

Student Learning and Growth as a Measure of Effectiveness in a Performance Evaluation and Professional Growth (PEPG) System: Considerations for the Special Educator

Outcomes for Participants

- Gain access to current Educator Effectiveness statute and rule
- Review existing and future resources
- Understand the Performance Evaluation and Professional Growth (PEPG) requirements for Student Learning and Growth (SLG) as a measure of effectiveness
- Understand the meaning of "growth measure"
- Identify the local decisions that influence the Student Learning and Growth factor and rating
- Understand the use of the term SLO (Student Learning Objective)
- Understand the differences between IEPs and student growth targets in a PEPG system.
- Identify key considerations for special educators related to Student Learning and Growth (SLG) measures
- Consider some strategies to mitigate challenges
- Provide input on considerations and strategies
- General Q and A

To Access Current PEPG Statute and Rule

Statute: Maine Revised Statute Title 20-A, Educator Effectiveness, Chapter 508

<http://www.mainelegislature.org/legis/statutes/20-A/ch508.pdf>

Governing Rule: Rule Chapter 180

<http://maine.gov/does/rule/chapters/chapter180.html>

Helpful Links

- **Maine Department of Education Website:** <http://www.maine.gov/doe/>
- **Educator Effectiveness Website:** <http://www.maine.gov/doe/effectiveness/index.html>
- **Extensive list of assessments compiled by Massachusetts (Many can measure growth)**

Student Learning and Growth as a Measure of Educator Effectiveness

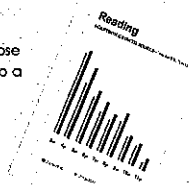
Required: Multiple Measures of Educator Effectiveness



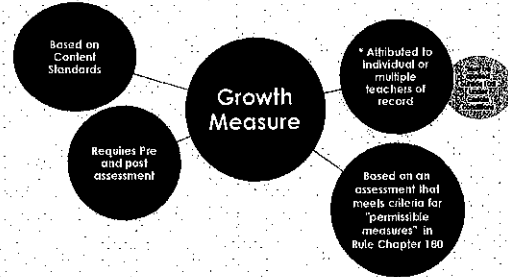
Defining 'Student Learning and Growth'

As a factor in the summative effectiveness rating of a teacher or principal, 'Student Learning and Growth' is based on data that measures a change in an instructional cohort's academic knowledge and skills between two points of time.

*The student or group of students whose academic growth will be attributed to a Teacher.



Learning and Growth Measure: The Basics



Local Decisions that Influence the Student Learning and Growth Factor and Rating

The method of combining SLG and other measures of effectiveness (e.g. weights or thresholds applied to measures)

- > The method of scoring SLG measures to determine teacher rating
- > Procedures for setting growth targets
- > Requirements for attribution to teachers (Teacher(s) of Record; collective attribution)
- > Criteria for size of instructional cohort
- > Criteria for length of instructional interval of time
- > Requirements for number of growth targets per year/summative rating
- > Local requirements for use and development of assessments
- > Method of recording and monitoring elements of the growth target, e.g. the Student Learning Objective (SLO)

What Is An 'SLO'?

Clarifying 'SLO'

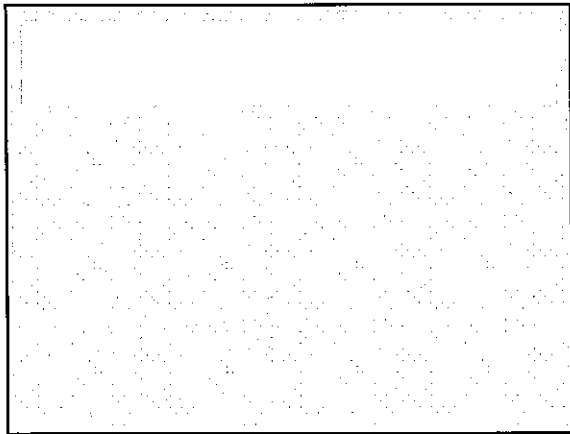
The term 'SLO' is frequently used interchangeably with 'student growth target' or 'measure,' which can cause some confusion when people look for guidance on approaches to the student growth measure (e.g., the quotation on slide 17). While the guidance may be sound, its application may be unclear if readers do not understand the common usage of the term.

The table on the following slide provides a primer on the SLO for consideration of the SLO both as a term that needs to be defined and as a useful tool that districts may adopt.

Participants are encouraged to refer to the [Maine DOE Student Learning Objective \(SLO\) Framework Handbook for Teachers and Administrators](#) for more information on the SLO.

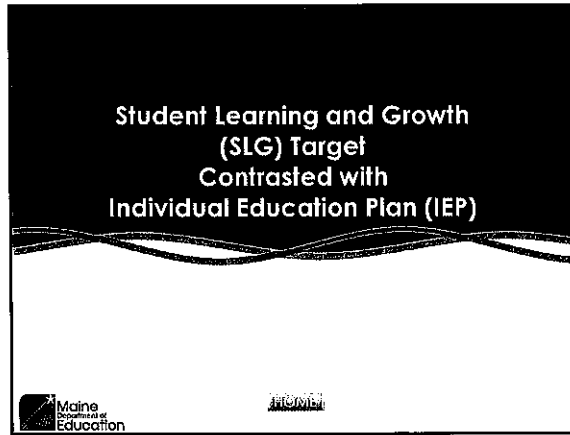
What is an SLO?

Is...	Is not...
<ul style="list-style-type: none"> > A process-framework for developing, articulating, and recording > A document > Modifiable 	<ul style="list-style-type: none"> > Simply an acronym > A measure of student growth > A lever > Standardized
<p>Does...</p> <ul style="list-style-type: none"> > Have a placeholder for student growth targets > Guide decisions about aligning content, instruction, and assessment > Record important information > Provide a locus of conversation 	<p>Does not..</p> <ul style="list-style-type: none"> > Inherently constitute a growth target > Assess students > Satisfy a state requirement for student learning and growth measures > Inherently provide quality assurances



The Application of the SLO in a PEPG System

Professional Evaluation (PE)	Professional Growth (PG)
Records the growth target	Reported by teachers to be the "most valuable part of the PEPG system" for improving practice
Holds a record of an instructional cohort of students and monitors changes to the instructional cohort	Relies on and promotes important collegial conversations about learning and teaching
Identifies the teacher(s) of record	Fosters improvement of practice with each SLO
Teacher-directed and monitored; reduced risk of inaccurate data	Universal process allows for access to supportive resources
Allows for flexibility in a student-centered system	Based on researched methods of improving student progress



Individualized Education Plan (IEP)	Governing Statute and Rule Chapter	Student Learning and Growth (SLG) Target
Statute: Title 20-A MRSA Chapters 301 and 303 Chapter 101: MAINE UNIFIED SPECIAL EDUCATION REGULATION Criteria intended to ensure that "highly qualified" teachers deliver direct instruction. Two teacher-based criteria in Rule: "The teacher of record, who is also the highly qualified teacher in a specific content area, provides the student grade for specialized instruction."	Teacher of Record Criteria	Statute: Title 20-A MRSA Chapter 508 Chapter 180: PERFORMANCE EVALUATION AND PROFESSIONAL GROWTH SYSTEMS Criteria intended to ensure accurate attribution of student growth to the teacher responsible for instruction. Multiple criteria in Rule, many of which are based on student enrollment, attendance, and presence for pre and post assessments.

Individualized Education Plan (IEP)	Student Learning and Growth (SLG)
"To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living" (IDEA). To track and report individual student progress toward attaining goals	"To improve educator effectiveness by clearly setting forth expectations for ... student learning and growth, and providing actionable feedback and support to help educators meet those expectations" (Rule Chapter 180). To measure the impact of a teacher or teachers on student progress toward proficiency
Purpose	Use of Data

Individualized Education Plan (IEP)	Application to Students	Student Learning and Growth Target (SLG)
Highly individualized May include multiple goals, including non-academic goals Multiple parties involved in development Student-based ; may apply in multiple courses or contexts	Focus of Goal Development Process Instructional Context	Applies to a group of students Usually a single growth target, must target academic knowledge and skills Teacher-developed with administrative oversight Teacher-based : applies to a single course or learning experience assigned to a teacher or teachers

The (In)Advisability of using an IEP Goal as a Measure of Teacher Effectiveness

MAIR.....

Center on Great Teachers and Leaders
Policy Brief (March 2013)

"The Council for Exceptional Children explicitly recommends that IEP goals not be used as SLO growth targets. An SLO is intended as a long-term academic goal for groups of students. An IEP is a goal set for an individual student and is highly specific to that individual student. Using IEPs in an SLO process undermines the integrity of both processes (Council for Exceptional Children, 2012)."

Special Considerations for Special Educators

Special Considerations for Special Educators

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Consideration	Challenge	Possible Approach
<ul style="list-style-type: none"> Diversity of Instructional Contexts Resource Room Co-teaching Multi-Campus Teacher of Record Specialist Paraprofessional 	<p>No single approach to teacher of record applies to all contexts.</p>	<p>Understand the possibilities for attributing SLO to teachers:</p> <ul style="list-style-type: none"> Individual attribution Multiple Teachers of Record (co-teaching) Collective attribution For Functional Life Skills, growth targets can be based on developmental needs.

Teacher of Record: Definitions

"Teacher" means a person who provides classroom instruction to students in a general education, special education or career and technical education program. It does not include adult education instructors or persons defined as "educational specialists" in State Board of Education Rule Chapter 115, section 2.20 (athletic director, school counselor, library-media specialist, literacy specialist, school psychologist, school nurse, special education consultant, speech-language clinician, or career and technical education evaluator.)

The Teacher of Record is the teacher to whom the academic growth of a student in a course or other learning experience is attributed, in whole or in part.

Teacher of Record: Criteria

A teacher is a "teacher of record" for a student only if:

- (1) The student is enrolled in the course or other learning experience taught by that teacher;
- (2) The student was present and was subject to instruction by that teacher at least 80% of the scheduled instructional time for that course or learning experience [associated with the learning and growth targets] with that teacher; and
- (3) The student took both the pre-test and the post-test designed to measure achievement in that course or learning experience.

Attribution of Student Growth Measures to More Than One Teacher

A student's academic performance may be attributed to more than one teacher if


- 1) The criteria for teacher of record are met for each teacher
- OR
- 2) The criteria for collective measures are met


Collective Measures

For comparison with multiple teachers of record; not a solution for the challenges faced by Sp. Ed. Teachers

Rule Chapter 180 states, "A PEPG system may include academic growth of students outside the teacher's instructional cohort. [For example, a school may wish to apply measures of student growth in reading on a state assessment to all teachers in the school.] Any such use of a collective measure must:

- A. Be agreed to by teachers to whom it will be applied; an SAU must submit to the Maine DOE in its approval application the process by which agreement is obtained.
- B. Comprise not more than one-fourth of the total student growth measure for an individual teacher."







Special Considerations for Special Educators

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Consideration	Challenge	Possible Approach
Small instructional cohorts for special education	Approaches to setting growth targets taken by general educators may not be appropriate for small groups.	Understand the various approaches to setting growth targets (Maine DOE: SLO Handbook). Set class-/group-wide, differentiated growth targets.







Special Considerations for Special Educators

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Consideration	Challenge	Possible Approach
Small instructional cohorts for special education	Evaluators need sufficient data to measure a teacher's impact on student growth.	Districts could establish a minimum number of students (district-wide); special educators could then "stack" cohorts to reach the minimum. OR Districts may wish to base the special educator's rating on the assigned cohort, even if it is small.






Special Considerations for Special Educators

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Consideration	Challenge	Possible Approach
Small instructional cohorts for special education	Surviving instructional cohort could be too small. i.e., Students who took the pre-assessment may not be present to take the post-assessment. OR Students may be added to the class after the pre-assessment has been administered and the growth targets set. (Illustration on next slide)	Defer teacher's summative rating until enough data is generated. Allow for staggered or prorated student SLO targets for students who arrive after the pre-assessment. These students would still need to take an appropriately modified pre-assessment. Eighty-percent rule would apply to modified interval of instruction.




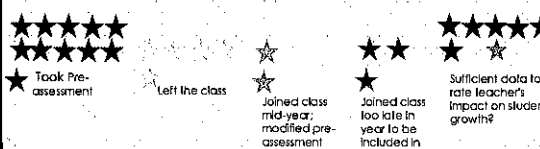


Illustration: Changes to Instructional Cohort

Beginning Cohort.....Mid-Year.....Surviving Cohort



★ Took Pre-assessment

★ Left the class

★ Joined class mid-year; modified pre-assessment and growth target


★ Joined class too late in year to be included in data


★ Sufficient data to rate teacher's impact on student growth?


Special Considerations for Special Educators

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Consideration	Challenge	Possible Approach
Students are pushed in or pulled out	The instructional time related to a SLO target set by either the special educator or the general educator could be impacted by the absence of a student. Absences have implications for surviving Teacher of Record criteria for attendance.	Special educator works closely with general educator to coordinate the push-ins or pull-outs to: Avoid impacting the instructional time related to the SLO target. OR Support a collaboratively developed SLO target that will be attributed to both teachers.









Other Considerations or Challenges?



Recommendations

- Be involved in the development of the system to ensure that implications to special education are considered.
- Look to the Student Learning Objective Handbook for guidance.
- Look to other states for guidance.
- Communicate with the Department when questions or unresolved problems arise.
- Keep the ultimate goal in mind: using student data to inform and improve instruction so that all students are successful.



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