CEC’s Position
SPECIAL EDUCATION TEACHER EVALUATION
Process: How did we get here?

The Obama Administration, with bipartisan support from Congress, included incentives to change teacher evaluation systems in signature education programs like Race to the Top and ESEA Waivers.

CEC convened an expert advisory workgroup to inform its discussion of new teacher evaluation systems. CEC developed preliminary recommendations for its *ESEA Reauthorization Recommendations*.

CEC worked for over a year with members and experts in the field to draft a Position Statement.
CEC Member & Outside Expert Input

**Timeline:**

- **9/2011** – Board of Directors Approved Concept
- **1/2012** – Small Expert Panel Identified Issues/Challenges
- **3/2012** – Representative Assembly Commented;
  - CEC Members and Convention Attendees Commented at 2012 Convention Town Hall
- **6/2012** – CEC CAN Network Commented;
  - Over 600 CEC Members Commented Online
- **7/2012** – PAS Team Developed Draft Position Statement
- **8/2012** – Close to 40 National Experts Commented
- **9/2012** – Representative Assembly Commented
- **10/2012** – Board of Directors Approved
CEC’s Position
AN IN DEPTH LOOK
Teacher Evaluation Systems Shall:

Include Fundamental System-Wide Components

- All educators must be included in one evaluation system.

- Evaluation systems must identify appropriate professional development opportunities for teachers based on the results of their evaluations.

- Evaluations must support continuous improvement.

- Evaluation processes and all measures of teacher effectiveness must be open and transparent to the teacher being evaluated.
Evaluations must clearly identify and be based on a special education teacher’s specific role and responsibilities during a given school year.

Evaluations must take into account the population of children and youth and their range of exceptionalities that special education teachers instruct.

Evaluations must be conducted by evaluators with expertise related to evidence-based service delivery models and individualized teaching practices and interventions in special education.
Teacher Evaluation Systems Shall:

Measure the Use of Evidence-Based Practices

- Evaluations **must be based on multiple reliable measures** and indicators that support valid measurement of special education teacher effectiveness.

- Evaluations should **never be based solely** on student growth.

- Statistical models that estimate a teacher’s contribution to student growth, such as value-added models, **should not be applied to any teacher until there is a general consensus** among researchers that the model provides a valid estimate of a teacher’s contribution to student growth.
Use of IEP

• Multiple indicators of special education teacher effectiveness may include … IEP development and implementation.
• Evaluations should not use a student’s progress on their goals, objectives, and benchmarks in the IEP as a measure of a special education teacher’s contribution to student growth.
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.

Special education teachers must have reasonable case loads and paperwork responsibilities; competitive salaries; benefits; access to resources; and positive working conditions.
Leaders of evaluation systems reforms must collaborate to ensure that the development and implementation of evaluation systems are carried out in a systematic, coordinated, and efficient manner.

Research should identify reliable measures and indicators of student growth that can be validly used to evaluate special education teachers.

Policy makers and leaders should consider the intended and unintended consequences of wide-scale implementation of teacher evaluation systems.
How Will CEC Promote the Position?

- **Members & Media**
  - Distributed To All CEC Members And Press – **October 24**
  - PAS Team To Host 2 Webinars – **December 12**

- **Associations & Political Coalitions**
  - Association Briefing @ CEC HQ – **December 13**

- **Congress & Administration**
  - Distributed To All Congressional Offices **Fall 2012 & Beginning 2013**
  - Hill & U.S. Dept. of Ed. Briefings **Beginning 2013**
  - Visits with Congressional Offices – **Late Winter/Beginning 2013**
Questions??????

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