



Writing Student Growth Goals in Additional Settings/Roles

Teachers who flexibly group students throughout the year

For teachers who work together and flexibly group students throughout the year, teachers could set a goal as a team based upon the larger group of students.

Example # 1:

Five 3rd grade teachers flexibly group students throughout the year based upon on-going formative assessments. At the beginning of the year the teachers review available data and establish a baseline focusing on students' understanding of the meanings of multiplication and division.

Example Goal:

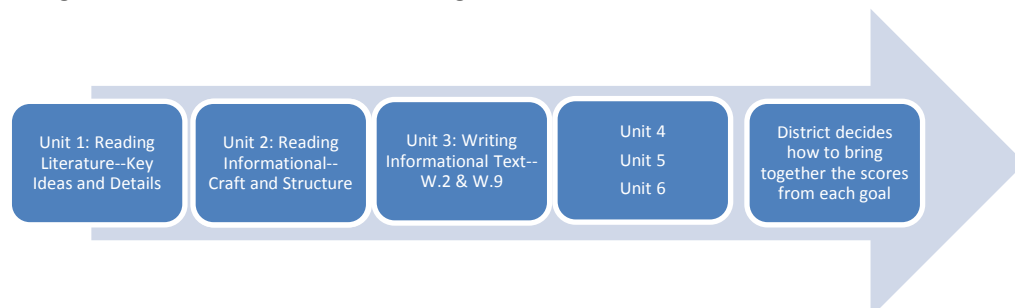
During this school year, all 3rd grade students will grow in their understanding of multiplication and division. 100% of the students will demonstrate growth by increasing their mastery of the standards related to this enduring understanding by __#__ standards as demonstrated on district approved performance tasks. 70% of the students will demonstrate proficiency (by reaching 75% on the district-identified scoring criteria) on the identified __#__ standards related to this enduring understanding on district approved performance tasks.

Example #2:

Another option for teachers who flexibly group by units is for them to write goals for the units and aggregate the results at the end of the year. After establishing a baseline at the beginning of the year, teachers group students based on the data and write goals for the units. As students are re-grouped, teachers share data with the new teacher for students who switch to a new group.

For example, using the enduring learning of writing to inform or explain:

During this school year, all 8th grade students will grow in writing to inform or explain. On summative assessment writing pieces: 100% of the students will demonstrate growth by increasing one performance level on three identified scoring elements using the district informational writing rubric (this will allow the teachers to individualize instruction based upon student needs). 70% of the students will demonstrate proficiency by reaching a holistic score of proficient using the district informational writing rubric.



Teachers who serve in an interventionist role

Teachers who serve in an interventionist role in which they provide additional time and support for students to participate in the general curriculum would be considered contributing professionals. They should work with the main classroom teachers in setting and achieving goals for the identified students.

Example:

Mrs. Jones provides interventions and additional supports to 3rd grade students in the area of reading. Her role is to help support the instruction that is occurring in the regular classroom. She collaborates with Mr. Smith in writing his student growth goal, and she identifies strategies that she will provide during interventions to help students achieve the goal. Her strategies will be different from Mr. Smith’s strategies.

Teachers who design and provide interventions and instruction outside of the general curriculum may set goals based upon the needs of the students identified.

Example:

Mr. Stevens provides reading interventions based upon the students’ needs. He has reviewed the data and established a baseline for his students in the area of reading comprehension.

Example Goal:

By the end of the 2014-2015 school year, my 3rd grade students will make measurable progress in reading and comprehending informational text at the high end of the grade 2-3 text complexity band. Each student will improve by 2 levels on the district-approved Reading Comprehension rubric (applied to informational texts). Furthermore, 62% of students will perform at the Proficient level on the rubric.

Teachers who work in Credit Recovery

Teachers, who work in a setting where they support students in recovering credits needed for graduation, operate in an alternative setting. If possible, they should try to choose another class to set a student growth goal. However, if that option is not available, they might base their goal upon the credit recovery goals set for the students.

Example:

Mrs. Franks has 10 students who are working through a computer-based credit recovery program in various courses (ELA, Math, Health, Science, Art). Baseline data and credit recovery goals: 7 students should recover 2 credits, 1 student should recover 3 credits, and 2 students should recover 4 credits during the time in the class.

Example Goal:

For 2014-2015, all of my students will make measurable progress in recovering credits to ensure they will graduate on time. Each student will recover at least 2 credits (growth). 70% of students will reach their credit recovery goal (proficiency).

The strategies Mrs. Franks will use to ensure students are successful might include the areas of academic support, motivation, engagement, and behavior management.

Competency-Based Instruction Situations

Teachers who work in a competency-based classroom should write their goal around an enduring skill, process, or understanding, if possible. However, in some situations, a teacher will provide supports all through the day in a classroom where students are completing multiple courses through a computer-based learning experience. In this case, the teacher's goal may resemble that of a teacher in a credit recovery situation (see above).

Behavior Interventionist

Teachers working with students on behavior goals should focus their student growth goals on the instruction they are expected to provide to meet the needs of the students.

Example:

Mr. Park is a behavior interventionist with 7 students on his caseload. He will be teaching and monitoring students on the use of prosocial behavior skills to enhance academic success.

Example Goal:

For the 2014-15 school year, all students will decrease the frequency of their identified problem behavior by 25% based upon teacher incidence logs and data collection sheet scores (growth). 50% of my students will use prosocial behaviors by the end of the fourth quarter based upon teacher incidence logs and data collection sheet scores (proficiency).