**Question:** Why did CEC decide to develop a Position on Special Education Teacher Evaluation?

**Answer:** In recent years, school reform efforts have focused increasingly on ways to evaluate and improve teacher performance. In part, this is because while several studies have demonstrated the importance of teachers on student performance, others looked at the systemic failure of many teacher evaluation systems to differentiate among teachers or provide them with any meaningful feedback. This research led policymakers at all levels to propose initiatives related to changing teacher evaluation systems, most notably, the Race to the Top Grant Competition and NCLB/ESEA Waivers. CEC wanted to bring attention to the unique needs of special education teachers in these discussions to ensure that any revised teacher evaluation systems meaningfully included special education teachers.

**Question:** How does CEC’s Position recommend evaluation systems incorporate special education teachers?

**Answer:** CEC believes that all educators must be included in one evaluation system, but to be meaningful that system must address the complex role of special education teachers and the diversity of children and youth that they serve. Furthermore, for evaluations to be effective, evaluators must be trained about the ways special education teachers work – co-teaching, pull out, push in, consultation – and they must have expertise related to evidence-based service delivery models. This training is critical to ensure that a system can meaningfully evaluate special education teachers and provide them with actionable feedback.

**Question:** Does CEC’s Position address how to incorporate student achievement scores or student growth measures into teacher evaluations?

**Answer:** CEC tackles this question head on. After extensive review of the research, and consulting with experts in the field, CEC recommends prohibiting the use of value-added measures and other similar statistical models in the evaluation of any teacher of students with disabilities until there is a general consensus among researchers that

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**Did CEC members contribute to the Position?**

Of course! CEC involved members at every step of the process and took your concerns and comments seriously. Here is a chronology of our creation timeline that shows the many places you impacted the Position:

- **9/2011** Board of Directors Approved Concept
- **1/2012** Small Expert Panel Identified Issues/Challenges
- **3/2012** Representative Assembly and CEC Members and Convention Attendees Commented on Critical Issues to Address
- **6/2012** CAN Network Commented; Over 600 CEC Members Commented Online
- **8/2012** Close to 40 National Experts Commented on Position
- **9/2012** Representative Assembly Commented
- **10/2012** Board of Directors Reviewed & Approved
such models are valid. CEC firmly believes that evaluations should include multiple measures of student achievement – one snapshot from one day is not enough to understand a student’s progress. Multiple measures provide a more reliable picture of how a child is achieving. Importantly, CEC calls for more research on these measures.

**Question:** Does CEC recommend using student growth on IEP goals as a measure of student achievement in a special education teacher’s evaluation?

**Answer:** No. CEC does not believe that teacher evaluations should use a student’s progress on their IEP goals, objectives or benchmarks as a measure of a special education teacher’s contribution to student growth. This is because IEP’s were designed to address individual, and thus, unique goals. CEC believes that the focus of the IEP must remain on the individual student.

**Question:** Does CEC think there is any place for the IEP in the evaluation of a special education teacher?

**Answer:** Yes! Special education teachers have great responsibility in the process of creating and implementing IEP’s and their substantial work in that area should be included in their evaluations.

**Question:** Does the Position include any recommendations about how special education teacher evaluation can be linked to professional development systems?

**Answer:** Yes. CEC firmly believes that professional development must provide teachers with information about their practice. Thus, evaluations must respect special education teachers’ professional practice and provide them with constructive and actionable feedback, resources, and opportunities to assist in addressing any areas for professional development and lead to well-grounded personnel decisions.

**Question:** Where can I get more information about CEC’s Position on Special Education Teacher Evaluation?

**Answer:** Head to CEC’s website!

- Find information about 10 ways to use the Position in your school, district or state here: [www.cec.sped.org/community/TeacherEval](http://www.cec.sped.org/community/TeacherEval)
- Join our CEC Member Teacher Online Community discussion here: [www.cec.sped.org/community/TeacherEval](http://www.cec.sped.org/community/TeacherEval)

“On any given day, or in any given week, I may work directly with families in the community, provide one-on-one instruction in a classroom, consult with other educators in my school about the best ways to accommodate children’s needs—all of these various activities are part of my role and you must understand all of them to fairly evaluate my work.”

*Hannah Ehrlí, CEC 2012 Clarissa Hug Teacher of the Year*