Special Education FAQ

Q: Will collaborating Special Education teachers inherit the regular teacher's goal?

A: The Special Education teacher who co-teaches as part of a grade level or content team for all classes or for part of the day (co-planning, instructing, and assessing) shares the student growth goal for one class with whom he/she collaborates.

Q: How should a Special Education who teaches in multiple grades and/or classrooms develop his/her student growth goal?

A: The Special Education teacher, who teaches across multiple grades and/or classrooms, has the option of selecting one of two approaches. These two approaches apply to those who may co-teach for a portion of the day and/or collaborate in the regular education classroom.

1. *Coordinate with a regular education teacher in order to support the English Language Arts or Mathematics SGG of the class of students for whom they are mutually responsible.*
2. *Set a broad English Language Arts or Mathematics SGG that applies to all of the students with disabilities to whom they provide instruction, with sources of evidence appropriate for each grade level.*

Q: How should a Special Education who teaches in a resource room or separate class develop his/her student growth goal?

A: The Special Education teacher who works with students with disabilities in a resource room, and does not co-teach with a regular education teacher for the instruction in English Language Arts or Mathematics, should base his/her SGG on similar content (i.e. a broad enduring skill that applies to all students)and sources of evidence appropriate for each grade level.

Q: How should a Special Education teacher who teaches a functional class develop his/her student growth goal?

A: SGGs are intended to measure student progress or mastery of academic skills and standards whenever possible. Instruction around functional, (social, behavioral, organizational) performance supports students' access to the general education curriculum. Functional performance means activities and skills that are not considered academic and are used in the context of routine activities of everyday living [707 KAR 1:002 Section 1 (28) and 34 CFR, Vol. 71 #156, August 14, 2006, p.46661]. Therefore, SGGs should address English Language Arts or Mathematics whenever possible.

English Learners (EL) FAQ

Q: How should an EL teacher in a co-teaching model develop his/her student growth goal?

A: In this model, the EL teacher and the content teacher should review standards and data together and agree upon an SGG for all students they teach. They should monitor student progress together because both are responsible for the academic achievement of all students.

Q: How should an EL teacher in a collaboration/push-in model develop his/her student growth goal?

A: The EL teacher may provide instruction in the regular education classroom, but is only responsible for the English Learners in the class. It is not a co-teaching model in which the EL teacher and content teacher share responsibility for all students. The EL teacher and content teacher should only collaborate around setting the SGG for and monitoring the progress of students with limited English proficiency for which they are both responsible.

Q: How should an EL teacher who removes ELs from general education classes develop his/her student growth goal?

A: EL teachers in this setting should collaborate with content teachers to develop an SGG based on needs identified through review and analysis of data from both the content area and the English learners' current EL proficiency levels. The EL teacher must use both English language proficiency assessment data and assessment data from the content area when developing a rigorous, attainable SGG. The EL teacher's SGG should align with the content teacher's SGG and focus on enabling students to develop their academic literacy in the content area.

Q: How should an EL teacher who provides content-based instruction develop his/her student growth goal?

A: EL teachers in this setting are solely responsible for the content and language development of their ELs. An SGG should be set based on content and language standards, enabling students to develop their academic literacy in the content area. The EL teacher should use both English language proficiency assessment data and assessment data from the content area to develop a rigorous, attainable SGG.

Q: How should an EL teacher who provides sheltered English instruction develop his/her student growth goal?

A: EL teachers in this setting focus on English language development. The SGG should be set based on language standards, enabling students to develop their social and instructional language as well as academic literacy in the content areas of English Language Arts, Math, Science, and Social Studies. The EL teacher should use both English language proficiency assessment data and assessment data from a content area to develop a rigorous, attainable SGG.