



[ *Your LEA Logo Here* ]



**STUDENT PERFORMANCE  
MEASURE TEMPLATE**

# IEP Goals Progress

## IEP Goals Progress

Per Pennsylvania Act 13 of 2020, the evaluation of the effectiveness of a professional employee serving as a classroom teacher shall be comprised of multiple measures to include “progress in meeting the goals for student individualized education plans required under the Individuals with Disabilities Education Act as applicable and attributable to the classroom teacher.”

Chapter 19 of the Pennsylvania School Code clarifies “applicable and attributable” thusly: “Regardless of certification area, all classroom teachers shall be accountable for student progress toward IEP Goals Progress *if students have identified IEP Goals to which the teacher contributes data used by the IEP team to monitor progress.*”

The supervising administrator and the classroom teacher should work cooperatively to identify IEP goals to which the educator contributes data for monitoring the progress of students with similar academic or non-academic IEP goal skill areas.

## Establishing an N Count

Chapter 19 provides for local flexibility in establishing an “n count”, below which a classroom teacher will not be evaluated on students’ progress in meeting IEP goals. Should an LEA choose to establish a minimum number (n count) for students with similar IEP Goals:

- The n count may not exceed 11, the n count used by PDE for determining growth under PVAAS.
- An “active n count” based on the portion of instructional responsibility may be used rather than an “actual n count”. For example, a teacher may have an “actual n count” of 20 students; however, each of those students may be claimed with only 50% instructional responsibility. In this case, the “active n count” would be 10 students ( $20 \times .50 = 10$ ), not 20.
- The n count should apply to a grade-level cohort or correlate to all students within a subject area rather than a single class or course taught by the teacher.

## Guidance on Template Use

The Student Performance Measure (SPM): IEP Goals Progress Template, crafted as a customizable document, is designed to facilitate active participation in the evaluation process while:

- Aligning an identified student challenge or need to related school-level objectives and/or LEA-level priorities,
- Encouraging instructional innovation based on latest research and trends, and
- Improving educator practice.

The use of this template is optional; however, a Student Performance Measure of IEP Goals Progress is required as part of the evaluation of Educator Effectiveness for professional employees serving as classroom teachers (including regular education as well as special education) when they contribute to data for monitoring the progress of students with similar academic or non-academic IEP goal skill areas.

### At the beginning of the rating period: (Initial Conference)

- ✓ Prior to the initial conference, the educator should reflect on student challenges/needs relative to IEP goals and draft a plan of action, referencing the Framework for Observation and Practice to inform the response.
- ✓ During the initial conference, the educator and supervising administrator should review and revise the draft, as appropriate, aligning the work to related school-level objectives and/or LEA-level priorities.
- ✓ During the initial conference, the educator and supervising administrator should agree upon the student performance measure(s) and criteria for delineating the four levels of student performance used to inform the educator rating. If using multiple measures, the educator and supervising administrator should pre-determine the proportional significance (i.e., weighting) to be assigned to each measure.

## STUDENT PERFORMANCE MEASURE TEMPLATE: IEP GOALS PROGRESS


- ✓ **Part I** and **Part II** of the SPM Template should be completed, with the educator and supervising administrator providing signatures, dates, and any comments in the Initial Conference and SPM Approval fields under **Part V**.


### At the agreed-upon interval of the rating period: *(Mid-Point Review)*

- ✓ Prior to the mid-point review, the educator should complete the Mid-Point Reflection field under **Part III**.
- ✓ During the mid-point review, the educator and supervising administrator should examine initial evidence of student performance and discuss progress, unanticipated barriers, and needed supports, revising the template as appropriate and agreed upon by the educator and supervising administrator.
- ✓ The educator and supervising administrator should sign, date, and provide any comments in the Mid-Point Review field, and if applicable, the SPM Revision Approval field, under **Part V**.

### At the conclusion of the rating period: *(End-of-Rating Review)*

- ✓ Prior to the end-of-rating review, the educator should complete the Final Reflection field under **Part III**.
- ✓ During the end-of-rating review, the educator and supervising administrator should examine final evidence of student performance and discuss successes, unanticipated barriers, and any supports that might have been useful to the educator, which shall be used cumulatively to inform the Educator Rating in **Part IV**.
- ✓ The educator and supervising administrator should sign, date, and provide any comments in the End-of-Rating Review field under **Part V**.
- ✓ The rating in **Part IV** should be entered into the Teacher-Specific Data (TSD): IEP Goals Progress section of the corresponding PDE rating form to be factored as part of the overall rating of Educator Effectiveness for the professional employee.

 **Hover or click on this icon** to explore key questions and considerations for select items. These considerations can assist in a thorough performance measure evaluation.

 **Users with visual impairments** are invited to download the companion PDF version of this document, which is optimized for use with a screen reader.

Educator Name: **Example**

School/District: Example School

Rating Period: FROM M/D/YY TO M/D/YY

**PART I**

<p><b>Student Challenge/Need</b> <i>Relative to IEP Goals</i></p>	<p><b>Coming Prepared to class</b> IEP goal for reference: When provided with a daily checklist, students will come prepared to class with 80% of identified materials for 10 consecutive days.</p> <p style="text-align: right;"><b>% Weighting</b> <b>100</b></p>
<p><i>What is the current context, corresponding evidence, and/or anecdotal information that informs your identification of this challenge or need?</i> ⓘ</p>	<p>Baseline data from similar IEP Goals related to this need demonstrate that 12 students do not bring materials to class regularly. The impact of this collective unpreparedness results in loss of learning and achievement gaps by the impacted students as well as non-IEP students who are affected by the longer transition times and lost instructional opportunities.</p>
<p><b>PLAN OF ACTION:</b></p>	
<p><i>What is your proposed response?</i> ⓘ</p>	<p>I will take a collective response to this student challenge by incorporating classroom routines and rituals that will facilitate student preparedness for my classes. In consultation with special education teachers and staff, I will develop protocols for the consistent use of a practical daily checklist of classroom materials for students.</p>
<p><i>What resources are available to assist you in addressing the student challenge/need?</i> ⓘ</p>	<ul style="list-style-type: none"> <li>• Daily Checklist</li> <li>• Family Communication Registers (to relate successes and continuing needs)</li> <li>• Dedicated Regular Education and Special Education Collaboration Times</li> <li>• Executive Function Resource Library (books, articles, websites on best practices for developing student executive functions)</li> </ul>
<p><i>If applicable, what additional expertise, resources, and/or other supports would assist you in meeting the student challenge/need?</i> ⓘ</p>	<p>Professional Development on Executive Functions</p>

<p><b>What action steps will you implement to address this student challenge/need?</b> ⓘ</p>	<p><b>Specific Actions:</b></p> <ul style="list-style-type: none"> <li>• Create a dedicated schedule for regular education and special education teachers to collaborate.</li> <li>• Create a daily checklist.</li> <li>• Introduce the checklist to the students.</li> <li>• Review the checklist with the students at the start of class.</li> <li>• Reinforce successes (what they did bring).</li> <li>• Identify materials the student did not bring and provide. Ask student to retrieve, so they are engaged in learning.</li> <li>• At the end of class, privately remind and encourage student to refer to the daily checklist before coming to the next class.</li> <li>• Reflect on progress and adjust plan if progress is not occurring.</li> </ul>	<p><b>Timeline:</b></p> <p>9/15 &amp; then monthly</p> <p>9/15</p> <p>9/16</p> <p>9/17</p> <p>Daily</p> <p>Daily</p> <p>Daily</p> <p>Every 2-3 weeks</p>
----------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>Framework Domain Alignment</b></p> <p>Reference the Domains of Practice to which this response aligns. (Check all that apply.)</p>	<table border="0"> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">Planning &amp; Preparation</td> <td style="text-align: center;">Classroom Environment</td> <td style="text-align: center;">Instruction</td> <td style="text-align: center;">Professional Responsibilities</td> </tr> </table>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Planning & Preparation	Classroom Environment	Instruction	Professional Responsibilities
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>						
Planning & Preparation	Classroom Environment	Instruction	Professional Responsibilities						

[↑ BACK TO TOP](#)

**PART II**

<p><b>Student Performance Measure (SPM)</b></p>	<p><b>Define progress toward the identified IEP goal(s):</b> When provided with a daily checklist, a majority of my IEP students will come prepared to my class with 80% of the identified materials for 10 consecutive days.</p>
<p><b>What student performance evidence or artifacts will you use to measure the progress and effectiveness of your response?</b> ⓘ</p>	<p>Completed daily checklists (daily % can be graphed to consolidate checklists) with teacher signature</p>
<p><b>Evaluation</b></p> <p>Describe the specific criteria that will inform the Educator Effectiveness rating.</p>	<p><b>Distinguished:</b> All the IEP students exceed the 80% preparedness for class performance as outlined in the IEP goals. Student checklists were reviewed daily with students, and teacher produces student checklists with teacher signature as evidence.</p>

*NOTE: Student Performance Measures may be reused on an annual basis if the responses are updated and the educator continues to offer reflections.*

**Proficient:** A majority of IEP students accomplished the IEP goal of 80% preparedness for class performance. Student checklists were reviewed daily with students, and teacher produces student checklists with teacher signature as evidence.

**Needs Improvement:** A majority of IEP students do not meet the IEP goal of 80% preparedness for class performance, and the teacher does not provide sufficient evidence of having followed the collaborative plan of reviewing daily checklists consistently.

**Failing:** There is little or no evidence of student improvement in preparedness for class performance goals, and the teacher did not address all steps in the action plan.

[↑ BACK TO TOP](#)

### PART III

**Educator Reflection:**

Reflect on your success, unanticipated barriers, any supports that could have been useful, and next steps.

*(NOTE: Response to student challenge/need may be revised mid-academic year, if agreed upon by both the administrator and educator.)*

**Mid-Point Reflection:**

**Final Reflection:**

[↑ BACK TO TOP](#)

### PART IV

**Educator Rating:**

**0**

Failing

**1**

Needs Improvement

**2**

Proficient

**3**

Distinguished

[↑ BACK TO TOP](#)

### PART V: Signatures & Comments

*Supervisor*

*Educator*

**Initial Conference**

**Supervisor Comments:**

Signature:

Date:

**Educator Comments:**

Signature:

Date:

**SPM Approval**

**Supervisor Comments:**

Signature:

**Educator Comments:**

Signature:

	Date:	Date:
<b>Mid-Point Review</b>	<b>Supervisor Comments:</b>  Signature: Date:	<b>Educator Comments:</b>  Signature: Date:
<b>SPM Revision Approval</b> <i>(if applicable)</i>	<b>Supervisor Comments:</b>  Signature: Date:	<b>Educator Comments:</b>  Signature: Date:
<b>End-of-Rating Review</b>	<b>Supervisor Comments:</b>  Signature: Date:	<b>Educator Comments:</b>  Signature: Date:  <input type="checkbox"/> <i>I acknowledge that I have read the information contained herein and that I have been provided an opportunity to discuss it with the rater.</i>

[↑ BACK TO TOP](#)

## Considerations

### What is the current context, corresponding evidence, and/or anecdotal information that informs your identification of this challenge or need?

- What indicators led you to identify this challenge/need?
- Why did you choose this student challenge/need as a priority?
- What internal and/or external factors are driving this student challenge/need?

[↑ BACK TO ROW](#)

### What is your proposed response?

- Why did you choose this response?
- How did you determine the appropriateness of this response to the identified challenge/need?

- How does your response align with school-level objectives and/or LEA-level priorities?
- Is your response supported by research-based best practices and/or educational innovation?

[↑ BACK TO ROW](#)

**What resources are available to assist you in addressing the student challenge/need?**

- What expertise do you possess to respond to the student challenge/need?
- How are identified resources appropriate to the response?
- How does collaboration contribute to the available resources and/or expertise?

[↑ BACK TO ROW](#)

**If applicable, what additional expertise, resources, and/or other supports would assist you in meeting the student challenge/need?**

- What obstacles exist to your response to the student challenge/need?
- What resources are needed to overcome these obstacles (budgetary, material, time, professional learning, and/or personnel)?
- What might the role of collaboration be in overcoming these obstacles?

[↑ BACK TO ROW](#)

**What action steps will you implement to address this student challenge/need?**

- What strategies will you utilize in your response to the student challenge/need?
- What are realistic timeframes and/or benchmarks throughout the process?
- How will you monitor, reflect, and adjust your plan if necessary?

[↑ BACK TO ROW](#)

**What student performance evidence or artifacts will you use to measure the progress and effectiveness of your response?**

- What artifacts could demonstrate the effectiveness of your response to the student need?
- What evidence would be necessary to answer questions you might ask yourself mid-point?

[↑ BACK TO ROW](#)