

PGES Student Growth Goals for Students with Disabilities

Recommendations for PGES Student Growth Goals for Students with Disabilities

Recommendation #1

Due to there being a regulatory difference in the purposes of a student's Individualized Education Program and the SGGs for the Kentucky Teacher Professional Growth and Effectiveness System, IEP goals are not to be used as SGGs.

Rationale - IEP goals are individualized and highly personalized for individual students, whereas SGGs are long term academic goals for groups of students. There is an important statutory difference between a student's IEP goals and the SGGs used in the Professional Growth and Evaluation System (PGES). It is important to keep the two systems and related goals distinct.

Recommendation #2

For students of the same grade level/span, Special Education Teachers are to align the differentiated English Language Arts or Mathematics SGGs to the district/school/grade level SGGs. If a teacher determines that some students enter the course without the necessary prerequisite knowledge or skills, he or she should set another goal that is both rigorous and attainable for this group of students.

Rationale- Students enter schools and classrooms with different abilities and rates of learning. SGGs should be developed to accommodate various levels/rates of learning within the classroom. SGGs are differentiated based on the baseline performance and needs of students.

Special Note:

Recommendation #3- #6- Special Education teachers serve different roles within districts throughout the state therefore, the subcommittee decided to break the roles of special education teachers into different categories for establishing appropriate SGGs for their teaching model.

Recommendation #3

Co-teaching- The Special Education Teacher who co-teaches as part of a grade level or content team for all classes or part of the day (co-planning, instructing, and assessing) **shares the SGGs with his/her team**. In the case in which a Special Education Teacher is providing services in a variety of content areas, Special Education Teachers should select either English Language Arts or Mathematics SGGs.

Rationale- The rationale for Regular Classroom with Co-Teaching is that it is a service delivery model used frequently across the state. In this category, both the Special Education teacher and Regular Education teacher are equally responsible for academic achievement of all students.

Recommendation #4

Multiple Grade Levels/Classrooms- The Special Education Teacher, who teaches across multiple grades and/or classrooms, has the option of selecting one of two approaches below. These two approaches apply to those who may co-teach for a portion of the day and/or provide SDI in the regular education classroom.

PGES Student Growth Goals for Students with Disabilities

- a. The Special Education Teacher **can coordinate with the regular education teachers** in order to support the English Language Arts or Mathematics SGGs of students for whom they are mutually responsible.

The difference between this approach and number 1 is though the Special Education Teacher may provide instruction in the regular education classroom; he/she is only responsible for the students with disabilities to whom they are assigned. The Special Education Teacher and regular educators should only collaborate around setting goals for and monitoring the progress of students with disabilities (for whom they are both responsible).

Rationale- Many special education teachers provide services across multiple classrooms and grades. These special education teachers may participate in grade-level and/or content meetings; thus providing them with the opportunity to coordinate with regular education teachers to jointly develop SGGs.

Recommendation #5

Multiple Grade Levels/Classrooms (continued)

- b. The Special Education Teacher can set broad English Language Arts or Mathematics SGGs that apply **to all of the students with disabilities to whom they provide instruction**, with sources of evidence appropriate for each grade level.

Rationale- Multiple Grade Levels/Classrooms Section 2B provides Special Education teachers with a model to set SGGs for students to whom they provide specially designed instruction.

Recommendation #6

Resource setting- The Special Education Teacher who works with students with disabilities in a resource room and does not co-teach with a regular education teacher for the instruction in English Language Arts or Mathematics may follow a tiered approach, based on similar content and sources of evidence and goals appropriate for each grade level. A Special Education Teacher using this approach would choose from one of the following:

- A. **Select one grade level** to set SGGs for English Language Arts and Mathematics **and coordinate** with the regular education teachers of that grade level to ensure SGGs are based on grade-level content standards.

OR

- B. **Set broad SGGs** for English Language Arts or Mathematics standards **that apply to all of the students, across multiple grade levels.** (i.e. reading comprehension)

Rationale- A special education teacher in a resource or separate class can have either situation where Choice A and B apply, thus they need flexibility in developing an SGG that is applicable.

PGES Student Growth Goals for Students with Disabilities

Choice A allows a special education teacher in the resource or separate class to select one grade level to set SGGs for ELA or Math and to coordinate with the regular education teachers of that grade level to ensure SGGs are based on grade level content standards.

OR

Choice B allows a special education teacher to set broad SGGs for ELA and Math standards that apply to students in multiple grade levels.

Recommendation #7

SGGs are intended to measure student progress or mastery of academic skills and standards. Instruction around functional, (social, behavioral, organizational) performance supports students' access to the general education curriculum. Functional performance means activities and skills that are not considered academic and are used in the context of routine activities of everyday living [707 KAR 1:002 Section 1 (28) and 34 CFR, Vol. 71 #156, August 14, 2006, p.46661]. Therefore, SGGs should address English Language Arts or Mathematics.

Rationale- 707 KAR 1:002. (28) "Functional" means activities and skills that are not considered academic or related to a child's academic achievement as measured on statewide assessments pursuant to 703 KAR Chapter 5. SGGs address academic needs for a group of students in English Language Arts and Mathematics. If a student has functional needs, the IEP would address those needs.

Recommendation #8

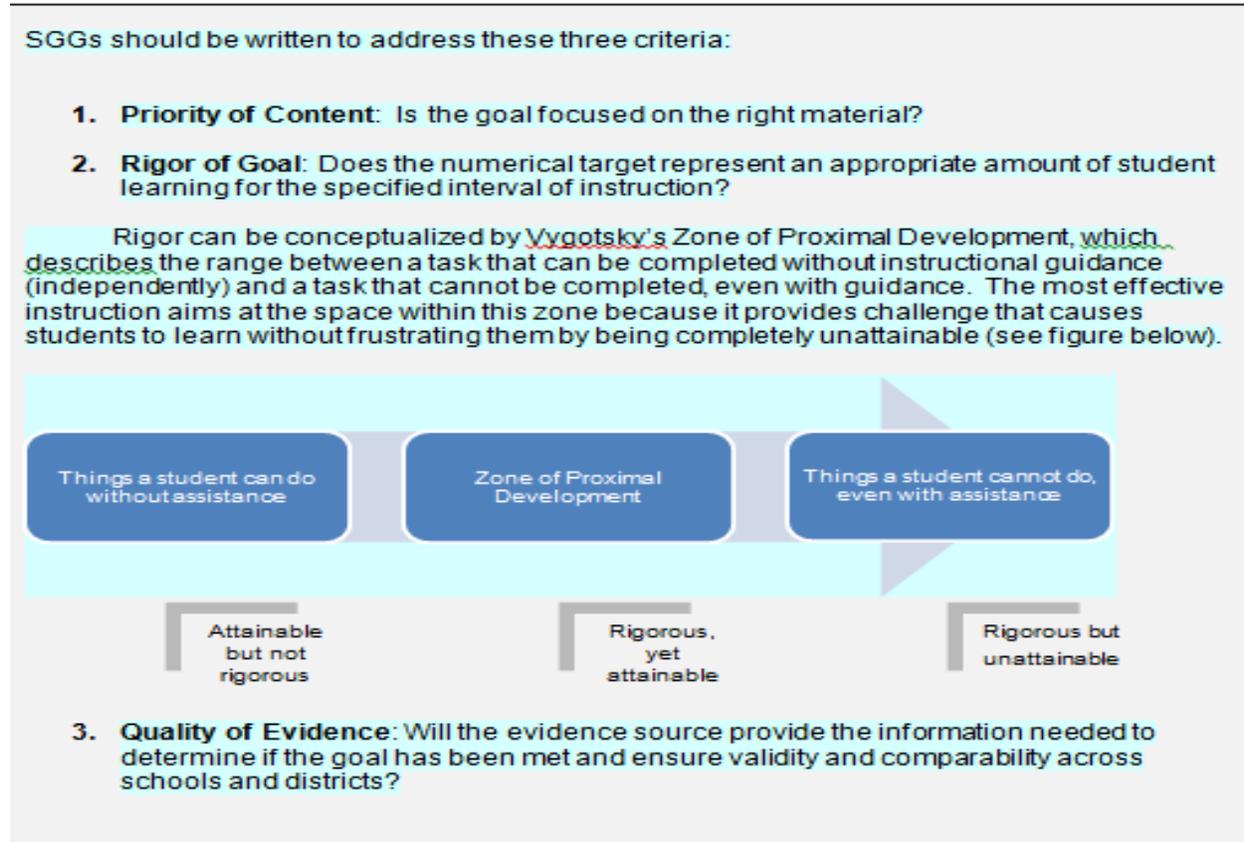
Special Education Teachers, who align instruction to the Kentucky Alternate Assessment Program, should follow the same process to create SGGs for their students. They can use some of the same pieces of evidence collected for the alternate assessment for SGGs along with other curriculum-embedded measures as long as the separation of the student's IEP goals and the teacher's SGGs remain intact.

Rationale- Special Education teachers who work with students participating in the Kentucky Alternate Assessment Program are responsible for standards aligned to the Alternate K-Prep Content Aligned Standards. These teachers' SGGs should link to the appropriate grade level standards in English Language Arts and Mathematics.

PGES Student Growth Goals for Students with Disabilities

Recommendation #9

The following diagram presents a model to assist teachers in conceptualizing how they should differentiate SGGs to ensure goals are rigorous while also being attainable.



Rationale - The subcommittee used Vygotsky's model to represent rigor. Vygotsky's Zone of Proximal Development describes the range between a task that can be completed without instructional guidance (independently) and a task that cannot be completed, even with guidance. The most effective instruction aims at the space within this zone because it provides challenge that causes students to learn without frustrating them by being completely unattainable. Members of the subcommittee have had difficulties finding a uniform model for rigor cross the state. Vygotsky's method provides a consistent statewide model.

Recommendation Component # 10

Teachers shall develop ONE (1) SGG per school year.

Rationale:

Special Education teachers may teach many content areas or multiple levels of the same content. One SGG provides an intentional focus that supports depth of improvement for individual teacher practice.