

Learning Disabilities Teacher Consultant, K-5, Parent Engagement

Overview

This Growth Objective was written by a learning disabilities teacher consultant (LDTC) who works in an elementary school. She based her goal on improving the **level of parent awareness and knowledge of the special education program.***

Strengths: *This goal is aligned closely with professional standards used by LDTCs and reflects important work of this professional that is closely associated with student success. Multiple sources of data over a number of years have been used to develop the goal and then set a reasonable target.*

Suggestions: *The LDTC may describe a few strategies she will use to engage parental support, e.g. phone calls, personal notes home, open house, etc.*

Name	School	Grade	Assignment	Number of Students	Time-frame
		All	LDTC	50	September - May

Standards, Rationale, and Assessment Method

State the rationale for choosing this Growth Objective, including background as necessary. Name and briefly describe the format of the assessment method.

CEC Special Education Standards

Standard 2 – Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.

Standard 5 – Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision-making.

Rationale

Research supports the concept that parental involvement with a student’s educational program increases success in student learning. As a case manager, in order to improve the success of my students’ programs, I will increase the percentage of parents that communicate with our office regarding their child’s programs. Through this communication with more parents, I will ensure that more of them are well-informed about the special education process and options. I will encourage more parents to complete and return questionnaires and encourage parent participation at IEP meetings, including by phone if needed.

Assessment Method

Tracking parent participation in child’s program through questionnaire completion and IEP meeting attendance.

Starting Points

State the type of information being used to determine starting points and summarize scores for each type by group.

- 1) Elicit participation prior to IEP meetings by asking for the parent’s input via an “About My Child” questionnaire (or similar format) to share concerns and knowledge of the student with the case manager. (*Note: Completion of such questionnaires prior to an IEP meeting is not required by regulation.*)
- 2) Review evidence of parent participation via previous IEPs.

Year	Number of parents	Completed “About My child”	Attendance at IEP meeting
2012	55	25	33
2013	49	26	31
2014	61	36	37

Growth Objective

Describe a measurable and specific goal.

Using last year’s participation rate of about 60% as a starting point, I will increase parent participation, either through completing “About My Child” or attending an IEP meeting, to 75%.

Scoring Plan				
Target	Attainment Level in Meeting Growth Objective			
	Percentage of Parents Completing Questionnaire and/or Attending IEP Meeting			
	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
Parent Participation Rate	≥85%	≥75%	≥60%	<60%
Approval of Growth Objective				
Administrator approves scoring plan and assessment used to measure student learning.				
LDTC _____ Signature _____		Date Submitted _____		
Evaluator _____ Signature _____		Date Approved _____		
Results of Growth Objective				
% Students at Target Score		Growth Objective Score		
Notes				
Describe any changes made to Growth Objective after initial approval, e.g. because of changes in student population, other unforeseen circumstances, etc.				
Review Growth Objective at Annual Conference				
Describe successes and challenges, lessons learned from the Growth Objective about teaching and student learning, and steps to improve goals for next year.				
LDTC _____ Signature _____		Date _____		
Evaluator _____ Signature _____		Date _____		

** Even though the role of the LDTC is significantly different from that of the classroom teacher, she can still set measurable and specific goals that reflect her professional responsibilities and effectiveness. However, it may be appropriate to modify the structure of the typical teacher SGO and SGO form to better suit the type of goal set by LDTCs and other educational service professionals. Suggested changes in terminology and form structure can be seen in the form above. Educators should make modifications to the Department's optional SGO forms as needed.*

SGOs are not a *required* component of the evaluation of Educational Service Professionals but the Department encourages their use as a valuable professional practice.

Acknowledgments

The Department is grateful to the practicing LDTCs and representatives of New Jersey Association of Learning Consultants who collaborated with us to develop this exemplar.