

**MID-VALLEY SPECIAL EDUCATION COOPERATIVE**  
**Licensed Educator Evaluation Plan**  
**Annual Professional/Student Growth Plan**

**What is the Annual Professional/Student Growth Plan?**

The Mid-Valley Licensed Educator Professional/Student Growth Plan process asks educators to develop a plan based on student growth. Discussions with your evaluator will occur at the beginning and end of every school year. The educator and evaluator should mutually agree on the assessments and plan.

***Who is to be included?***

The committee believes that measuring student growth is not only an important part of a professional staff member's responsibility, but it is also important for the organization as a whole. Annual student growth assessments that are included in educator evaluation plans are required of all teaching positions. However, we recognize that there may be issues associated with select positions where there may be difficulties with measuring student growth. Therefore, the committee makes the following recommendations for certain groups of staff:

1. Social workers and all non-teaching speech-language pathologists will include student growth planning using one (not two) student growth measure as a part of the evaluation process which is similar to the current practice. (The teaching SLP will follow the guidelines for all educators.)
  - a. SWs and SLPs may choose a program-based tool (Type II) or, they may choose a Type III, Student Learning Objectives process (SLO).
  - b. The results of these assessments will be included in the pertinent domains, but not as a part of the percentages that contribute to the overall educator rating.
2. The school psychologist and certified school nurse will be expected to measure growth in collaboration with their respective evaluators. The results of these measurements will be included in the evaluation of pertinent domains, but not in the percentages that contribute to the overall educator rating.
3. The Instructional Facilitator will use data from staff who access coaching and assistance. These decisions will be made in collaboration with her respective evaluator.
4. The evaluation plans for OTs and PTs need to be considered separately in joint committee, now that the OTs and PTs have joined the union.

**Instructions:** *(For all staff with teaching licenses and with limitation for SWs and SLPs.)*

Staff may select: (a) two Type II Assessments, (b) two Type III Assessments, or (c) one Type II and one Type III.

**Type II**

1. Type II Assessments are assessments that have been adopted or approved by the cooperative and are used on a program-wide, subject-wide, or grade level basis. Programs have made these decisions in collaboration with their colleagues and respective evaluator. These assessment tools have been piloted and are available for use by any staff member in the program or department.

Once approved, the Type II Assessments are added to the Type II Assessment Menu. If a department or program wishes to add an assessment to the menu, they will be given the option of piloting the assessment for a year in order to determine if the tool is appropriate for use. During that pilot year, if a department or program chooses to pilot, some exceptions will be made to overall educator ratings.

2. From the menu of Type II Assessments for your program area, select two assessments to be used for the school year. The selection of the assessment may be self-directed or may be directed by your evaluator.

If Type II assessments are to be used, the following forms should be completed:

- a. Student Growth Class/Caseload Data Form
- b. Scoring or Banding Guidelines (per department/program/tool)
- c. Student Growth Summary

**Type III**

1. If a staff member determines that one or both Type II assessments are not appropriate for the students to be assessed, then the staff member may choose one or two Type III assessments.
2. Type III assessments are assessments that are rigorous, aligned with the course's curriculum, and determined by the evaluator and educator to measure student learning.
3. If Type III assessments are to be used, then the modified Student Learning Objectives (SLO) process and forms should be used. The SLO process requires justification about the choices made because the assessment procedures chosen by individuals will not have been vetted by the program or department. The SLO required forms include:
  - a. Step One: Learning Goal
  - b. Step Two: Assessments and Scoring (include Student Growth and Caseload Data Form and Scoring/Banding Guidelines)

- c. Step Three: Actual Outcomes (Data Sheets)
  - d. Step Four: Educator Rating (Student Growth Summary)
4. In 2016-17, if the staff member has determined that Type II assessments are not appropriate, staff members may use one Type III assessment during this year.

### **Timeline**

1. No later than September 15, staff members should send an email to their respective evaluators regarding their plans for data collection. If there are issues or concerns, either party can schedule a meeting.
2. By September 30 of each fall, the staff member and their respective evaluator will meet to review the student growth plan for the year. Staff should collect baseline data and record it on the Student Growth Class/Caseload Data Form. This form should be emailed to evaluator two work days prior to the conference. Staff should bring student data and the scoring guidelines or bands to the conference.
3. By March 1, for probationary educators and educators who are on awareness/assistance plans, a post-conference will be held with the staff member and their respective evaluator. By February 15, the second set of data should be collected and recorded on the Student Growth Class/Caseload Data Form and the Student Growth Summary. Staff should email the completed forms to evaluator at least two work days prior to the conference and bring student data and the scoring guidelines or bands to the conference.
4. By May 1, for tenured educators, a post-conference will be held with the staff member and their respective evaluator. By April 15, the second set of data should be collected and recorded on the Student Growth Class/Caseload Data Form and the Student Growth Summary. Staff should email the completed forms to evaluator at least two work days prior to the conference and bring student data and the scoring guidelines or bands to the conference.
5. After a review of the data and discussion, the evaluator will determine the student growth rating which is to be recorded on the Summative Evaluation Form in the appropriate evaluation year. In 2016-17, the higher score of the two assessments will be used to determine the student growth rating. In subsequent years, the Evaluation Committee will determine further guidelines.

The student growth rating will be 30% of the summative rating. If the educator is on a two-year summative cycle, the better 2 of the 4 assessment scores will be considered for student growth rating.

6. Copies of the completed student growth forms will be retained by the educator and evaluator, but will not be placed in the educator's personnel file. Actual copies of student data should be available at the post-conference, but will be kept in the educator's working/personal files.

7. A copy of the Student Growth Summary Form will be attached to the Educator Summative Evaluation Form.

## Frequently Asked Questions

**1. *Should we consider any exceptional student characteristics?***

All of our students are exceptional. See below for exceptions to including in the overall rating.

**2. *The law states that there should be a mid-point assessment. What is that?***

We believe that assessing more frequently than two times a year is better for instruction, but that is all that is technically required. The law also states that there should be a mid-point assessment, evaluating the same goal as the one that is being assessed, but it can't be the same tool. So, if your goal is to improve reading and you are using Aimsweb to measure, then you might want to do a running record to see if the student is on track. If you are measuring skills using a rubric or checklist, you may want to spot-check a few or all of those skills by observation. No documentation for the mid-point assessment is required.

**3. *Will all students be assessed or will some staff be able to select a sample group? Is there a minimum number?***

A classroom teacher should assess all students. Itinerant educators and related service staff may select a group of students for assessment in collaboration with your evaluator.

**4. *Who makes the final decision about the groups to be assessed?***

It is a joint decision between the evaluator and the educator.

**5. *What happens if you think an assessment needs review? Or if you would like an additional/another assessment?***

Bring the concern to your evaluator and work within your department to make improvements.

**6. *What decision-making rules should we have for determining the appropriateness of the scoring bands or scoring guidelines?***

If at the end of the year conference, the bands don't capture growth, the factors for that situation will be discussed with the evaluator. Examples of discussion topics

may include the students, instruction, interventions, assessment, and scoring guidelines.

**7. *What other flexibility considerations should there be?***

Consideration will be given for extenuating circumstances based on conversations with your evaluator.

**8. *Are students required to be present a certain number of days to be included in the S.G. scores?***

Yes. The students need to be present enough to be able to obtain educational benefit from the program or service.

**9. *What about students who start in a program or service mid-year?***

Same as above.

**10. *What about students who may be transferred to another's caseload or classroom?***

The students need to be present enough in your setting to be able to obtain educational benefit from the program or service.

**11. *What happens if a teacher goes on leave or is hired late in the year?***

Data collection should continue at the required periods. If the results do not show the kind of growth that is expected, a conversation with your evaluator should occur. One result of the conversation may be that this portion of student growth will be excluded from your overall evaluation.

**12. *What happens if a teacher is transferred during the year?***

Data collection should continue at the required periods. If the results do not show the kind of growth that is expected, a conversation with your evaluator should occur. One result of the conversation may be that this portion of student growth will be excluded from your overall evaluation.

**13. *What happens if students have more than one teacher or teachers co-teach?***

You are both responsible for the student growth data that are collected.

**14. *What happens when a teacher has a student teacher for some or all of the year?***

Data collection should continue at the required periods. If the results do not show the kind of growth that is expected, a conversation with your evaluator should occur. As the supervising teacher, you still have a responsibility for student growth.

**15. *Must staff members use the department Type II assessments?***

No, but it is recommended.

***16. What happens if our class or caseload is really small and not all of the students make progress?***

Consideration will be given for extenuating circumstances based on conversations with your evaluator.

***17. What happens if I run out of time to collect baseline?***

Collecting data is one of your important professional responsibilities.

***18. What happens if the department wants to pilot another assessment tool?***

This should be a collaborative decision among the department members and the evaluator.

# **TYPE II ASSESSMENT MENU**

<b>PROGRAM NAME</b>	<b>PROGRAM LEVEL</b>	<b>ASSESSMENT TOOL</b>	<b>TYPE</b>
ABLE	K-12	Participation in Literacy Functional Life Skills	SLO SLO
CLASS	K - 3	AIMSWEB Reading and Math	II
ECHI	Early Childhood	Teaching Strategies GOLD Social Emotional Development and Language Preschool Checklist	II II
ELS	K-12	Time Concepts Vocabulary Sight Words	II II
Hearing Itinerant	PreK - age 21	Classroom Functioning Checklist Specialized Skills Curriculum Assessment	II II
Vision Itinerant	PreK - age 21	Specialized Skills for VI Rubric TSBVI Independent Living Curriculum Building on Patterns Braille Assessment Visual Discrimination Skills	II II II II
New Pathways	PreK - 8	Functional Routines Assessment Vocabulary/Functional Sight Words Individual Growth and Development Indicators (IGDI) Primary Early Literacy Indicators (PELI)	II II II II
New Directions	K-12 High School High School	AIMSWEB Reading and Math Jamestown Readers i Ready (reading and math)	II II II
Vocational		Work Site Evaluations Job Application Rubric	II II



SAIL	Adult	Functional Life Skills Transition Assessment and Goal Generator (TAGG)	II
12+	Adult	Goal Setting and Attainment Community Awareness Rubric Transition Assessment and Goal Generator (TAGG)	II II II
<b>RELATED SERVICE:</b>			
Instructional Facilitator	PreK - age 21	AIMSWEB	
Social Work	PreK - age 21	Social Skills Behavior and Emotional Rating Scale (BERS)	II II
Speech Language	PreK - age 21	Joint Attention Play Schemes	II II
<b>SPECIAL:</b>			
Art		Skill Development Rubric	SLO
PE		Skill Development Rubric I Skill Development Rubric II	SLO SLO
Adapted PE		Skill Development	

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# **TYPE II FORMS**

**MID-VALLEY SPECIAL EDUCATION COOPERATIVE**

**Licensed Educator Evaluation Plan**

**Annual Professional/Student Growth Plan**

To be completed by staff member and discussed with program evaluator by September 30  
and March 15 or May 1 of each school year.

Educator:		Fall Planning Date:	
School(s):		Spring Discussion Date:	
Assignment:		Assessment Tool	

Beginning of the Year	End of the Year
Educator Signature:	Educator Signature:
Date:	Date:
Evaluator Signature:	Evaluator Signature:
Date:	Date:
Educator and evaluator retain copies.	Educator and evaluator retain copies.



**Mid-Valley Special Education Cooperative  
Student Growth Summary**

**Educator:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

**Assessment Tool:** \_\_\_\_\_

**Record the student growth data below. Record just the number of students who showed growth. Do not assign additional weights to the ratings.**

	Number	Comments/Reflections
Number of students decreasing -2 bands/levels		
Number of students decreasing -1 bands/levels		
Number of students showing 0 band/level growth		
Number of students increasing +1 bands/levels		
Number of students increasing +2 bands/levels		
Number of students increasing +3 bands/levels		
Number of students increasing +4 bands/levels		
Number of students decreasing +5 bands/levels		

Comments/Reflections:

Calculate:  
 Number of students who made growth/number of possible students = % growth

**Student Growth Rating**

Unsatisfactory	Needs Improvement	Proficient	Excellent
<25% of students showed growth	25-50% of students showed growth	51-75% of students showed growth	76-100% of students showed growth

Educator Signature/Date: \_\_\_\_\_

Evaluator Signature/Date: \_\_\_\_\_

*To be attached to the Summative Evaluation Form.*

**TYPE III  
STUDENT LEARNING  
OBJECTIVES  
(SLO)**

## Mid-Valley Special Education Cooperative Student Learning Objective (SLO) Template

A Student learning Objective (SLO) is a detailed process used to organize evidence of student growth over a specified period of time. The SLO process is appropriate for use in all grade levels and content areas and establishes meaningful goals aligning curriculum, instruction and assessment. This template guides teachers and evaluators through a collaborative SLO process.

Staff should use this form and process when they are NOT using a Type II assessment that has been discussed and approved in your department or program. It is a means to explain your rationale for the decisions you have made regarding the assessment of your students.

### Educator Information

Academic Year	
Educator Name	
School/Program	

### Planning Information

Course/Subject Or Content Area	
Brief Course Description	
Grade Level(s)	
Interval of Instruction	
Number of Students	

### Evaluator Approval (After completion of Steps One and Two)

Evaluator Signature	
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### Step One: Learning Goal

Staff Name: \_\_\_\_\_

Date: \_\_\_\_\_

A learning goal is a description of what students will be able to do at the end of a specified period of time aligned to appropriate learning standards. The development of a learning Goal provides a solid foundation for meaningful, goal-directed instruction and assessment. The learning goal encompasses a big idea that integrates multiple content standards.

Describe the learning goal; big idea.	
Which content standards are associated with this big idea? (2-3 most essential)	
Briefly describe the student population; anything unusual or unexpected.	
Briefly describe the instruction and strategies you will use to teach this learning goal.	
Identify the time span for this goal and describe how it is sufficient for teaching the goal.	

#### Questions to guide discussion:

- Why is this learning goal important and meaningful for students to learn?
- In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big ideas being measured?



## Step Two: Assessments and Scoring

Staff Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assessments and scoring procedures should be used to support and measure the learning goal. Consider how the assessment and scoring procedures will be used to monitor student growth over multiple points in time in order to inform and differentiate instruction for all students.

Attach the assessments used to measure the learning goal (e.g., performance tasks, rubrics, teacher-created tests, etc.). Briefly describe the rationale.	
Attach scoring guides and banding/levels.	
Attach student baseline data with associated bands/levels. (Use the <u>Student Growth Class/Caseload Data Form.</u> )	
Describe how often you will collect data to monitor student progress toward this learning goal.	

### Guiding Questions:

- Describe how the assessments and scoring procedures may be differentiated to meet the needs of all students described in the student population.
- How will you use this information to monitor student progress and to differentiate instruction for all students toward this learning goal?

### Step Three: Actual Outcomes

1. Attach student data that you have collected in the spring with associated bands/levels.  
(Use the Student Growth Class/Caseload Data Form.)

### Step Four: Educator Rating

1. Use the Student Growth Summary Form to record the number of students and their growth for the year.
2. Reflect and comment.
3. Divide the number of students who grew by the number of students in your class/caseload group.
4. Assign a rating.