



Companion to Content Area Scenarios on Student Growth Goal-setting: Teachers Who Collaborate

This document is a companion piece to the student growth scenarios that reflect how content area teachers may decide upon their student growth goals. This document describes various scenarios for teachers who collaborate with content area teachers and some possible ways to determine student growth goals for teachers who collaborate. Each scenario in this document extends on the science, social studies, world language, elementary, or career/technical education scenario to reflect the collaborating teacher's choices in goal-setting for student growth.

Keep in mind that collaboration is a broad term applying to special education teachers, gifted and talented teachers, teachers of English-language learners, and any other teacher who works with another teacher to support students in the same classroom. In addition, there are a variety of collaborative models, including co-teaching and team teaching. For more information on these various models, please see the document, [*Collaborative Teaching Practices for Exceptional Children*](#).

Co-teacher in Mrs. Nye's 5th period Science Class: Sharing the SGG

Mrs. Harper, a special education teacher, co-teaches with Mrs. Nye during her 5th period science class. In each class, there are nine students who have Individual Education Plans (IEP). Mrs. Harper's and Mrs. Nye's class structure exemplifies the co-teaching model and each fulfills the variety of roles of a co-teacher. For example, one day teachers may be teaming as both are fully engaged in front of the class teaching. On another day, Mrs. Harper may be teaching students a strategy as Mrs. Nye assists students, while in another part of the period Mrs. Nye is teaching science content as Mrs. Harper assists. On yet another day, both teachers facilitate small group work or station teaching. Across the school year, these teachers' roles switch back and forth as they plan together to meet the needs of the class.

Because Mrs. Harper and Mrs. Nye plan instruction together, Mrs. Harper decided to share Mrs. Nye's student growth goal. In fact, as Mrs. Nye worked to collect student data and identify needs and an area of focus for the goal, Mrs. Harper was there to reflect on the evidence with Mrs. Nye. Together, they decided the student growth goal, including the growth and proficiency targets. While Mrs. Harper continued providing support for the students on her caseload, she kept the goal for the whole class as her student growth goal. Based on the baseline data, she



believed that over the course of the school year with her support, her caseload students could move up two levels on the identified areas of the science rubric. In addition, she believed that some of her students could also progress to level 4 on the rubric.

Co-teacher in Mrs. Nye's 6th period Science Class: Refining the SGG

Mrs. Osborne, a special education teacher, co-teaches with Mrs. Nye during her 6th period science class. Just as in her 5th period class, 6th period reflects the co-teaching model of planning and instruction. In fact, Mrs. Osborne, Mrs. Harper and Mrs. Nye all plan together.

Even though the structure of the classes are very similar, the students with disabilities in this class demonstrated very low scores on the pre-assessments, as reflected on the science rubric. Therefore, although Mrs. Nye will keep her student growth goal targets the same, Mrs. Osborne decided to adjust the targets within the goal to create a SGG for the students within the class on her caseload. Eight of the nine students on her caseload scored at level one on the rubric. One student scored at level two. Considering the baseline evidence, Mrs. Osborne believed that across the school year she could support her students to each move up at least one level on the rubric and realistically 40% of them could move two levels and attain level 3 on the rubric.

With the revision, Mrs. Osborne's student growth goal is as follows: *This school year, the students on my caseload in Mrs. Nye's 6th period science class will demonstrate measureable growth in their ability to engage in argument from evidence and obtain, evaluate and communicate information. Each student will move up one or more levels on the districts' science rubric in these areas and 40% of my students will perform at level 3 or higher on the 5-point rubric.*

Mrs. Osborne will continue to work alongside of Mrs. Nye as they implement strategies to help students attain the student growth goal and reflect on progress.

Co-teacher in Mr. Spark's 4th grade classroom:

Sharing the Median Student Growth Percentile Rating and Refining the SGG

Mrs. Stidham co-teaches with two 4th grade teachers at her school for math. For the first half of each day, she is in Mr. Spark's classroom. While eight students in Mr. Spark's class are on her caseload, in the co-teaching model she shares instructional support for the whole class. Teachers in their school have been working toward this collaborative model for a while and now the culture of the class reflects the two teachers equally sharing planning and instruction.



The special education students have IEPs that include goals in literacy and math and both teachers also share the responsibility to help students attain their IEP goals.

Because of this co-teaching model, their district decided that Mr. Spark and Mrs. Stidham equally share the responsibility of the state contribution of student growth through the student growth percentile scores. However, for the student growth goal, even though Mrs. Stidham and Mr. Spark worked together to develop the SGG, she decided to modify the targets to meet the needs of the students on her caseload. Based on the data collected, five of her students tested at beginning of 3rd grade while the other three were progressing toward 3rd grade mid-year expectations. She felt sure that with her intentional support her students could make more than a year's progress, but she wasn't sure she could realistically get her students to meet the end of 4th grade expectations. She decided she would plan ahead with the 5th grade special educator to make a plan for supporting these students to continue their growth in math over the next two years.

With those considerations and through collaboration with Mr. Spark and her principal, she settled on the following SGG:

During this school year, 4th graders in Mr. Spark's class on my caseload will improve their mathematical ability to demonstrate their understanding and fluency with multi-digit multiplication and dividing to find quotients involving multi-digit dividends. Each student will improve 5 or more levels on the 4th grade proficiency scale demonstrating more than a full year's growth. Furthermore, 50% of students will demonstrate ability at level 8 on the scale demonstrating that they are progressing toward end of year grade level proficiency.

Gifted & Talented Teacher in Mr. Diamond's Social Studies Class

Mr. Stevens is a gifted & talented teacher who collaborates with Mr. Diamond to meet the needs of a cluster of Gifted Talented (GT) students in 10th grade World History. The students were clustered in this class but are identified in various areas: social studies, leadership and/or general intelligence. It was quite a surprise that most of his students did not score better in the area of reading and research on the Literacy Design Collaborative (LDC) rubric. All but one of his gifted students scored Approaches Expectations, level 2, on the LDC rubric. One student scored level 3, Meets Expectations. Mr. Stevens was convinced that students simply lacked the experience necessary to develop their ability to do research or to use textual evidence to support arguments. Furthermore, he felt that with his intentional support, his students would



certainly be able to not only attain the student growth goal set by Mr. Diamond but would surpass it.

Mr. Stevens expected his cluster group to attain the Advanced level 4 on the rubric, which meant that each student would move up two levels. But he also had to meet the needs of the one student who scored at Meets Expectations (level 3) and there was no level 5 in the rubric for this student to move up two levels. There was also the possibility that other students would also surpass level 4. To resolve this dilemma, Mr. Stevens decided to modify the LDC rubric to meet this need by adding a level to the reading/research component. Performance level 5, Beyond Advanced, was added as follows: Accurately and effectively presents textual evidence *from multiple sources* to develop argument or claim. Mr. Stevens rationalized that his cluster group should be intentional about researching, collecting, and using evidence from multiple sources.

With this in mind, Mr. Stevens revised the SGG as follows: *For the current school year, GT students in Mr. Diamond's 10th grade World History class will make measurable progress in historical argumentation and relevant historical evidence. All these students will move up at least 2 levels and will attain level 4 or higher on the modified LDC Argumentation rubric.*

Mr. Stevens looked forward to planning with Mr. Diamond and supporting his students to attain this SGG this school year.