



[*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.

STUDENT PERFORMANCE MEASURE TEMPLATE: IEP GOALS PROGRESS

Educator Name:

School/District:

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

PART I

Student Challenge/Need <i>Relative to IEP Goals</i>	My students demonstrate difficulty apply skills they have learned in isolation to mathematical word problems. They struggle to apply the skills to more complex, multi-step problems.	% Weighting 100
---	--	----------------------------------

<i>What is the current context, corresponding evidence, and/or anecdotal information that informs your identification of this challenge or need?</i> ⓘ	Based upon my students current and historical data, they struggle with applying mathematical problem-solving skills to multi-step problems. This is a skill they will need as they continue to progress.
--	--

PLAN OF ACTION:

<i>What is your proposed response?</i> ⓘ	I will introduce a systematic problem-solving process students will use to solve muti-step word problems. This will be posted on our anchor chart, printed on desk charts. Students will keep a copy of these tools in their binders, and the process will be explicitly taught and practiced in a variety of instructional settings.
--	---

<i>What resources are available to assist you in addressing the student challenge/need?</i> ⓘ	Within our district’s curricular resource there is a six-step process that will be used.
---	--

<i>If applicable, what additional expertise, resources, and/or other supports would assist you in meeting the student challenge/need?</i> ⓘ	I’d like to meet with the math coach to pull together resources to help me explicitly teach the six-step process. I’d also like to meet with the instructional coach to discuss our district’s common assessments to provide benchmark data for each student.
---	---

<i>What action steps will you implement to address this student challenge/need?</i> ⓘ	<p>Specific Actions:</p> <p>Students will complete an assessment which has been modified from our district’s common assessments to gather updated baseline data.</p> <p>I will explicitly teach each step of the problem-solving process.</p>	Timeline:
		October 2023
		September-December 2023
		Oct-March

	<p>Students will journal weekly reflecting on their progress and individually set goals of their own. Small group instruction surrounding the district’s curriculum as well as explicit practice will occur 3x per week.</p> <p>Students will build a math portfolio as we learn each step of the problem-solving method.</p> <p>Mid-year benchmark assessment will be given. If students have met their goals, adjustments to their goals will be made.</p> <p>Students will create their own problems to solve, they will also create a “how to” video for their peers and future students.</p> <p>Students will complete an end of year assessment with multi-step word problems created by their peers and selections from the common assessments to document progress.</p>	<p>October through March</p> <p>October through December</p> <p>December</p> <p>January – February</p> <p>April</p>
--	---	---

Framework Domain Alignment

Reference the Domains of Practice to which this response aligns.

(Check all that apply.)

Planning & Preparation

Classroom Environment

Instruction

Professional Responsibilities

[↑ BACK TO TOP](#)

PART II

Student Performance Measure (SPM)	<p>Define progress toward the identified IEP goal(s):</p> <p>Students will be able to apply the problem-solving strategy to a variety of multi-step mathematical word problems.</p>
<p><i>What student performance evidence or artifacts will you use to measure the progress and effectiveness of your response? ⓘ</i></p>	<p>Students will improve their score mid-year and end of year on their benchmark assessment.</p>
<p>Evaluation</p> <p>Describe the specific criteria that will inform the Educator Effectiveness rating.</p>	<p>Distinguished: Students will have completed a video that is used to teach their peers how to apply the problem-solving strategies, will have completed weekly reflections, maintained a math notebook, and will score an 80% or better on their end of year assessment.</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: Students will have completed a video that is used to teach their peers how to apply the problem-solving strategies, will have completed weekly reflections, maintained a math notebook, and will score an 70% or better on their end of year assessment.

Needs Improvement: Students will have partially completed a video that is used to teach their peers how to apply the problem-solving strategies, will have partially completed weekly reflections, partially maintained a math notebook, and will score a 55% or better on their end of year assessment.

Failing: Students will not have completed the video, notebook, and/or reflections and will score below a 50% on their end of year assessment.

[↑ 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: At this point I am on track with my timeline. Students have responded well to the instruction and have learned all of the problem-solving steps. I have encouraged students by meeting with them one-on-one regarding their progress and journal reflections bi-weekly. Several students have discussed their interest in making a song with the problem-solving steps, and I will be adding this option for our video project.

Final Reflection: Students have not only learned and reflected on their progress, but they have fully embraced the problem-solving steps and have created videos and songs that I will be able to use for future lessons. I am proud to say all students have made progress with their problem solving skill and have met their IEP goals. All students have scored 75% or better on the end of year assessment.

[↑ 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:

Educator Comments:

	Signature: Date:	Signature: Date:
Mid-Point Review	Supervisor Comments: Signature: Date:	Educator Comments: Signature: Date:
SPM Revision Approval <i>(if applicable)</i>	Supervisor Comments: Signature: Date:	Educator Comments: Signature: Date:
End-of-Rating Review	Supervisor Comments: Signature: Date:	Educator Comments: 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](#)