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By Lauren Bivona

When designing performance-based compensation systems, selecting robust and fair measures of student growth to evaluate teachers is critical yet challenging. Many performance-based compensation systems use standardized test scores to calculate student growth, but for teachers of nontested grades and subjects (those without standardized assessments), alternative approaches may be needed. Thus, if all teachers in a district or school are to be included in a performance-based compensation system, state and districts will need to explore multiple options for measuring teacher effectiveness in nontested grades and subjects.

This paper is divided into two parts. The first section discusses different performance-based compensation structures that include teachers of nontested grades and subjects. The second section explores different options for measuring student growth in nontested grades and subjects. Relevant examples from other states and districts are provided throughout the paper.

Structuring Performance-Based Compensation Systems

Option 1: Use schoolwide growth for all teachers

One way of addressing the lack of standardized student achievement data in nontested grades and subjects is to use measures of schoolwide performance in the performance-based compensation system for all teachers. Usually, these measures capture student achievement or progress in mathematics and science in Grades 3 through 8. One measure of schoolwide performance is a schoolwide value-added score, an estimate of the contributions of teachers to student academic growth (Holdheide et al., 2012; Miller & Scott, 2012). Other possible schoolwide measures include attainment of adequate yearly progress (AYP) goals or school-set performance goals.

Including measures of schoolwide performance in performance-based compensation systems has some benefits. A study of teachers' preferences in Miami-Dade County Public Schools found that teachers were more likely to prefer a schoolwide bonus rather than an individual bonus, especially if the payment scheme is considered high-stakes or if teachers work in high-performing schools. The schoolwide student achievement bonus structure acknowledges that attributing student achievement gains accurately to one teacher is difficult (Valli, Croninger, & Walters, 2007). In addition, multiple teachers might contribute to gains in English and math scores, although evidence is mixed. For example, Koedel (2007) found that math production was "jointly determined by math and social studies teachers" and that reading production was "jointly determined by math and English teachers" (p. 32), but an updated version of the paper (see Koedel 2009) found no evidence that the quality of science or social studies teachers affected reading achievement. Because we lack a clear understanding of the contributions of teachers in nontested grades and subjects to student achievement, teachers may perceive schoolwide performance-based compensation systems to be more fair and consistent with the nature of teaching because they recognize all teachers' contributions to student growth (Prince et al., 2009). Using schoolwide performance measures also has the potential to increase teacher

collaboration by encouraging all teachers to work towards the same goal (Holdheide et al., 2012).

Despite these potential advantages, using only measures of schoolwide performance does have disadvantages. This approach can be subject to a free rider situation where some educators are rewarded without contributing to student achievement (Lavy, 2007). Similarly, compensation based on schoolwide performance provides little incentive for the least effective teachers to improve their practice and fails to fairly reward those teachers who are most effective in the classroom (Goldhaber, 2006). Compensation systems based on measures of schoolwide performance may also create perverse incentives for teachers to focus only on subjects that produce a value-added score, such as mathematics and reading, and devalue nontested grades and subjects (Holdheide et al., 2012).

Examples From the Field

Georgia

The Georgia Pay for Performance program began in 1993 and ended in 2004. This program offered awards to teachers in schools that met school-set objectives in academic achievement, client involvement, educational programming, and resource development. Each participating school had to set at least three objectives focused on improving student achievement outcomes either within their own school or compared to other schools. The state gave schools some flexibility in which assessments they used to measure student achievement but then later required the use of state-mandated tests in setting goals. Schools could earn up to $2,000 per teacher for meeting their objectives. In order to receive the awards, teachers were required to come to a consensus about the program goals and develop a plan to distribute the money. Some schools distributed bonuses evenly across all staff while others distributed greater bonuses to those who had been more active in achieving goals. Often, schools put some of the reward money back into the school by purchasing instructional equipment, computers, or staff training. This approach enabled teachers to have a significant voice in the distribution process but also required a significant investment of teacher time. Max (2008) noted in a recent case study that several stakeholders reported an increase in collaboration or communication within the school as a result of Georgia's Pay for Performance program. However, some evidence suggested that these supplementary bonuses rewarded schools for efforts already under way rather than incentivized new strategies or increased effort (Max, 2008).

Weld County, Colorado

Weld County School District Re-8 in Colorado, a Teacher Incentive Fund (TIF) program grantee, offers all teachers a performance-pay stipend if students in their school demonstrate gains in student achievement based upon the state growth model. In the past, these stipends have ranged from $0 to $2,210 per teacher. Teachers or teacher teams may also earn up to an additional $1,000 through the Voluntary Incentive Paths program, in which teachers can pursue an action research project or other project aimed at improving student achievement in the school. The rewards are based on increases in student achievement as measured by standardized test scores, other forms of student growth, and school improvement. According to Carol Rucker, the TIF program coordinator, each project must have a "measurable goal related to student achievement where possible" (Sommerfield, 2011).

Option 2: Use some measures for all teachers and include measures of individual student growth based upon the availability of data.

In this second approach, teachers of nontested grades and subjects are eligible for some aspects of the compensation system but not all. For example, all teachers are eligible for compensation based upon growth on their teacher evaluations and schoolwide achievement. A teacher in a tested grade and subject might then be eligible for these measures plus an additional incentive based upon individual student growth as measured by standardized test scores.

This model presents a few strengths. First, the model is inclusive to all teachers but recognizes the free rider problem addressed in Option 1. Second, this model also rewards individual teachers who make exceptional gains with their students and can help identify some teachers who are struggling.

The differential treatment of teachers in performance compensation models can have significant drawbacks. Recent experiences in Houston; Dallas; Guilford County, North Carolina; and Prince George's County, Maryland, suggest that varying eligibility for compensation among teachers can result in controversy, confusion for educators, and problems in staff morale (Prince et al., 2009; Malen et al., 2011). In addition, this approach to performance-based compensation may overlook the potential contributions of other educators to student growth and development that may not be reflected in student achievement scores.

Example From the Field

Prince George's County, Maryland

In Prince George's County, Maryland, all participating teachers were eligible for additional pay for (1) demonstrating professional growth and contribution through professional development and a leadership project, (2) demonstrating growth and/or excellence in their practice based upon observations using Danielson's *Framework for Teaching*, and (3) schoolwide growth over time. Teachers working in grades where value-added scores were available or teaching hard-to-staff subjects were eligible for additional compensation. Despite attempts to include all teachers, some teachers in nontested grades and subjects objected to the fact that they did not have a standardized assessment for their subject and could not receive recognition for their students' growth. In addition, teachers did not always understand for which parts of the compensation they were eligible. Some teachers maintained that the program "was initially sold as $10,000" (Malen et al. 2011, p. 205) but, in fact, they were eligible for much less. The experience of Prince George's County and other districts suggests that, when eligibility for compensation varies across teachers, transparent communication is necessary (Prince et al., 1997; Malen et al., 2011).

Option 3: Use individual measures of student growth for all teachers

A third approach is to adopt or create alternative measures that can be used by performance-based compensation systems to measure growth. School districts may decide to invest in new tests, repurpose tests already in use, use performance-based assessments, or implement Student Learning Objectives (SLOs) as alternate measures of student growth.

Creating or adopting alternative measures permits more teachers to be rewarded for individual efforts to increase student growth. Increasing the number of available assessments also expands the amount of student data available to teachers. These data can be used to help teachers make informed decisions about their instruction and assist districts in reaching educated conclusions regarding how they support and compensate their teachers.

However, selecting or creating appropriate assessments can be challenging, especially if the district lacks expertise in assessment literacy. Purchasing or creating additional assessments can be expensive and time-consuming. Implementing alternative measures also has challenges, such as the significant training, planning, and monitoring required for SLOs. Like all options discussed in this paper thus far, developing or adopting alternative measures has both strengths and limitations. The next section of the paper discusses the possible measures for student growth in nontested grades and subjects in greater detail.

Measures of Student Growth in Nontested Grades and Subjects

When designing their performance-based compensation systems, districts that want to include an individual measure of student achievement or growth for teachers in nontested grades and subjects have a few options. The rest of this paper will discuss the pros and cons of the different measures of student growth for teachers in nontested grades and subjects.

Create new tests. One approach is to create new assessments in areas where few assessments exist. One benefit to creating new tests is that they can be developed to align with specific grade and/or subject standards. In addition, having state- or district-approved assessments in every subject may help ensure that the measures used to determine compensation for teachers are rigorous and comparable across classrooms. In other words, the compensation plan may be perceived as being fair if the results of similarly structured, aligned assessments are used to calculate each individual reward.

Creating new tests may not be an easy solution, however. Developing new tests requires expertise in assessment. Further, the test creation and validation process can be costly and may not be possible in times of tight budgets. In addition, it may be difficult to assess true skill in some areas such as music, art, and other arts subjects, or for students with severe disabilities (Holdheide et al., 2010, 2012). Finally, creating tests in every subject may contribute to the perception that students are overtested.

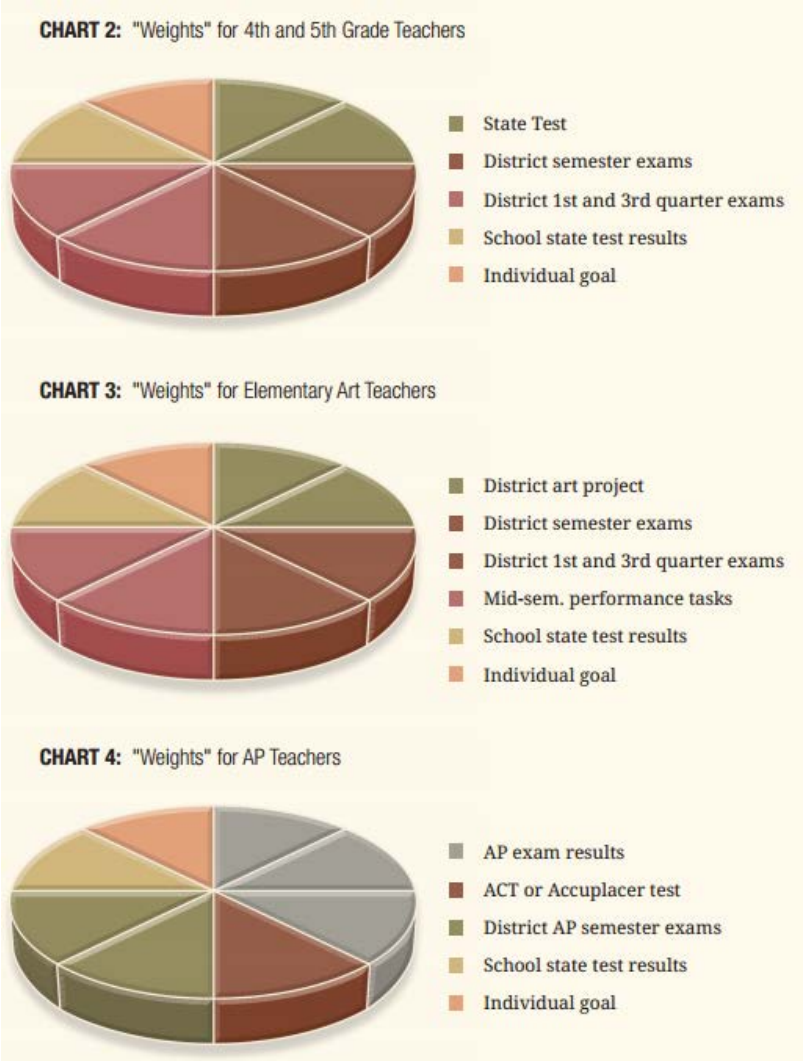
Examples From the Field

Hillsborough County, Florida

Hillsborough County, Florida, has developed assessments to assess content mastery for every grade and subject. These assessments will be used in the district's teacher evaluation system for all teachers. Subjects that previously were untested will have a pretest and posttest in which scores are averaged over three years to determine teacher effectiveness. These new assessments have the potential to be comparable measures of performance because they will be used by teachers in the same subjects and grades across the district (e.g., an art teacher in one school will administer the same assessment as an art teacher in another school).

Harrison County, Colorado

Harrison County, Colorado, recently implemented a new salary scale based on the results of the teacher evaluation system, which is comprised of measures of performance (50 percent) and measures of student achievement (50 percent). The measures of student achievement vary based upon the grade and subject area in which the teacher works. The district created 88 achievement templates, or charts, that identify the student achievement measures that a particular teacher will use. Every achievement template includes the schoolwide score on the state assessment and the individual teacher's attainment of a goal set in collaboration with the principal at the beginning of the year. The inclusion of statewide tests holds every teacher partly accountable for the school's high-stakes test performance and accreditation, while the teacher goal allows for individual growth. The other measures included in a teacher's evaluation are a mix of standardized tests and district exams. The district created more than 175 common assessments so that all teachers can be held accountable for individual growth. These measures were developed by the curriculum department, are administered using standardized procedures across the district, and then are scored in an arena-type setting (Miles & Belcher, 2012). Figure 1 below provides an overview of the multiple measures of student achievement included in the evaluation for teachers in different disciplines.



Source: Miles & Belcher, 2012, p. 10

Note: Elementary art, music, and physical education are assessed for student achievement in only two grades each year.

Use existing tests. Another potential measure of performance is to use tests already in use for other purposes, such as end-of-course and adaptive tests. Because these tests are already being employed, the costs of using them as a measure of growth is a lot lower than developing new assessments. Furthermore, many end-of-course examinations are already aligned with the content of the course.

However, when using measures in ways other than initially intended, validity is always a concern. Goe and Holdheide (2011) recommend that districts work with test-makers to make the shift to using these summative tests to inform evaluations and compensation. It may also be possible to have test-makers develop pretests that align with end-of-course assessments to increase the validity of the assessments. Another challenge for using existing assessments is that not all tests are created equally. A careful review process should be used to ensure that tests are rigorous, valid, reliable, and comparable.

Example From the Field

Delaware

Component V of the Delaware Performance Appraisal System (DPAS II) focuses on student improvement; all teachers, specialists, and administrators must have Component V included in their evaluation. DPAS II allows the use of student achievement measures based on standardized test scores, internal and external assessments of student achievement, and growth goals similar to SLOs; however, the state assigns measures based upon the educator's specialty (Delaware Department of Education, 2012a).

To ensure that measures are comparable and rigorous, the state developed rubrics for reviewers to use to assess the quality of internal and external assessments. In 2010–2011, more than 400 teachers identified assessments that they believed would meet the requirements of the Delaware system. The Delaware Technical Advisory Group (DTAG) reviewed these assessments for validity, reliability, and rigor and then submitted a list of recommended assessments to the Secretary of Education (U.S. Department of Education, 2012). Appendix A provides a list of the assessments. In addition, the state hired a consultant to assist with developing internal assessment measures in subjects ranging from English language arts and science to agriculture and health and sciences. After attending a five-day workshop, cohorts of educators created assessments that the DTAG then reviewed (U.S. Department of Education, 2012).Beginning in 2012–2013, internal and external measures will be incorporated into teacher evaluations and weighted as follows:

	Measure A **Measure based upon instructional scale scores for reading or mathematics in Grades 3 through 10**	**Measure B** **External assessment and internal assessment**	**Measure C** **Growth goals**
Group I educators **Teachers of record in mathematics and reading for at least 10 students in a grade where a state assessment is given**	50%	50%	
Group II educators **Teachers of record in subjects not tested by the state mathematics or reading tests**		50%	50%
Group III educators **Educators that do not meet the criteria for Group I or Group II**			100%

Note: Chart modified from Delaware Department of Education, 2012a.

Use performance-based tasks to measure student growth. For some teachers, the use of performance-based assessments such as portfolios or projects may be a preferred approach. These assessments can capture student growth in knowledge and skills not easily measured with pencil-and-paper tests, such as oral communication skills, research skills, musical skills, and physical performance. Performance-based tasks can be graded with rubrics, and changes in student performance can be documented over time. This approach, however, requires clear guidance, transparent performance expectations, and extensive training to ensure consistent scoring. In addition, performance ratings are best conducted by multiple raters rather than individual teachers. Bringing evaluators together can be a logistical challenge and time-consuming when grading many student tasks for multiple teachers.

Example From the Field

Tennessee

A committee of Tennessee arts education teachers recently developed a portfolio assessment system called the Tennessee Fine Arts Assessment. Teachers use student growth rubrics to determine student growth across four arts learning domains: perform, create, respond, and connect. Teachers gather, prescore, and submit a representative sampling of student-produced work samples. This can include a variety of tasks such as student performances, visual artwork, written assessments, and project-based work. A blind review committee, comprised of content-specific exemplary teachers, conducts a holistic review of the artifacts to measure student growth towards state standards. Pending approval from the state board of education, this assessment will be an option as a measure of student growth in arts subjects for the purposes of teacher evaluation in Tennessee school districts in the 2012–13 school year (Tennessee Arts Academy, 2012).

Student Learning Objectives (SLOs). SLOs are a set of teacher-developed goals that measure teachers' progress in achieving student growth targets (Lachlan-Hache, Cushing, & Bivona, forthcoming). Teachers set targets based upon available data, monitor growth toward the targets, and then determine the degree to which students met the targets.

Although SLOs can be applied to all teachers because they are not dependent on standardized achievement tests, it is critical that districts find ways to measures attainment of objectives in a rigorous and comparable manner. The SLO process can also encourage collaboration because objectives can be developed by teams of teachers in similar grades or subjects. Another advantage of SLOs is that many states and districts have or are considering adopting them as one alternate measure of student growth. Thus, districts that choose to use SLOs in performance-based compensation systems may not need to invest significant additional resources to implement SLOs in their performance-based compensation system.

Ensuring that SLOs are rigorous and comparable across educators, schools, and districts, and monitoring fidelity of implementation can be difficult. Challenges include developing or identifying high-quality assessments for all grades and subjects. Setting rigorous yet realistic and appropriate growth targets can also be challenging, especially during early implementation. For more information about the use of SLOs in performance-based compensation systems, see *Using SLOs in Performance-Based Compensation Systems: A Guide for Successful Implementation* by Ellen Cushing in your presentation materials.

Conclusion

When designing performance-based compensation systems, districts will need to consider the strengths and weaknesses of both the structure and measures used in the evaluation. This paper has presented the strengths and weaknesses of various approaches and measures and grounded that information in examples from the field.

Although not discussed in great detail, measures of student achievement and growth should make up only part of a performance-based education system. As this paper shows, no single measure can adequately capture all of the strengths and weaknesses of teacher practice and student performance. Thus, the inclusion of multiple measures in performance-based compensation designs is critical (Burnett, Cushing, & Bivona, 2012). For more information about the use of multiple measures in performance-based compensation systems, see *Combining Multiple Measures in Performance-Based Compensation Systems* by Lauren Bivona in your presentation materials.

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Appendix A. Assessments in DPAS II

Measure B–Approved External Measures

Based upon a review of measures using a rubric, the following measures created by external vendors have been approved for use in Delaware:

#	Measure Name	Overall Rating	Comments
1	Adaptive Behavior Assessment System®, 2nd Ed. (ABAS®-11)	38.0/45.0	Adaptive behavior measure for all students.
2	Ages and Stages Questionnaires®, 3rd Ed. (ASQ®-3)	39.5/48.0	Non-cognitive measure focused on five skill areas.
3	AIMS web®: Curriculum-Based Measures of Reading (R-CBM) and CBM Reading Maze	41.5/47.0	Cognitive measure (Grades 1-8) used to identify and monitor at-risk students in reading.
4	Battelle Developmental Inventory®, 2nd Ed. (BDI®-2)	38.0/45.0	Developmental screening measure for young children (birth to age 7); applicable for School Specialists; Special Education.
5	BRIGANCE®: Diagnostic Inventory of Early Development-II	35.5/43.0	Cognitive measure (Grades 6 through adult) used to determine appropriate career or training programs.
6	Group Reading Assessment and Diagnostic Evaluation® (GRADE®)	40.0/46	Cognitive measure (Grades PreK-12) of pre-reading and reading skills.
7	DCAS Alt1		Measures reading and mathematics (grades 3 – 10); State alternate assessment based on alternate achievement standards – for students with significant cognitive disabilities
8	Diagnostic Assessment of Reading® (DAR®)	30.0/47.0	Individually administered test of reading skills.
9	Developmental Assessment for the Severely Handicapped®, 2nd Ed. (DASH®-2)	15.0/43.0	DASH is a criterion-referenced system that provides a means of measuring, programming and tracking skills across five developmental areas: Language, Sensory-Motor, Social-Emotional, Activities of Daily Living, & Pre-academic.
10	Dynamic Indicators of Basic Early Literacy Skills® (DIBELS®)	31.0/47	Cognitive measure (Grades K-6) evaluating underlying reading skills.
11	Early Reading Diagnostic Assessment® (ERDA)	32.5/43	Cognitive measure (Grades K-3) of early reading skills.
12	Gates-MacGinitie Reading Tests® (GMRT®)	41.5/46	Cognitive measure (Grades K-12) of general reading achievement.
13	Iowa Test of Basic Skills® (ITBS®)	43.0/46	Cognitive measure (Grades K-8) reading, language arts, mathematics, social studies, science, and sources of information.
14	Measure of Academic Progress® (MAP®)	42.0/47	Cognitive, adaptive measure (Grades K-12) of reading, language usage, mathematics, and science.
15	Oral and Written Language Scales® (OWLS®)	29.0/43.0	Measures language knowledge and processing skills in children and young adults (ages 3-21).

#	Measure Name	Overall Rating	Comments
16	Otis-Lennon School Ability Test®, 8th Ed. (OLSAT® 8)	33.5/44.0	Measure of a student's ability to handle school learning tasks; also used in measuring talents.
	Preschool Language Scale®, 4th Ed. (PLS®-4)	36.0/43.0	Measures auditory comprehension and expressive communication for young children (ages 0-7) to identify children with potential language disorders or delays.
18	Scantron® Lexile® Performance Series ™ Diagnostic Solutions	39.5/47	Cognitive, adaptive measure (Grades 2-10) of reading comprehension and vocabulary.
19	Scholastic Reading Inventory® (SRI®) and Scholastic Math Inventory® (SMI®)	39.5/47	Cognitive, adaptive measure (Grades K-12) of reading and cognitive, adaptive measure (Grades 2-8) of mathematics.
21	STAR® Early Literacy	40.5/47	Cognitive, adaptive measure (Pre K-3) of early literacy skills of beginning readers.
22	STAR® Reading	40.5/47	Cognitive, adaptive measure (Grades 1-12) of reading comprehension.
23	Test of Adult Basic Education® (TABE®)	40.5/46.0	Cognitive measure (Grades 6 thru adult) used to determine appropriate career or training programs.
24	Tool for Real-time Assessment of Information Literacy Skills® (TRAILS®)	28.5/45.0	Measure (Grades 3-12) used to identify strengths and weaknesses in the information seeking skills of students.
25	Test of Early Mathematics Ability®, 3rd Ed. (TEMA®-3)	35.0/47	Cognitive measure of early (ages 0-3) mathematical ability
26	Test of Preschool Early Literacy® (TOPEL®)	29.0/43	Measure used to identify children (ages 3-5) at risk of having developmental problems in literacy.
27	STAR® Math	43.5/47.0	Provides information about student growth and achievement in grades 1-12.
28	TerraNova®, 3rd Ed.	43.5/47.0	Assesses student achievement in reading, language arts, mathematics, science, social studies, vocabulary, spelling, and other areas.

Source: Delaware Department of Education, 2012b

Measure B – Internal Assessments Approved & Available

Content Area	Grade Level/ Course
ELA/Reading	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Math	K, 1, 2, 3, 4, 5, 6, 7, 8, Algebra I, Algebra II, Geometry, Integrated Math I, Integrated Math II, Integrated Math III, Pre-Calculus, Calculus, Statistics
Science	K, 1, 2, 3, 4, 5, 6, 7, 8, 9 (Earth and Physical Science), 10 (Biology), 11 (Chemistry), 11-12 (Physics)
Social Studies	K, 1, 2, 3, 4, 5, 6, 7, 8, Civics, Economics, Geography, Personal Finance, U.S. History, World History
World Languages	Japanese – Level I, II, III, IV, V and Middle School
	Arabic – Level I and II
	American Sign Language – Level I, II and Middle School
	Chinese – Level I, II, III, IV, V and Middle School
	French – Level I, II, III, IV, V and Middle School
	German – Level I, II, III, IV, V
	Italian – Level I, II, III, IV
	Latin – Level I, II, III, IV
	Spanish – Level I, II, III, IV, V and Middle School
ESL	K, 1-2 grade span, 3-5 grade span, 6-8 grade span, 9-12 grade span
Health	6, 7, 8 and High School
Physical Education	K, 1, 2, 3, 4, 5, 6, 7, 8 and High School
Performing Arts/Music	Pre-K, K, 3, 5, Novice 1 and 2, Intermediate 1 and 2, Advanced 1 and 2
Visual Arts	K, 3, 5, Novice, Intermediate, Advanced
Theatre	Novice, Intermediate, Advanced
Performing Arts/Dance	Novice, Intermediate, Advanced
Family & Consumer Sciences	Exploring Family & Consumer Sciences – 6th grade
	Exploring Family & Consumer Sciences – 7th grade
	Exploring Family & Consumer Sciences – 8th grade
	Family & Community Services – Level I, II and III
	Food Prep and Production – Level I, II and III
	Early Childhood – Level I, II and III
	Textiles and Clothing – Level I, II and III
Business, Finance & Marketing	Exploring Business – Level I and II
	(CORE)
	Business & Corp. Management – Level II and III
	Accounting – Level II and III

Content Area	Grade Level/ Course
	Administrative Services – Level II and III
	Business Information Technology – Level II and III
	Banking Services – Level II and III
	Marketing Management – Level II and III
	Marketing Communications – Level II and III
Agriscience	Ag. Power and Mechanical Systems – Level I
	Agricultural Structure Systems – Level I
	Animal Science – Level I
	Biotechnology Applications – Level I
	Environmental Sci/Nature Res. – Level I
	Food Science Technology – Level I
	Intro. To Horticulture Sciences – Level I
Health Sciences	Biology Tech/Biotech Lab Tech – Level I
	Dental Assisting – Level I
	Medical/Clinical Asst. – Level I
	Emergency Care – Level I
	Physical Therapy – Level I
	Nurse/Nurse Assistant & Pat. Care – Level I
	Health Aides/Attendant – Level I
Technology Education	Intro. To Tech. Ed. – 7th grade
	Inventions & Innovations of Tech. – Level I
	Fundamentals of Bio-Technology – Level I
	Construction & Mfg. – Levels I, II and III
	Drafting and Design CAD I, CAD II, CAD III
	Architectural CAD I and CAD II
	Communication Technology – Level I
	Graphic Design & Production – Level I, II and III
	Audio, Radio & Video Eng. & Des. – Level I
	Processes of Design & Engineering – Level I
	Microsoft Eng. – Level I
Skilled & Technical Sciences	Automobile/Automotive Tech – Level I
	Audio Visual Comm. – Level I
	Autobody Collision Repair – Level I
	Carpentry – Level I
	Computer Eng. Tech. – Level I (CNAP)
	Cooking and CA – Level I
	Core Automotive – Level I
	Cosmetology – Level I
	Elect & Comm Eng. Tech – Level I
	Graph & Print Equip Op – Level I
	HVAC/Ref. Technology – Level I
	Legal Support – Level I
	Masonry – Level I
	Plumbing – Level I
Driver's Education	Driver's Education

Source: Delaware Department of Education, n.d.[a]

Measure C–Growth Goals

Educators in these subjects and specialties will be responsible for adopting educator-developed goals that have been approved by the Delaware Department of Education. These goals are specific to the content area or job and include a mix of student growth and professional outcome goals.

ELA/Reading (PreK–2)	Educational Diagnosticians	Physical Education
Librarians	Science Psychologists	Adapted Physical Education
ELA/Reading (11th/12th)	Social Studies Special Education (DCAS Alt)	Performing Arts—Music Instructional Support Team
Early Childhood	World Languages Social Worker	Visual Arts
Mathematics (PreK–2)	ESL Visiting Teachers	District-Based Instructional Coaches/Specialists
Nurse	Health Education Audiologists	Family & Consumer Sciences
Mathematics (11th/12th)	Educational Diagnosticians	Physical Education
School-Based Specialists	Health Sciences	Behavioral Interventionists
Business, Finance, & Marketing	Speech/Language Pathologists	Driver's Education
Occupational Therapists	Technical Sciences	Family Interventionists
Agriscience	Child Find Staff	Elementary Counselor
Physical Therapists	Skilled & Technical Sciences	JDG (Jobs for Delaware Graduates)
Middle School Counselor	High School Counselor	Gifted and Talented
Special Education (not DCAS Alt, not reading and/or mathematics 3–10)		

Source: Delaware Department of Education, n.d. [b]

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