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| STUDENT GROWTH GOAL PRACTICE SESSION |

Use this Practice Session with teachers in small groups or in a faculty meeting to give teachers exposure to building a student growth goal. There are two scenarios provided for guided and independent practice, or you can choose one most appropriate for your group. This activity usually takes approximately 30-40 minutes to complete.

**Activity 1:**

1. Go over the parts of a student growth goal.
2. Work through the Sample Goal 1 with a facilitator guiding participants.
3. Choose partners to label the parts of Sample Goal 2.

**Student Growth Goals Include**

1. **Interval of Instruction** (length of the course; for most courses that’s a year or a semester, but there are numerous variations)
2. **Identified Class w/Student Population** (students in your class or course)
3. **Verb Phrase** (needed to make sense grammatically; most will use “improve,” “grow,” “show progress,” etc.)
4. **Enduring Skills, Concepts and/or Processes**

* 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

1. **Sources of Evidence for Baseline Data to Measure Student Growth** (comparable criteria across similar classrooms, such as common measures or rubrics)
2. **Growth Target** (improvement expected for your students)
3. **Proficiency Target** (not expected to be connected to state testing)

**Sample Goal 1:**

3.

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2.

1.

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, and communicating information.   
  
80% of students will perform at level 3 on the 4-point science rubric.

6.

4.

7.

**Sample Goal 2:**

During the 2014/15 school year, 100% of my 6th grade students will improve their ability to make sense of problems and persevere in solving them.  Each student will improve by at least one level, on at least two indicators, on the Math Problem-Solving Rubric.  In addition, 80% of my students will perform at the proficient level on all three indicators on the rubric.

**Activity 2:**

1. Using the first scenario below, the facilitator will guide you through the completion of each step of writing a student growth goal, in the boxes provided on the next page.
2. Once each piece is completed, put them all together and rewrite to make the goal readable. Fix verb tense, prepositions, etc.
3. Review the goal to make sure it meets the SMART criteria.
4. Individual practice: repeat the above process with the second scenario.

STUDENT GROWTH GOALS SCENARIOS

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| **MRS. JOHNSON** | |
| * Third grade class * 21 students * Last year’s 3rd grade class did well in all areas but struggled with summarizing key ideas and details * Beginning of year, students take MAP assessment and 3rd grade district pre-assessment * In the assessment, there is a reading rubric to measure skills of summarizing key ideas and details | * Baseline data on reading rubric showed only 30% performed below the proficient level on the rubric * There are four levels to the rubric * She would like each student to demonstrate growth on the rubric by at least two levels by the end of the year * She would like to see at least 85% be proficient on the rubric by the end of the year * Area of concern: summarizing key ideas and details in reading |

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| **MR. PARKER** | |
| * 7th grade math teacher * 115 kids on his team * 2014-15 school year * Beginning of year, students were given pre-assessments to gauge their skills on the eight Mathematical Practices * In the assessment, one of the areas in which students struggled was the understanding of proportional relationships * Throughout the school year, students will be given common assessments and evaluated through a rubric developed by the district Math PLC * The rubric contains levels from 1-4 (1 being lowest and 4 highest) | * Baseline data demonstrated only 40% of the students were able to reach level 4 on the rubric in the area of proportional relationships * He would like each student to demonstrate growth on the rubric by at least one level by the end of the year * Because of the baseline data, Mr. Parker thinks by the end of the year, at least 70% of the class can get to level 4 on the rubric in the area of proportional relationships * Area of concern: understanding of proportional relationships in the eight Mathematical Practices |

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| * **A.** Identify the content area **ENDURING SKILLS, CONCEPTS** and/or **PROCESSES** your goal will target. |

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| **A. ENDURING SKILLS, CONCEPTS** and/or **PROCESSES** | A.1. |
| A.2. |

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| * **B.** List the sources of **EVIDENCE** you will use to establish **BASELINE** data and **MEASURE** student **GROWTH.** |

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| **B. EVIDENCE**  **BASELINE**  **MEASURE GROWTH** | B.1. |
| B.2. |

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| * **C.** *Specify the expected growth and proficiency:*Include a **GROWTH TARGET** that expresses the growth you expect your students to make. |

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| **C. GROWTH TARGET** | C.1. |
| C.2. |

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| * **D.** *Specify the expected growth and proficiency****:*** Include a **PROFICIENCY TARGET**. |

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| **D. PROFICIENCY TARGET** | D.1. |
| D.2. |

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| * **E.** Identify the **course long INTERVAL** of instruction. |

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| **E. COURSE INTERVAL** | E.1. |
| E.2. |

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| * **F.** Identify the context of the **IDENTIFIED CLASS**, including **STUDENT POPULATION.** |

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| **F. IDENTIFIED CLASS**  including  **STUDENT POPULATION** | F.1. |
| F.2. |

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| * **G.** Insert the right **VERB PHRASE**. |

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| **G. VERB PHRASE** | G.1. |
| G.2. |

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| * **Write your STUDENT GROWTH GOAL and check that it meets the SMART criteria.** | |
| * Combine what you wrote in each part. * Fix verbs, verb tense, prepositions, etc. * Review your goal to be sure it meets the SMART goal criteria. *(SEE BELOW)* | *(Insert Part E)* |
| *(Insert Part F)* |
| *(Insert Part G)* |
| *(Insert Part A)* |
| *(Insert Part B)* |
| *(Insert Part C)* |
| *(Insert Part D)* |
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| * Specific * Measurable * Appropriate * **Realistic** * Timebound | If you wrote the goal to match each step, the S-M-A and T criteria should already be met.  **Realistic** — Is the goal doable, but rigorous enough to stretch the outer bounds of what is attainable? |

*Note to facilitator: Copy this page twice if doing both scenarios in a session.*