Student Growth

Developing Quality Growth Goals II

Teacher Professional Growth & Effectiveness System (TPGES)

1

FRAMEWORK FOR TEACHING

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into multiple standards clustered into four domains of teaching responsibility:

1. *Planning and Preparation*
2. *Classroom Environment*
3. *Instruction*
4. *Professional Responsibilities*

It is important to realize that this Framework takes into account the Kentucky Teacher Standards, the Kentucky Board of Education's Program of Studies, Common Core Academic Standards, and the Kentucky Department of Education's Characteristics of Highly Effective Teaching and Learning.
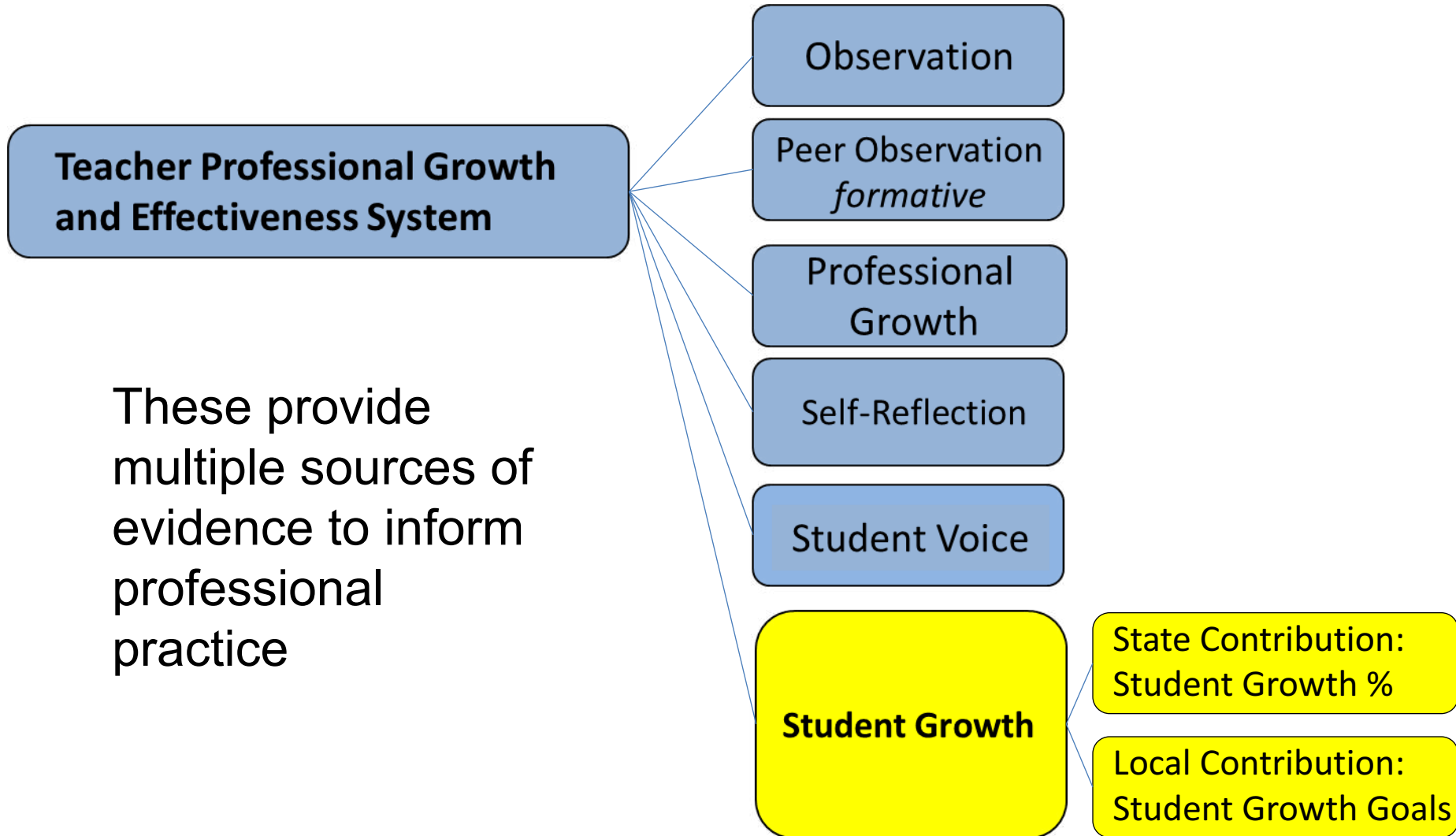
Domain 1: Planning & Preparation
Domain 2: Classroom Environment
Domain 3: Instruction
Domain4: Professional Responsibilities

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PGES Sources of Evidence

Teacher Professional Growth and Effectiveness System

These provide multiple sources of evidence to inform professional practice

- Observation
- Peer Observation *formative*
- Professional Growth
- Self-Reflection
- Student Voice
- **Student Growth**
  - State Contribution: Student Growth %
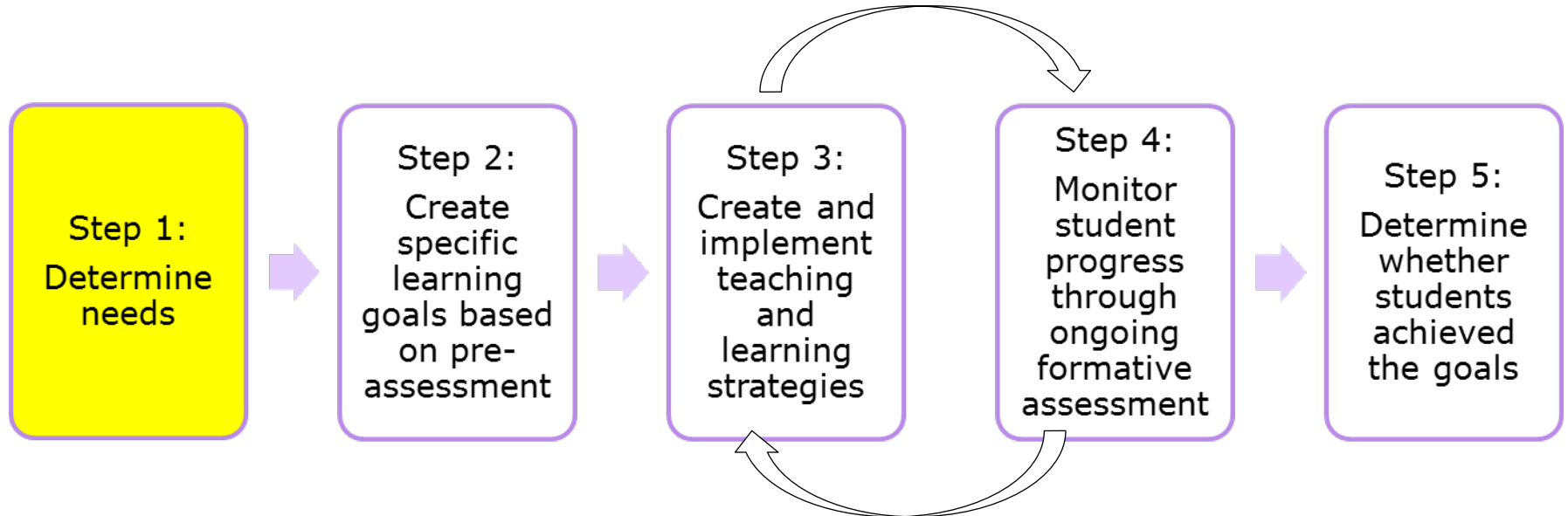 - Local Contribution: Student Growth Goals

Targets

I can

- apply guiding questions leading to the development of a quality student growth goal.

- apply SMART criteria to develop a quality student growth goal.

- use guiding questions to reflect throughout the growth goal process to inform my professional learning.

Student Growth Process

Step 1: Determine needs

Step 2: Create specific learning goals based on pre-assessment

Step 3: Create and implement teaching and learning strategies

Step 4: Monitor student progress through ongoing formative assessment

Step 5: Determine whether students achieved the goals

Determine needs.

➤ Identify the essential /enduring skills, concepts & processes for your content area for your content/grade-level standards.

➤ Determine what mastery of those skills, concepts & processes looks like.

➤ Pinpoint critical areas of need.

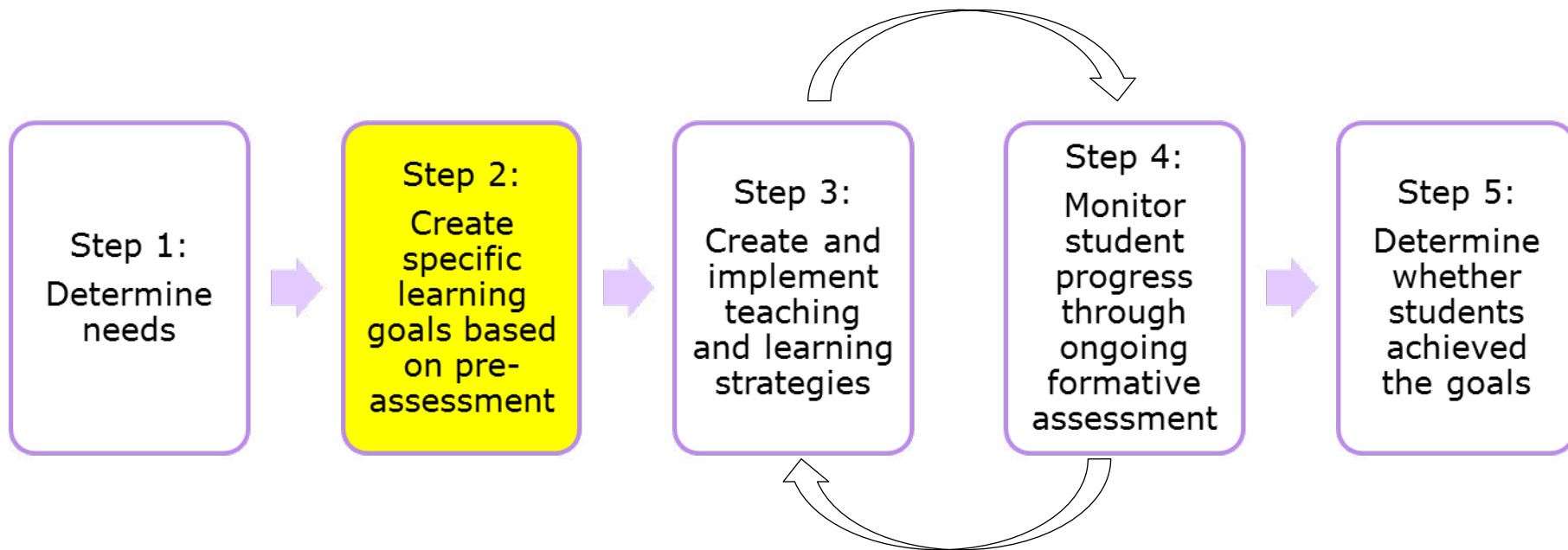# Decide on sources of evidence.

Do the sources of evidence provide the data needed to accurately measure where students are in mastering the identified skills, concepts, and/or process for the identified area(s) of need?

Think beyond paper and pencil tests.

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Step 2: Creating Goals Using the SMART Process

| Step 1: Determine needs | Step 2: Create specific learning goals based on pre-assessment | Step 3: Create and implement teaching and learning strategies | Step 4: Monitor student progress through ongoing formative assessment | Step 5: Determine whether students achieved the goals |

Components of a Quality Student Growth Goal

☆ **Meets SMART criteria**

☆ **Includes growth statement/target**

☆ **Includes proficiency statement/target**

SMART Goal Process for Student Growth

S

Specific- The goal addresses student needs within the content.

The goal is focused on a specific area of need.

M

Measurable- An appropriate instrument or measure is selected to assess the goal.

The goal is **measurable** and **uses an appropriate instrument**.

A

Appropriate- The goal is clearly related to the role and responsibilities of the teacher.

The goal is **standards-based** and directly related to the subject and students that the teacher teaches.

R

Realistic- The goal is attainable.

The goal is doable, but **rigorous** and stretches the outer bounds of what is attainable.

T

Time-bound- The goal is contained to a single school year/course.

The goal is bound by a timeline that is definitive and allows for determining goal attainment.

Let's look at an example together…

For the 2011-2012 school year, 100% of my students will make measurable progress in argumentative writing. Each student will improve by at least one performance level in three or more areas of the LDC writing rubric. Furthermore 80% of students will score a 3 or better overall.

Let's Critique Some Examples
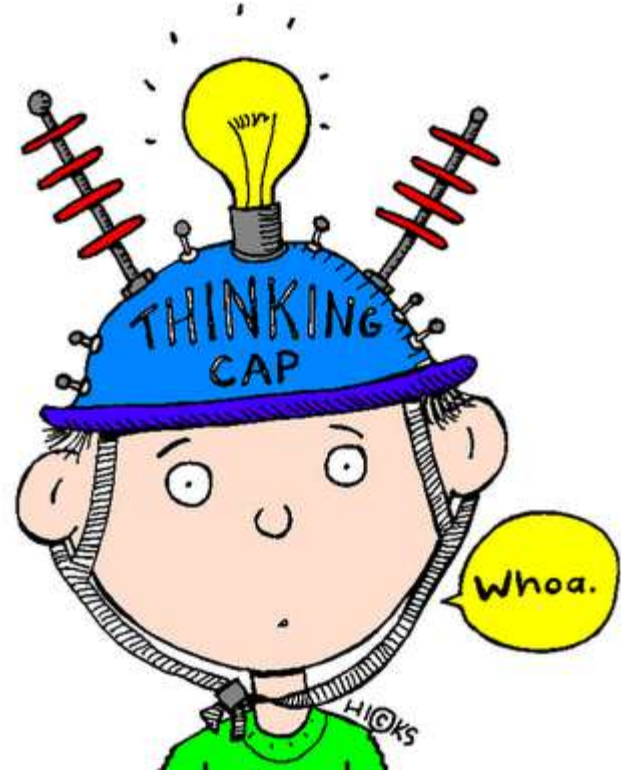
SPECIFIC

- Does the goal identify a specific area of need within the content?

- Is the identified area of need significant enough for year-long/course-long instructional focus?

SPECIFIC

- Does the content selected represent essential/enduring skills, concepts or processes?

- Will they endure beyond a single test date and be of value in other disciplines?

- Are they necessary for the next level of instruction?

Science – What's Specific?

This school year, all of my 6th grade science students will demonstrate measurable growth in their ability to apply the scientific practices. Each student will improve by two or more levels on the district's science rubric in the areas of engaging in argument from evidence and obtaining, evaluating & communicating information. 80% of students will perform at level 3 on the 4-point science rubric.

This school year, my 6th grade science students will demonstrate measurable growth in their knowledge of earth science content. Most students will significantly improve their score on the district's earth science learning check.

Science – What's Specific?

This school year, **all** of my 6th grade science students will demonstrate measurable growth in their **ability to apply the scientific practices. Each student will improve by two or more levels on the district's science rubric** in the areas of engaging in argument from evidence and obtaining, evaluating & communicating information. **80% of students will perform at level 3 on the 4-point science rubric.**

Growth

Proficiency

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MEASURABLE

- Does the goal identify the sources of evidence/measures that will be used to show student growth?

- Are the sources of evidence/measures appropriate for demonstrating growth for the identified area of need?

MEASURABLE

- Which criteria were used for determining what amount of growth is rigorous for the students?

- Why was this criteria selected?

- Does the goal show how all students will demonstrate growth?

French 2 – What's Measurable?

Students in my French 2 classes will make improvement gains in their linguistic competencies. Using a variety of measures, most of the students in my French 2 classes will reach the Intermediate-High competency level by the end of the year.

During this school year all of the students in my French II classes will improve their linguistic competency by performing at least one level above their baseline for interpretive listening, interpersonal speaking, interpretive reading and interpersonal writing using the WL standards as the rubric. At least **70% of my students** will meet or exceed the Intermediate-Low competency level for at least two modes of communication, as measured by the KY World Language Standards rubric.

French 2 – What's Measurable?

During this school year **all of the students** in my French II classes will improve their linguistic competency by performing at least one level above their baseline for interpretive listening, interpersonal speaking, interpretive reading and interpersonal writing using the WL standards as the rubric. At least **70% of my students** will meet or exceed the Intermediate-Low competency level for at least two modes of communication, as measured by the KY World Language Standards rubric.

Growth

Proficiency

APPROPRIATE

- Is the goal standards-based and directly related to the subject and students taught?

Health & PE – What's Appropriate?

For the 9 weeks 8th grade course, **all students will improve their knowledge of fitness.** Students will develop a portfolio that demonstrates application of fitness test results to develop a fitness plan, a fitness goal, and a menu for healthy eating.

70 % of my students will demonstrate growth by 2 or more levels, or to exemplary, on rubrics designed by the Health & PE in collaboration with regional peers for each product.

For the 9 weeks course, all students will improve their knowledge of fitness. Students will improve their personal rating on School Physical Fitness Test by 20% in all tested areas. 70% of students will score at the "Fit" level as measured by the School Physical Fitness Test.

Health & PE – What's Appropriate?

For the 9 weeks 8th grade course, all students will improve their knowledge of fitness. Students will develop a portfolio that demonstrates application of fitness test results to develop a fitness plan, a fitness goal, and a menu for healthy eating. **All of my students will demonstrate growth by 2 or more levels, or to distinguished, on the rubric designed by the Health & PE in collaboration with regional peers for each product**. **75% of students will perform at proficient or distinguished on the rubric.**

Growth

Proficiency

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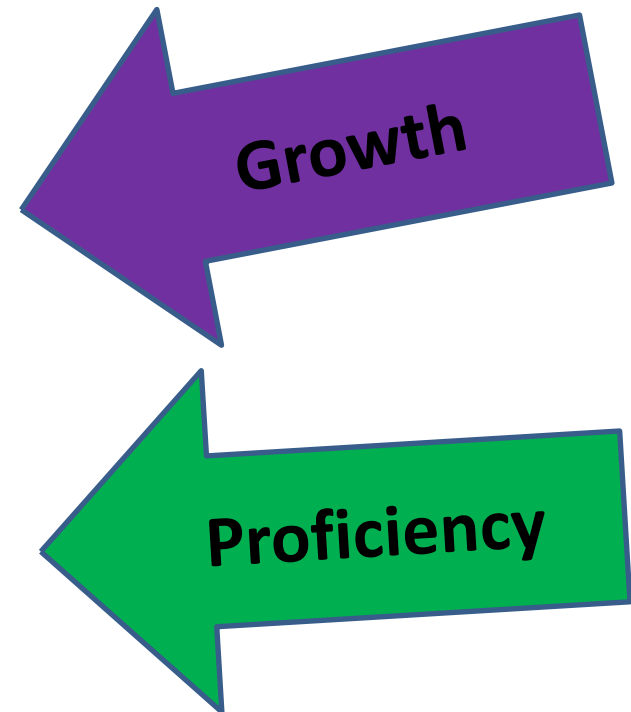
REALISTIC

- Is the goal doable, but rigorous enough to stretch the outer bounds of what is attainable?

- Is there a good match between the goal and the level of rigor expected in the standards addressed?

Social Studies – What's Realistic?

During this school year, 100% of my students will improve in analyzing primary and secondary source documents. Each student will increase his/her ability to analyze documents by at least one performance level in one area of the district social studies standards rubric. Furthermore, 75% of students will score at "proficient" or above.

During this school year, 100% of my students will increase his/her ability to identify credible sources. Each student will increase his/her ability to analyze the accuracy of information and distinguish fact/opinion/reasoned judgment by at least one performance level in all areas of the district social studies standards rubric. Furthermore, 75% of students will score at "proficient" or above.

Social Studies – What's Realistic?

During this school year, 100% of my students will increase his/her ability to identify credible sources. Each student will increase his/her ability to analyze the accuracy of information and distinguish fact/opinion/reasoned judgment by at least one performance level in all areas of the district social studies standards rubric. Furthermore, 75% of students will score at "proficient" or above.

Can you identify the **growth target** and the **proficiency target**?

Social Studies – What's Realistic?

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Growth

Proficiency

TIME-BOUND

T

Time-bound- The goal is contained to a single school year/course.

The goal is bound by a timeline that is definitive and allows for determining goal attainment.

- Is the goal designed to stretch across the school-year or course?

- Is there sufficient time within the interval of instruction to determine goal attainment?

Time-Bound Can be….

- For the 2013-2014 school year……

- During the 9-week course……

- During the first trimester…..

- During the 32 instructional periods this class meets for the 2013-2014 school year….

Elementary

During the 2012-2013 school year, all students will improve application of phonics, word recognition and fluency to grade-level texts. Each student will meet their DIBELS benchmark, Reading Inventory goals, and improve by one or more levels on the teacher-generated rubric for reading comprehension. 85% of students will be reading on grade level by year end as measured by their reading comprehension rubric.

Clear Connections Between Student Growth Goal Setting and
Program Review Areas

Health & PE

For the 9 weeks 8th grade course, all students will improve their knowledge of fitness. Students will develop a portfolio that demonstrates application of fitness test results to develop a fitness plan, a fitness goal, and a menu for healthy eating. 70 % of my students will demonstrate growth by 2 or more levels, or to exemplary, on rubrics designed by the Health & PE in collaboration with regional peers for each product.

Connection
PL/CS Program Review

"... provides opportunities for all students to become health literate ... support health-enhancing behaviors ..."

" ... provides opportunities for all students to become physically literate ... to adopt a physically active lifestyle ..."

Art

This year, all 8th grade art students will improve their skills using the 7 basic art elements by at least one level per element on the district art standards-based rubric. Evidence of student growth will be collected from student products in a variety of mediums during the school year. 70% of the students will demonstrate proficiency on 5 of the 7 elements as measured by the district rubric.

Literacy Design Collaborative (LDC)

For the 2011-2012 school year, 100% of students will make measurable progress in argumentative writing. Each student will improve by one performance level in three or more areas of the LDC argumentative writing rubric. Furthermore, 80% of students will score a "3" or b   rall.

Shared Evidence

For teachers in Program Review areas:

Evidence of student growth is also Program Review evidence.

For teachers outside Program Review areas:

Evidence of student growth may not always be Program Review evidence.

Special Education Collaborative Guidance

- Collaborate with the classroom teacher to create the goal.
- Differentiate the goal based on the student's demonstrated needs from the baseline measure.
- Differentiated goal should be both rigorous and attainable for this group of students.
- Recognize that IEP goals are **not** the same as Student Growth Goals. They have separate roles and are not interchangeable .

A Resource Tool to Help You...

THINK AND PLAN TOOL with Guiding Questions
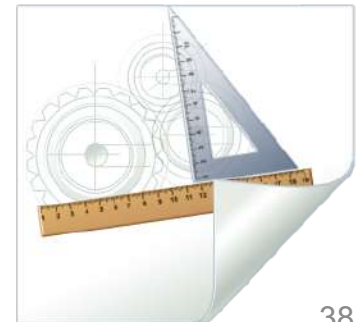
*Think & Plan Tool
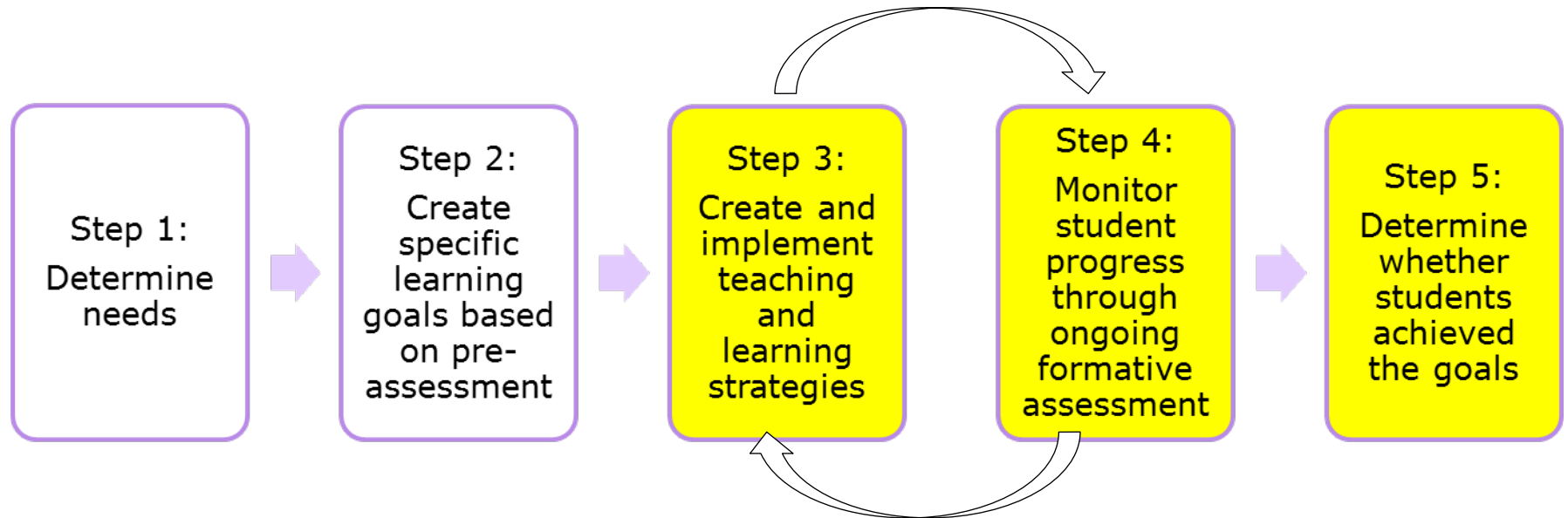with Guiding Questions*

- **Identify the interval of instructional time.**

- **Identify the essential/enduring skills, concepts, and processes for your content area.**

- **Decide on sources of evidence for your baseline data.**

- **Specify the expected gain or growth.**

- **Explain your rationale for the goal.**

- **Decide on the instructional strategies for goal attainment.**

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Connection to Professional Learning

Student Growth Process

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Targets

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- I can use guiding questions to reflect throughout the growth goal process to inform my professional learning.

Next steps . . .

1. Use the guiding questions to -

- **begin thinking about your content and sources of evidence you might use to identify areas of need**

- **engage in student growth conversations with peers**

- **guide collaborative conversations about student growth with your principal**

QUESTIONS