣ State-wide educator evaluation system for over a decade
- ▣ High level overview
- ▣ 2 year process to build current system for student improvement
- ▣ 2012-13 first full year of implementation

For more information:

<http://www.doe.k12.de.us/csa/dpasii/default.shtml>



Department of Education >> Certification Standards and Appraisal >> DPAS II

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DPAS II - Delaware Performance Appraisal System



Important Messages from the Secretary of Education

****NEW**** [DCAS Growth Model Information for Educators 2012-2013](#)

****NEW**** [Delaware Student Assessment Reporting and Analysis – Review of Component V Target Scores](#)

Purpose/Philosophy

- Focus on building a school climate where everyone is focused on the improvement of student achievement.
- Bringing back a focus on conferences and conversation between educators and administrators.



Overall Components

	Teachers	Specialists	Administrators
Component 1	Planning & Preparation	Planning & Preparation	Vision & Goals
Component 2	Classroom Environment	Professional Practice & Delivery of Services	Culture of Learning
Component 3	Instruction	Professional Collaboration & Consultation	Management
Component 4	Professional Responsibilities	Professional Responsibilities	Professional Responsibilities
Component 5	Student Improvement	Student Improvement	Student Improvement



3 Types of Educators

	Generalizations about the category
Group I	Are you the reading and/or math Teacher of Record and give grades for at least 10 students in grade 3-10?
Group II	Are you the Teacher of Record and give grades for at least 10 students at any grade or subject other than reading/math grades 3 - 10?
Group III	Any educator who does not meet the criteria for Group 1 or Group 2 will defer to Group 3.



3 Types of Measures

	Type of Measure	
A	State Assessment	
B	External	Internal
C	Growth Measures	



	Type of Measure	
A	State Assessment	
B	External	Internal
C	Growth Measures	

- ▣ Ideal cohort size 25+ students
- ▣ Minimum of 10 students
- ▣ Targets established by State:
 - Target based on 2 years of data
 - Sub-groups (General Education, Special Ed, ELL, Special Ed/ELL)
- ▣ Can be used for General and Special Educators
- ▣ Alternate Assessment is not used for this measure
- ▣ Applies to fewer than 25% of teachers



	Type of Measure	
A	State Assessment	
B	External	Internal
C	Growth Measures	

▣ External Assessment

- DDOE approved, standardized assessments that can be used at the discretion of the district (including Alternate Assessment)
- DIBELS, STAR Math, STAR Reading

▣ Internal Assessment

- DDOE approved, educator developed assessments specific to subject and grade level
- Pre/Post Student Assessments



	Type of Measure	
A	State Assessment	
B	External	Internal
C	Growth Measures	

- ▣ DDOE approved, educator developed goals
- ▣ Specific to content area and/or job assignment
- ▣ Includes a mix of: student growth and professional outcomes
- ▣ Direct vs Indirect Services (student growth vs. professional outcomes)
- ▣ Standardized by:
 - Cohort sizes established
 - Baseline and data method
 - Min and Max time period
 - Some guidance on goal setting (use of IEP as guide)



Indicator ID	Standard	Goal Statement (teachers of students in alternate assessment)
1	8d.1 – ELA Assessment of Independence	<p>Given the average of scores attained during the baseline period, the identified group of student(s) with academic targets (ELA) will decrease the number of prompts or show improvement on the prompt hierarchy to meet the target(s) of ____* by the conclusion of the timelines.</p> <p>(*target must be at least one prompt lower than baseline or improvement on the prompt hierarchy by one level toward the target)</p>
2	8d.2 – ELA Assessment of accuracy	<p>Given the average of scores attained during the baseline period, the identified group of students with academic targets (ELA) will increase the percentage of target by ____* at the conclusion of the timelines.</p> <p>(target must be 5% higher or attain/maintain 90% or higher)</p>



Growth Goals Summary (alternate assessment)

- ▣ 16 Growth Goals available
- ▣ Educator chooses 4 for the students they teach
- ▣ Educator sets targets (for Satisfactory and Exceeds)
- ▣ Administrator approves based on professional conversation with the educator
- ▣ Topics of Growth Goals include:
 - ELA
 - Mathematics
 - Science
 - Social Studies
 - Social Skills
 - Daily Living
 - Career Readiness
 - Generalization of skills
 - Communication



Measures by Educator Type

	A	B	C
I	50%	50%	
II		50%	50%
III			100%



Educator Receives Rating for Component V

<u>Exceeds</u>	<u>Satisfactory</u>	<u>Unsatisfactory</u>
The agreed upon “exceeds” target is met or surpassed	The agreed upon “satisfactory” target is met or surpassed, but the “exceeds” target is not met	The agreed upon “satisfactory” target is not met



Summative Ratings

Total # of Satisfactory ratings in Components I-IV	Component Five	Summative Rating
4/4	Exceeds	Highly Effective
4/4	Satisfactory	Effective
4/4	Unsatisfactory	Needs Improvement
3/4	Exceeds	Highly Effective
3/4	Satisfactory	Effective
3/4	Unsatisfactory	Needs Improvement
2/4	Exceeds	Effective
2/4	Satisfactory	Effective
2/4	Unsatisfactory	Ineffective
1/4	Exceeds	Needs Improvement
1/4	Satisfactory	Needs Improvement
1/4	Unsatisfactory	Ineffective
0/4	Exceeds	Needs Improvement
0/4	Satisfactory	Needs Improvement
0/4	Unsatisfactory	Ineffective