Guiding Principles, Framework, and Options for DPAS II

Career & Technical Education (CTE) Measure C Growth Goals

Delaware Department of Education

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Guiding Principles and Framework for DPAS II CTE Measure C Growth Goals

Guiding Principles for CTE Measure C Growth Goals

The DPAS II Guide for Teachers and DPAS II Measure C Growth Goals framework are developed by educators and vetted by the Delaware Department of Education (DDOE) and school system leaders to address specific content areas and teacher job assignments. This document outlines the guiding principles and common framework that will inform Career and Technical Education (CTE) Measure C Growth Goals.

CTE Measure C Growth Goals:

The development of Measure C Growth Goals for CTE is designed to complement the instructional program and align with programmatic evaluation criteria at the school and school system levels. Measure C Growth Goals are to be developed cooperatively between the educator and his/her school administration and should:

1. Align to applicable school and school system-level accountability measures for CTE performance indicators required under the Carl D. Perkins Career and Technical Education Improvement Act of 2006 - Public Law 109-270 (Perkins). The three (3) applicable high school performance indicators are listed below. Please note that these measures may be adjusted to support middle school CTE programs as deemed appropriate by the educators and his/her administrator; however baseline data or data reported for accountability purposes is not available for middle school programs.
   - 1S1: Academic Attainment in English Language Arts (SAT proficiency);
   - 1S2: Academic Attainment in Mathematics (SAT proficiency); and
   - 2S1: Technical Skill Attainment (early college credit and industry credential attainment).
2. Connect educator and student learning for a specific CTE program of study or middle school program. Growth Goals link program curriculum, instruction, and student achievement. Growth goal activities are not developed in addition to the existing program's curriculum, instructional sequence, or student activities – although local curricula may be updated to ensure relevant growth goal implementation.
3. Assess instruction at two points within the CTE program of study, typically occurring within the instructional year, that are essential for student understanding. As part of the goal-setting processes, educators and evaluators will conduct a goal setting conference to review baseline data collected from the selected measure(s) and select targets. It is recommended that this conference be completed after baseline data has been collected but before October 31 each year. However, this conference may take place at other points during the school year to accommodate those educators who teach classes by semester or a single marking period and/or who are not in attendance at the start of the school year. Throughout the course of the year it is recommended that the educator and evaluator meet regularly to conduct progress monitoring of the goal. At the end of the school year the educator and evaluator will conduct a spring/summative conference. During this time the educator and evaluator will meet to complete measures calculation. At this point, the evaluator should provide ratings for each measure selected as well as an overall Student Improvement Component (Component Five) rating. Additional details can be found in the DPAS II Guide for Teachers.

Guiding Principles and Framework for DPAS II CTE Measure C Growth Goals

Measure C Growth Goal Format:

Measure C Growth Goals should align to the following design principles:

- Written in the "S.M.A.R.T." format (Specific, Measurable, Achievable, Relevant and Time-bound);
- Align to performance indicators required under Perkins, areas of improvement at the school or school system level, or align with programmatic/student needs at the middle school level;
- Align to defined academic and/or technical content standards;
- Focus on student outcomes/performance;
- Measure pre-/post- or at the beginning and end of a time period – and that time period must be within an academic year, however, the timeframe is flexible within the academic year (see previous page); and be
- Negotiated between the educator and his/her evaluator – where the evaluator retains the discretion to approve all goals and targets.

Framework for CTE Measure C Growth Goals

Measure C Growth Goals for CTE teachers are designed around the career pathway and should be specific to the approved program of study or middle school program. High school growth goals should address performance indicators under Perkins legislation. Middle school growth goals should reflect programmatic and student needs. Student growth goals must be aligned to the program of study and may include both academic and technical content and/or other measures of student success within an occupational area such as employability skills or student access/equity.

Student performance measures for Measure C Growth Goals may be similar across career pathways and at the program of study level; but should be tailored to the specific technical and employability skills essential to each individual program of study or middle school program. In general, student growth goals should address the following performance indicators:

- 1S1: Academic Attainment in Reading/Language Arts where the student growth goal is aligned to Common Core Standards for Science and Technical Subjects;
- 1S2: Academic Attainment in Mathematics where the student growth goal is aligned to the Common Core Standards for Mathematical Practice;
- 2S1: Technical Skill Attainment where the student growth goal is aligned to an industry recognized certificate or credential which holds value at the professional or postsecondary level (must be an approved credential within the CTE program application); and/or
- Employability Skills are included within each CTE program of study and are aligned with the Career Ready Practices and the Employability Skills Framework; additional information on employability skills can be found at:
    1. Applied Knowledge:
        a. Applied Academic Skills; and
        b. Critical Thinking Skills.
    2. Effective Relationships:
        a. Interpersonal Skills; and
        b. Personal Qualities.

3. Workplace Skills:
    a. Resource Management;
    b. Information Use;
    c. Communication Skills;
    d. Systems Thinking; and
    e. Technology Use.

CTE Measure C Timeline and Process Guidance

The processes, forms, and timeline for the Student Improvement Component (Component Five) – including Measure C growth goals – is outlined in the DPAS II Guide for Teachers. Additional language to assist with selecting a CTE Measure C option and target setting can be found below. Supplementary guidance can be found at the end of this document (beginning on page 15) which is intended to strengthen the goal setting process, but is not required to be used. Note that the guidance shown in this section should be reviewed in addition to the required processes and forms outlined in the DPAS II Guide for Teachers.

Guiding Principles and Framework for DPAS II CTE Measure C Growth Goals

DPAS II Process Step	Suggested Timeline	Related Form/ Online Tool	Teacher Responsibilities	Evaluator Responsibilities
Step 1: Roster Verification and Measures Selection	Prior to October 31	Component Five Form/Online Platform (Measures Selection Form)	- Identify rosters. - Determine appropriate Educator Group. - Obtain evaluator approval for selected measures. - Sign Part I: Roster Identification and Part II: Measures Selection of the Component Five Form (verified through DSC)	- Approve rosters. - Determine appropriate Educator Group. - Discuss and approve appropriate measures. - Sign Part I: Roster Identification and Part II: Measure Selection of the Component Five Form
Step 2: Goal-Setting Fall Conference	Prior to October 31	Component Five Form/Online Platform (Measures Target Form)	**Prior to Fall Conference:** - Administer baseline assessment/collect and review baseline data. **During Fall Conference:** - Take an active part in the conference. - Present baseline data and proposed targets. - Be prepared to discuss Measure A, B, and/or C targets and the rationale for the selection. - Sign Part III: Fall Conference of the Component Five Form (verify though DSC) - Be prepared to discuss professional goals	**During the Fall Conference:** - Hold conference with the teacher. - Review baseline data. - Discuss Measure A, B, and/or C targets and rationale for the selection. - Sign Part III: Fall Conference of the Component Five Form.

Guiding Principles and Framework for DPAS II CTE Measure C Growth Goals

DPAS II Process Step	Suggested Timeline	Related Form/ Online Tool	Teacher Responsibilities	Evaluator Responsibilities
Step 3: Progress Monitor Goals (highly encouraged)	Throughout School Year (with data collection frequency at the discretion of the school)	N/A	- Administer formative evaluations and analyze data to monitor progress towards the goals, particularly in anticipation of scheduled conferences. - Conference with evaluator about progress towards the goals.	- During conference(s) with teacher, discuss progress towards the goals.
Step 4: Spring/ Summative Evaluation Conference	April-May	Component Five Form/ Online Platform (Measures Rating Form)	**Prior to the Spring/ Summative Conference** - Collect data and analyze calculations for each Component Five measure. **During the Spring/ Summative Conference** - Take an active part in the conference. - Present data and calculations for each Component Five Measure	**During the Spring/ Summative Conference** - Review data and calculations for each Component Five measure. - Provide feedback and ratings for each measure as well as an overall Component Five rating.
Step 5: Summative Evaluation Documentation* *only in summative year	April-May Within 10 working days of the Summative Evaluation Conference	Summative Feedback Form/ Online Platform	- Review, sign, and return to the observer within 5 working days.	- Prepare Summative Feedback From and present to the teacher. - Record documentation in online platform.

Guiding Principles and Framework for DPAS II CTE Measure C Growth Goals

Guidance and Support for Middle School CTE Measure C Development

Measure C options for middle school CTE teachers reflect technical knowledge and academic attainment. Options for middle school CTE teachers are listed below and the selected measure must align to student learning goals in courses taught by the teacher being evaluated.

Option	Focus of Assessment	Method	Goal Statement
Option 1	Career pathway topic (including academic or technical skill findings related to future employment)	Research paper or presentation with documented artifacts	_____% of students will demonstrate _____% growth between the pre- and post- assessment on a rubric related to a career-focused research paper or presentation
Option 2	Career pathway academic or technical knowledge	Written pre- and post- assessment	_____% of students will demonstrate _____% growth between the written pre- and post- assessment on a rubric related to a career pathway academic or technical knowledge
Option 3	Career pathway technical skill(s)	Performance-based pre- and post-assessment	_____% of students will demonstrate _____% growth between the performance-based pre- and post-assessment on a rubric related to a career pathway technical skill(s)
Option 4	Career pathway technical knowledge, skill, or employability practices	Project-based learning product (with documented artifacts)	_____% of students will demonstrate _____% growth between the pre- and post- assessment on a rubric related to a career and technical knowledge, skill, or employability practices demonstrated through a project-based learning product

Middle School CTE Option Descriptions

Please Note: Example assessment types and topics are provided for guidance purposes only. Each teacher should select a Measure C option that best aligns with the specific academic, technical, and employability skill expectations for the career pathway.

Middle School CTE Option 1:

_____% of students will demonstrate_____% growth between the pre- and post- assessment on a rubric related to a career-focused research paper or presentation

Middle school students learn about the world of work and explore career options. Students then use this information to set goals and develop an education and career readiness plan. Middle school students also investigate topics and content within a career pathway, learn how those topics are impacting the career area, and communicate solutions to problems.

Student growth is demonstrated through the investigation of a career pathway topic and/or communication of findings related to future employment. The research paper or presentation assesses student growth in personal career planning and/or in understanding various aspect of the career area. Student growth should address academic and technical content or employability skills. Student should conduct research, collect and document artifacts, and produce a final product that details the investigation. Student information should be collected, scored, and used as evidence of student growth over time. These measures are typically assessed using a teacher and/or school system developed rubric that is common to the pre- and post-activity.

Example student research topics include, but are not limited to:

1. Investigate, analyze, and explain career options within a career cluster. Define related educational and skill requirements for employment across a variety of career options. Plan a specific career goal and begin to actively obtain that goal; and
2. Investigate, analyze, and explain a topic affecting the career cluster or pathway (i.e. policy, economic condition, technological advancement). Document impact on the local/regional/state economy, customers/clients, and develop a response to minimize negative effects and/or maximize positive effects.

Sample Rubric Links

- Delaware writing rubrics: https://www.doe.k12.de.us//site/Default.aspx?PageID=2645
- NCTE Career with infographic rubric: http://www.readwritethink.org/files/resources/lesson-docs/careerrubric.pdf
- NCTE Oral presentation rubric: http://www.readwritethink.org/files/resources/printouts/30700_rubric.pdf

Middle School CTE Option 2:

_____% of students will demonstrate _____% growth between the written pre- and post-assessment on a rubric related to a career pathway academic or technical knowledge

Middle school students learn career specific vocabulary, mathematical practices, and technical skills and concepts. The written classroom pre- and post-assessment measures student growth for understanding and application of career specific vocabulary and concepts.

Student growth is demonstrated using baseline and final student performance on a written (or computer-based) assessment. Teacher or school system developed rubrics can also be used when the assessment includes short answer and/or extended response items.

Example written classroom pre-test and post-test assessment types include, but are not limited to:

1. Understand and apply career area vocabulary/terminology; and
2. Understand and apply career-related mathematical processes, practices, and/or applications.

Middle School CTE Option 3:

_____% of students will demonstrate_____% growth between the performance-based pre- and post- assessment on a rubric related to a career pathway technical skill(s)

Middle school students learn to demonstrate career specific technical skills. The performance-based pre- and post-assessment measures student growth in their ability to perform technical tasks or complex processes.

Student growth is demonstrated using baseline and final student performances on a performance-based assessment. Teacher and/or school system developed rubrics should be used to evaluate student career pathway technical skills and/or employability skills.

Example student performance types and topics include, but are not limited to:

1. Demonstrate routine work functions/behaviors;
2. Demonstrate prerequisite skills needed to show technical attainment; and
3. Demonstrate employability or soft skills in a career related environment.

Sample Rubric Link

- Technical Skills Rubric: https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=V5785X&

Middle School CTE Option 4:

_____% of students will demonstrate _____% growth between the pre- and post- assessment on a rubric related to a career and technical knowledge, skill, or employability practices demonstrated through a project-based learning product

Middle school students learn to apply technical knowledge and skills to address problems encountered within the career pathway. Project-based learning assesses students' ability to apply academic and technical knowledge and skills to authentic situations. The project-based learning product also assesses student growth in critical thinking skills, resource management, systems thinking, information use, and communication skills.

Student growth is demonstrated through the progression of activities and documentation of student work product. This can include, but is not limited to, documentation of successful project design, implementation, evaluation of projects, and a culminating report or portfolio. These measures are typically assessed using a teacher and/or school system developed rubric that is common to the pre- and post-activity.

Example student project types include, but are not limited to:

1. Apply technical skills in a project that requires project management and/or quality assurance;
2. Plan a product or service to respond to market opportunities or a specific customer or client need; and
3. Create or evaluate a prevention and/or treatment plan.

Sample Rubric Links

- Buck Institute for Education (BIE) *requires free account set-up*: http://bie.org/object/document/6_12_creativity_innovation_rubric_ccss_aligned
- Delaware writing rubrics: https://www.doe.k12.de.us//site/Default.aspx?PageID=2645

Guiding Principles and Framework for DPAS II CTE Measure C Growth Goals

Guidance and Supports for High School CTE Measure C Options

Measure C options for high school CTE teachers were designed to reflect the increasing rigor in academic and technical knowledge and the ability for students to demonstrate technical skills attainment within a program of study. Teachers and administrators should select measures that will help the school and CTE program of study to meet school system Perkins targets. Options for high school CTE teachers are listed below.

Option	Focus of Assessment	Method	Goal Statement
Option 1	Academic and/or technical knowledge required for professional licensure, certification, or advanced coursework	Written pre- and post- assessment	_____% of students will demonstrate _____% growth between the written pre- and post- assessment on a rubric related to academic and/or technical knowledge required for professional licensure, certification, or advanced coursework
Option 2	Academic and/or technical knowledge and skill required for professional licensure, certification, or advanced coursework	Performance-based pre- and post-assessment	_____% of students will demonstrate _____% growth between the performance-based pre- and post-assessment on a rubric related to academic and/or technical knowledge required for professional licensure, certification, or advanced coursework
Option 3	Academic and/or technical skill required for professional licensure, certification, or advanced coursework	Project-based learning product (with documented artifacts)	_____% of students will demonstrate _____% growth between the pre- and post- assessment on a rubric related to academic and/or technical knowledge required for professional licensure, certification, or advanced coursework demonstrated through a project based learning product

High School CTE Option Descriptions

Please Note: Example assessment types and topics are provided for guidance purposes only. Each teacher should select a Measure C option that best align with the specific academic, technical, and employability skill expectations for the career pathway.

High School CTE Option 1:

_____% of students will demonstrate _____% growth between the written pre- and post- assessment on a rubric related to academic and/or technical knowledge required for professional licensure, certification, or advanced coursework

In order to obtain industry-based certification or licensure in addition to the completion of advanced coursework prior to high school graduation, students must be prepared both academically and technically. This includes mathematics and English language arts as well as critical thinking skills, career-specific academic skills, and specialized technical skills and concepts. This Measure C option can be used to support school system improvement on the following Perkins core indicators of performance:

- 1S1: Academic Attainment in Reading/Language Arts where the student growth goal is aligned to Common Core Standards for Science and Technical Subjects;
- 1S2: Academic Attainment in Mathematics where the student growth goal is aligned to the Common Core Standards for Mathematical Practice; or
- 2S1: Technical Skill Attainment where the student growth goal is aligned to an industry recognized certificate or credential which holds value at the professional or postsecondary level (must be an approved credential within the CTE program application).

The written pre- and post-assessment measures student growth and their ability to understand and apply academic, career, and/or technical skills. The assessments should prepare students for dual enrollment coursework or coursework at the college level as well as industry-based certification or licensure exams.

Student growth is demonstrated using baseline and final student performance on a written (or computer-based) assessment. Teacher or school system developed rubrics can also be used when the assessment includes short answer and/or extended response items.

Example written classroom pre-test and post-test assessment types include, but are not limited to:

1. Understand and apply career-specific vocabulary/terminology and/or mathematical practices; and
2. Understand and apply career-specific knowledge, processes, or practices.

High School CTE Option 2:

_____% of students will demonstrate _____% growth between the performance-based pre- and post-assessment on a rubric related to academic and/or technical knowledge required for professional licensure, certification, or advanced coursework

High school students learn career-specific skills and procedures needed to show technical skill attainment on industry-based certification or licensure exams in addition to the completion of advanced coursework. The performance-based classroom pre- and post-assessment measures student growth in in their ability to perform a specific set of skills and/or procedures included on an industry-based exam and/or in college level coursework. This Measure C option can be used to support school system improvement on the following Perkins core indicators of performance:

- 1S1: Academic Attainment in Reading/Language Arts where the student growth goal is aligned to Common Core Standards for Science and Technical Subjects;
- 1S2: Academic Attainment in Mathematics where the student growth goal is aligned to the Common Core Standards for Mathematical Practice; or
- 2S1: Technical Skill Attainment where the student growth goal is aligned to an industry recognized certificate or credential which holds value at the professional or postsecondary level (must be an approved credential within the CTE program application).

Student growth is demonstrated using baseline and final student performances on a performance-based assessment. Teachers and/or school systems may use industry specific rubrics or rubrics developed locally that are of comparable content and rigor to the rubric used during the industry-based exam or college-level performance assessment. For each student, the rubric utilized for baseline and final performances should be the same or map a progression of skill that is appropriate.

Example student performance types and topics include, but are not limited to:

- Using industry-standard materials and/or equipment to carry out routine work functions/practices.

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High School CTE Option 3:

_____% of students will demonstrate _____% growth between the pre- and post- assessment on a rubric related to academic and/or technical knowledge required for professional licensure, certification, or advanced coursework demonstrated through a project based learning product

High school students learn to apply technical knowledge and skills to solve authentic problems encountered within the career pathway and program of study. Project-based learning assesses a students' ability to apply academic and technical knowledge and skills to authentic situations. The project-based learning product also assesses student growth in critical thinking skills, resource management, systems thinking, information use, and communication skills. This Measure C option can be used to support school system improvement on the following Perkins core indicators of performance:

- 1S1: Academic Attainment in Reading/Language Arts where the student growth goal is aligned to Common Core Standards for Science and Technical Subjects;
- 1S2: Academic Attainment in Mathematics where the student growth goal is aligned to the Common Core Standards for Mathematical Practice; or
- 2S1: Technical Skill Attainment where the student growth goal is aligned to an industry recognized certificate or credential which holds value at the professional or postsecondary level (must be an approved credential within the CTE program application).

Student growth may be demonstrated through multiple measurements showing the progression of activities and documentation of student work product. This can include, but is not limited to, documentation of successful project design, implementation, evaluation of projects, and a culminating report or portfolio. These measures are typically assessed using a teacher and/or school system developed rubric that is common to the pre- and post-activity. Baseline assessment data can be collected using components of a project-based learning rubric. Evaluation of the culminating product is used as the post measure.

Example student project types include, but are not limited to:

1. Apply technical skills in a project that requires project management, process control and quality assurance; includes documentation of planning, implementation, and reflection processes. Documentation should be in the same format as would typically be used in the career area;
2. Obtain, develop, maintain, and improve a product or service to respond to market opportunities or a specific customer or client need. Includes documentation of planning, implementation, and reflection processes. Documentation should be in the same format as would typically be used in the career; or
3. Use formal assessment practices to create and evaluate a prevention and/or treatment plan for a student, client, or patient. Includes documentation of planning, implementation, and reflection processes. Documentation should be in the same format as would typically be used in the career area.

Sample Rubric Links

- Buck Institute for Education (BIE) *requires free account set-up*: http://bie.org/object/document/6_12_creativity_innovation_rubric_ccss_aligned
- Delaware writing rubrics: https://www.doe.k12.de.us//site/Default.aspx?PageID=2645

SUPPLEMENTARY GUIDANCE

This section of the document is provided as supplementary guidance, intended to strengthen the goal setting process, and is not required.

Selecting a CTE Measure C Option

Measure C growth goals must be selected from the current list of approved Measure C's for CTE programs – which are outlined below in this guide and available in Performance Plus. Remember, if an educator does not have any Measure B assessments available to them, they must select two (2) Measure C Growth Goals as a part of the Student Improvement Component. When selecting a Measure C option, CTE teachers and their school administration should consider the following questions:

1. Does the proposed measure address an area in which improvement is needed at the school system, school, and/or program of study level and is directly influenced at the classroom level? Student Improvement Component goals are most meaningful for teachers and students when they contribute to overall school and/or school system goals. The school administrator should consider how the proposed measure influences and supports broader goals, involving and investing the teacher in their role and ongoing progress monitoring.

2. Will the proposed measure provide data that will lead to desired student outcomes?
   a. Does the selected measure align with the academic or technical standards or expectations of the enacted curriculum, instruction, and student practice for the course being taught or program of study?
   b. Are there instructional plans to support student growth related to this measure? Will plans need to be developed/adjusted?

3. At what interval can student growth related to this measure be appropriately assessed?
   a. Is there an existing classroom assessment that can be used? If so, will adjustments be required? For example, will the teacher need to develop a pre-assessment in order to determine baseline student performance? Or, will an existing assessment need to be modified for use as a Measure C option?
   b. Is there an existing rubric or scoring matrix that is aligned with the content and/or professional standards being measured? Does the tool allow for standardized scoring and generalization of scoring inferences?

Target Setting

As stated in the DPAS II Guide for Teachers:

"*Growth Targets will be determined during the fall conference between the educator and administrator. The educator will be responsible for selecting (with administrator approval) from a*

menu of growth goals applicable to their job assignment. Using a Component Five Form/Online Tool, the educator will set growth targets. The educator and administrator (during the fall conference) will then develop "Satisfactory" and "Exceeds" targets based upon the identified area(s) of need for their class or cohort of students."

Targets for Measure C growth goals should be determined by the educator and his/her school administration. Targets should be specific for the student audience and focus on both program improvement and educator effectiveness. When determining an appropriate target for a Measure C option, CTE teachers and their school administration should consider the following questions:

1. What level of growth have students historically shown for the proposed measure at the school system, school, or program of study level? Please note that student performance benchmarks can also be established using state data for similar programs of study.
    a. If aligned to a Perkins indicator, what level of growth is required for the school system to meet the Perkins target? How can the school help to improve the overall school system performance for the identified Perkins target? How can the teacher goal help to address performance for the identified Perkins target? (please note that specific targets are available for each school system in the EdInsight Dashboard via the DDOE Identity Management System)
    b. What additional baseline data or data source(s) are available to inform target development?
    c. Does the proposed target allow for ongoing data collection to measure improvement over time?

2. What (if any) student characteristics need to be taken into consideration when setting targets?
    a. What level of growth is reasonable for the given student audience?
    b. Will the measure apply to all students within a program/course or a subset of students? (i.e. non-traditional students, program concentrators, or program completers)
    c. Will targets be differentiated due to the identified student population or will different targets be established based on student baseline performances? (i.e. separate targets for student quartile performance)

3. At what interval can the target be assessed?
    a. Is there an existing classroom assessment that can be used? If so, will adjustments be required?
    b. Is there an existing rubric or scoring matrix that is aligned with the content and/or professional standards being measured? Does the tool allow for standardized scoring and generalization of scoring inferences?

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Educator and Administrator Guidance for Creating Measure C Growth Goals

The following supplementary resources may be used by the educator and his/her evaluator to assist in developing Measure C Growth Goals. These documents contain similar information, but are presented in different formats to accommodate individual preferences and working styles.

- Career & Technical Education (CTE) Measure C Guidance Checklist;
- Career & Technical Education (CTE) Measure C Guidance Template; and
- Career & Technical Education (CTE) Measure C Guidance for Administrators

Please note, the official processes, forms, and timeline for the Student Improvement Component (Component Five) – including Measure C growth goals – are outlined in the DPAS II Guide for Teachers.

Career & Technical Education (CTE) Measure C Guidance Checklist

Introduction:

This is a supplementary document to assist CTE educators and evaluators in developing Measure C Growth Goals. Items on this checklist may be discussed prior to or during the Fall Goal Setting Conference and in conjunction with the completion of the Component Five Form. The official processes, forms, and timeline for the Student Improvement Component (Component Five) – including Measure C growth goals – are outlined in the DPAS II Guide for Teachers. Note that the guidance shown below is suggested to be reviewed in addition to the required processes and forms outlined in the DPAS II Guide for Teachers. The information in this document is only provided as recommendations to strengthen the process and is not required to be used. However, educators must select from only those approved Measure C options. This document outlines the guiding principles and provides a framework to develop Career and Technical Education (CTE) Measure C Growth Goals, however this resource may be modified as needed by the educator or administrator. Please reference the associated "Guiding Principles and Framework for DPAS II CTE Measure C Growth Goals" document when completing this checklist.

Part 1: Measures Selection

What middle or high school Measure C growth goal option was selected?

- ☐ Aligns with school and school system focus
- ☐ Aligns with school and school system Perkins performance data
- ☐ Ability to measure growth over a period of time for a group of students (e.g. pre- and post-)

Part 2: Baseline and Trend Data

What information is being used to inform the creation of the Measure C growth goal and establish the amount of growth that should occur?

- ☐ Identifies sources of information about students (e.g. pre-assessments)
- ☐ Draws upon trend data, if available
- ☐ Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses

Part 3: Student Population

Which students will be included in this Measure C growth goal?

- ☐ Identifies the class or subgroup of students covered by the Measure C growth goal
- ☐ Describes the student population and considers any contextual factors that may impact student growth
- ☐ If subgroups are excluded, explains which students, why they are excluded and if they are covered in another Measure C growth goal

Part 4: Interval of Instruction

What is the duration of the course that the Measure C growth goal will cover?

- ☐ Limits growth goal to the given academic year of instruction and evaluation timeline (e.g. goal does not span two years or into summer)
- ☐ Matches the length of the course (e.g. quarter, semester, year)

Part 5: Standards and Content

To what related standards is the Measure C growth goal aligned?

- ☐ Specifies how the Measure C growth goal will address applicable standards from the highest ranking of the following: (1) Delaware's learning standards or (2) national standards put forth by education organizations
- ☐ Represents the big ideas or domains of the content taught during the interval of instruction
- ☐ Identifies core knowledge and skills students are expected to attain as required by the applicable standards

Part 6: Assessment(s)

What assessment(s) will be used to measure student growth for this Measure C growth goal?

- ☐ Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended
- ☐ Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course
- ☐ Provides a plan for combining assessments if multiple summative assessments are used
- ☐ Follows the guidelines for appropriate assessments, including the ability to measure growth over a period of time for a group of students (e.g. pre- and post-)

Part 7: Growth Target(s)

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

- ☐ All students in the class have a growth target in at least one measure
- ☐ Uses baseline data or pretest data to determine appropriate growth
- ☐ Sets developmentally appropriate targets
- ☐ Creates tiered targets when appropriate so that all students may demonstrate growth
- ☐ Sets ambitious yet attainable targets
- ☐ Clear targets are set for all three levels of performance: *Exceeds, Satisfactory, and Unsatisfactory*

Part 8: Rationale for Growth Target(s)

What is your rationale for setting the target(s) for student growth within the interval of instruction?

- ☐ Demonstrates teacher knowledge of students and content
- ☐ Explains why target is appropriate for the population
- ☐ Addresses observed student needs
- ☐ Uses data to identify student needs and determines appropriate growth targets
- ☐ Explains how targets are aligned with broader school and school system goals
- ☐ Sets rigorous expectations for students and teacher(s)

This framework has been modified from the Ohio Department of Education Student Learning Objective Framework and Checklist, 2015

Career & Technical Education (CTE) Measure C Guidance Template

Introduction:

This is a supplementary document to assist CTE educators and evaluators in developing Measure C Growth Goals. Items in this template may be discussed prior to or during the Fall Goal Setting Conference and in conjunction with the completion of the Component Five Form. The official processes, forms, and timeline for the Student Improvement Component (Component Five) – including Measure C growth goals – are outlined in the DPAS II Guide for Teachers. Note that the guidance shown below is suggested to be reviewed in addition to the required processes and forms outlined in the DPAS II Guide for Teachers. The information in this document is only provided as recommendations to strengthen the process and is not required to be used. However, educators must select from only those approved Measure C options. This document outlines the guiding principles and provides a framework to develop Career and Technical Education (CTE) Measure C Growth Goals, however this resource may be modified as needed by the educator or administrator. Please reference the associated "Guiding Principles and Framework for DPAS II CTE Measure C Growth Goals" document when completing this template.

Measure C Option

What middle or high school MEASURE C GROWTH GOAL option was selected?

Aligns with school and school system focus ***Reviewer Comments:*** Aligns with school and school system Perkins performance data ***Reviewer Comments:***

Baseline and Trend Data

What information is being used to inform the creation of the MEASURE C GROWTH GOAL and establish the amount of growth that should take place?

Identifies sources of information about students (e.g., test scores from prior years, results of pre-assessments) ***Reviewer Comments:*** Draws upon trend data, if available ***Reviewer Comments:***

Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses
Reviewer Comments:

Student Population

Which students will be included in this MEASURE C GROWTH GOAL? Include course, grade level, and number of students.

Identifies the class or subgroup of students covered by the MEASURE C GROWTH GOAL
Reviewer Comments:

Describes the student population and considers any contextual factors that may impact student growth
Reviewer Comments:

If subgroups are excluded, explains which students, why they are excluded and if they are covered in another MEASURE C GROWTH GOAL
Reviewer Comments:

Interval of Instruction

What is the duration of the course that the MEASURE C GROWTH GOAL will cover? Include beginning and end dates.

Matches the length of the course (e.g., quarter, semester, year)
Reviewer Comments:

Standards and Content

To what related standards is the MEASURE C GROWTH GOAL aligned?

Specifies how the MEASURE C GROWTH GOAL will address applicable standards from the highest ranking of the following: (1) Ohio's Learning Standards or (2) national standards put forth by education organizations
Reviewer Comments:

Represents the big ideas or domains of the content taught during the interval of instruction
Reviewer Comments:

Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the MEASURE C GROWTH GOAL is targeted)
Reviewer Comments:

Assessment(s)

What assessment(s) will be used to measure student growth for this MEASURE C GROWTH GOAL?

Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended
Reviewer Comments:

Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course
Reviewer Comments:

Provides a plan for combining assessments if multiple summative assessments are used
Reviewer Comments:

Follows the guidelines for appropriate assessments
Reviewer Comments:

Growth Target(s)

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

All students in the class have a growth target in at least one MEASURE C GROWTH GOAL

Reviewer Comments:

Uses baseline or pretest data to determine appropriate growth

Reviewer Comments:

Sets developmentally appropriate targets

Reviewer Comments:

Creates tiered targets when appropriate so that all students may demonstrate growth

Reviewer Comments:

Sets ambitious yet attainable targets

Reviewer Comments:

Rationale for Growth Target(s)

What is your rationale for setting the above target(s) for student growth within the interval of instruction?

Demonstrates teacher knowledge of students and content

Reviewer Comments:

Explains why target is appropriate for the population

Reviewer Comments:

Addresses observed student needs

Reviewer Comments:

Uses data to identify student needs and determine appropriate growth targets

Reviewer Comments:

Explains how targets align with broader school and district goals

Reviewer Comments:

Sets rigorous expectations for students and teacher(s)

Reviewer Comments:

Career & Technical Education (CTE) Measure C Guidance for Administrators

Teacher Name: _____ Content Area and Course(s): _____ Grade Level(s): _____ Academic Year: _____

Indicator	Baseline and Trend Data	Student Population	Interval of Instruction	Standards and Content	Assessments	Growth Targets	Rationale for Growth Target
Guiding Question	What information is being used to inform the creation of the Measure C Growth Goal?	Which students will be included in this Measure C Growth Goal?	What is the duration of the course/activity used for the Measure C Growth Goal?	To what standards is the Measure C Growth Goal aligned?	What assessment(s) will be used to measure student growth for this Measure C Growth Goal?	Considering all available data and content requirements, what growth target(s) can students be expected to reach?	What is the rationale for setting student growth target(s) within the interval of instruction?
Evidence of Quality	Identifies source of information about students Draws upon trend data, if available Summarizes the educator's analysis of the baseline data by identifying student	Identifies the class/subgroup of students Describes the student population and considers any contextual factors that may impact student growth	Matches the length of the course (e.g., quarter, semester, year) Interval is appropriate for the content area and the anticipated goal	Specifies how the goal will address applicable standards Represents the big ideas or domains of the content taught Identifies core knowledge and skills students	Identifies assessments that have been reviewed by content experts Provides a plan for combining assessments if multiple assessments are being used	All students in the class have a growth target Uses baseline data to determine appropriate growth and developmentally appropriate targets	Demonstrates teacher knowledge of students and content Explains why target is appropriate for the population Explains how targets align with broader

	strengths and weaknesses			are expected to attain	Follows the guidelines for appropriate assessments	Creates tiered targets when appropriate so that all students may demonstrate growth	school and district goals

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