Think and Plan Guidance for Developing Student Growth Goals

Purpose: This document is an example of a summary form a teacher completes for conferencing with their administrator. The column to the right provides guidance, detail, and hyperlinks for completing the process and the template. **The red text represents an example only; it is not an exemplary model.**

Step 1: DETERMINE NEEDS

Identify the context of the identified class, as selected by teacher in collaboration with principal, including student population. *The class in which I'll implement my student growth goal is a 6th grade science class. I have a gifted cluster in this class and 9 title one students. The class represents a diverse population, including free and reduced lunch students.* **Identify the course-long interval of instruction *(e.g., trimester, semester, one school year).*** *Current school year* **Identify the content area enduring skills*, concepts, and/or processes that your goal will target. (In the KCAS for Mathematics, the "*Enduring Understandings*" reflect the enduring learning advocated in the goal-setting for student growth process.) Content area examples: Reading, Writing, Speaking and Listening, Social Studies, Science, Reading Foundational Skills, PE, Health, World Language, Music, Art** *Engaging in argument from evidence **and** obtaining, evaluating and communicating information (in context of science content)*	**Guiding Questions** **In collaboration with colleagues, identify the enduring skills*, concepts, and processes for my content area (facilitator's guide, process pptx, blank template).** ✓ Based on my content standards, what are the enduring skills*, concepts and processes students should master by the end of the school year/course? ✓ Do the identified skills, concepts and processes represent essential learning that: ENDURES beyond a single test date, is of value in other disciplines, is relevant beyond the classroom, is worthy of embedded, course-long focus, and may necessary for the next level of instruction (next grade or future course)? ✓ What does it look like for students to be performing at proficiency level on these skills, concepts and processes? How do I know?

List the sources of evidence you will use to establish baseline data and measure student growth.

Through various assessments, I was able to identify students' performance level on a 4-point rubric developed by the district science team that is congruent to the intent of the 6thgrade standards. Students had two opportunities to use evidence from scientific text and data collected from an investigation to build an argument and communicate clearly. Students also were provided data to evaluate a situation and communicate conclusions and/or recommendations. Journal entries also provided evidence. Collectively, these data allowed me to determine a rating for each student on the rubric for baseline.

Pinpoint areas of need based on my current students' abilities.

- ✓ Are there any enduring skills*, concepts or processes my students lack overall? What are the biggest areas of need?
- ✓ What are my students' abilities? How have I collected and analyzed evidence/data to determine patterns, trends, strengths and weaknesses for all students? (e.g., formative processes, analysis of student work, anecdotal notes, last year's data, previous teachers)
- ✓ Are the areas of need identified appropriate for a year-long/course-long student growth goal?

Decide on sources of evidence. After identifying an area or areas of need, choose the sources of evidence (e.g., rubrics, classroom assessments, performances, products, portfolios, projects, district learning checks) for collecting baseline, mid-term, and end of year/course data for the student growth goal.

Note: At least three sources of evidence are recommended for contributing to baseline data.

- ✓ Do the sources of evidence provide the data needed to demonstrate proficiency for the identified area(s) of need?
- ✓ Can the sources of evidence be used to provide baseline data, comparable mid-term data, and end of year/course data?
- ✓ Do the sources of evidence require students to meet or exceed the true intent of the standards being assessed? (This addresses both rigor of the evidence and comparability.)
- ✓ Is there a good match between the rigor of the standard to be assessed and the method used to collect evidence? (For instance, if the best way to determine if students are meeting the rigor of a standard is a performance, then the task should be a performance that demonstrates where students are in meeting mastery of that standard. See *Classroom Assessment for Student Learning* resources on Target-Method Match.)

Use baseline data to determine area(s) of need for the goal

- ✓ What did I learn from collection of data?
- ✓ How will I combine data to determine a baseline for my SGG?

Step 2: CREATE A SPECIFIC LEARNING GOAL

Specify the expected growth and proficiency.
Include a growth target that expresses the growth you expect your students to make.

All students will improve two or more levels on the district's science rubric in the areas of engaging in argument from evidence AND obtaining, evaluating, and communicating information.

Include a proficiency target.

80% of students will perform at level 3 on the rubric.

Write your student growth goal statement that meets the SMART criteria. Include both growth and proficiency.

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

Explain the rationale for the goal. Include reference to baseline data and explanation of how targets meet the expectation for rigor.

I found that less than 50% of students in my class were proficient (level 3) on both of these enduring skills. 20% of students scored at level 1. I feel that I can support student in growth both of these areas across the school year and it is both reasonable and doable. I want to get at least 80% of my students at proficiency by the end of the year.

Decide on a student growth goal (SGG) that meets the SMART criteria.

SPECIFIC

- ✓ Is the identified area of need significant enough for year-long/course-long instructional focus?
- ✓ Does the goal address learning that is representative of the enduring skills*, concepts and/or processes that:
  - ENDURES beyond a single test date,
  - is of value in other disciplines,
  - is relevant beyond the classroom,
  - is worthy of embedded, course-long focus,
  - may be necessary for the next level of instruction?

MEASURABLE

- ✓ Does the goal identify the sources of evidence/measures that will be used to show how all students will demonstrate growth?
- ✓ Do the sources of evidence provide the data needed to accurately measure where students are in mastering the grade level standards for the identified areas(s) of need?
- ✓ Which criteria were used for determining what amount of growth is rigorous for students? Why was this criteria selected?
- ✓ Does the goal include a **growth target** and **proficiency target**?

APPROPRIATE

- ✓ Is the goal standards-based and directly related to the subject and students taught?
- ✓ Is there a good match between the goal and the level of rigor expected in the identified standards?

REALISTIC

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

TIMEBOUND

- ✓ Is the goal designed to stretch across the interval of instruction (e.g., trimester, semester, one school year)?
- ✓ Is there sufficient time within the interval of instruction to determine goal attainment?

Sample Student Growth Goals 2014

Determine the measure for identifying H, E, L growth and for identifying proficiency. (Rubric, etc.) Define H, E, L growth and proficiency based on the identified measure.	**High, Expected, Low determination** ✓ Has the teacher identified "expected" as the desired outcome? ✓ How will the teacher address achievement of growth but not proficiency? ✓ How will the teacher address the achievement of proficiency but not growth?

Step 3: CREATE AND IMPLEMENT TEACHING AND LEARNING STRATEGIES

Describe professional learning (PL) needed to support students' attainment of the student growth goal. (Include any PL needs in your Professional Growth Plan.) *I need to learn more about instructional strategies for helping students use specific evidence from a variety of text (print, video, observations, etc.) in support of arguments. I want to do a book study of George Hillock's book, Teaching Argument Writing, with my teaching team and collaborate with the ELA teachers on our staff.* **Describe the instructional strategies for goal attainment, specifically what you will do instructionally to assure your students make gains projected in your student growth goal.** *I will engage students in reading and selecting evidence from scientific text. I will teach students a process for building argument (from Hillock's work).Students will engage in debate to develop argumentation skills and learn to critique their own and others' arguments all in context of what we are learning in science.*	**Determine professional learning** ✓ What professional learning is needed to support the SGG? ✓ How can a professional learning community/colleagues' expertise provide support? ✓ Does the Professional Growth Plan (PGP) reflect the support needed to meet the goal? **Decide on instructional strategies for goal attainment** ✓ How do I identify the instructional strategies that will most effectively support students in attaining the SGG? ✓ What resources and supports do I need to implement these strategies with my students?

Step 4: MONITOR STUDENT PROGRESS THROUGH ONGOING FORMATIVE ASSESSMENT

Describe your plan to monitor students' progress toward goal attainment.	**Plan for progress monitoring**
Responses in science journals, products from debates and investigations will provide formative data across the school year.	✓ How and when will I monitor progress towards the SGG throughout the year/course? ✓ What formative assessment processes will I use for progress monitoring? ✓ How will I involve students in progress monitoring? ✓ How will I provide all students multiple opportunities and/or assessment types to demonstrate learning of the selected standards? ✓ How will specific feedback occur regularly to move students forward in their learning?

Step 5: DETERMINE WHETHER THE STUDENTS ACHIEVED THE GOAL

Do no complete this box until the end of the growth goal timeline.	**Analyze results: Analyze the summative/post-assessment data to determine goal attainment and reflect on next steps.** ✓ What does the data reveal about student growth? ✓ What does the data show about instructional practices? ✓ How can these results inform professional growth? (Connect this back to Step 3.)

*In the KCAS for Mathematics, the "*Enduring Understandings"* reflect the enduring learning advocated in the goal-setting for student growth process. Consult the *Enduring Skills Initial List* for your content area for examples.