T-TESS Aligned Evaluation Tools
For Special Education Providers

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Directors within ESC-20 looking for effective evaluation tools for special education providers being supervised, but for whom T-TESS did not apply.

Directors saw an opportunity to determine if the existing evaluation system was providing an effective summary of job performance.
Quality Assurance

How would a supervisor know if high quality work performance was provided by a professional in a field of practice different from their own?

Feedback

How do supervisors give praise to employees meeting expectations, and coach those who need improvement?

Motivation

Are employees challenged to bring their “A-game” everyday and reflect continuously about their own work methods and production?
Personnel decisions -

How are supervisors making decisions to retain struggling but promising providers, put exemplary providers in mentoring roles, and dismiss providers who are persistently ineffective?

- Recommended that districts provide staff members with an introduction and exposure to the Rubric tool used to determine yearly employee performance.
  - New to district
  - Newly implemented evaluation system
  - Changes to existing district evaluation system

- Introduction may be face-to-face (especially in the first year) and should allow staff members an opportunity:
  - To discuss specific implementation
  - To have questions answered

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Effectiveness = \[
\frac{\text{Achieved}}{\text{Desired}}
\]
• Optional use of a Goal Setting Professional Development Plan is encouraged.

• Drafted in conjunction with information from summative evaluations in the previous year of employment.
  • Based on the context of the current job assignment
  • Established with the Appraiser at the beginning of the school year

• Goal Setting development, documentation, submission, and maintenance are local decisions.

§150.1003. Appraisals, Data Sources, and Conferences.
Texas Administrative Code

• Optional use of a Pre-Evaluation Conference is encouraged.
  • Goal Setting Plans may be submitted and reviewed during this time.
  • Opportunity to link refinement areas with Evaluation Tool.
  • Determination of how planning and performance data will be collected over the course of the school year. Cumulative Data sources may include:
    • Scheduled formal observations (attending ARD meeting)
    • Informal shorter observations (staffing, RtI meeting, campus collaboration)
    • Review of Records (IEP goals, progress notes, evaluations, ARD documents)
    • Data submitted by the provider (service logs, evaluation logs, ARD logs)
    • Other evidence examples from campus administrators

• Post Conference is diagnostic and prescriptive in nature.
  • Includes a summative report of ratings for each Domain Dimension.
  • Reviews the appraisal data collected throughout the school year.
  • Examines and discusses evidence related to job performance.
  • Includes potential goals and development activities for next school year.
  • Written copy of the evaluation is provided to the staff member.
Each staff member will be evaluated on the dimensions within Domains 1-4 using categorical ratings.

Categories may be further defined by how well the staff member did or did not meet performance expectations.
Domain 2. Instruction
2.1 Achieving Expectations
2.2 Content Knowledge and Expertise
2.3 Communication
2.4 Differentiation
2.5 Monitor and Adjust

Domain 2: Service Provision and Instruction
2.1 Achieving Expectations
2.2 Knowledge and Expertise
2.3 Communication

Domain 3. Learning Environment
3.1 Classroom Environment, Routines, and Procedures
3.2 Managing Student Behavior
3.3 Classroom Culture

Domain 3: Professional Environment
3.1 Professional Environment, Routines, and Procedures
3.2 Professional Management of Behavior

Domain 4. Professional Practices and Responsibilities
4.1 Professional Demeanor and Ethics
4.2 Goal Setting
4.3 Professional Development
4.4 School Community Involvement

Domain 4: Professional Practices and Responsibilities
4.1 Professional Demeanor and Ethics
4.2 Goal Setting (Optional)
4.3 Professional Development
4.4 School Community Involvement
Domain 1: Planning

1.1 Standards and Alignment
Clear, well-organized, sequential evaluations/lessons that reflect best practice, align with standards, and are appropriate for diverse learners.
1. Aligned goals, standards, and objectives
2. Lessons/evaluations are individually designed
3. Activities, materials, and resources are tied to standards/classroom instruction
4. Consideration of Assistive Technology needs

1.2 Data and Assessment
Uses formal/informal methods to measure student progress, then manages and analyzes student data to inform service provision.
1. Formal/informal assessments
2. Reported progress monitoring
3. Communication/feedback
4. Data analysis tied to drive instruction
Domain 1: Planning

1.3 Knowledge of Students
Through knowledge of students and evidenced-based practices, the provider ensures services are individualized and delivered accordingly.
1. Prior knowledge of student
2. Adjustments tied to the student's needs
3. Diverse learning tied to student strengths

Domain 1: Planning

1.4 Activities and Administration
Demonstrates effective program management through development and organization of related job activities.
1. Planning and preparation
2. Roles/Responsibilities
3. Working respectfully
4. Participation
5. Compliance
6. Supervision
Previous data shows that one initial assessment was not completed within 45 school days, and one reevaluation was completed after the three year due date.

LSSP will complete monthly evaluation logs and return to supervisor to monitor compliance progress on an ongoing basis. LSSP will be 100% compliant with initial evaluations and reevaluations during the 2017-2018 school year.

LSSP provided 10 monthly logs to supervisor for progress monitoring throughout this school year. All logs showed compliant initial and reevaluation dates.

FIE report selected for submission includes documented tiered evidence of RtI data incorporated within the SLD disability determination.

LSSP continues to meet with parents to review assessments prior to ARD meetings and submits written FIE to parent prior to ARD meetings.

ARD submitted shows PLAAFP statements include implications of evaluation information as a source of data, and accommodations match report recommendations.
2.1 Achieving Expectations
Provider supports all learners in their pursuit of progress on the IEP.

1. Academic and/or functional expectations
2. Construction of goals and objectives
3. Fidelity of services
4. Mastery of goals and objectives

2.2 Knowledge and Expertise
Provider uses content and pedagogical expertise to design and execute lessons/evaluation/services aligned with student needs.

1. Content knowledge and professional expertise to design and execute evaluations and services aligned with student’s needs
2. Collaborative with other disciplines
3. Age-appropriateness
4. Student behavior management

2.3 Communication
Communication is clear and accurate.

1. Written communication
2. Verbal communication
3. Student communication
SLP provider will select specific therapy groups to show how the IEP goals designed relate to the general curriculum or functional skills of the students.

SLP will provide documentation of the relationship between IEP goals and appropriate curriculum or functional skills for at least two therapy groups over the course of the school year.

SLP provided the district documentation for the relationship between the IEP goals developed and functional skills at the level appropriate for three students participating in an elementary group conducted in collaboration with a Life Skills class.

Goals and objectives were adjusted according to progress reports submitted.

Attendance logs of service delivery submitted indicate that the frequency, duration, and location specified in the IEP were met with accuracy.
Prior school year performance review showed an area of refinement to be maintaining detailed documentation of service provision.

OT will use district provided service recordkeeping logs to document detailed case management including dates, times, and location. Logs will be submitted to district supervisor at the end of each 9-week grading period.
OT provided service recordkeeping logs on the dates required. Logs reflected incomplete documentation of dates, times, and location of services provided to 3 out of 30 students on the assigned caseload.

Campus Administrator reported safety requirements were not met on two occasions when the OT was providing student services.

OT complies with campus expectations for storage and maintenance of therapy/test materials.

Campus employee attendance records do not match service provision logs for two of the 9-week grading periods submitted.
Domain 4: Professional Practices and Responsibilities

4.2 Goal Setting (Optional)
Facilitator reflects on his/her practice.
1. Self-assessing
2. Goal setting

4.3 Professional Development
Facilitator participates in and enhances the professional community.
1. Professional development is linked to professional growth and practice
2. Structured Improvement Plan

4.4 School Community Involvement
Facilitator demonstrates leadership via collaboration with students, colleagues, parents, and community members through effective communication and consultation.
1. Consultation with LEA staff
2. Communication and involvement of parents and community
3. Student-centered practices
Records maintenance for the 2017-2018 school year will be monitored to ensure all student eligibility folders are ordered correctly, contain all required documentation components, and are stored confidentially.

ARD Facilitator will work with campus case managers to complete a folder audit of students in special education and make corrections to documentation and maintenance methods where needed.

Facilitator submitted audit reports from 10 case managers with a total of 121 folders reviewed over the course of the 2017-2018 school year. Facilitator took initiative to correct erroneous exclusion of documents in the eligibility folder, and created checklists for case managers to use on the campus to ensure correct procedures for record maintenance were used in the future.

ARD Facilitator continues to adhere to ethical principles and standards outlined for teachers & administrators.

Facilitator showed innovative forethought in creating a tool to use throughout the folder review process for all staff members.

ARD Facilitator has received multiple phone calls, emails, and face-to-face feedback indicating a strong ability to establish positive rapport with families and school staff. Several positive kudos (emails and phone calls) were sent directly to the Special Education Director.

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