



## Student Growth Goal Setting Template

### 2013–14 (Criterion 8)

This guide will assist teams of teachers in creating student growth goals for students and selecting performance measures that will help the team monitor students' progress towards those goals. If paper records are preferred, this template may serve as useful documentation.

#### STEP ONE: Establish a Focus for Student Growth Goal(s)

**Learning Goal(s):** A description of what students will know/be able to do at the end of an instructional period based on course- or grade-level content standards and curriculum.

*These questions can help an instructional team and a principal plan for C 8.1. This can be done in an instructional team, in a conference between teacher and principal or individually.*

- Which big idea is supported by the learning goal?
- Which content standards are associated with this big idea?
- Why is this learning goal important and meaningful for students to learn?
- In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured?
- Identify the instructional period for the learning goal (benchmark period, fall to spring, one semester) and why this time span is appropriate and sufficient.

#### STEP TWO: Select Assessments

Assessments should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the learning goal. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned.

- Describe the assessments (such as performance tasks, projects and their corresponding rubrics) that measure students' understanding of the learning goal.
- Explain how student performance is defined and scored using the assessments. Include the specific rubric and/or scoring criteria to be used.
- How often will you collect data to monitor student progress toward this learning goal?
- How will you use this information to monitor student progress and to differentiate instruction for all the students toward achievement of this learning goal?
- 

#### STEP THREE: Establish Learning Targets

**Targets:** identify the expected outcomes by the end of the instructional period for the students for whom this instructional team is responsible.

- Use performance data to describe specific starting points and specific expected outcomes for students.
- Provide data for each of the assessment measures

Course/Grade Level Information	
Team Members	
Brief Description of focus: (subject matter, course, or group of students)	
Grade Level(s)	

Process, Implementation Timeline, and Sign-Offs	
Evaluator Name & Title	
Evaluator sign-off	
Date final is due	

\*See requirements for student growth in focused evaluation.

LEARNING GOAL(s)

Expected Targets	
Using data regarding the students' starting points, identify the <b>number or percentage of students</b> expected for each level. Explain how these expected targets demonstrate ambitious, yet realistic goals, for measuring students' understanding of the student growth goal.	
Criterion 8:	<input type="checkbox"/> High evidence of learning for all/nearly students Target would be:  <input type="checkbox"/> Clear evidence of learning for most students Target would be:

Review of the Learning Goal (s)	
<p>Use the following protocol to confirm that the Team Learning Goal has the right size, detail, and depth necessary. (<i>proficient level language is used, please see the critical attributes resource for additional levels of performance</i>)</p> <p>Check the boxes that apply.</p>	<p><b>Review the Learning Goal:</b></p> <p><input type="checkbox"/> is decided collaboratively</p> <p><input type="checkbox"/> is specific, measureable and time-bound</p> <p><input type="checkbox"/> is based on multiple sources of available data that reveal prior student learning</p> <p><input type="checkbox"/> is aligned to content standards</p> <p><input type="checkbox"/> is appropriate for the context, instructional interval and content standard(s) (grain size)</p> <p><b>Review Baseline Data and Assessments:</b></p> <p><input type="checkbox"/> demonstrates a significant impact on student learning of content (transferable skills)</p> <p><input type="checkbox"/> Identifies formative and summative measures aligned to learning targets to monitor progress towards goals</p> <p><b>Review Target(s):</b></p> <p><input type="checkbox"/> Identifies expected growth for this group of students</p> <p><b>The Teacher's role:</b></p> <p><input type="checkbox"/> communicates responsibly with team and evaluator regarding team goals and plans for measuring and monitoring progress</p> <p><input type="checkbox"/> consistently and actively contributes multiple sources of data to team dialogue regarding evidence of student learning</p> <p><input type="checkbox"/> engages in data-based reflection with team and adjusts practice accordingly</p> <p><input type="checkbox"/> implements team decisions regarding instruction and assessment</p>

**Evaluator completes the sections below using the entire Student Growth Rubric**

Criterion SG8.1 Teacher Ratings: Based on the results of the learning goal, assessments/tasks, and targets a rating is noted below.			
<input type="checkbox"/> <u>Unsatisfactory</u>	<input type="checkbox"/> <u>Basic</u>	<input type="checkbox"/> <u>Proficient</u>	<input type="checkbox"/> <u>Distinguished</u>
Does not collaborate or reluctantly collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Does not consistently collaborate with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Consistently and actively collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Leads other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.