



**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.

- ✓ **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.

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

STUDENT PERFORMANCE MEASURE TEMPLATE: IEP GOALS PROGRESS

Educator Name:

School/District:

Rating Period: FROM

TO

**PART I**

**Student Challenge/Need**  
*Relative to IEP Goals*

**% Weighting**

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

**PLAN OF ACTION:**

*What is your proposed response?* ⓘ

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

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

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

**Specific Actions:**

**Timeline:**

**Framework Domain Alignment**

Reference the Domains of Practice to which this response aligns.

*(Check all that apply.)*

Planning & Preparation

Classroom Environment

Instruction

Professional Responsibilities



## PART V: Signatures &amp; Comments

	<i>Supervisor</i>	<i>Educator</i>
<b>Initial Conference</b>	<b>Supervisor Comments:</b>  Signature: Date:	<b>Educator Comments:</b>  Signature: Date:
<b>SPM Approval</b>	<b>Supervisor Comments:</b>  Signature: Date:	<b>Educator Comments:</b>  Signature: 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:  <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>
<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>

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## 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?

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### 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?

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### 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?

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### 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?

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### 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?

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### 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?

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