

## Teacher Evaluation in General Education Mainstream Classrooms: Including ELLs and SwDs

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## Did you know that...

- Research-based evidence confirms that teacher effectiveness is the most influential school-based factor on student achievement?
- Among K-12 students, approximately 12% receive special education services and 11% are ELs?
- ELs are more likely than any other group of students to be taught by a teacher who lacks appropriate teaching credentials?
- Of secondary special education teachers, 82% to 99% are NOT highly qualified in the core content areas.
- Limited preparation of teachers in the use of evidence-based practices has been noted.

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## Challenges in Evaluating Teachers of SPEDs/ELs

1. Single observation protocol
2. Interactions stated in general terms
3. Lack of accounting for beneficial instructional strategies
4. Evaluator reliability

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### Options/Considerations

- Count off by 2s in teams
  - Group 1 – Read pages 1-7 in *Inclusive Design: Building Educator Eval...* (AIR)
  - Group 2 – Read pages 234-235, 238-239 in *Including SwDs and ELs in Measures of Educator Effectiveness*
- Focus on the options/considerations
- Discuss with your fellow 1s or 2s
- Return to your team and share what you discussed

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### Discussion Questions

- Which is(are) the best option(s) for your district?
- Who will create it? How will the progress be overseen? What is the projected timeline?

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### Need for Training to Improve...

- Evaluator and teacher familiarity with the observation tool(s).
- Evaluator and teacher understanding of best practices for instruction and assessment for SwDs/ELs.
- Evaluator reliability in scoring teacher instruction for SwDs and ELs.

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## Professional Development Examples

- NYSUT Education & Learning Trust
- Colorín Colorado
- LDOnline

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## NYSUT ELT [www.nysut.org/elt](http://www.nysut.org/elt)

- Development of 15 hour professional development program for Evaluators
  - Site-based
  - Online
- Development of a 45 hour course for Teachers

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## Overview of SwD/ELL Training Course

### Week 1: Background

- How students are identified as ELL/SwD
- Similarities and differences
- Discuss the process and major concepts in language acquisition theory (i.e. BICS and CALPS)
- Question: What happens in your school?

### Week 2: Pre-Conference

- Questions to ask teachers of ELL/SwD
- Information about their students
  - Academic history
  - Factors that affect their learning
  - How to find out this information
- Connect this to the rubric
- Additional info on ELL/SwD

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## Overview of SwD/ELL Training Course

### Week 3: Observation

- Strategies that are connected to the rubric
- What modifications are being made-what do they look like.
- Are there interactions between students
- Learning Style Matrix
- Find video for evaluation
- Student Engagement
- Cover inclusion or contained classroom situation

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## Overview of SwD/ELL Training Course

### Week 4: Post Conference

- Topics as they pertain to ELL/SwD
  - Differentiation
  - Technology (21<sup>st</sup> Century)
  - How to close the gap for these students
- Goals and Recommendations
- Using Data to Drive Instruction

### Week 5: What does a 4 look like?

- Teaching Standards as they apply to teachers of EL/SwD
- How can they score a 3-4
- Considerations to show highly effective practice for the different indicators
- Specific Examples
- Use Element 1.2 Student Choice to model

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## Resources – ¡Colorín Colorado!

[www.colorincolorado.org](http://www.colorincolorado.org)

- Videos (Common Core)
- Webcasts
- Articles about research-based best practices
- Information for stakeholders on ELs




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## LDOnline

- LD OnLine is the leading website on learning disabilities, learning disorders and differences. Parents and teachers of learning disabled children will find authoritative guidance on attention deficit disorder, ADD / ADHD, dyslexia, dysgraphia, dyscalculia, dysnomia, reading difficulties, speech and related disorders.



LD OnLine® is a registered trademark of WETA.

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## Designing PD for Teachers & Evaluators

*Evaluation results should drive professional learning.*

**What training will you develop/put in place to:**

- Improve familiarity with the observation tool(s)?
- Train educators on best practices for SwDs/ELs?
- Maintain evaluator reliability in scoring teachers with SwDs and ELs?

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## Resources

- Including Students With Disabilities and English Learners in Measures of Educator Effectiveness**  
Nathan D. Jones, Heather M. Buzick and Sultan Turkan  
<http://edr.sagepub.com/content/42/4/234>
- Inclusive Design: Building Educator Evaluation Systems That Support Students with Disabilities**  
Lynn Holdheide  
[www.gtcenter.org/sites/default/files/GTL\\_Inclusive\\_Design.pdf](http://www.gtcenter.org/sites/default/files/GTL_Inclusive_Design.pdf)
- Challenges in Evaluating Special Education Teachers and English Language Learner Specialists**  
Lynn Holdheide, Laura Goe, Andrew Croft and Daniel Reschley  
<http://www.gtcenter.org/sites/default/files/docs/july2013Brief.pdf>

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