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Special Education Teacher Evaluation in an Era of Accountability: Challenges and Solutions

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**Collaboration for Educator Development, Accountability, and Reform
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Council for Exceptional Children, Teacher Education Division

Four Corners

SA

SD

In our state, there is a shared belief that teacher and leadership preparation play a major role in teacher and leader quality and are an essential element to the recruitment, support, and retention of highly effective teachers and leaders.

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Four Corners

SA

SD

In our state, teacher and leadership preparation programs have been extensively involved in the retooling of teacher and leader evaluation.

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Evidence of student learning should be an accountability measure for preparation programs just as it is for schools, districts, and teachers.

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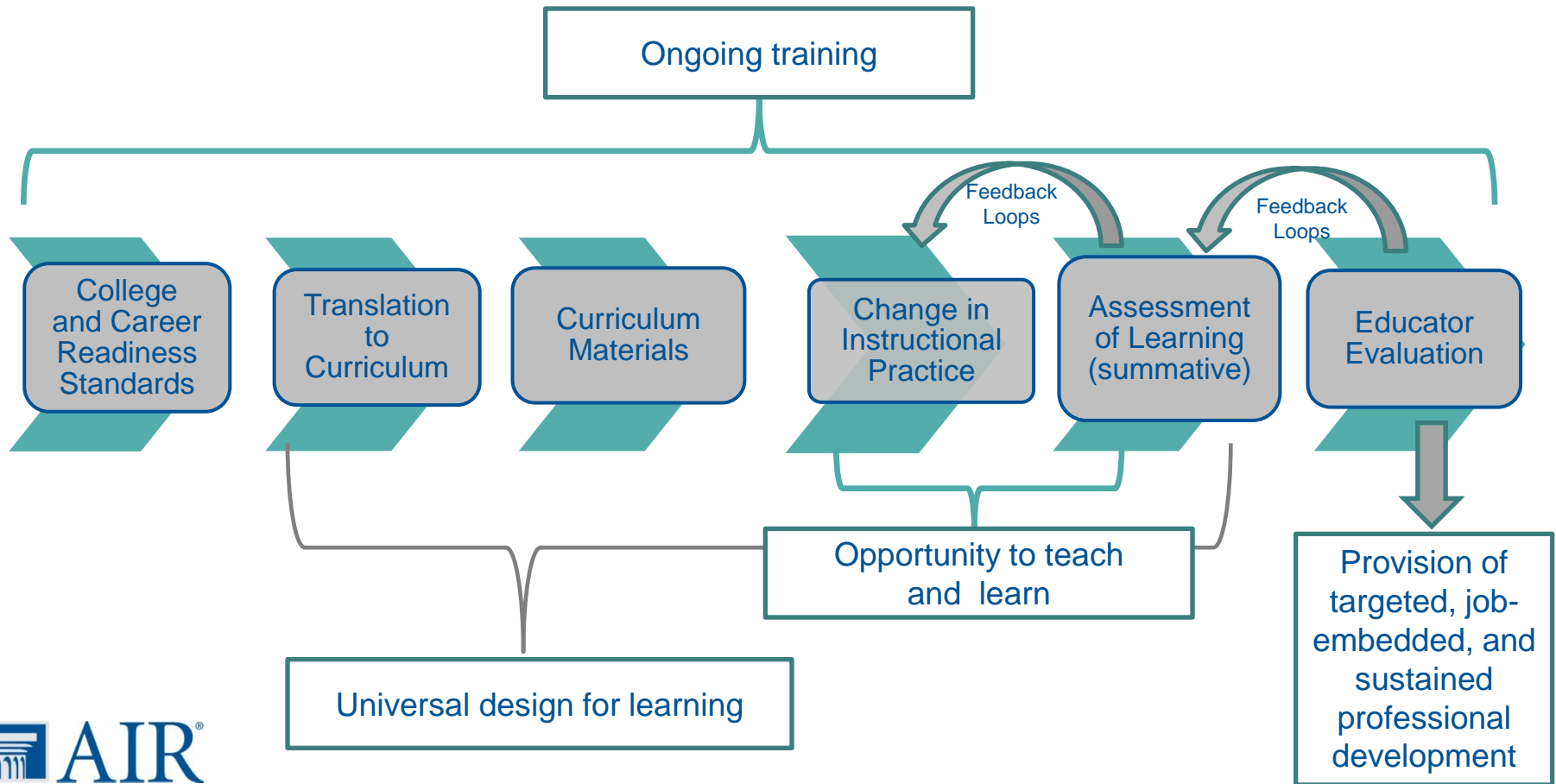
SD

In our state, there is a common understanding of the role that teacher and leadership preparation programs need to play in teacher and leader performance evaluation.

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Impact of Common Core on Teacher Preparation: Making the Connections



Foundation to Teacher Preparation Standards, Curriculum, Certification/Licensure, Teacher Quality, and Retention

Student
College and
Career
Ready
Standards

Teacher &
Leader
Standards

Effective
Teacher &
Leader
Preparation
Program &
Curriculum

Aligned
Certification
& Licensure

Aligned
Human Capital
Management

Student's
College and
Career
Readiness

Guiding Principles

Educator evaluator models based on:

- The student learner
- What educators and administrators need to know and do to support the academic and social growth of students with disabilities
- Demonstrated student growth
- Roles and responsibilities
- The type of feedback and support needed to improve educator practice across the career continuum



Impact of Preparation Programs on Teacher and Leader Evaluation

Preparation programs can impact evaluations in two broad areas:

- Teacher and leader evaluation design
- Curriculum, field experiences, and support

Impact of Teacher and Leader Evaluation on Preparation Programs

Evaluation can impact preparation programs in:

- Curriculum and reform guidance
- Evaluation and feedback

The Student Learner

Instruction is focused on student needs and is differentiated based on the student learner.

Examples:

- Rubric remains constant; however, explicit examples of how the standard would be demonstrated according to student ability and need (e.g., Pennsylvania & Massachusetts)
- Guided pre-observation conference with educator reviewing student needs and research behind instructional approach (e.g., Nevada & Pennsylvania)



Evidenced-Based Instructional Practices

Use of empirical evidence to build evaluation models

Examples:

- Focus on instruction, narrow scope, and ensure fidelity (e.g., Nevada and, potentially, Iowa).
- Focus on high-level instructional principles (e.g., Nevada and Iowa Core Highly Effective Instructional Principles).



Demonstrated Student Growth

Ensure that the measures used are a fair and accurate representation of both student growth and teacher contribution to that growth.

Example:

- Student learning objective development requires accountability for the growth of all students, collaboration of both general and special education teachers in development, and differentiated targets (e.g., Rhode Island).



Roles and Responsibilities

Procedures specific to roles and responsibilities

Examples:

- Modify rubric according to role (e.g., Massachusetts, Pennsylvania, Illinois, and Nevada).
- Add indicators specific to the professional association standards (e.g., DC Impact, Pennsylvania, and Nevada).



Preparation Impact on Teacher Evaluation: *Teacher and Leader Evaluation Design*

Evidenced-Based Instructional Practices

(Differentiated Instruction)

- Assessment for learning
- Learning strategy instruction
- Scientifically based reading instruction
- Classroom organization and behavior management

Teacher & Leadership Standards

(Knowledge, Skills, and Motivation)

- Needs and interests of PK–12 students included
- Involvement of district PK–12 teachers and leaders
- Evidenced-based instructional strategies and intensive services
- Integration of general and special education

Teacher Evaluation

- Definition of effective teaching
- Foundation of what practices should be measured

Preparation Impact on Teacher Evaluation: *Curriculum, Field Experiences, Supports*

Teacher and Leader Preparation Curriculum

- Integrated general and special education teacher and leadership curriculum
- Intensive clinical experiences with feedback
- Induction and ongoing feedback

Teacher Quality

- Solid foundation of competencies
- Multiple opportunities for application

Professional Learning Opportunities, Feedback, and Support

Alignment and coherence in training and professional development across the career continuum

Examples:

- Instructional strategies taught, monitored, and supported throughout teacher preparation, induction/mentoring, and professional development (e.g., Colorado).
- Teacher performance attributed to preparation program and used to evaluate professional learning activities (e.g., Texas).



Teacher Evaluation Impact on Teacher Preparation:

Curriculum and Reform Guidance

Teacher & Leadership Standards

(Knowledge, Skills, and Motivation)

- Needs and interests of PK–12 students included
- Involvement of district PK–12 teachers and leaders
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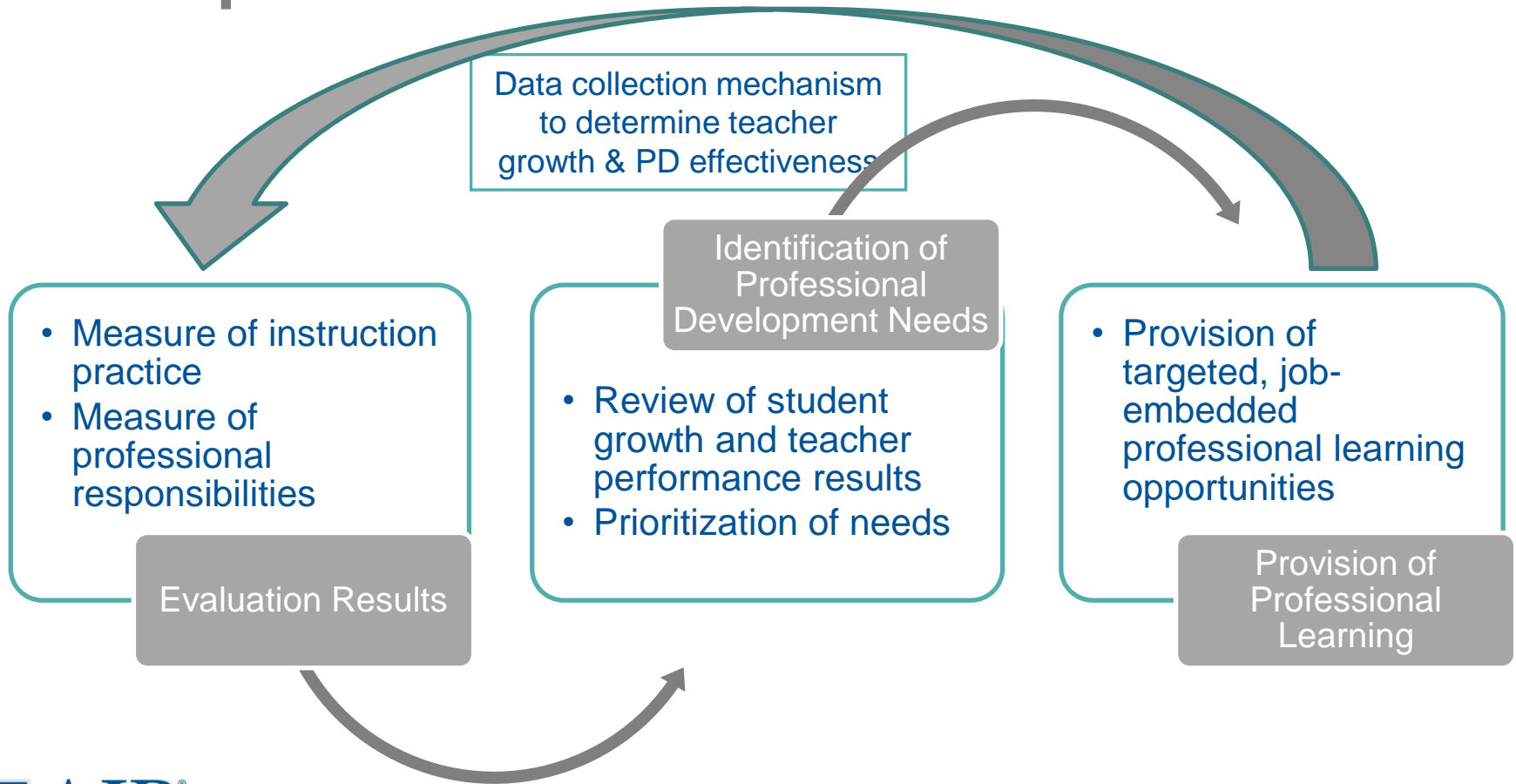
Review & Modify Curriculum

- Review of curriculum requirements and content
- Intensive clinical experiences—early and often—with quality feedback
- Ongoing collaboration with arts and sciences faculty
- Establishment of mentoring, induction, or teacher-residency program

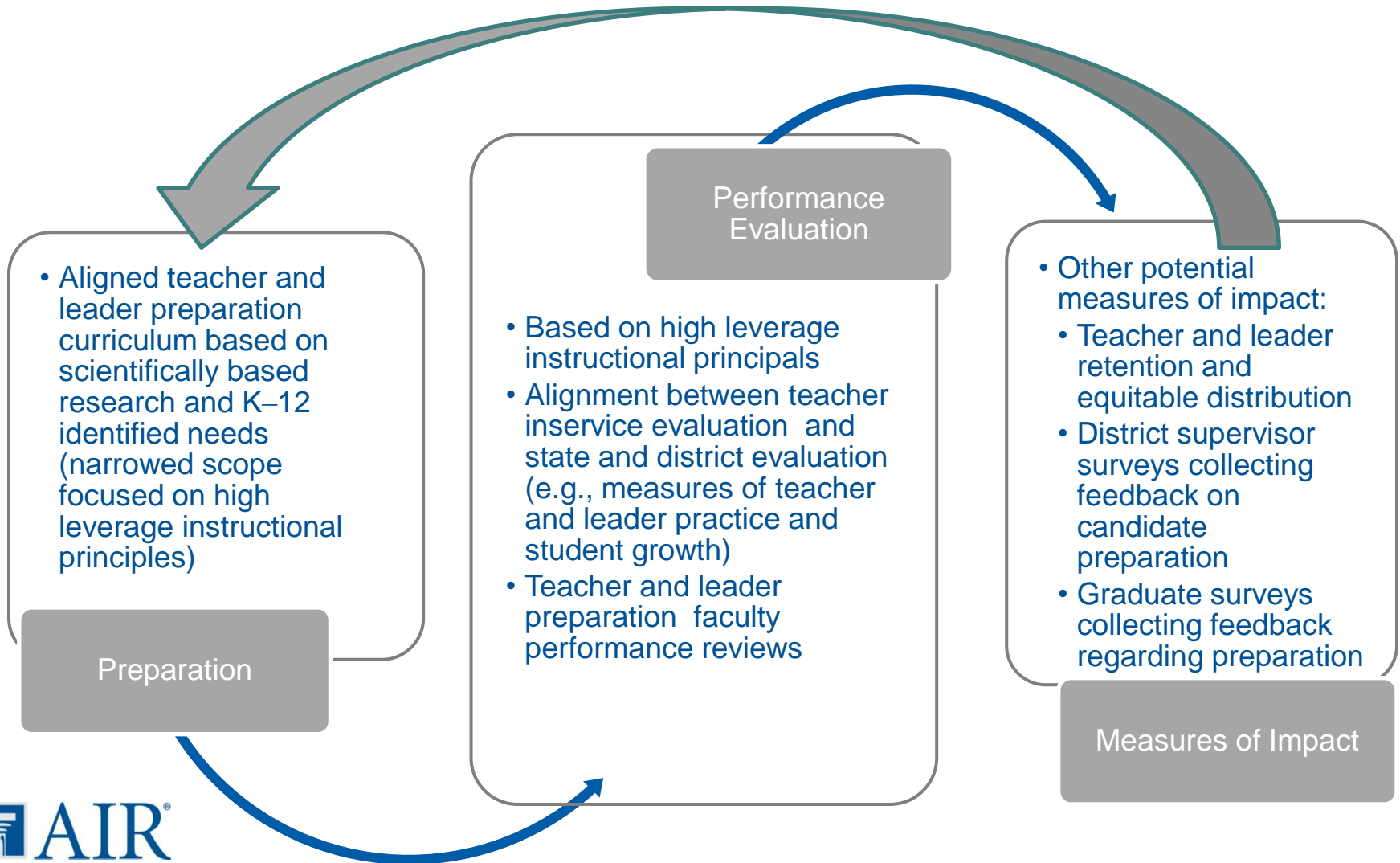
Teacher Quality

- Teacher preparation for today's challenges and classrooms
- Increased collaboration for increased clinical experiences and research

Making the Connection to Professional Development



Measuring Impact





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