



Position Statement on the Use of Students' IEP Goals as a Measure of Student Achievement in Teacher Evaluation

Background and Purpose: This position statement is a response to Michigan HB 5223, specifically in regard to recommended student growth measures as applied to the evaluation of teachers who are responsible for students with IEPs. Current legislation permits evaluators to utilize IEP goals and/or “student learning objectives” for up to 99% of the student growth measure portion of their special educators’ annual evaluations.

Legislative Position:

- MAASE does not support the utilization of Individualized Education Program (IEP) goals as a measure of student achievement in a teacher’s evaluation. This aligns with the position taken by the Council for Exceptional Children (CEC), a national association that works to improve public policy affecting children and youth with disabilities and their parents, and the professionals who work with them, at all levels of government.
- IEPs are designed with a focus on individual student needs that are addressed by unique and individual goals. The fidelity of goal creation and IEP implementation should not be compromised by teachers’ concerns regarding their evaluation.
- Special Educator evaluations should be based on multiple measures that may include, but are not limited to, summative and formative assessment, educator observations, use of effective strategies linked to student needs, and progress monitoring and analysis of instructional plan effectiveness related to curricular growth.

Therefore, it is MAASE’s position that the terms “IEP goals” and “student learning objectives” be removed from the language in Michigan HB 5223.