

# DO NOW: Pre-Panel Activity

## University Personnel/ Administrators/ State or District Officials

- A. Reflecting on your own work, list three things you have learned about special education teacher evaluation
- B. Crystal Ball Moment: Nominate 1 prediction for how teacher evaluation is going to look 5 years from now

## Teachers

- A. Special education teacher evaluation needs to take into account these **three** things that teachers do
- B. Crystal Ball Moment: In 5 years, I hope that special education teacher evaluation involves...

# **Special Education Teacher Evaluation: Perspectives From Researchers and Practitioners**

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CEC Town Hall Meeting

April 10, 2015

# Welcome!

## **Introduction**

Nathan Jones, Boston University

## **Panel Presentations**

- Trish Steinbrecher, University of New Mexico
- Toby King, Colorado Department of Education
- Lynn Holdheide, Center on Great Teachers and Leaders, AIR
- Nathan Jones, Boston University

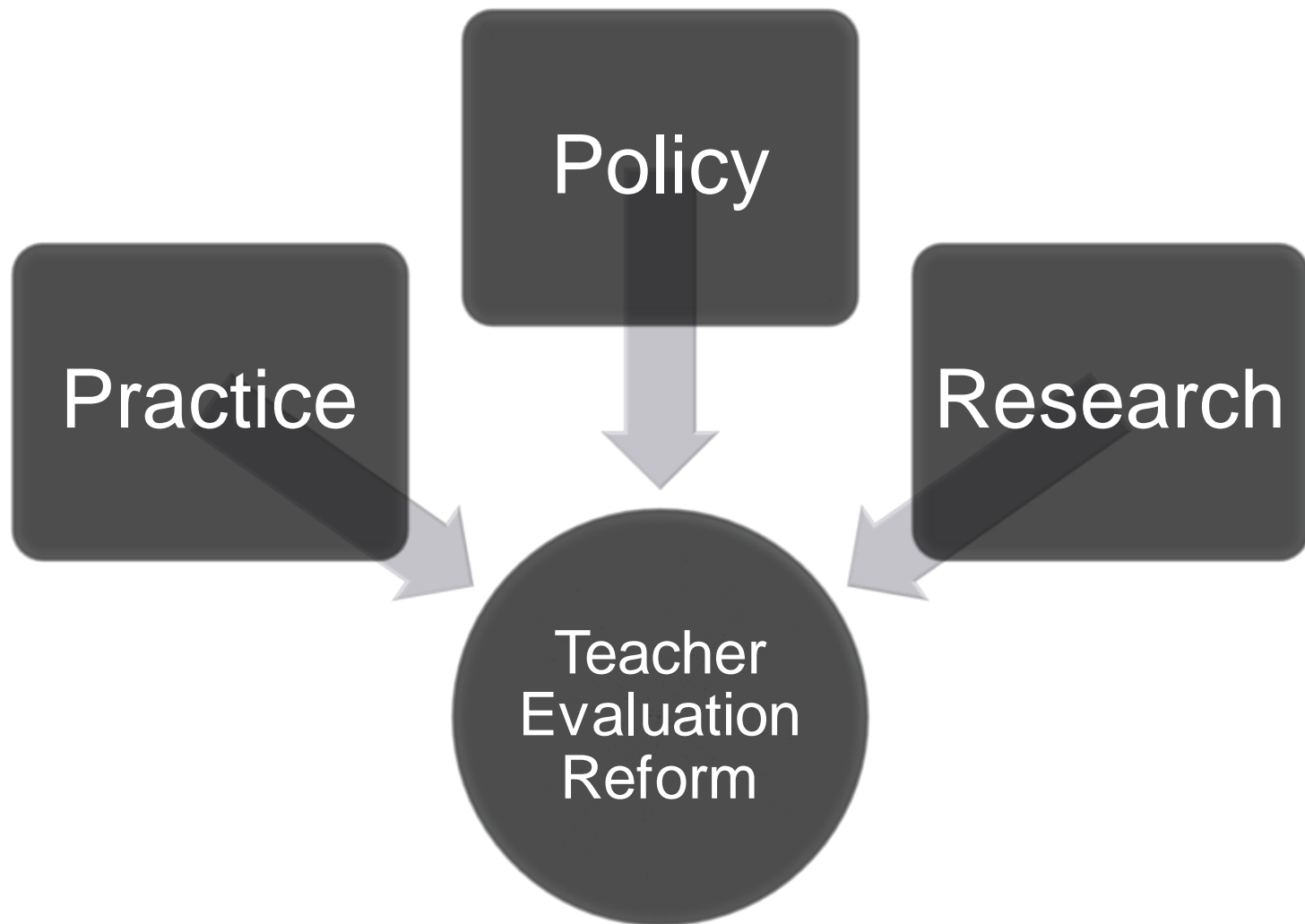
## **Discussion**

Facilitated by Jennifer Madhavi, Sonoma State University

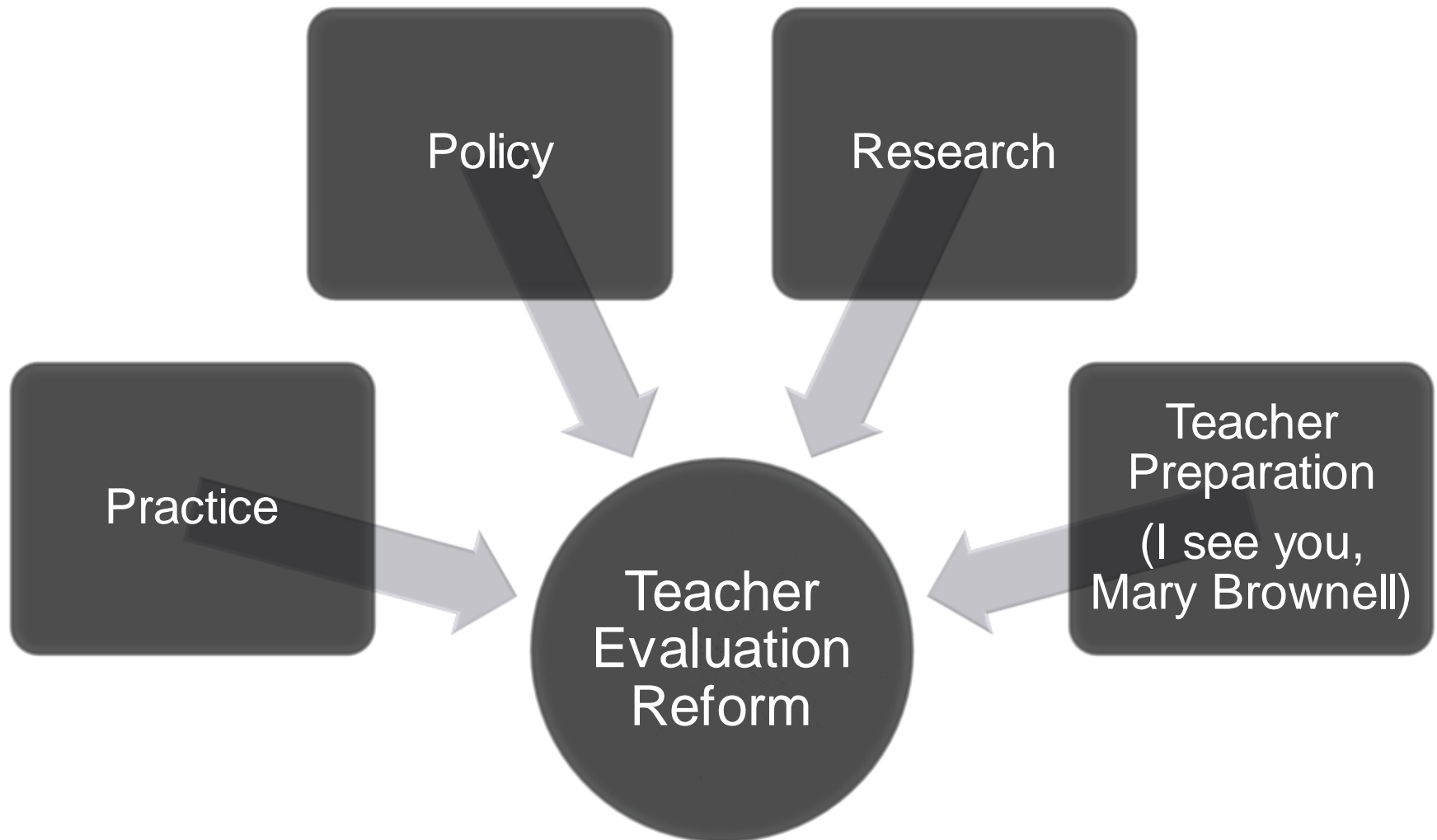
# National Context

- Historically, evaluation systems have not adequately differentiated teachers
  - TNTP Study: 98% of teachers rated “satisfactory”
- Reformed teacher evaluation has wide support across multiple stakeholders
- Complex implementation challenges
  - Few models exist for states and districts to adopt
  - Many districts have limited capacity to implement comprehensive systems
  - States have limited resources to help them
  - Researchers lack evidence about available evaluation tools

Successful teacher evaluation reform will require rigorous and coordinated effort



# Successful teacher evaluation reform will require rigorous and coordinated effort



# Our panelists will reflect on each of these perspectives

## **Administrator/Teacher Perspectives**

Trish Steinbrecher, University of New Mexico

## **State Perspective**

Toby King, Colorado Department of Education

## **National Perspective**

Lynn Holdheide, Center on Great Teachers and Leaders,  
AIR

## **Research Perspective**

Nathan Jones, Boston University

# Panelist Questions

1. Reflecting on your own work, list three things you have learned about special education teacher evaluation
2. Crystal Ball Moment: Nominate 1 prediction for how teacher evaluation is going to look 5 years from now



# Trish Steinbrecher

## Current Research

Examining school administrator knowledge of special education practices and teaching and their training and background to evaluate special educators

(Was also looking at administrator implementation of the FFT but encountered difficulty with the teacher unions when gathering that data) – you may or may not want this in the presentation since it is volatile

# Lessons Learned

- Administrators receive little or no pre- or in-service training on special education and few know and understand effective special education practices much less how to evaluate them.
- Administrators appear heavily reliant on implementation of scripted curricula with little understanding of individualization and appear highly dependent on dispositions (i.e., flexibility and patience).
- Administrators with special education backgrounds appear more aware of appropriate practices but may struggle with implementation in unknown service delivery environments (e.g., co-teaching when they primarily worked in self-contained settings).

# Crystal Ball Moment

- Teacher evaluation reliability will be a major issue and will most likely set legal precedent. Evaluations will be conducted by a minimum of a two-person team – most likely an administrator and someone with expertise in a particular pedagogical area (e.g., special education, ELL).



**COLORADO**

Department of Education

# Evaluating Special Educators: a Colorado Perspective

**Toby J. King, Director of Evaluation and Support  
Colorado Department of Education, Educator Effectiveness  
For CEC 2015**

April 10, 2015

# Together We Can

## Vision

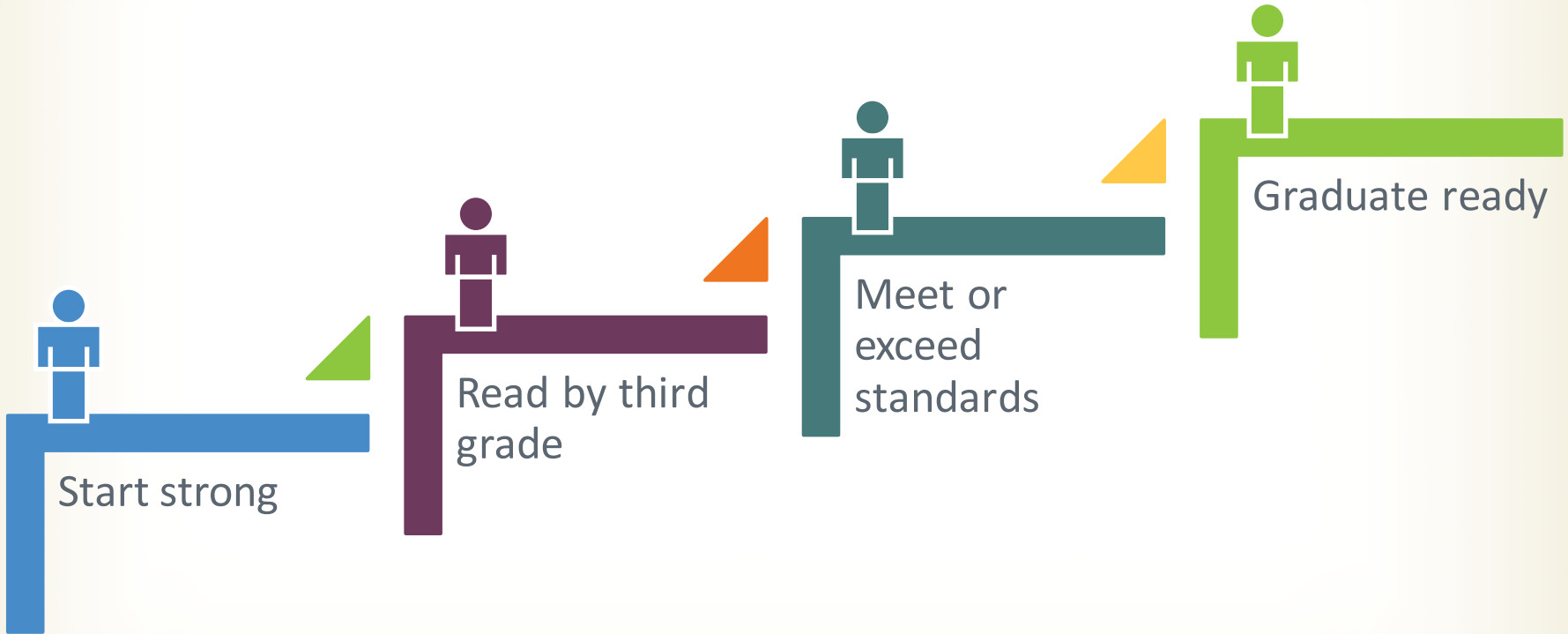
All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

## Mission

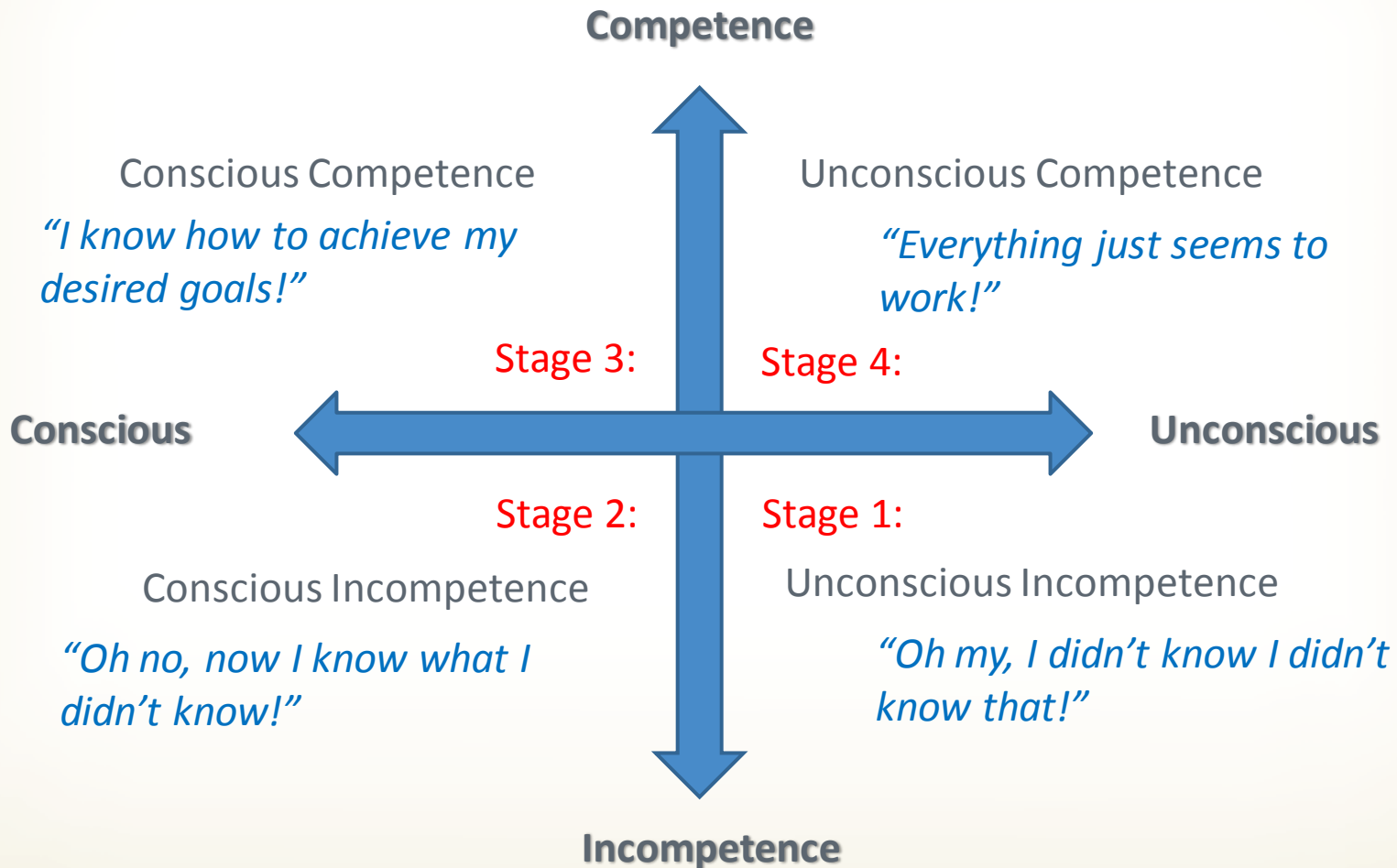
The mission of the Colorado Department of Education is to ensure that all students are prepared for success in society, work, and life by providing excellent leadership, service, and support to schools, districts, and communities across the state.

# CDE Strategic Goals:

*Every Student Every Step of the Way*



# Stages of Learning; Maslow



# Colorado's Definition of an Effective Teacher

Effective teachers in the state of Colorado have the knowledge, skills and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success (See Appendix B). Effective teachers facilitate mastery of content and skill development and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because effective teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.



# Relevance

## New: 2014-15 School Year Rubrics Available

- [Download the Teacher Rubric](#)

In an effort to continuously improve the Colorado State Model Evaluation System, the CDE Educator Effectiveness team gathered feedback on the teacher rubric from both pilot and non-pilot districts during the 2013-14 school year. The feedback received on the teacher rubric guided improvements to the new version of the rubric such as clarifying and deleting elements. [This document provides an overview of the changes made for the 2014-15 teacher rubric.](#)

- [Download the Principal/Assistant Principal Rubric](#)
- [Rubric for school audiologists](#)
- [Rubric for school psychologists](#)
- [Rubric for school nurses](#)
- [Rubric for school physical therapists](#)
- [Rubric for school occupational therapists](#)
- [Rubric for school counselors](#)
- [Rubric for school social workers](#)
- [Rubric for school speech language pathologists](#)
- [Rubric for school orientation and mobility specialists](#)

# Meaningful Feedback

*PLEASE NOTE: The purpose of these documents is to highlight possible approaches for districts and BOCES to consider when constructing their approach to evaluating educators. CDE will be collecting on-going feedback to improve this guidance. To submit your feedback, email [Educator\\_Effectiveness@cde.state.co.us](mailto:Educator_Effectiveness@cde.state.co.us).*

- [Practical Ideas for Evaluating Special Education Teachers](#) (released March 2015!)
- [Practical Ideas for Evaluating Early Childhood Educators](#)
- [Practical Ideas for Evaluating Culturally and Linguistically Diverse Education Specialists](#)
- [Practical Ideas for Evaluating Teacher Librarians](#)
- [Practical Ideas for Evaluating Teachers of The Arts](#)

# Context Matters

- **What are the settings and service delivery models used by the special educator?**
  - Settings may include (examples)
    - General Education Classroom
    - Resource Room
    - Homebound
  - Service Delivery (examples)
    - Separate Class
    - Pull out
    - Co-teaching
    - Push in

# Context Matters

- **What is the role of the special educator?**
  - Supplements curriculum
  - Replaces curriculum
    - Extended Evidence Outcomes
- **What data will the special education teacher provide that ties the specially designed instruction to individual student growth?**
- **What does special education look like relative to the rubric?**

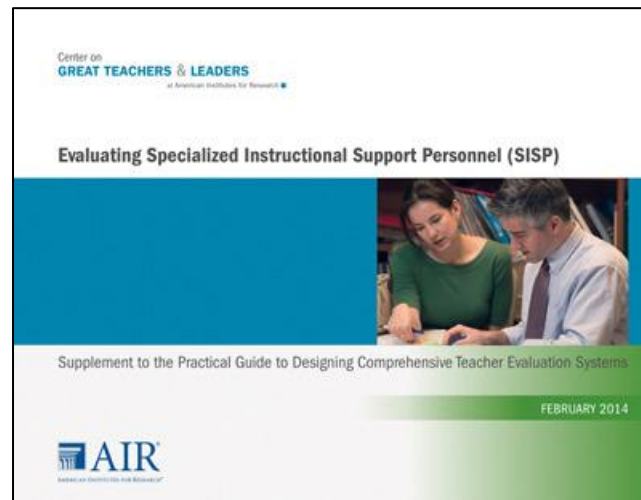
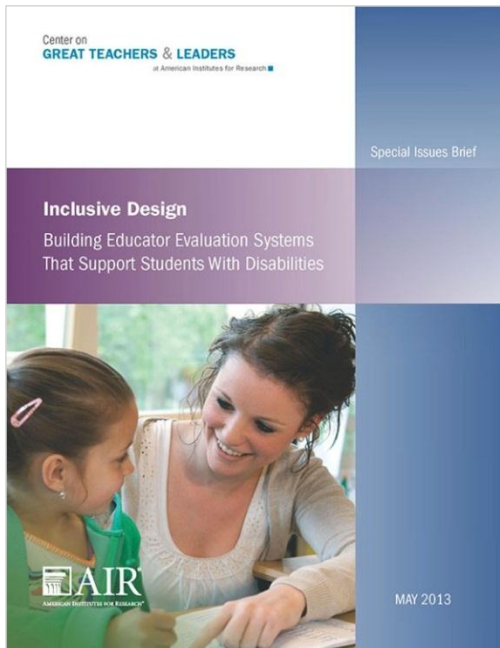
# What does best practice look like?

<b>QUALITY STANDARD III</b> Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.	
Elements	Practices that May be Observed During Special Education Teacher Observations*
<b>A.</b> Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.	<b>The Teacher:</b> <ul style="list-style-type: none"> <li>• Uses age-appropriate research-based instructional materials/strategies as outlined by approved district documents.</li> <li>• Uses instructional strategies that address individual learning styles (aural, kinesthetic, visual etc.).</li> <li>• Collaborates with IEP Team/administration to educate them on the best instructional approaches/ accommodations and/or modifications for the student to include their intellectual, social and emotional levels.</li> <li>• Creates lesson plans that incorporate principles of universal design (multiple means of presentation, multiple means of engagement and multiple means of response).</li> </ul>
<b>B.</b> Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students' level of content knowledge and skills.	<b>The Teacher:</b> <ul style="list-style-type: none"> <li>• Regularly collects progress monitoring data to inform their instruction and next steps for students in meeting their IEP goals.</li> <li>• Collects data on student performance in relation to enrolled grade-level expectations, taking into consideration any needed classroom/material adaptations.</li> <li>• Uses student performance and progress monitoring data to facilitate student's meaningful engagement, participation and access to the general curriculum.</li> </ul>

# Flexibility

- There are special educators that may have a better fit to another rubric.
- Districts are encouraged to use instruments that are aligned to what each educator is expected to know and be able to do.
- The ultimate goal of evaluation in Colorado is to provide meaningful feedback so that educators can continuously improve.

# Center on Great Teachers and Leaders: Special Issues Briefs



# Three Important Considerations

- Change of Culture is Imperative
  - Shared ownership
- Focus on Instruction
  - Evidence-based core content and specialized instruction
- Common Expectations
  - Operate in a Multi-tiered System of Support
  - Preservice thru inservice

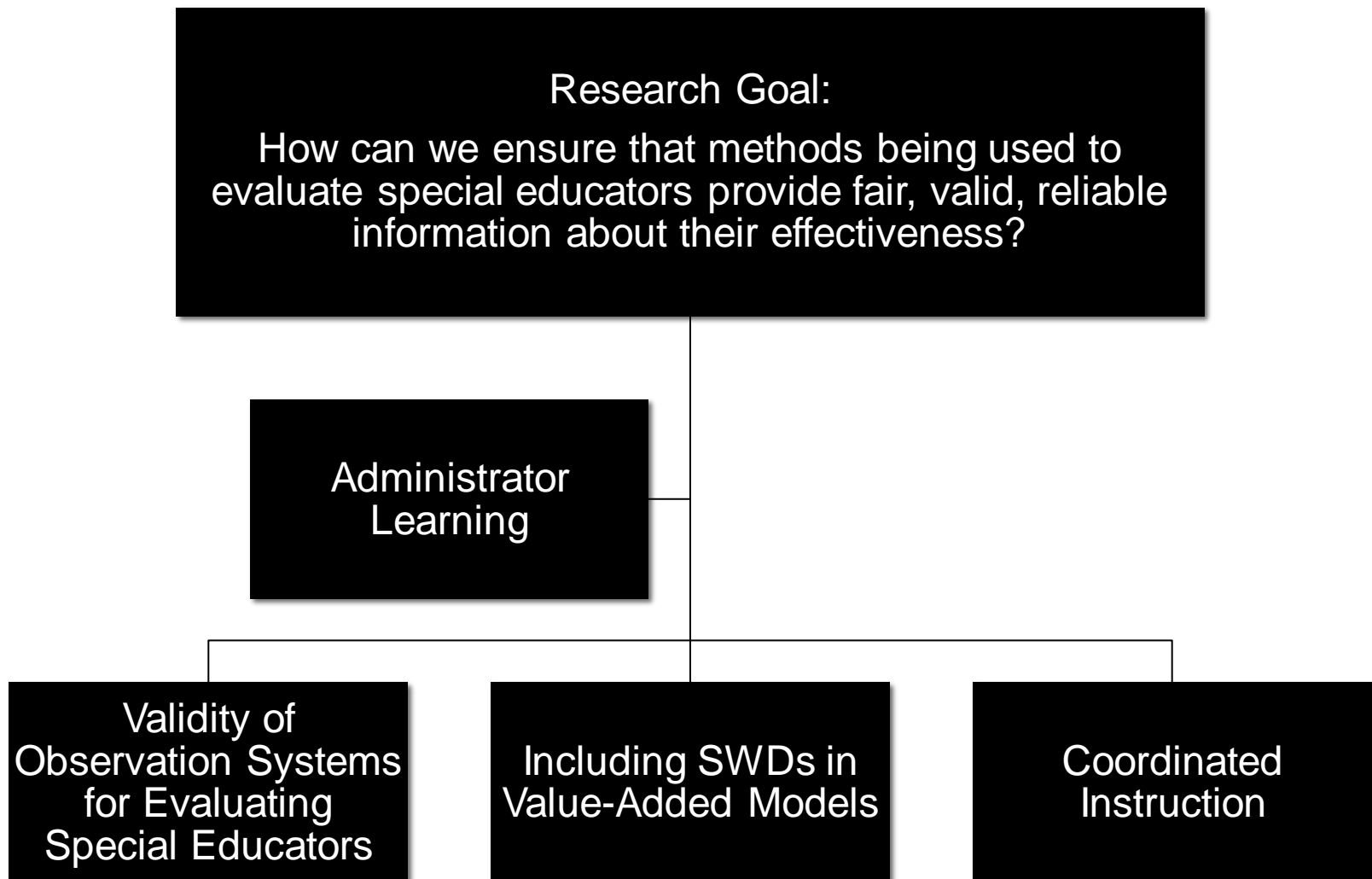


# Where will we be in 5 years?

Increased coherence and alignment of expectations



# Nate's Perspective



# 3 things I've learned

1. Special Education Measurement Challenges:
  - Special ed. is planned and delivered to individual students
  - Special ed. teaching includes unique goals and responsibilities
  - Special ed. and general ed. promote differing pedagogical approaches to instruction
2. Administrator Training: Even with rigorous training, administrators struggle to score in reliable, accurate ways.
3. VAM: General ed. teachers are not adversely affected by including SWDs in value-added scores. For special educators, model specification matters.

# One Prediction

We will see a shift away from using teacher effectiveness data for evaluative purposes and toward using them for improvement purposes

# Discussion

## **ELBOW PARTNER (3 minutes)**

- How have the panelists' presentations solidified or changed your mind about something you wrote at the beginning?
- Identify one question or statement you want to share with the group

## **WHOLE-GROUP DISCUSSION**