

Recommendations for PGES Student Growth Goals for English Learners

Recommendation #1

The Program Services Plan for English Learners does not contain individual goals it should be used as a tool to assist teachers in setting group SGG goals. The PSP contains English language development progress data (ACCESS Scores and W-APT scores), demographic data, as well as appropriate instructional and assessment accommodations that correspond to the student's current level of English proficiency. These resources should be used in setting SGGs.

Rationale

The Program Service Plan for English Learners and other EL student information provides valuable information about an EL student and should therefore be used to help write meaningful SGGs for EL students.

Recommendation #2

EL Program Types should be used to assist teachers in identifying the best approach to use when writing SGGs for EL students.

Rationale

EL program types are provided so that all teachers of English Learners can identify the classroom context in which they currently teach ELs and develop SGGs for their EL students in the variety of contexts listed above. All program types are consistent with descriptions from Kentucky's World Class Instructional Design and Assessment Consortium (WIDA) English Language Development Standards and the accompanying English language proficiency yearly assessment: Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) guidelines.

Recommendation #3

SGGs for English Learners should be created using the SMART goal process.

Rationale for Recommendation #3

Unless all teachers of ELs know their students' English Language Proficiency (ELP) levels, they will not be able to set realistic growth goals for their students. Understanding

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their current level and using the Can-Do Descriptors provides teachers with the foundational knowledge necessary to set realistic but rigorous SGGs.

Recommendation #4

It is essential that all teachers of ELs are aware of their EL students' levels of English proficiency and understand how to access this information for themselves.

Differentiating Student Growth Goals for English Learners prompts teachers to answer three key questions:

1. What are the most important skills and knowledge my students must learn?
2. How will I determine if students have learned them?
3. Based on what I know about my students current level of English proficiency, what is a rigorous attainable goal for how much my students should learn?

Rationale

SGGs should be set to accommodate varying proficiency levels of students, and these samples are models which do this.

Recommendation Component # 5

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

Rationale:

EL 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.