

IPEGS Q&A Fact Sheet

November 1, 2006

The following questions have been submitted during training and pilot implementation. The questions have been categorized by main topic. MDCPS, Teacher Quality Resources, and the United Teachers of Dade have reviewed the responses provided below.

Goal Setting

Q1: If an instructional professional does not meet the goal at the end of the year, will he/she automatically receive a “Needs Improvement/Developing” or “Unsatisfactory” rating on Standard 5, Learner Progress?

A: No, goal setting is not the ONLY data source for Standard 5, Learner Progress. The administrator will use other assessment data that are appropriate measures of student performance.

Q2: If students registered in a class withdraw, what should be done to remedy the goals and baseline data?

A: For students who withdraw or change classes, you do not need to include them if they are not part of both the baseline data and end of year results. For purposes of comparison you should only document the students who are with you for the entire process. The same would also apply for a student who entered your class late in the school year without baseline data.

Q3: What external measures can be used in art?

A: If you have a textbook for your subject, you can use a textbook publisher developed assessment. Another option is to use a performance measure, administered as a Pre and a Post Test, and evaluate it according to a valid rubric. District developed tests for Art can be used if they serve as Pre and Post Test measures. In collaboration with other Art teachers, a grade level/department wide assessment may be developed and administered.

Q4: For vocational oriented courses, particularly Vocational Technology, what pre-test should or could be given for our goal setting process? Do we use our curriculum standards which do correlate with the Sunshine State Standards?

A: Yes, any assessment used as a pre-test and post-test should align with Sunshine State Standards. You may use an assessment that accompanies a vocational technology textbook or you can use a performance assessment and evaluate it according to a valid rubric. In collaboration with other Vocational Technology teachers, a grade level/department wide assessment may be developed and administered.

Q5: As a Behavior Management Teacher of an EH/SED program, how do I address my goal? I do not work directly with individual students.

A: Instead of focusing on learner progress, you can focus on a goal to improve the program as a whole. For example, the goal could focus on increasing the number of students who will be served in an inclusion setting or reducing the number of students who need alternative in-school assignments.

Q6: I am an ESE teacher who works in an inclusion setting. Am I responsible for both the regular education students and ESE students for my goal?

A: You can focus the goal on your ESE students or you can work jointly with your co-teacher to develop a goal for the entire class.

Q7: As an exceptional student educator, how can I use assessments that are tied to IEP goals when the timeline on the IEP goals does not fall within the normal cycle of beginning of year to end of year? Must I test my students again with the same assessment test that I used towards the end of last school year to set IEP goals to accommodate the IPEGS goal setting process?

A: In order to have pre and post assessment data for this school year, the teacher should focus on students whose IEPs cycle between the months of March and May. For example, use the results of assessment used in March of last year as your baseline data for this school year and then compare results in March, 2007 to report as end of year results. Also, students may take assessments that are not tied to the IEP such as the Florida Oral Reading Fluency Measure (FORFM) or the District Writing Test. These assessment data can be used for goal setting as well.

Q8: I am an ESE teacher and I am not sure what assessments I should use for the varying levels of students in my classroom. What assessments should I use for my students who are independent, supportive, or participatory?

A: The following table provides a list of assessments that can be used for students who are independent and/or supportive. We are still working on a list for participatory students.

Level

<i>Independent</i>	Woodcock-Johnson III (WJ-III) Tests of Achievement (recommended) Wechsler Individual Achievement Test-II (WIAT-II) Kaufman Tests of Educational Achievement (KTEA) (recommended) Wide Range Achievement Test (WRAT) Brigance
<i>Supportive</i>	Woodcock-Johnson III (WJ-III) Tests of Achievement (recommended)

Wechsler Individual Achievement Test-II (WIAT-II)
Kaufman Tests of Educational Achievement (KTEA)
(recommended)
Wide Range Achievement Test (WRAT)
Brigance

Q9: Can I focus my goal on a group of students within my class?

A: The goal should focus on improvement of all students in the class. Elementary teachers may choose to focus on one particular subject area. Secondary teachers may choose to focus the goal on one class.

OBSERVATION TIMELINES

Q1: Does an instructional professional receive ratings on the performance standards included on the observation form directly after the observation?

A: No, summative ratings on the performance standards should not be provided until the end of the evaluation year. The ratings are based on multiple data sources. The observation form is only one source for data collection of those observable standards.