Evaluating Certified Special Education Personnel
Special Services, Johnson Co. & Surrounding Schools
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www.ssjcs.k12.in.us (Site shortcuts: Personnel Evaluation)

Rubrics
- Program Support (Behavioral Consultant)
- Psychologist
- Special Education Administrator
- Special Education Teacher
- Therapist (OT, PT, Speech)

Resources
- Teacher Evaluation Handbook (Implementation Procedures)
- 7 Forms for collecting evaluation evidence (IEP checklist, case conference observation form, etc)
- Listing of possible artifacts
- Student Learning Objective PowerPoint

Online Management Tool
- Standard for Success www.standardforsuccess.com

Data from 1st year of implementation:
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<table>
<thead>
<tr>
<th>More Effective because of Evaluation System</th>
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<tbody>
<tr>
<td>Agree/Strongly Agree: 31</td>
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<tr>
<td>Disagree/Strongly Disagree: 15</td>
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<tr>
<th>Feedback Helped Me Grow Professionally</th>
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<tr>
<td>Agree/Strongly Agree: 33</td>
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<td>Disagree/Strongly Disagree: 13</td>
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13% Agree/Strongly Agree
77% Disagree/Strongly Disagree
Evaluating Certified Special Education Personnel

Presentation for SFS Education Employee & Teacher Evaluation Conference

June 3, 2014
EVALUATION OF SSJCSS CERTIFIED EMPLOYEES

Life IS like a box of chocolates…
You never know what you are going to get…
Especially THIS year!
Agenda

Background/Development/Components of SSJCSS Evaluation System

Operationalizing the System
  Professional Practice
  Student Learning

Lessons Learned/Thoughts/Questions
Your Special Educators...
Your Principals...
But it’s true….

- The law requires ALL certificated personnel must be evaluated

- SSJCSS includes all certificated and all licensed personnel
Quick Background

Special Services, Johnson County and Surrounding Schools:

161 Employees

- 82 Certificated Employees
- 17 Related Service Personnel

8 School Corps

- 43 Public School Bldgs
- 4 Non-Pub Buildings
- 1 Sp. Ed. Building
- 1 Vocational Center

5 Administrators
In the beginning...

- Evaluation Committee
- Subcommittees by employee type
In the beginning

• Reviewed the RISE Model

• Reviewed other special education models (Washington DC, Texas, Florida, etc.)

• ICASE Teacher Evaluation Committee

• Worked within the RISE framework
Two Components

- Professional Practice: 80%
- Student Learning: 20%

[Pie chart showing the distribution between Professional Practice and Student Learning]
Component 1: Professional Practice

Five Rubrics

- Program Support (Behavioral Consultant)
- Psychologist
- Special Education Administrator
- Special Education Teacher
- Therapist (OT, PT, Speech)

ALL RUBRICS POSTED ON WEBSITE!!

www.ssjcs.k12.in.us
Component 1: Professional Practice

Divided into Domains:

1) Purposeful Planning and Preparation

2) Instruction/Treatment/Instructional support

3) Leadership/Responsibilities

4) Core Professionalism
Component 2: Student Learning

- Student learning may be measured in one of three ways:
  - 1) Individual Growth Model Data
  - 2) School-wide Learning Measure
  - 3) Student Learning Objectives
OPERATIONALIZING PROFESSIONAL PRACTICE COMPONENT
Rubric Comparisons

RISE Model
- 4 Domains
- 5 Planning Competencies
- Generalized Effective Instruction Competencies
- 5 Teacher Leadership Competencies
- 4 Core Professionalism

SSJCSS Model
- 4 Domains
- 9 Planning Competencies
- Specialized Effective Instruction Competencies
- 10 Teacher Leadership Competencies
- 5 Core Professionalism
Professional Practice
Data Collection Methods

Observations by Primary and Secondary Evaluators:

1. Extended Observations (minimum 45 min/1 per year)

2. Short Observations (minimum 15 min/2 per year)
Observations may occur in classrooms, case conferences, parent conferences, meetings with principals and colleagues, GEI meetings, small group/individual instruction settings, staff development presentations, other presentations, etc. Observations do not need to be scheduled or announced ahead of time. Written feedback will be provided after each observation.
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<thead>
<tr>
<th>Professional Practice</th>
<th>Data Collection Methods</th>
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<tbody>
<tr>
<td>Portfolios</td>
<td>Lesson plans</td>
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<tr>
<td>Document Review</td>
<td>Surveys</td>
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<td>IEP Checklist</td>
<td>CCC checklist</td>
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<td>Walk Through Checklist</td>
<td>Attendance Records</td>
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SCORING PROFESSIONAL PRACTICE
Rating and scoring:  
Component 1: Professional Practice

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<tr>
<th>Employee Effectiveness Rubric (EER)</th>
<th>Rating</th>
<th>Weight</th>
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<td>X 0.40</td>
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<tr>
<td>Domain 2: Effective Instruction, Treatment and/or Instructional Support</td>
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<td>X 0.40</td>
<td>1.20</td>
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<tr>
<td>Domain 3: Leadership and Professional Responsibilities</td>
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<td>Domain 4: Core Professionalism</td>
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<td>Final EER Score</td>
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OPERATIONALIZING STUDENT LEARNING
Component 2: Student Learning

**Student Learning Objectives (SLO):**

1) **Class/Caseload Student Learning Objective:**
   A goal based on growth of a Certified Employee’s caseload or one classroom

2) **Targeted Student Learning Objective:**
   A goal that targets a particular skill and a particular group of students.
Intent of SLO’s

- Targeting a group of students with a low level of readiness
- Implementing instruction to improve the outcome for that group
- Monitoring the outcome

Most SSJCSS staff use two targeted SLO’s.
Targeted Student Learning Objectives
Two tools to use

- SLO Proposal Template
- SLO Data Tracking Worksheet
SSJCSS Student Learning Objective Proposal

Teacher Name: [Blank]

Targeted Population (with rationale for identifying the need for this group):

Targeted Goal:
Identified students will meet their individualized target goal for

Assessment: Describe how you will progress monitor and measure this goal. If you are using a teacher created rubric, attach it to this form.

Procedures:
1) Identify the target group, define the targeted goal for the group, & identify the assessment that will be utilized to gather data. Record information on this form.
2) Gather individual baseline data for all students in target group and set individualized student targets which must be rigorous, but able to be obtained by June 1st. Record information on the SLO Data Tracking Worksheet.
3) Record progress monitoring data at least monthly on the SLO Data Tracking Worksheet.
### SLO Data Tracking Worksheet

<table>
<thead>
<tr>
<th>Certified Personnel:</th>
<th>SLO #1</th>
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<tbody>
<tr>
<td>Targeted SLO:</td>
<td>Identified students will meet their individualized target goal for</td>
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<td>Aligned Standard:</td>
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<td>Assessment:</td>
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SLO PROCEDURES
1) Pick a goal

- Identify the target group
- Define the targeted goal for the group
- Record information on the *SLO Proposal Template* or in SFS
2) Determine the assessment

- Identify the assessment that will be utilized to gather data
- Record information on the *SLO Proposal Template* or in SFS
3) Set the data parameters

- Gather individual baseline data for all students in target group
- Set individualized student targets which must be rigorous, but able to be obtained by April 30th.
- Record information on the SLO Data Tracking Worksheet.
4) Progress monitor

- Record progress monitoring data on the *SLO Data Tracking Worksheet*.
- Started with monthly
- Now 4-5 times throughout year
- It needs to be manageable
5) Submit data in April

- Submit the completed *SLO Data Tracking Worksheet* in SFS
- Be prepared with evidence to compliment your data
Targeted Population

- Look for similar skills that need to be addressed
- The group doesn’t need to meet at the same time
- This will determine your target group
SLP Example Skills

- Elementary students with articulation errors
- Students on the spectrum who struggle with “WH questions”
- Preschoolers who can’t follow directions
- Non-English speakers
- AAC Users
Essential Skills Example Skills

- Steps of a task analysis
- Domain areas
  - Personal management
  - Functional academics
  - Vocational
- Levels of prompting
Behavioral Example Skills

- Using a personal schedule
- Using “break cards”
- Self-monitoring behavior
- Assignments turned in on time
OT/PT Example Skills

- Jumping
- Hand writing
- Use of sensory supports
- Self-feeding
- Reduction of physical prompts
Preschool Example Skills

- Identifying shapes, colors, #’s, letters
- Following directions
- Increased time in seat
- Personal management
Targeted Goal Wording

- Identified students will meet their individualized target goal for…. (insert skill here)
- In the skill area each student will have an individualized baseline & an individualized target
Assessment

- How are you going to progress monitor this goal?
- What do you already have available?
  - Task analysis
  - Trials of performing the skill
  - Event recording
  - Prompt reduction
SLO DATA
SLO Data Process

- Determine individual student baseline & set individualized targets by October 1st.
- The individual student targets are set to be achieved by April 30th (7 months).
- Progress monitor (at least 4-5 x/year)
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Step Four

SCORING THE SLO’S
SLO Effectiveness Scoring

- End of year data point for each student.
- Could be an average level of performance throughout the year for certain goals.
- Each student met or did not meet the goal set by the educator at the beginning of the school year.
- Use SLO Effectiveness Scale to determine score.
SLO Effectiveness Scale

- 90%+ : Highly Effective
- 75-89%: Effective
- 60-74%: Improvement Necessary
- 59% or less: Ineffective
Effectiveness Determination Example

- 9/12 students met their individualized goal = 75% (Effective)
- 3/5 = 60% (Improvement Necessary)

**Tips:**
- Larger sample
- Expect rigorous, but attainable progress
Is this an IEP goal?

- Maybe….
- For purposes of SLO, we want to see
  - Baseline in fall
  - Treatment throughout year with data
  - End point in spring
- SLO’s may parallel IEP Goals
- Some data points may be used for both needs
Example Caseload SLO

Goal for an EFFECTIVE Professional:

80% of a random sample of IEP goals (at least 5 IEPs/3 goals each) will demonstrate a positive trend line through progress monitoring of goals.
Step Four

MAKING IT WORK...
Making it work

Regular administrator meetings to develop a road map/agenda for employees meetings

Employee group meetings with a set agenda
  ◦ Completing self evals,
  ◦ Developing SLOs
  ◦ Training on management tool

Mid year/End of year review of system
Making it work

Feedback after each evaluation

Face to face feedback if requested or if problems exist

Use of SFS online management tool
Things to think about…
Things to think about…

- Consideration of unique employee groups (Therapy assistants, Coordinators, Psychologists)
- Limiting artifacts
- Linking training to evaluation
- Unintended consequences
- Professional judgment counts!
General Observations…

- Good teachers welcome the opportunity to share and to shine

- Resistant teachers usually have reason to be…

- Administrators feel much more informed about the people and programs they supervise

- Good teaching is good teaching. Good administrators can spot it anywhere.
"My Mama always said you've got to put the past behind you before you can move on."
Questions??
SSJCSS Student Learning Objective Proposal

Teacher Name: SLO #____

Targeted Population (with rationale for identifying the need for this group):

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3) Record progress monitoring data at least monthly on the SLO Data Tracking Worksheet.

Timelines:
October: Submit SLO Proposals & SLO Data Tracking Worksheet. (including baselines & targets) to your supervisor.
November: Supervisors will respond with approval of SLO’s and assessment procedures.
Nov. 1- June 1: Collect data on student progress on goals. Record data monthly on SLO Data Tracking Worksheet.
June: Submit completed SLO Data Tracking Worksheet to your supervisor.

SLO Effectiveness Rubric

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>90%+</th>
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<tr>
<td>Effective</td>
<td>75-89%</td>
</tr>
<tr>
<td>Improvement Necessary</td>
<td>60-74%</td>
</tr>
<tr>
<td>Ineffective</td>
<td>59% or less</td>
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___________________________  __________
Certified Personnel Signature  Date

_____________________________  __________
Evaluator Signature  Date

Revised 9.19.12
Certified Personnel: SLO #2

Targeted SLO: Identified students will meet their individualized target goal for

Alligned Standard:

Assessment:

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