

Special Education value-added performance evaluation systems: A state-level focus

Introduction

Ensuring teacher effectiveness in the classroom has been the main priority of the administration's education platform. Teacher effectiveness has the strongest in-school impact on student achievement. Measuring teacher effectiveness has been a challenge in the past. The majority of current evaluations fail to provide teachers with information they need to make improvements in their practices. A value-added model is a group of statistical techniques that control for a variety of student, school, and classroom characteristics.

Method

Two groups of administrators that are responsible for implementing the Individuals with Disabilities Education Act; surveys were given to the local and state directors. 30 states filled out the surveys and were identified as using value-added performance evaluation tools.

Results

18 of the 30 states reported playing some role in performance evaluations for all educators and 10 states report their states allow for differentiate of performance evaluation framework for special education. Of the 12 states that don't currently use performance evaluations, 10 states have plans to do so.

Differentiation of Performance Evaluation Frameworks for Special Educators

States reported the measurements that are used for individual special educators in their performance evaluations systems are:

- Large scale assessment scores
- Curriculum-based measures
- Student growth based on multiple years of student assessment scores
- Observation protocols
- Teacher portfolios
- Progress toward IEP goals
- Goal driven professional development

No states reported using groups' measures for individual special educators performance evaluations.

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