

Evaluating Early Childhood Educators: Prekindergarten Through Third Grade

WEBINAR

January 27, 2015

3:30-5:00 Eastern



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Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research ■

Today's Speakers



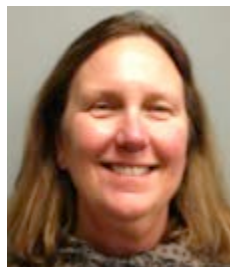
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Agenda

- ❑ Introductions and Remarks from USED
- ❑ Background on the GTL Supplemental Guides and a Brief Tour of the Early Childhood Supplemental Guide
- ❑ CEELO Research and TA on Teacher Evaluation
- ❑ A State View | Illinois
- ❑ Discussion | Q & A
- ❑ Resources

News from USED's Office of Early Learning

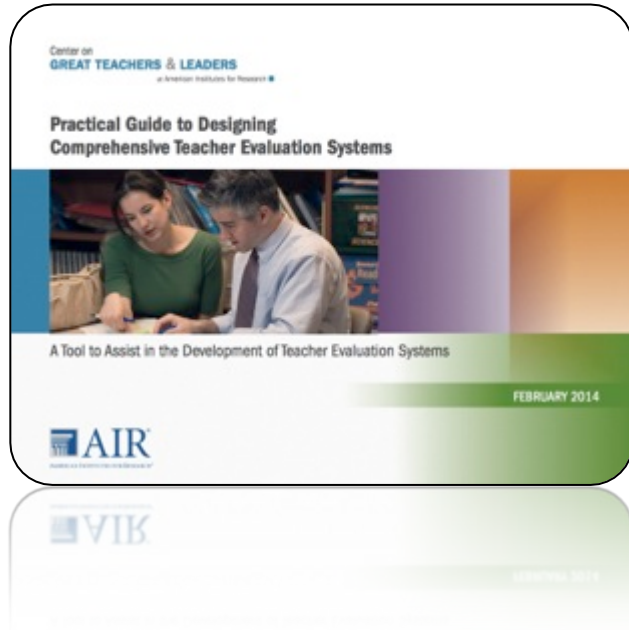
- State of the Union
- New Year's Resolutions
 - ◆ Preschool Development Grants
 - ◆ RTT-ELC
 - ◆ School Turnaround Model
 - ◆ EAG-KEAs
 - ◆ ESEA
- WORKFORCE Initiatives

GTL Center Mission

To foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.



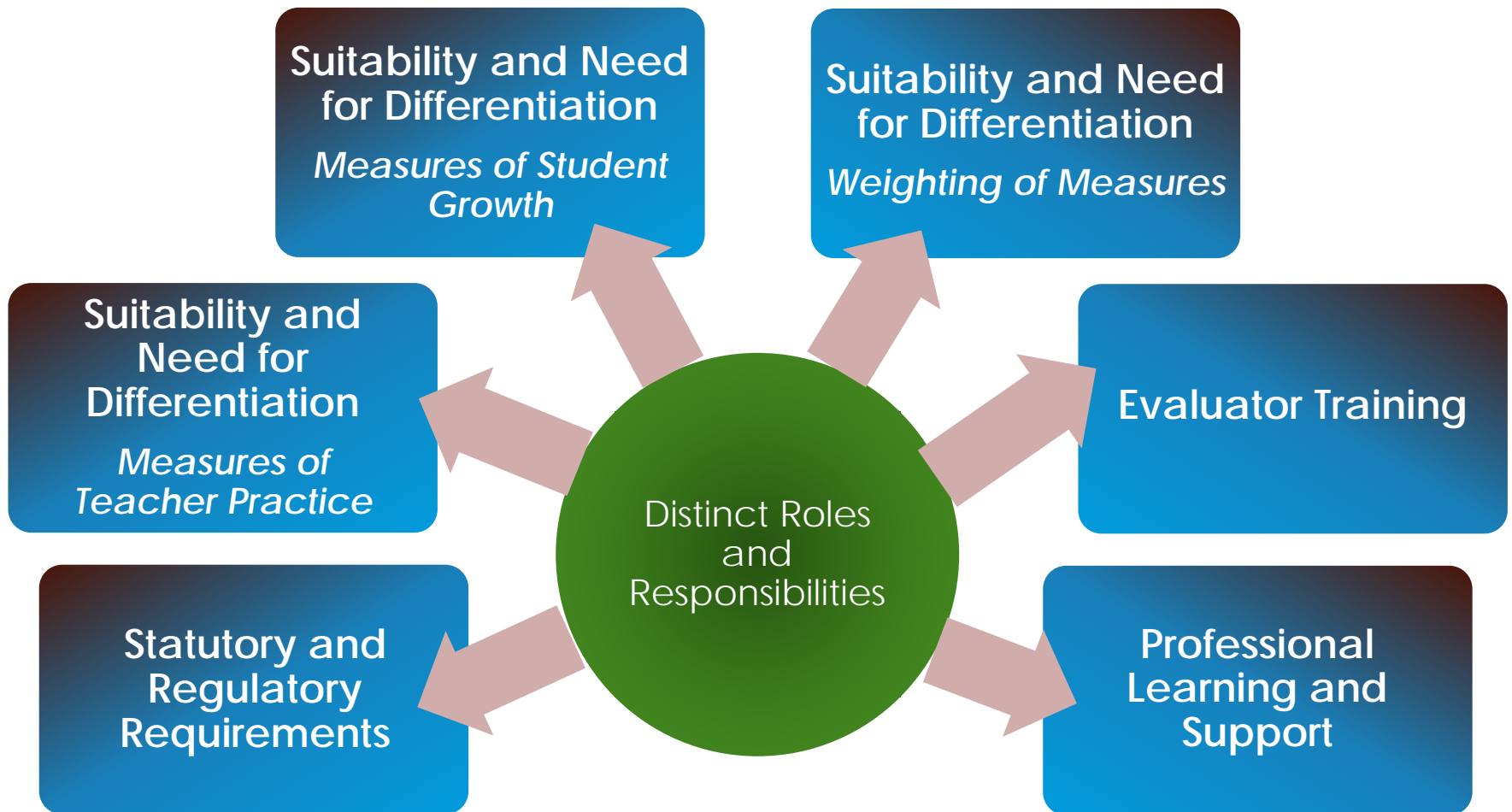
The Practical Guide to Designing Comprehensive Teacher Evaluation Systems



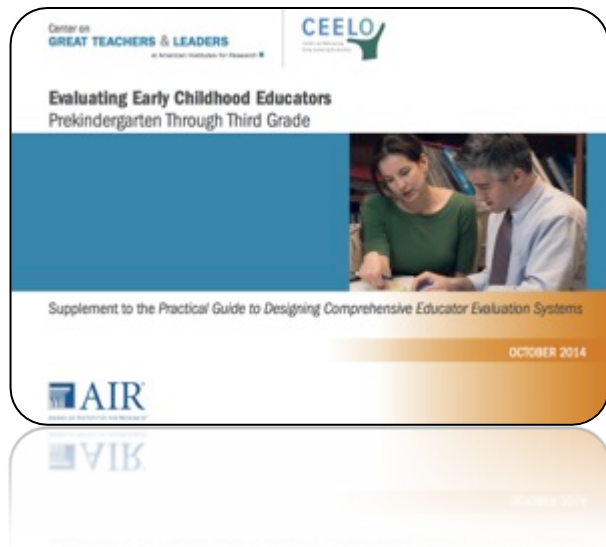
- ❑ Eight Core Components
- ❑ Guiding Questions
- ❑ Research Summaries
- ❑ Practical Examples
- ❑ Online and PDF

<http://www.gtlcenter.org/tools-publications/online-tools/teacher-evaluation>

Elements of Consideration



Supplemental Guide – Evaluating Early Childhood Educators



- ❑ Statutory and regulatory requirements
- ❑ Suitability and need for differentiation
- ❑ Professional learning for evaluators
- ❑ Professional learning for teachers

<http://www.gtlcenter.org/products-resources/evaluating-early-childhood-educators-prekindergarten-through-third-grade>

Statutory and Regulatory Requirements

□ Inclusion and exclusion criteria

- ◆ All states include kindergarten through third-grade teachers who are licensed by the state in the educator evaluation system.
- ◆ States vary, however, in whether they are including infant and toddler and preschool and PK teachers.
- ◆ In a few states, although PK teachers are not included in the statewide evaluation system, districts within the state may require their participation.

Examples of State Regulations Governing the Evaluation of Early Childhood Providers

Table 1. Early Childhood Teachers Included in the State Educator Evaluation System

State	PK Teachers Included?	Additional Information Related to School and Teacher and Other Early Childhood Staff
AR	No	Managers PK teachers working in the public school system are required at the local level to participate in the state's educator evaluation system, if a PK teacher, a licensure requirement.
CA	No	California requires that any early childhood educator whose position requires a California Department of Education license be included. If a district requires a license for the state does not, the district decides. The covered licensed teachers include those and childcare providers, and early childhood coordinators and head start and early head start teachers. Children care requires evaluation of other staff teachers as well.
CT	No	Connecticut's Birth-to-Grade 3 teachers in separate schools are not subject to educator evaluation system requirements. Those working for a public school, including a Regional Educational Service Center or state-approved private-sector educator facility, will be subject to the new evaluation system requirements but may fall under the provisions for Student and Educator Support Services Evaluation.
DC	No	The District of Columbia requires that all public school PK teachers be included in the SBIRG evaluation system.
DE	No	Delaware also includes in the evaluation system staff funded by Part B of IDEA Title I/II, and the Early Childhood Assessment Program if they work for a school district, both include teachers, dual, and half of teaching, K-2, and Child First coordinators.
IL	No	Illinois does not have state-funded PK, but PK teachers could be included at the state complex or district level (see statewide school system).
IN	No	In Indiana, all teachers who are hired by the district and certified by the state program are required to participate, including early childhood teachers. Teachers in community-based programs and in charter and private schools and other sector personnel (i.e., school counselors, school psychologists) are not included in the teacher evaluation process.
KS	No	Kansas allows preschool teachers in school-based, state-funded programs and early childhood special education teachers to participate in the teacher evaluation process, but the districts to make at the local level.
MI	No, as of 2015	Kentucky is in the process of creating an educator evaluation system for early childhood teachers aligned with the K-12 Professional Growth and Effectiveness System, using the Evaluation model. It will be piloted in spring 2014 and is being implemented statewide during the 2014-15 school year. The preschool teachers are required to be certified by the state teacher certification board (districts were required to hire certified teachers in special education beginning in July 2005). The Interdisciplinary Early Childhood Educator certification includes both to age 3 general and special education certification but also includes certification for teaching kindergarten. The birth to age 3 early interventions are required to have the state-issued certification. This requirement is recent.
LA	No	Louisiana's teachers working in public school systems serving children of ages 3 to 5 development are included in the state's educator evaluation system, including teachers of general and special education programs as well as those serving children with disabilities.
MA	No	Massachusetts includes of licensed educators in the evaluation system. Both to age 3 education are not licensed by the department of education and therefore are not required to be evaluated under the new framework.
MD	No	Maryland requires that only individual certified by the Maryland State Department of Education as defined in the Maryland State Code of Regulations (COMAR) as a teacher who delivers instruction and is responsible for a student or group of students academic progress in a PK-12 public school setting, subject to local system interpretation, be included in the evaluation system.

Guiding Questions

CEELO's review of the states found that although requirements within statutes and regulations may include early childhood teachers, explicit requirements for differentiating the evaluation process for early childhood teachers and administrators

are not included. After piloting their educator evaluation systems, however, some states have noted a need to address early childhood within their educator evaluation system state models during full implementation.

State stakeholder groups might consider the following guiding questions as they work to determine educator evaluation system requirements, as well as district flexibility requirements in the evaluation of early childhood teachers:

Guiding Questions

Statutory and Regulatory Requirements

STATUTORY AND REGULATORY REQUIREMENTS

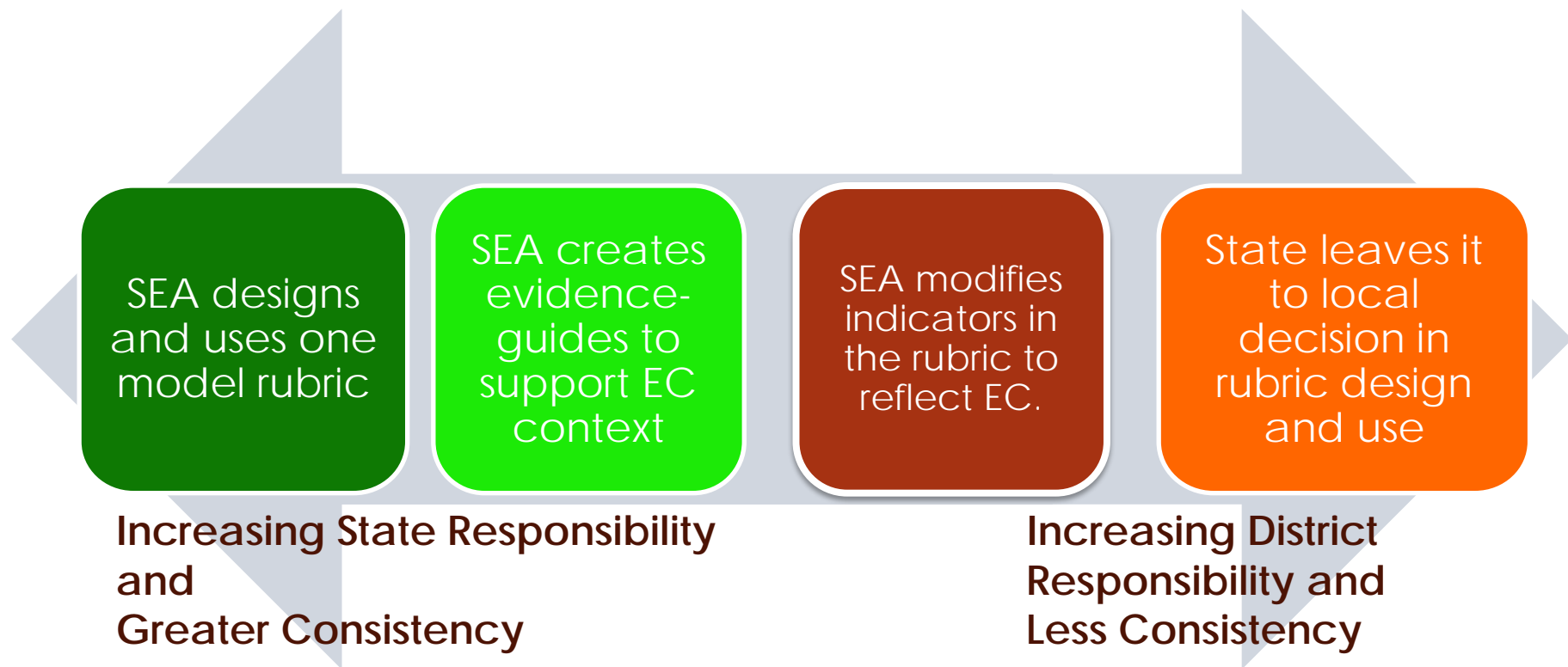
1. Which certified early childhood teachers are subject to the statute and regulations of the educator evaluation system?

GUIDING QUESTIONS

- Does state evaluation law or its regulations specifically identify early childhood teachers, such as infant and toddler early intervention, preschool special education, and or preschool and PK teachers?
- If the law identifies early childhood teachers, does the statute clearly define which grades and age levels that the teacher is qualified to teach?
- Does the law or statute include PK teachers explicitly in the educator evaluation system, and if so, what is the student age level?
- Are there limits or parameters defining which PK teachers are included? (For example, only licensed teachers or those employed by the state or district?)
- If the law identifies certified or licensed teachers, is more clarity needed to account for those teachers who are certified but teach in nonpublic school settings?
- If the legislation or regulation is not clear on these criteria, how can clarity be embedded in policy or guidance? Who or what group has the authority to make such changes?
- Does the certifying or licensing agency determine those who are to be included under the statute? If not, who does?
- For nonpublic-school-funded early education programs, such as child care or early intervention programs that are administered through a state department of health, are there separate laws or policies covering the evaluation of teachers serving infants through five-year-olds? If so, who has authority over those laws or regulations?
- Does state law include other educators, such as home visitors or Child Find coordinators, in the definition of educators? If so, are what are the adjustments needed for their inclusion?

NOTES

State Versus District Roles:



Examples from the Guiding Questions


- ❑ Is there any policy that prevents the inclusion of specific early childhood teachers in the educator evaluation model?
- ❑ If not, should there be?
- ❑ In what ways should policies differ for B-3 teachers and in what ways should they be aligned?

Consideration Exercise

More Guiding Questions

- ❑ What are the risks, if any, to going beyond state requirements with the inclusion of early childhood teachers?
- ❑ What would be the key reasons and benefits for inclusion or exclusion of early childhood teachers within the system?

Practical Guide > Research Effort



CENTER ON ENHANCING EARLY LEARNING OUTCOMES

FAST FACT: Inclusion of Pre-Kindergarten and Other Early Childhood Staff in State Teacher Evaluation Systems

February 26, 2014

INFORMATION REQUEST

Federal Staff from the U.S. Department of Education requested information on the number of states that include prekindergarten teachers in state teacher evaluation systems. This was a quick turnaround response to a request from the Office of Management and Budget.

Response

CEELO staff surveyed early childhood specialists in state departments of education and gathered research from additional states to respond to the information request. For the survey, CEELO sent a message through the National Association of Early Childhood Specialists in State Departments of Education (NAECS-SDE) listserv on January 17, 2014¹. Additional information was obtained from data collection in eleven states² (conducted between October 2014 and January 2014) for a CEELO brief on the implementation of teacher evaluation systems with early childhood teachers. Twenty-four responses were received as of February 14, 2014.

What We Know


State statute or regulation defines the educator classifications to be included in the teacher evaluation system, typically those licensed by the state as "educators". All states are including kindergarten through grade three and preschool special education teachers that are licensed by the state in the roll-out of the system. States vary on whether they are including infant/toddler, community-based preschool/Pre-K teachers or other early childhood staff, such as parent educators, home visitors in the evaluation system.

Table 1 identifies what we know at this time about requirements for inclusion of state funded prekindergarten teachers in 24 states. Of these, 19 states require prekindergarten teachers to participate in their State Teacher Evaluation System; although in some states the district may include preschool/prekindergarten teachers. The

¹ A draft document was sent through the NAECS-SDE listserv on February 06, 2014, with a deadline of February 14, 2014 for additions or corrections.

² Colorado, Connecticut, Delaware, Hawaii, Illinois, Maryland, Massachusetts, New Jersey, Ohio, Pennsylvania, Rhode Island

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CEELO
Center on Enhancing
Early Learning Outcomes

How Are Early Childhood Teachers Faring in State Teacher Evaluation Systems? CEELO Policy Report

Lori Connors-Tadros, PhD, and Michelle Horowitz, BA
March 18, 2014

How are EC Teachers Faring in TE Systems?

- Why?
 - ◆ TA to help EC administrators develop appropriate guidance specific to EC teaching practice
- What?
 - ◆ Studied 11 states' teacher evaluation systems
 - ◆ Collected data from public documents and interviews on specific practices and resources for birth through 3rd grade teachers

Policy for ECE Teachers

- Who's included?
 - ◆ Most include district employed PK, but not all
- How is student learning rated?
 - ◆ 5 states adjust the weight for ECE
- How is teacher practice assessed?
 - ◆ State standards of professional practice and Danielson Framework are most common

Student Learning Objectives are Most Challenging to Implement

- ◆ Lack of appropriate assessments
- ◆ Difficulty creating appropriate growth targets that are rigorous, but realistic
- ◆ Significant amount of training and implementation support

Assessments Used to Set SLOs

- Teaching Strategies Gold most common
- Most align measures to state standards
 - ◆ In **OH**, state-funded pre-K programs are required to assess children with Get It, Got It, Go (literacy), Ages and Stages (social-emotional), and program-adopted curriculum-based assessment tools
 - ◆ **IL** and **MD** are also developing assessment item banks where teachers can select specific assessment items for identified learning objectives.

Training - “Assessment Acumen”

- ❑ **RI** Assessment Toolkit -- selecting quality assessments, using baseline data, choosing assessments, analyzing and scoring student work.
- ❑ **OH** - assessment literacy specialist for teachers and administrators.
- ❑ **CO, IL, MA** developing resources to improve teacher “assessment literacy”

Illinois Teacher Evaluation System Profile

ILLINOIS			
Question	Answer	Comments	Citation Link
Background Information			
System name	Performance Evaluation Advisory Council (PEAC)		PEAC Website
Implementation status of TE system	Partial	It is to be fully implemented state-wide using student growth and through Race to the Top in 34 districts. Districts are advised to begin with a cohort (grade, subject, building, etc.) with no stakes implementation.	PEAC Website
Implementation Schedule	Began in Chicago in 2012-2013; fully implemented in all districts by 2016-2017	Signed in 2010.	PEAC Website
Early grades included	<ul style="list-style-type: none"> • Preschool/pre-K • Early Childhood (PreK-3) • Kindergarten - 3rd Grade 	All teachers that are hired by the district and certified by the state program (EC teachers included) are required to participate; union membership does not make a difference. Community based programs, charter, and private school teachers are not included in the teacher evaluation process.	
Overview of Process			
Policy mandated	<ul style="list-style-type: none"> • Legislation in statue or regulation • Race to the Top (K-12) 	PERA (Performance Evaluation Reform Act) state wide legislation in Senate Bill 7	Amendment to Senate Bill 7
State approach	State Model but districts could develop their own model with some requirements/ approval by state	Districts are required to design and implement performance evaluation systems that meet state standards. Districts each have a joint committee (district & teacher representatives to ensure equal balance of power). Checks and balances on evaluation based on agreement of joint committee at district level must be aligned based on IL state professional teaching standards. For RTT-evaluation plan already in place but student growth needs is in the process of being phased in. In Illinois Performance Evaluation	

IL Resources to Support ECE Teachers

- ❑ Performance Evaluation Advisory Committee's recommendations for SpEd, EL, ECE evaluation
- ❑ Student Learning Objective samples for early childhood
- ❑ Danielson Framework with early learning examples

Accessing Technical Assistance and Key Resources from CEELO | GTL

□ CEELO Website

- ◆ Policy Reports and Briefs
- ◆ Annotated Bibliographies

□ GTL Center Website

- ◆ Online Tools
- ◆ Student Learning Objectives Resource Library



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