



## **New Hampshire Department of Education English Language Learner and Special Education Subcommittee Report**

### **Name and Titles of Subcommittee Members:**

- Shannon Adams, Special Educator, Hampton School District
- Peter Helgerson, Principal, Russell Elementary School, SAU 48
- Jan Martin, Director of Special Education, Nashua School District
- Marcia Bagley, Preschool Coordinator, Nashua School District
- Judy A. Sharkey, Associate Professor Education, University of New Hampshire
- Donna Johnson, Assistant Principal, Sanborn Regional School District
- Maria White, Special Educator, Claremont School District
- Anne Wilkinson, Special Education Coordinator, Concord School District
- Mary Lou Donahoe, ESOL Teacher, Hooksett School District
- Santina Thibedeau, Administrator, Bureau of Special Education, State Director of Special Education, NH Dept. of Education
- Mary Lane, NH Accessible Materials (NHAIMS), NH Dept. of Education
- Connie Helgerson, Director of Student Services, Lincoln-Woodstock Cooperative School District
- Amy Parsons, General Educator, White Mountain Regional School District
- Karen Soule, Lead Educator Effectiveness, NH Dept. of Education
- Fran Gonsalves, Director of Special Education, SAU 48
- Jane Bergeron, Lakes Region Liaison, NH Dept. of Education
- Andrea Somoza-Norton Ed. D, Title III Director, NH Dept. of Education

The New Hampshire Task Force on Effective Teaching: Phase II recently completed the New Hampshire Model Educator Support and Evaluation System. This model incorporates a framework and clear vision for improving educator effectiveness in New Hampshire, and exemplifies what the Task Force considers “best practices” in teacher educator evaluation. Several key principles guided the Task Force in supporting the primary purpose of the NH Model Educator Support and Evaluation System, which is to support all educators in maximizing learning results for all students.

In order to assure that the model is fair and equitable for all educators, and to support Guiding Principle # 8 from the NH Task Force on Effective Teaching Phase II (“The model system is differentiated for at least beginning and experienced educators and perhaps for various classifications of educators as well, e.g., specialists”), Commissioner Barry convened a Subcommittee of Special Education, English Language Learner (ELL), and General Education teachers, along with school district leaders and charged the subcommittee with the following:

1. *Develop a strong working knowledge of the New Hampshire Model Educator Support and Evaluation System*
2. *Determine if there are additional indicators within the domains of educator effectiveness that need to be considered/recommended to ensure the New Hampshire Model Educator Support and Evaluation System is fair and equitable in representing teachers in the field of Special Education and English Language Learners*
3. *Serve as a line of communication to their representative stakeholder groups*
4. *Provide recommendations to the Commissioner of Education regarding the implementation of the New Hampshire Model Educator Support and Evaluation System, as related to Special Educators and Educators of English Language Learners*

The subcommittee spent the year reviewing the Task Force Report and the current research related to teacher supervision and evaluation of ELL and Special Educators. This included sharing and discussing the perspectives of the subcommittee members’ own school districts. The subcommittee confirmed the advantages of creating a single supervision system that meets the needs of all educators and advocates for a model that differentiates among the various classifications of educators including ELL, Special Educators and other related service providers. Thus, pursuant to confirming the advantages to a single supervision system, this subcommittee recommends the following to the New Hampshire Department of Education:

- There be common standards/frameworks for the supervision and evaluation all educators
- Roles and responsibilities be clearly articulated for all educators

- Systems be differentiated based on roles and responsibilities
- Job descriptions be incorporated into local evaluation systems that reflect the roles and responsibilities of positions within a given district or school

### **Research Reviewed:**

Listed below is a sampling of the literature/research that supports the recommendations of the subcommittee:

A. From the Center on Great Teachers and Leaders brief entitled, The Center on Great Teachers and Leaders Inclusive Design Building Educator Evaluation Systems that Support Students with Disabilities, a number of overarching advantages to one system were identified including:

- **Inclusion**  
One system encourages and supports the creation of inclusive environments in which all administrators and teachers are accountable for the progress of **all** students, including students with disabilities, and with limited English proficiency.
- **Integration**  
One state model evaluation system encourages the integration of results that promote and drive individual professional learning, feedback, and support for all educators. This system will, in turn, promote effective use of evidence-based instructional practices by all educators.
- **Collaboration**  
One system enables all professionals work collaboratively to assure that **all** students grow socially and academically receiving the instructional supports they need.
- **Shared Understanding**  
One system provides shared expectations and guidelines for educators' practice; therefore, including the skills that all educators need to know and be able to do fosters a better understanding of how to promote the academic and social growth of all students.

B. The Council for Exceptional Children Position on Special Education Teacher Evaluations 2012 noted the following:

“The principles of good evaluation apply to all teachers. Thus, all teachers should be included in one evaluation that is appropriately differentiated based on their professional role.”

C. From the National Comprehensive Center for Teacher Quality: Expert Forum on the Evaluation of Teachers of English Language Learners-July 2012 Summary, the following support for a single evaluation system is noted:

- Use the same basic evaluation system to evaluate mainstream teachers with ELLs in their classrooms and English for Speakers of Other Languages (ESOL) teachers with some additional differentiation for the latter two groups.
- Attribute growth in ELL learning to teams of educators, rather than to individual educators.

D. From the National Comprehensive Center for Teacher Quality: Challenges in Evaluating Special Education Teachers and English Language Learner Specialists-Policy and Recommendations-July 2010 Brief, the following support for a single evaluation system is noted:

- Include special education and ELL administrators and teachers when revamping/designing evaluation frameworks.
- Identify a common framework that defines effective teaching for all teachers. Where appropriate, include differentiated criteria/ expectations for special education teachers and ELL specialists.
- Integrate evidence-based practices for students with disabilities and ELLs into evaluation models.

As we continue to transform education in New Hampshire the research and conclusions of this report underscore the benefits of including special educators and ELL teachers within the structure of a district's identified support and evaluation system and the importance of collaboration and professional development for all educators (pre k-post-secondary). This is truly just the beginning of future exploration, implementation, on-going monitoring, and reflection of the educator support and evaluation process and it is critical that special educators and ELL teachers are fully considered in this process. This will assure that all New Hampshire students are prepared to meet the ever-changing demands of our global society.

A special thanks to all members of this subcommittee for their dedication and tireless efforts in preparation of this report. We hope that you find it an informative resource as you continue to transform education in your school or district.

## Resources

### **New Hampshire Department of Education**

New Hampshire Task Force on Effective Teaching Phase I Report  
<http://www.education.nh.gov/teaching/documents/phase1report.pdf>

New Hampshire Task Force on Effective Teaching Phase II Report  
<http://www.education.nh.gov/teaching/documents/phase2report.pdf>

Title III Office

Title I Office

Office of Educator Effectiveness

Bureau of Special Education

New Hampshire Networks

### **General**

Evaluating Specialized Support Personnel: Supplement to the Practical Guide to Designing Comprehensive Teacher Evaluation Systems  
<http://www.gtlcenter.org/products-resources/evaluating-specialized-instructional-support-personnel-supplement-practical-guide>

The Evaluation of Educators in Effective Schools and Classrooms for all Learners  
[http://www.aft.org/pdfs/teach2013/UsingObservationsAndStudentSurveysi3GrantSharedValuesPaper\\_DK.pdf](http://www.aft.org/pdfs/teach2013/UsingObservationsAndStudentSurveysi3GrantSharedValuesPaper_DK.pdf)

Inclusive Design Building Educator Evaluation Systems That Support Students with Disabilities  
[http://www.gtlcenter.org/sites/default/files/GTL\\_Inclusive\\_Design.pdf](http://www.gtlcenter.org/sites/default/files/GTL_Inclusive_Design.pdf)

Challenges in Evaluating Special Education Teachers and English Language Learner Specialists  
<http://www.gtlcenter.org/sites/default/files/docs/July2010Brief.pdf>

Delaware Performance Appraisal System II for Specialists  
(Please note that there are appraisal systems for teachers and administrators also)  
<http://www.doe.k12.de.us/csa/dpasii/specialist/DPASIIISpecFullGuide.pdf>

Council for Exceptional Children Position on Special Education Teacher Evaluations 2012  
<http://www.cec.sped.org/~media/Files/Policy/CEC%20Professional%20Policies%20and%20Positions/just%20TE%20position.pdf>

US DOE and GTL Center Webinar: Building Evaluation Systems that Support Educators of Students with Disabilities:

<http://www2.ed.gov/policy/elsec/guid/esea-flexibility/resources/index.html>

A Summary of: "Expert Forum on the Evaluation of Teachers of English Language Learners":

[http://www.gtlcenter.org/sites/default/files/docs/ForumSummary\\_July2012.pdf](http://www.gtlcenter.org/sites/default/files/docs/ForumSummary_July2012.pdf)

Webinar: Evaluating Teachers of English Language Learners: Exploring Challenges, Current Efforts, and Recommended Practices:

<http://www.tqsource.org/webcasts/2012ELL/>

InTASC Learning Progressions for Teachers

[http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

InTASC Standards

[http://www.ccsso.org/Resources/Programs/Interstate\\_Teacher\\_Assessment\\_Consortium\\_\(InTASC\).html](http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_(InTASC).html)

## **State Specific**

*Connecticut:*

[http://www.connecticutseed.org/wp-content/uploads/2013/08/2013\\_SEED\\_Handbook.pdf](http://www.connecticutseed.org/wp-content/uploads/2013/08/2013_SEED_Handbook.pdf)  
Handbook for CT SEED

[http://www.connecticutseed.org/?page\\_id=1966](http://www.connecticutseed.org/?page_id=1966)  
[Home page for guidance documents for Student and Educator Support Specialists.](#)

[http://www.connecticutseed.org/wp-content/uploads/2013/07/CCT\\_Instrument\\_and\\_Rubric.pdf](http://www.connecticutseed.org/wp-content/uploads/2013/07/CCT_Instrument_and_Rubric.pdf)  
Accompanying Common Core of Teaching Rubric for Effective Teaching Student Support Specialists. The processes (guidelines) are the same using the CCT Instrument with the domains and indicators modified for Student and Educator Support Specialists.

*Rhode Island:*

<http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Evaluation/Education-Eval-Main-Page/Teacher-Model-GB-Edition-II-FINAL.pdf>

Up to page 28 for all educators. Starting with page 28 defines and differentiates student growth measures including SLO's and the RI Growth model. From page 28-37 there is a review of the SLO process with examples. Page 37 starts a review of Setting Student Learning Objectives for Diverse Learners. Students with Disabilities are addressed again based on roles and responsibilities. From page 41 on the process of approving and scoring SLO's is addressed.

Appendices starting on page 65 include evaluation conference planning tools, Assessment Quality Guidance, SLO Scoring Lookup Table and Rubrics for the components of the system.

[http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Evaluation/Guidebooks-Forms/RI\\_Model\\_Teacher\\_Addendum.pdf](http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Evaluation/Guidebooks-Forms/RI_Model_Teacher_Addendum.pdf)

Addendum with changes based on input from the field.

*Washington D.C.:*

[http://www.dc.gov/DCPS/In+the+Classroom/Ensuring+Teacher+Success/IMPACT+\(Performance+Assessment\)/IMPACT+Guidebooks](http://www.dc.gov/DCPS/In+the+Classroom/Ensuring+Teacher+Success/IMPACT+(Performance+Assessment)/IMPACT+Guidebooks)

DC IMPACT The District of Columbia Public Schools Effectiveness Assessment System for School-Based Personnel

#### GROUP 3 Special Education Teachers

- Pages 6-7
- Pages 38-58 INDIVIDUALIZED INSTRUCTION MODEL defined with accompanying rubrics
- Pages 62-65 IEP Timelines with accompanying rubrics
- Pages 66-69 Eligibility timelines

#### GROUP 4 Non-itinerant ELL Teachers

- Pages 6-7
- Pages 38-58
- Page 85

#### GROUP 5 Itinerant ELL Teachers

- Pages 6-7