

Guidance Concerning the Design and Implementation of *Teacher and Leader* Evaluation Systems

That Support the Academic and Social Growth of Students With Disabilities



Lynn Holdheide, Deputy Director
Council for Exceptional Children
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General Guidance

- Utilize existing evaluation frameworks for *all* teachers and administrators.
- Strengthen existing frameworks to include explicit guidance pertaining to students with disabilities, special educators, and specialized instructional support personnel.

Considerations, Examples, and Next Steps

- **Eight Considerations**

- All are based upon national issues, practice, and guidance.

- **State and District Examples (Appendixes)**

- Consider augmenting with **district initiatives**. Many district and special education stakeholders have already begun this work—much could be learned from their efforts.

- **Potential Next Steps**

- Consider utilizing district-level special education stakeholders to move this work forward.

Consideration 1

- Rubric remains constant for all instructional providers (e.g., teachers).
- Explicit examples provided of standards and indicators across student populations and context.
 - Potential next steps:
 - Establish a subgroup of special educators to work collaboratively to develop:
 - Explicit examples
 - Guidance and training for evaluators
 - Use of peer observers

Consideration 2

- Modify rubric standards and performance indicators specific to roles and responsibilities of specialized instructional support personnel (e.g., speech pathologist, school psychologists).
 - Potential next steps:
 - Establish a subgroup of specialist personnel to modify the rubric to reflect specific roles and responsibilities.
 - Work with state and national associations.
 - Use professional association standards to establish face and content validity.

Consideration 3

- Use the preobservation conference as an opportunity for the educator to review the students' needs and the evidence-based instructional practice used prior to the observation.
 - Potential next steps:
 - Require the use of a preobservation and a postobservation conference.
 - Provide guidance and professional learning opportunities preparing teachers to guide and facilitate discussions concerning instructional strategies based on students' needs.

Consideration 4

- Include students with disabilities within the multiple measures of growth like that of all students.
 - Potential next steps:
 - Provide training and guidance on how to select or develop assessments that are accessible.
 - Provide training and guidance for teachers to ensure that students with disabilities can be appropriately accommodated.

Consideration 5

- Consider students with disabilities within the student learning objective (SLO) development process.
 - Potential next steps:
 - Require that all teachers are held accountable for the growth of students with disabilities under the SLO process.
 - Provide guidance and examples concerning SLO development, implementation, and accountability across the various service delivery models.
 - Provide guidance in how to differentiate learning targets established through the SLO process that take into account past learning trajectories and present levels of performance.

Consideration 6

- Capitalize on response to intervention (RTI) framework as an important lever for implementing SLOs.
 - Potential next steps:
 - Utilize established data collection teams used as part of the RTI process to structure the SLO process.

Consideration 7

- Establish differentiated growth targets that take into account past learning trajectories and present levels of performance.
 - Potential next steps:
 - Provide guidance in how to differentiate learning targets.

Consideration 8

- Make a statement that the individualized education program (IEP) should not be used to measure student growth for the purpose of teacher and leader evaluation; however, it could be used as a source of evidence to develop SLOs.
 - Potential next steps:
 - Provide guidance in how the IEP is distinct from SLOs as IEPs.

GTL Center Contact Information

Website: www.gtlcenter.org

E-Mail: gtlcenter@air.org

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