Think and Plan Guide for Developing Student Growth Goals

Purpose: This document is a summary form a teacher completes for conferencing with their administrator. The column to the right provides guidance and detail for completing the process and the template.

**Step 1:**

**DETERMINE NEEDS**

|  |  |
| --- | --- |
| 1. **Collaborate with content area colleagues to identify enduring skills and concepts for your content area.** 2. **From the list above, pinpoint areas of need based on current students’ abilities.** 3. **Choose an enduring skill/concept from list B. (May be literacy based.)** 4. **Select a literacy connection from the provided resources that can be used to improve the skill or concept. (The chosen skill may be an actual literacy strategy.)** 5. **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.** | **Guiding Questions**  **Identify enduring skills/concepts**   * 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)?   **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? * Are the areas of need identified appropriate for a year-long/course-long student growth goal? * Aligned with grade level standards? * 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)? * Are the areas of need identified appropriate for a year-long/course-long student growth goal?   **Literacy Connections**   * Using prior knowledge (Schema) * Asking Questions * Determining Importance * Making Inferences * Synthesizing Information * Creating Sensory Images (Visualizing) * Monitoring for Meaning * Fix-Up Strategies (Problem Solving)   **Decide on sources of evidence.**  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.) |

**Step 2:**

**CREATE A SPECIFIC LEARNING GOAL**

|  |  |
| --- | --- |
| 1. **Create specific learning goals which address three components – Literacy, Content, and Vocabulary.** *Note: The content goal could include the literacy component.*   **Write your student growth goal statement that meets the SMART criteria.**  *Example: 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.*  Enduring Skill/Content Goal  Literacy Goal (Omit, if content goal)  Vocabulary Goal   1. **Identify the data and source which provided the rationale for your skill choice.**   Example: According to my post-test, I found that less than 50% of students in my class were proficient (80%) on both of these enduring skills. 20% of students scored below 60%. | **Write student growth goal (s) (SGG) that meets the SMART criteria and includes growth and proficiency goal.**   1. **SPECIFIC**  * 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?  1. **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**?  1. **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?  1. **REALISTIC**  * Is the goal doable, but rigorous enough to stretch the outer bounds of what is attainable  1. **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?   **STUDENT GROWTH MEASURE**   * Expected individual student growth. (i.e 80% on post assessment; Move up 2 levels on rubric, etc.))   **PROFICIENCY GOAL**   * Percent of students who reach proficiency/goal level.   **Rationale**   * Does data used to determine goal reflect a critical need for the enduring sill/concept. |

**Step 3:**

**CREATE AND IMPLEMENT TEACHING AND LEARNING STRATEGIES**

|  |  |
| --- | --- |
| 1. **Describe professional learning (PL) needed to support students’ attainment of the student growth goal. (**Include any PL needs in your Professional Growth Plan.) 2. **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. Example:** *I will teach students a process for building argument (from Hillock’s work).* | **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**

|  |  |
| --- | --- |
| 1. **Describe your plan to monitor students’ progress toward goal attainment.**   Example: Results from quizzes, quarterly assessments, exit slips, and STAR tests will provide evidence of progress. Students will chart their progress and will be able to identify where they are in their learning.  I will confer with students during work time and keep a record of progress in my journal. | **Plan for progress monitoring**   * 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 feedback occur regularly to move students forward in their learning? |

**Step 5:**

**DETERMINE WHETHER THE STUDENTS ACHIEVED THE GOAL**

|  |  |
| --- | --- |
| 1. **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? |