**Establishing Vision & Goals**



**Handout 9: Special Education Goal Setting Guidance**

This guidance is to be used in the vision and goal setting process. Tier 1 goals are non negotiable goals that everyone will set if you spend your time in a setting for a portion of your day. Goals need to both measure meaningful achievements this year AND set up students for high expectations from their future instructors.

Depending on the way in which you as a special educator spend your time, you may want to draw goals from multiple settings in order to properly capture your day. Please refer to the examples at the end of the document to help give you ideas for how you may set goals.

**For Handout 8, we recommend starting with Tier 1 Goals. You can work with your MTLD to establish Tier 2 and Tier 3 goals later this semester.**

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| **Resource Specialist Program (RSP)** |
| **Full Inclusion Setting or Push In Setting** | **Goals** | **Measurement** |
|  |  | \* please note that for all tracker links, you will need to download a copy for your own personal use. DO NOT enter your own personal information into the google links that everyone has access to.  |
| **Tier 1**Tier 1 goals are non-negotiable goals that need to be set given the context that you are in. The Tier 1 goals listed here are the strongly recommended goals for you to set. If you make the choice not to set goals around each of the items in the Tier 1 bucket, you will want to get confirmation about that choice from your MTLD. |
| **1. Reading Growth Goal**If your students current reading levels are more that 2-3 years behind their current grade level, you will set a reading growth goal**2. GPA or Grade Tracking**For teachers in full inclusion, their impact on students’ academics may be broad (covering lots of classes) but shallow (limited to another teacher’s classroom and plans). In this context, meaningful impact comes from seeing student’s growth across the board.**3.** **IEP Goal Tracking**As a special educator you will be setting IEP goals for each one of your students on an annual basis, and you will be responsible for tracking the progress towards each one of those IEP goals every year. Your school site will have particular requirements about the manner in which you set goals and the specific language you will use; always default to your school site for guidance in this area or goal setting. | 1. Reading Growth for anyone non STEM specific- Elementary: 1.5 years of growth- Secondary: 2 year of growth2. GPA Tracking: Grade-Point Average as calculated by the school or manually from progress reports.a) Middle School: class passage trackingb) High School: GPA + A-G requirements tracking3. IEP Goal Tracking | 1. Reading Growtha) DRA Use this tool as a place to track your student’s DRA growth. You will either input scores 3 times per year, once at the beginning of the year (BOY), once at the middle of the year (MOY), and once at the end of the year (EOY) and use [this tracker](https://docs.google.com/spreadsheets/d/1J5MoiIdlGmWTx8EDrwUJ9kArEva5eGDA1fEb-_UaRoc/edit?usp=sharing) or you will input scores quarterly and use [this tracker](http://www.tfanet.org/net/myportal/tfanet/teaching/resourceexchange/resourceprofile?resource_id=c6fdebb1c867415a:-63d30c91:11dd69b7651:4f29). - BRI- Approved school site reading intervention if it produces a Lexile score (ex: Read 180, Achieve 3000). A lexile score conversion chart can be found [here](https://drive.google.com/file/d/0BzgKzkQYg7cJei1HOHd1OThHQjQ/edit?usp=sharing). Given that each child will have a unique lexile score, please use the reading growth guidance when setting the goal lexile score (example: if a 9th grade students begins the year with a lexile score of 775 which is grade level equivalent to 4.7, his/her unique goal would be to raise 2 years to a lexile score of 950 which is grade level equivalent to 6.7).2. GPA Tracking The appropriate goals to set in this area are +1.0 point growth (example: a child will raise from having an overall GPA of 1.7 to an overall GPA of a 2.7).a) In Middle School the tool that you will use to measure progress is: [class passage tracking](https://docs.google.com/spreadsheets/d/1aX3J7-8XvTgYdQT6Ser6eNAqj3UE1KwT-7ekj1cu46U/edit?usp=sharing)b) In High School the tool that you will use to measure progress is: GPA + A-G requirements tracking |
| **Tier 2**These goals are recommended if they strongly apply to your setting or if you are choosing to make one of them a focus area this year.  |
| 1.  | Qualitative Habits and Skills AssessmentIEP Goal Mastery: Strong revised IEP goals for *each* subject for *each* student.Content Mastery | As measured by a teacher created rubrica) An example of a qualitative rubric for the middle or high school level is [here](https://docs.google.com/document/d/1_Jzh_Kw34tqsRMgo9-rzteanBqmYLFcg_MsabI5JZYM/edit?usp=sharing). Growth or % mastery for each content supported |
| **Tutorial, Learning Center or Similar Course Setting** | **Goals** | **Measurement** |
| **Tier 1**Tier 1 goals are non-negotiable goals that need to be set given the context that you are in. The Tier 1 goals listed here are the strongly recommended goals for you to set. If you make the choice not to set goals around each of the items in the Tier 1 bucket, you will want to get confirmation about that choice from your MTLD. |
| **1. GPA or Grade Tracking**For teachers in a tutorial or learning center style classroom, your impact on students’ academics may be concentrated to one or two specific subjects that are covered more in depth in your tutorial or learning center setting. In this context, meaningful impact comes from seeing student’s GPA growth in those prioritized classes. | 1. GPA Tracking - Middle School: class passage tracking- High School: GPA + A-G requirements tracking | 1. GPA Tracking The appropriate goals to set in this area are +1.0 point growth (example: a child will raise from having an overall GPA of 1.7 to an overall GPA of a 2.7).a) In Middle School the tool that you will use to measure progress is: [class passage tracking](https://docs.google.com/spreadsheets/d/1aX3J7-8XvTgYdQT6Ser6eNAqj3UE1KwT-7ekj1cu46U/edit?usp=sharing)b) In High School the tool that you will use to measure progress is: GPA + A-G requirements tracking |
| **Tier 2**These goals are recommended if they strongly apply to your setting or if you are choosing to make one of them a focus area this year.  |
| **1. Mastery of Prioritized Content**Individualized goals should be set for each content area.2. Qualitative Habits and Skills  | 1. Mastery of Prioritized Content: depending on student need:- Math-Reading- Writing- CAHSEE 2. Qualitative Habits and Skills Assessment | 1. Content Mastery Tracking2. As measured by a teacher created rubric |
| **“Study Skills” Class or Similar Course Setting** | **Goals** | **Measurement** |
| **Tier 1**Tier 1 goals are non-negotiable goals that need to be set given the context that you are in. The Tier 1 goals listed here are the strongly recommended goals for you to set. If you make the choice not to set goals around each of the items in the Tier 1 bucket, you will want to get confirmation about that choice from your MTLD. |
| **1. GPA or Grade Tracking**For teachers in a study skills style classroom, your impact on students’ academics may be concentrated to one or two specific subjects that are covered more in depth in your tutorial or learning center setting. In this context, meaningful impact comes from seeing student’s GPA growth in those prioritized classes. | GPA Tracking - Middle School: class passage tracking- High School: GPA + A-G requirements trackingQualitative Habits and Skills Assessment | GPA Tracking (link tools)- Middle School: class passage tracking- High School: GPA + A-G requirements trackingAs measured by a teacher created rubric |
| **Tier 2**These goals are recommended if they strongly apply to your setting or if you are choosing to make one of them a focus area this year.  |
| **IEP Goals**Partial inclusion teachers should also revise students’ IEP goals to be truly rigorous and track progress towards them, for each subject supported. | Strong revised IEP goals for *each* subject for *each* student. | Growth or % mastery for each content supportedSee guidance on TIERED GOALS |
| AND, **Reading Growth Goal**When CMs have more time with students, we expect them to be pushing for meaningful growth over and above content—for our SPED students, the biggest barriers for success in an Inclusion setting are often low reading levels. | Growth on ongoing reading assessment:Gates-McGinitie (HS: Starter Kits)DRA2 (Elementary-MS: in regions)*Or reading level assessment valued by school* | 1.9 years growth (secondary)1.6 years growth (elementary) |
| AND, **Writing Goal**For CMs with more time with students, writing is the second most significant barrier, and deserves time and focus alongside reading (regardless of formal content) | Growth on [Smarter Balanced writing rubric:](http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELARubrics.pdfhttp%3A/www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELARubrics.pdfhttp%3A/www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELARubrics.pdf)Informative-Explanatory and Opinion (Elem)Informative-Explanatory and Argumentative (MS-HS)*Or writing growth assessment valued by school* | 1.5 years growth averaged between the two rubrics |
| **Pull Out** |
| **Across Settings** | **Goal** | **Measurement** |
| **Tier 1**Tier 1 goals are non-negotiable goals that need to be set given the context that you are in. The Tier 1 goals listed here are the strongly recommended goals for you to set. If you make the choice not to set goals around each of the items in the Tier 1 bucket, you will want to get confirmation about that choice from your MTLD. |
| 1. **Reading Growth**  | 1. **Reading Growth:** Growth on ongoing reading assessment:Gates-McGinitie (HS: Starter Kits)DRA2 (Elementary-MS: in regions)*Or reading level assessment valued by school* | 1. 1.9 years growth (secondary)1.6 years growth (elementary) |
| **Tier 2**These goals are recommended if they strongly apply to your setting or if you are choosing to make one of them a focus area this year.  |
| **1. Prioritized Standards** | Mastery of Prioritized StandardsSocial, behavior, or qualitative skills and habits |  |
| **Special Day Class (SDC)** |
| **Across Settings** | **Goal** | **Measurement** |
| **Tier 1**Tier 1 goals are non-negotiable goals that need to be set given the context that you are in. The Tier 1 goals listed here are the strongly recommended goals for you to set. If you make the choice not to set goals around each of the items in the Tier 1 bucket, you will want to get confirmation about that choice from your MTLD. |
| **1. Prioritized Content****2. Reading Growth** | 1. Prioritized Content. 80% mastery of Content2. **Reading Growth:** Growth on ongoing reading assessment:Gates-McGinitie (HS: Starter Kits)DRA2 (Elementary-MS: in regions)*Or reading level assessment valued by school* | 1. Mastery Tracker2. 1.9 years growth (secondary)1.6 years growth (elementary) |
| **Tier 2**These goals are recommended if they strongly apply to your setting or if you are choosing to make one of them a focus area this year.  |
| **1. Writing Growth** **2. CAHSEE Mastery****3. Behavior Goals** | **1. Writing Growth:** Growth on [Smarter Balanced writing rubric:](http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELARubrics.pdfhttp%3A/www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELARubrics.pdfhttp%3A/www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELARubrics.pdf)Informative-Explanatory and Opinion (Elem)Informative-Explanatory and Argumentative (MS-HS)*Or writing growth assessment valued by school*2. For High School: **CAHSEE Mastery** or other state door-openers. Mastery of content on mandatory state door-opening assessments, like the CAHSEE, that impact students’ futures**3. Behavior Goals**EBD teachers are also responsible for behavior growth with students and specified by their need + IEPs. These should also be revised for rigor/appropriateness and high expectations. Year-long Growth (with benchmarks along the way)IEP Goal Mastery: Strong revised IEP goals for *each* subject for *each* student. | 1. 1.5 years growth averaged between the two rubrics2. 80% Mastery on CAHSEE Standards or CAHSEE Passage with a score of 350 or above3. Year-long Growth Varies (with benchmarks along the way)Growth or % mastery for each content supported |
| **Emotionally and/or Behaviorally Disturbed (EBD) and Most At-Risk Student Populations** |
| **Across Settings** | **Goal** | **Measurement** |
| **Tier 1**Tier 1 goals are non-negotiable goals that need to be set given the context that you are in. The Tier 1 goals listed here are the strongly recommended goals for you to set. If you make the choice not to set goals around each of the items in the Tier 1 bucket, you will want to get confirmation about that choice from your MTLD. |
| 1. **ALL SDC Goals**

**2. Behavior Goals** | 1. **All SDC Goals**EBD teachers have a similar setting and responsibility level with SDC teachers, and meaningful goals for students look similar- Reading Growth- Writing Growth - Math/Content/CAHSEE Mastery2. **Behavior Goals**EBD teachers are also responsible for behavior growth with students and specified by their need + IEPs. These should also be revised for rigor/appropriateness and high expectations. Year-long Growth (with benchmarks along the way) | 1. 1.9/1.6 years growth80/70/60% mastery2. Year-long Growth Varies (with benchmarks along the way) |

**Addendum:**

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| **Tiered Goals** |  |  |  |
| **Across Settings** | **Goal** | **Measurement** |  |
| **Tier 1 Learning Goals/Standards**Must-Know content and information |  |  |  |
| **Tier 2 Learning Goals/Standards**Need |  |  |  |
| **Tier 3 Learning Goals/Standards**Nice-to-Have content and information |  |  |  |
| **Setting Tiered Goals: Guidance** |  |  |  |

**Goal Setting Examples**

E**xample 1: Liz**

Liz is a 2nd year corps member working at a 9th-12th grade charter school. Liz spends her day in both a resource lab setting and an inclusion setting in different proportions. When Liz did a time audit for how she is spending her day, she arrived at the following proportions:

15%: Flex time for IEP writing, IEP meetings, and planning

15%: Time executing her learning lab

10%: Working with an individual student

15%: In co-planning and co-teaching time with Solis

45%: In Inclusion or Push In settings

Please click [here](https://docs.google.com/a/teachforamerica.org/spreadsheets/d/1mBVjOw3XmDQW6Qw1vr-QM5PxjXeI3nTdvEq-CA7_xwA/edit#gid=1343299399) to see her current 2013-2014 weekly schedule as an illustration for how LIz spends her day.

Given her time audit and schedule Liz decided upon the following goals:

1) Liz measures her goals using class passage trackers and various in-class rubrics. Liz uses this [class passage](https://docs.google.com/spreadsheets/d/10GtCDNbF4jOXTGzmOGW29uMSnLIAyb5sF3w0feR_rYM/edit?usp=sharing) tracker to determine if students are meeting their ELA and Math goals. An example of what Liz tracks and measures for progress include her student’s scores located [here.](https://docs.google.com/spreadsheets/d/11lVGK-uIAX-OsvNN5XCtSiNKcjVVGcmx4TJ04bUCdNI/edit?usp=sharing)

2) Liz measures ELA growth using a tracker located [here](https://docs.google.com/spreadsheets/d/1MqQ3QbqWawmJ_-ldk9BCmnI-lwwtcaNKS2Q3B1XM99w/edit?usp=sharing).

3) Given her individual work with Joseph, she also set an Individualized Goal with Joseph of increasing his reading fluency by 70 words per minute as she was using the 6 Minute Fluency Curriculum.

If you would like to read more about the  [bold vision](https://docs.google.com/a/teachforamerica.org/spreadsheets/d/1zPfsav6S7xfPWztHt21kJmOpIdpdvOjVg7LpQvMy6z4/edit#gid=700842218) Liz set for the 2013-2014 school year, please read it and if you would like to read, in her own words, how Liz’s vision changed over the course of her two years as a CM, please click [here](https://docs.google.com/a/teachforamerica.org/spreadsheets/d/1zPfsav6S7xfPWztHt21kJmOpIdpdvOjVg7LpQvMy6z4/edit#gid=1401230943).

**Example 2: Blakely**

Blakely is a 1st year CM working in a fully self contained setting teaching Kinder, 1st and 2nd graders at a charter school. When Blakley performed her diagnostics at the start of the year using the [Core Phonics](https://drive.google.com/file/d/0B4B09veE7V19bWtBcHpBNHQ1QTA/edit?usp=sharing), she saw an immediate deficit in the reading ability of her kids, and saw that the kids did not know as many sight words as they should. She therefore decided to have an additional focus on reading in her classroom as she is in control as to how her kids spend the majority of their day.

Blakely arrived at the following goals:

1) Grow at least 1.5 years in reading (as measured by TCRWP).

2) “Get around the US” in reading (Tracking system for independent reading: 1 minute of reading will earn 1 mile with the aim of reading 25- minutes/day).

3) Know the first 100 sight words from Fry’s High Frequency List

4) Perform in the developing-capable category of the K-2 writing rubric.

5) Learn numbers to 50 (100 for 2nd graders); know addition/subtraction facts to 20.

6) Have 80% mastery of all Kindergarten math objectives (for 1st/2nd graders: 70% mastery of 1st grade math objectives).

Blakely used a combined tracker therefore evidence of the way that she tracked her various goals are [here](https://docs.google.com/spreadsheets/d/10rlgVYsxK9mOj8ngrI23H58hB7xWDnZ7sT-j3qgPrtk/edit?usp=sharing).

If you would like to read Blakley’s full vision for both her classroom and school, please click [here](https://docs.google.com/document/d/1hywI17H4oCYz-flJ63Hw3NnUUYW5Pqlia1agCdAjhSY/edit?usp=sharing).