



Student Learning Goals Handbook

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Overview

A student learning goal is a measurable, long-term student academic growth target that a teacher sets at the beginning of the year. These goals demonstrate a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course. Each goal includes:

- The student population or sample included in the goal;
- The standards the student learning goal will align with;
- The assessments that will be used to measure student progress and goal attainment;
- The period of time covered by the goal;
- The expected student growth (or outcomes); and
- The rationale for the expected student growth.

The student learning goal process formalizes what an effective teacher already does. A teacher determines where her students are at in the beginning of the term, teaches content, builds skills, offers formative and summative assessments, and determines student growth and proficiency at the close of their term. A teacher who knows her standards well, who collaborates around lessons and methods to meet the needs of the kids as they seek to meet the standards, and who uses assessments that measure student growth and achievement of the standards, is a highly effective teacher.

The student learning goal (SLG) process meets the statutory requirement for “state or local measures of student growth for the grade levels and subject areas for which value-added data are not available as a basis for 35 percent of teacher evaluation results.”

For the *Collaboration, Growth and Evaluation Model*, a teacher in group two or three sets up one to two student learning goals—a class goal and/or a targeted need goal, depending on the teacher group—for the student learning and achievement component. A teacher in group one does not set a student learning goal. For more information about teacher groups, see the handbook for the model.

All teachers will have a shared performance goal set by the leadership team and principal. This goal measures the student outcomes of the entire building or program.

Class Goals: a long-term academic achievement goal or learning objective aimed at a *broad group of learners* (such as third grade social studies, 4th period English or a counselor's caseload).

Targeted Need Goal: a long-term academic achievement goal or learning objective aimed at a *specific group of learners* within a teacher's class, course or program who are achieving below expectations (such as six students in a teacher's third grade class who are struggling to read, or three students in a counselor's caseload who are failing high school algebra, or two adults in a parenting class who are having difficulty disciplining their children). This goal allows teachers to focus on the type of content or skill that these targeted students need most. Unlike the class goal, which applies to all learners across multiple levels of preparedness, a teacher chooses a

single goal for learners at a low level of preparedness and is evaluated to the extent to which she meets this goal.

The class and targeted need goals must

- Address one or more state standards (or local standards where state standards do not apply) covered by the teacher for that class, course or program
- Reflect the identified student needs
- Be specific and measurable
- Be based on available baseline student learning data

The class and targeted need goals are designed to measure a teacher's direct impact on the achievement of groups of students within the classroom and the classroom as a whole.

Shared Performance Goal: a student outcome goal for the *whole student population* (such as all students in a school or program). This goal is meant to directly align with school-wide goals developed by the leadership team and principal of a building. The shared performance goal must

- Support one or more state standards including common core standards or college-career readiness standards
- Reflect student needs
- Be specific and measurable
- Be based on available baseline student data

This must be a student-outcome goal (i.e. our graduation rates will increase from x to y or our school performance on the MCA will increase from x to y), and may not be a teacher-outcome goal (i.e. teachers will begin implementing RTI).

An individual teacher's impact on school-wide performance is difficult to assess but the inclusion of a shared performance goal addresses the variety of teaching assignments by using a measure for which schools or groups of teachers share responsibility. Greater collaboration is expected as teachers work together to improve school-wide results.

High-Quality Student Learning Goals

High-quality student learning goals must state which students are included in the learning goal, the standards assessed, how growth will be measured over what time period, and why that level of growth should be expected of those students. High-quality SLGs include the following:

- **The student population or student subgroup included.** Every student should be covered by at least one goal to ensure that no group of students is overlooked.
- **The standards the goal addresses.** Goals should link to specific state standard(s) for the grade or content area. If state standards are not available for a teacher's grade or content area, then national or professional standards must be used.

- **The assessment(s) used.** The goal should include assessments both to track student progress and make midcourse corrections (formative), and to indicate if the goal was achieved or to what extent the goal was achieved (summative). Guidance for choosing and approving assessments are provided to ensure that all teachers utilize assessments that to the greatest extent possible
 - Are aligned to content standards
 - Assess student growth across a wide range of performance levels
 - Are valid, reliable, and specific
 - Capture proficiency as well as true mastery of skills, including higher-order thinking skills
 - Provide data that can, as much as possible, be attributed directly to teacher efforts
 - Include the potential for accommodations and modifications when appropriate
- **The period of time covered by the goal.** The goal should note the period of instruction used to meet the goal (i.e., quarter, semester, entire year); this period of instruction would typically be the length of the course or time with the group of learners. Depending on the length of the instruction period, a teacher also should include time frames for mid-year assessments of progress so that he can adjust instruction or, in some cases, modify goals as needed.
- **The expected student growth within that period.** The target for student growth should be realistic yet challenging. It also should include how growth will be measured.
- **The rationale for the expected student growth.** High-quality goals include strong justifications for why the goal is important and achievable for this group of students. Rationales should draw upon baseline assessment data, student outcomes, and curriculum standards.

High-quality student learning goals specify measurable goals that are ambitious, yet attainable. Student learning goals should be broad enough to represent the most important learning or overarching skills, but narrow enough to measure. When possible, learning goals should align with Minnesota Academic Content Standards or the Common Core State Standards (CCSS). If the neither apply to the subject area, teachers should use applicable national or professional standards. Student learning goals should align with and support school and/or district goals and priorities.

This model identifies three student learning goals: class, targeted need, and shared performance. Table 1 shows how each goal meets the requirements of a high-quality student learning goal.

	Class Goal	Targeted Need Goal	Shared Performance Goal
Student Population	Most students for whom a teacher is responsible to deliver instruction or services.	A specific sub-group of students who are traditionally underperforming or struggling, who may need targeted instruction.	The leadership team and principal of a school select the appropriate student population, typically being all students in the school.

	Class Goal	Targeted Need Goal	Shared Performance Goal
Standards Addressed	State standards, including CCSS, for which a teacher is responsible. If a grade level or content area does not have state standards, national or professional standards must be used.	Specific standards that a teacher selects based on sub-group needs including: priority standards, college/career-readiness, basic skills, etc.	The leadership team and principal select goals to support student achievement of academic standards or district/building priorities (graduation rate, attendance, etc)
Assessments Used	A teacher must select assessments that have the highest level of confidence and commonality, following the guidelines described below and on Figure 2	A teachers may select any approved assessment to measure progress for the specific group of learners.	The leadership team and principal select the measurement that best aligns with the goal.
Period of Time	The entire academic term, not to exceed one school year, where the teacher works with the students.	The entire academic term, not to exceed one school year, where the teacher works with the specific student group.	The entire academic term, not to exceed one school year. The leadership team and principal will determine the period of time.
Expected Student Growth	A teacher, with the support of PLC or peer reviewer(s), sets a rigorous and realistic growth goal for their students.	A teacher, with the support of PLC or peer reviewer(s), sets a rigorous and realistic growth goal for the targeted students.	The leadership team and principal of a building or district set a rigorous and realistic growth goal for the building or program.
Rationale for Growth	In narrative or reflective form, a teacher offers a rationale for the expected student growth goal they selected.	In narrative or reflective form, a teacher offers a rationale for the expected student growth goal they selected.	In narrative or reflective form, the principal or leadership team offers a rationale for the expected student growth goal they selected.

Table 1: High-Quality Student Learning Goals

Roles in Student Learning Goal Process

Teachers, evaluators and the district all have roles to support the student learning goal process. To effectively measure a teacher's impact on student growth using this process, this section defines the roles and activities.

Teacher

A teacher is responsible for the entire student learning goal process. There are five steps to create effective student learning goals, all of which the teacher is responsible to complete:

1. Choose quality assessments
2. Determine students' starting points
3. Set the student learning goals
4. Track progress and refine instruction
5. Review results and score

To document these steps, the teacher will complete a student learning goal form. This form is due to the peer reviewer(s) and assigned summative evaluator in the fall of each school year.

Results of the student learning goal assessments must be shared annually when the data has become available. A teacher may meet with an evaluator annually to review the student learning goal data and to discuss next steps.

During a summative evaluation year, a conference between the teacher and the assigned summative evaluator must take place and must include feedback on student learning and achievement including a review of the evidence. A teacher may choose to invite a peer reviewer(s) or members of the PLC to this conference.

Peer Reviewer(s) and/or Professional Learning Community (PLC)

Peers – whether a peer reviewer(s) or as part of a PLC – play an important role in the student learning goal process. Emerging practices in this area suggest that teachers who collaboratively develop student learning goals have higher levels of impact on student achievement.

Especially in subject areas where there are no state or district pre-approved assessments, peer groups must collaborate to develop assessments for evaluator approval. For the class goal, peers who teach the same content or grade-level subjects must choose assessments that have the highest degree of confidence (they will reliably and validly measure the standards) and commonality (they are used across more-than-one classroom). Therefore, if two or more teachers have eighth-grade science, they must use a common assessment for their class learning goal.

While peers do not create or authorize student learning goals, they are critical to the successful implementation of the process. Peers may be invited to participate in an annual conference between teacher and evaluator to discuss the student learning goal process and results.

Summative Evaluator

Each teacher will have an assigned summative evaluator who

- Reviews the results of student learning goals annually
- Assigns a component rating for student learning and achievement

In order to ensure that the process is implemented with fidelity and that a teacher receives regular feedback on the student achievement results, all summative evaluators play an active role in reviewing and approving student learning goals.

Any summative evaluator may complete the following tasks

- Approve the student learning goals annually
- Provide specific, timely, written feedback to a teacher within two weeks if the learning goal does not meet expectations
- Approve quality assessments and mastery scores, if a pre-approved assessment is not available
- Confer with a teacher and/or the teacher's peers/PLC to set common goals using common assessments

A teacher's assigned summative evaluator determines the component rating for the teacher using the evidence generated from the SLG process. This component rating is reported on the summative evaluation form and is 35% of a teacher's summative evaluation.

District

In order to support the student learning goals process, the district should develop protocols for pre-approving assessments and establishing mastery scores. By pre-approving assessments, the district supports the work of summative evaluators and teachers by ensuring the confidence and commonality of the assessments.

Shared Performance Goal

The shared performance goal acknowledges that all educators have an impact on the conditions for learning and contribute to student achievement in their school or program. Many schools already set continuous improvement goals and monitor achievement. The shared performance goal is meant to directly align with that existing work.

Several frameworks exist for developing school improvement goals, generally including the following steps

1. Assess needs
2. Use data to develop goals
3. Develop the plan
4. Implement the plan
5. Monitor and evaluate

The collaboration, growth and evaluation model was not developed to overwrite existing practices in school improvement planning. A district or school that already has a rich practice in school improvement may wish to continue that practice. A district or school that does not have a current practice or that is not reaching desired outcomes is encouraged to seek out a framework that works for them.

The shared performance goal process must include the following steps:

1. Examine baseline data to determine improvement needs
2. Determine which measure best aligns with building improvement priorities.
3. Set the shared performance goal
4. Share the goal with staff
5. Monitor and evaluate

Start with the leadership examining baseline data which should inform a school's improvement priorities. Baseline data could be grade level or building testing data, attendance, graduation rate, achievement gap, or other relevant student data. The key is that this is a measure of student, not adult, outcomes.

Next, leadership must decide how to measure growth in the specific area of need. For example, if the area of need is in math performance, then the measure might be the MCA test or NWEA MAP. If leadership believes that spotty attendance is the root cause of student achievement concerns, then an appropriate measure would be attendance rates.

With the baseline data in mind and the appropriate measure selected, leadership can then set a shared performance goal. Figure 1 offers two examples of possible shared performance goals.

Twinsville Elementary will improve overall performance on the math MCA from a rating of 61% proficient to 64% proficient on this year's exam.

or

Twinsville Elementary will increase average daily attendance from a present rate of 83% to a rate of 87% by the end of the year.

Figure 1

The leadership team must select a measurement that best aligns with the goal they set. Many schools set goals to support student achievement on state accountability tests, such as the MCA. If the leadership team chooses a shared performance goal measured by an assessment that has value-added data available, then they may use the value-added measure for this model. A district and the exclusive representative of teachers opting to use this evaluation model must agree to use the available value-added measure in order to use it for shared performance goals.

In order to fully realize the intent of the shared performance goal, leadership must publish the goal to the teaching staff. Additionally, leaders should offer a way(s) for teachers – in groups such as PLCs or as individuals – to impact the achievement of the shared performance goal. That is, what action steps, interventions or policies does the leadership suggest to reach the goal, and what actions would teachers suggest and commit to doing? Since teachers are in the classrooms and working with students daily, the success or failure of any school improvement plan rests largely with the teaching staff.

The leadership team and principal monitors progress throughout the year and, when the data is ready, evaluates the shared performance goal. Since school improvement goals can be based on a variety of measures, a specific rubric detailing numeric levels of achievement is not provided. Instead, leadership must compare the data to the stated goal to determine whether or not that goal was achieved. Finally, leadership would use Rubric 1: Shared Performance Goal to determine the teachers' rating for the shared performance goal.

	Exemplary	Effective	Development Needed	Unsatisfactory
Shared Performance Goal	The school has surpassed expectations described in the shared performance goal and/or demonstrated outstanding impact on student learning	The school has met the expectation described in the performance goal and/or has demonstrated considerable impact on student learning	The school has not fully met the expectation described in the performance goal, but has still demonstrated some impact on student learning	The school has not met the expectation described in the performance goal and has demonstrated an insufficient impact on student learning

Rubric 1: Shared Performance Goal

The Student Learning Goal Process

There are five steps to create effective student learning goals:

1. Choose quality assessments
2. Determine students' starting points
3. Set the student learning goals
4. Track progress and refine instruction
5. Review results and score

Over time, teachers, peers and evaluators will become better at choosing or developing quality assessments, establishing starting points, setting rigorous growth goals for their students, and using progress monitoring and data from the assessments to improve practice and student learning. A certain learning curve is acknowledged and expected in the creation and application of student learning goals process.

Choose Quality Assessments

Assessments are central to measuring student learning and evaluating the attainment of goals a teacher sets for students. The extent to which students have met targets set for their learning is determined by their performance on an end-of-learning assessment. Choosing a quality assessment is an important step. For use in this model, educators must be **confident** that chosen assessments

- Are aligned to content standards
- Assess student growth across a wide range of performance levels
- Are valid, reliable, and specific
- Capture true mastery of skills, including higher-order thinking skills
- Provide data that can, as much as possible, be attributed directly to teacher efforts, and
- Include the potential for accommodations and modifications when appropriate.

It is also important that those who teach the same course use a **common assessment** whenever available. Common assessments are measures of student learning that are consistent from one teacher to the next in a particular grade or content area and based on commonly defined and agreed upon criteria. Assessments that have a highest degree of commonality include standardized tests, such as MCA or NWEA MAP. Common assessments used in multiple classrooms in multiple schools in a district are at the next tier of commonality, followed by assessments used in multiple classrooms in a single school. Finally, an assessment used in only one classroom has the lowest degree of commonality.

Whenever possible, teachers should collaborate to identify a pre-approved common assessment or develop a common assessment for evaluator approval. A teacher's Professional Learning Community (PLC) or peer reviewer(s) must play a role in the selection or development of assessments to be used in the student learning goal process. This ensures consistency and provides an opportunity to collaborate to improve student learning.

There are a variety of rigorous and appropriate assessment formats for use in the student learning goal process, including: pre- and post-tests, end-of-course exams, essays, projects, portfolios of student work, performance tasks, and research papers.

For the class goal, teachers must select the assessment that has the highest level of **confidence** (standards-alignment, range of performance levels, valid, reliable, specific) and **commonality** (used across multiple classrooms). For the targeted need goal, teachers may choose any approved assessment. See Figure 2 for a ranking of assessments with high confidence and commonality.

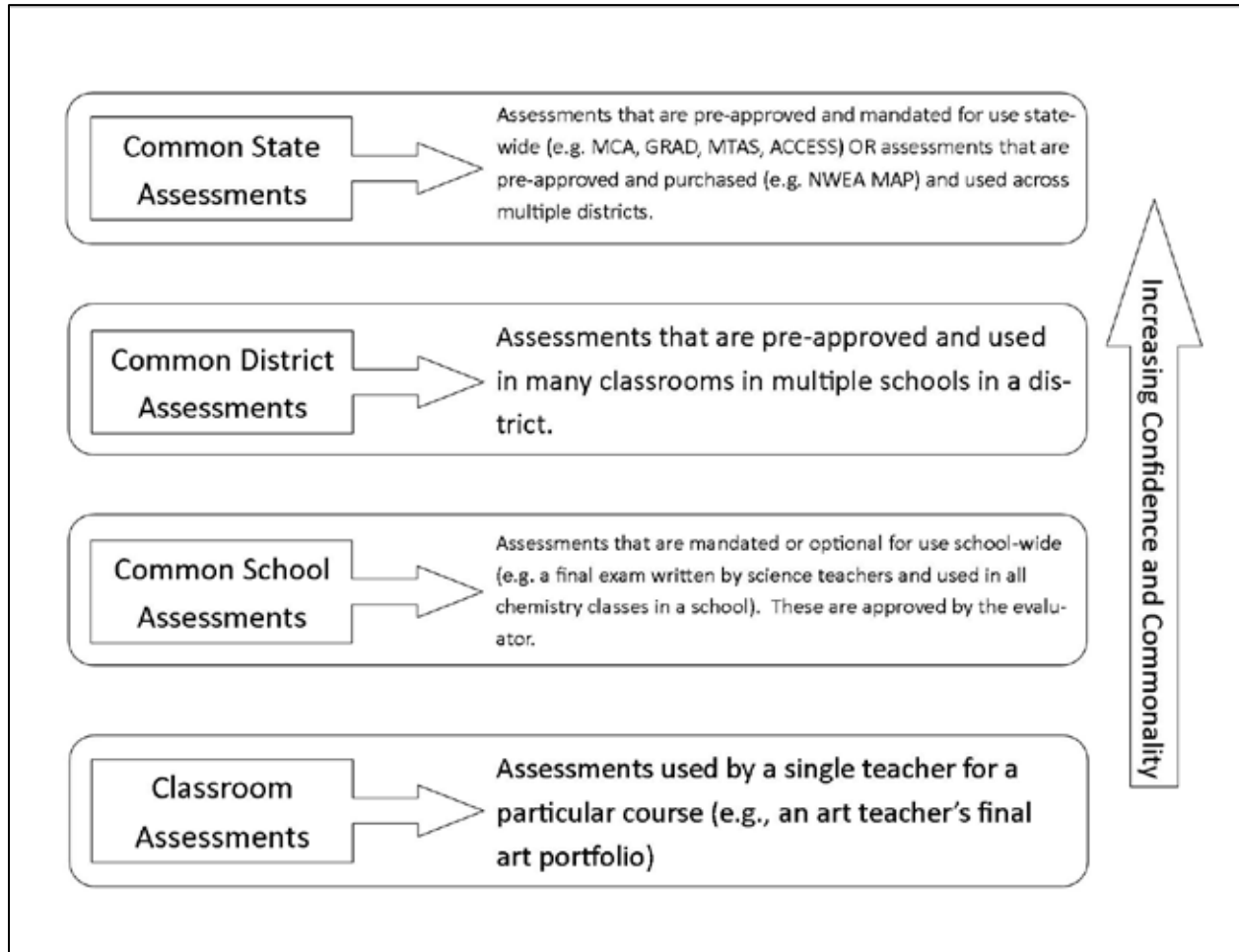


Figure 2: Assessment Confidence and Commonality

Figure 2 illustrates that common state assessments are at the highest level of confidence and commonality. Therefore, should a common state assessment cover a teacher's subject area standards, then that must be used for the class goal. Common state assessments include MCA, GRAD, MTAS, and may include other state pre-approved assessments such as NWEA MAP.

If there is a common district assessment that aligns to a teacher's standards and is pre-approved by the district for use in multiple schools, then teachers must use that assessment.

For example, all second graders in a district who take a common, district or state pre-approved math assessment, the second grade teaching staff must use that assessment.

Schools may have common assessments if multiple teachers are responsible for the same grade level and content area, in which case those teachers would use a common assessment. For example, ninth grade history students may have a common, approved school assessment in one high school, but another high school in the district uses a different assessment. This is a common school assessment.

Finally, if a teacher is the only person responsible for that particular grade level and/or content area, and no state, district or school assessment exists, then that teacher must use a classroom assessment.

A teacher who has multiple courses (preps) should select the course(s) that represents either a) the largest group of students or b) the most critical group to address for the student learning goals process. That is, a teacher who has four sections of American History 10 and one section of Psychology should select the American History course for the student learning goals process. Some teachers have multiple content standards to meet, such as elementary generalists. For the student learning goals, these teachers should select the content area that presents the greatest need for the student population, frequently in literacy or math.

The assigned evaluator must confirm with a teacher which content standards are a priority to measure using the student learning goals process.

Assessment Approval

In order to increase the confidence educators have in the instrument, the assessment selected must be at the highest level of alignment, rigor, and format. The types of available assessments will vary by districts, so teachers (with their evaluators) are required to select the assessment which ranks highest in Figure 2 for their class learning goals.

Teachers in the same school will often have different types of assessments available for specific learning goals. All assessments must be high quality, so assessments must be rigorously reviewed, evaluated, and approved. As outlined in Figure 2, some assessments are pre-approved at the district or state level. In other cases an individual evaluator must judge the quality of an assessment.

As part of an approval process, it is also important that a teacher and an evaluator agree on mastery scores that students must have to demonstrate partial or complete mastery on that assessment. These mastery and partial mastery scores must be established during the approval process.

State Pre-Approved Assessments

The Minnesota Department of Education (MDE) will pre-approve assessments for use in this model. MDE will use the following screening criteria:

- Does the assessment meet standards for reliability? (is the measure consistent)
- Does the assessment meet standards for validity? (is the measure aligned to standards)

- Do the assessment meet standards for classification accuracy? (can the measure accurately classify students into levels of performance?)

The MDE will publish and continuously review a list of pre-approved assessments in literacy/reading and numeracy/math assessments. That list will be published on the MDE's website and in updated versions of this document. The state pre-approved assessments also include mastery scores for each assessment.

These assessments have been carefully created and reviewed by assessment and education experts, and reflect the necessary alignment, rigor, and format. The quality of these assessments is high, and teachers and schools can confidently use them for student learning goals without further inspection.

District Pre-Approved Assessments

Locally developed common district assessments and commercially available assessments can be pre-approved by the district. It is recommended that teams of district curriculum leaders and teachers develop and complete an approval process. This process should include checks for alignment, rigor and format as well as establish mastery scores.

Once evaluated and approved, a teacher can use these assessments for student learning goals without further approval.

Evaluator-Approved Assessments

When no pre-approved, common state or district assessment exists for a given course or grade level, a school- or classroom-level assessment must be used. In many districts, teachers and curriculum leaders have already created common school assessments, and many teachers regularly use end-of-course assessments of their own making. Although many of these assessments are thoughtfully created, they must be approved by any summative evaluator before they can be used for student learning goals.

Mastery Score

In addition to reviewing assessments for their quality, approving assessments also requires a teacher and an evaluator to agree on the score a student must demonstrate on the assessment to show mastery and partial mastery. Because student learning goals represent a mastery goal based on students' starting points, mastery scores for each assessment must be established.

For state pre-approved assessments, content mastery standards will be set by the MDE. This includes all mandatory state tests, such as MCA or TELL, as well as other commonly used state and off-the-shelf assessments such as NWEA MAP, Dibels, etc...

For evaluator-approved assessments, mastery standards must be established by the teacher and the evaluator. If the assessment is used commonly, then the group of teachers and evaluators should agree on the mastery scores. The mastery score falls somewhere between the passing score and the top score. It represents the score at which a student has mastered the necessary content of the course to be successful at the next level. Typically, a passing score on a teacher-created assessment represents the minimum necessary to move on to the

next class or level, but does not necessarily represent mastery. Conversely, a perfect score represents exceptional content knowledge – students have not only mastered the content but demonstrated a deep level of understanding that is above and beyond mastery. Content mastery is somewhere in between – the exact score depends on the assessment. Teachers and evaluators must use their professional judgment to make this determination. The content mastery score will be the same for any teacher using the same assessment. Locally developed assessments that have been pre-approved for the district must also be develop content mastery standards locally following these same guidelines.

Determine students' starting points

Ensuring that the assessments used for student learning goals are of high-quality helps make certain that a teacher can get an accurate picture of what students know, understand, and can do at the end of a course or school year. Yet, in order to assess the extent to which students' learning progressed over the duration of a year or course, a teacher must also have an accurate picture of where their students began. An important step in the student learning goal process, therefore, is collecting evidence on what students already know and understand, and the types of skills they already possess – in other words, determining their starting points.

Knowing students' starting points allows a teacher to set learning goals that are both ambitious and feasible for the students in his class. Factoring students' starting points into student learning goals enables a teacher and an evaluator to determine the amount of progress students made during the year so that the teacher is evaluated based on promoting growth in his students' academic abilities.

In order to simplify the answer to the question, "What are the starting points of my students?" this process asks a teacher to classify students into one of three levels of preparedness:

- **Low level of preparedness:** Students who have yet to master pre-requisite knowledge or skills needed for this course
- **Medium level of preparedness:** Students who are appropriately prepared to meet the demands of the course
- **High level of preparedness:** Students who start the course having already mastered some key knowledge or skills.

In order to make this determination, a teacher should collect multiple forms of evidence. A teacher must use his professional judgment when deciding which types of information would be helpful in determining students' starting points. Common sources of evidence include

- Results from beginning-of-course (BOC) diagnostic tests or performance tasks, e.g., an opening course assessment
- Results from prior year tests that assess knowledge and skills that are pre-requisites to the current subject/grade
- Results from tests in other subjects, including both teacher- or school-generated tests, and state tests such as MCAs, as long as the test assessed pre-requisite knowledge and skills. For example, a physics teacher may want to examine results of students' prior math assessments

- Students' grades in previous classes, though teachers should make sure they understand the basis for the grades given by students' previous teachers
- Information from student individual education plans, student growth plans, individual learning plans, or other student documentation
- Other documentation including informal conversations with prior year's teachers

A teacher should use as much information as needed to help identify student starting points. It is rare to find a single assessment or previous grade that provides enough information to determine students' starting points. Rather, by using multiple sources of evidence, a teacher forms a more comprehensive picture of the students in his or her class, and is more likely to get close to the students' true starting points.

Set the Student Learning Goals

After a teacher and evaluator have agreed upon an assessment on which to base a student learning goal, established the mastery scores on the assessment, and documented the starting points of the students in the class, the next step is to combine this information to define the class and targeted need goals. The class and targeted need goals complement each other. Whereas the former focuses on the learning of all students, the later helps a teacher support those students who need it most and focus on the type of content they most need. An evaluator reviews and approves both goals in the beginning of each school year.

Class Student Learning Goal

A teacher's class goal is based on students' starting point in the standards for the course. To write the class goal, a teacher must, after accounting for student starting points, determine the number of students in his or her class who will achieve partial mastery or mastery.

Note that this is not the individual students who will meet standards; rather, the number of students who will achieve levels of mastery.

Ms. Whalen has determined that her students are starting at the following points:

Low level of preparedness = 10 students (40% of the class)

Medium level of preparedness = 10 students (40% of the class)

High level of preparedness = 5 students (20% of the class)

Next, considering where her students are starting the year, Ms. Whalen writes a goal based on how many students will grow to achieve certain levels of mastery.

"To be rated effective, students will achieve the following results on the approved assessment"

2 students (or 8%) will not achieve mastery

11 students (or 44%) will achieve partial mastery

12 students (or 48%) will achieve mastery

"My rationale for this goal is..."

Figure 3

In Figure 3, Ms. Whalen set a goal for student achievement on the end-of-term assessment that acknowledges where students started and how much they are expected to grow over the academic term. Additionally, a quality student learning goal includes a rationale statement, explaining how Ms. Whalen arrived at the goal she set.

A teacher must use professional judgment when determining his or her class goal based on the starting points of their students and their growth toward mastery. As a teacher sets the class student learning goal, the following guidelines are suggested

- To be considered **Exemplary**, all students starting in the high and medium levels of preparedness achieve content mastery. Most of the students in the low level achieve at least partial mastery
- To be considered **Effective**, all students starting in the high level and almost all students starting in the medium level achieve mastery. Many students starting in the low level achieve at least partial mastery
- To be considered **Development Needed**, all students starting in the high level of preparedness achieve mastery. Some students in the medium levels of preparedness achieve mastery, and few students starting in the low level achieve at least partial mastery
- To be considered **Unsatisfactory**, some students starting in the high level of preparedness do not achieve mastery, some students starting in the medium level of preparedness do not achieve at least partial mastery, and/or many students starting in the low level of preparedness do not achieve at least partial mastery

Using these guidelines, a teacher sets a class goal naming the specific number of students who will achieve partial mastery or mastery on the chosen assessment. The evaluator considers these guidelines when she approves the goal, stating that the goal is rigorous and achievable for the student population and the interval of instruction.

The Student Learning Goal form is used by the teacher to define the assessment, mastery standard, student starting points, and learning goal. An evaluator approves all of these items by signing the form.

Targeted Need Goal

A teacher's targeted need goal is a growth goal for students beginning the class at a low level of preparedness that covers targeted content standards. The targeted need goal has two purposes:

- 1) It allows a teacher to focus on those students who need to make the most growth. By targeting specific students who begin at a low level of preparedness, a teacher, school and district can help these students make the type of learning progress needed so that they finish the course and/or begin the next course at a satisfactory level of preparedness.
- 2) It allows a teacher to focus on the subset of content standards and set a goal that best meets the specific learning needs of students of the targeted population and provides the teacher with the flexibility to choose the most appropriate assessment measure.

Unlike the class goal, teachers may set their targeted need goal around any pre-approved or evaluator-approved assessment best-suited to measure the goal. A teacher makes this decision for the targeted population and subset of content standards where the goal is based.

A teacher must answer the following questions before setting the targeted need goal:

- 1) *What is the target population?* A teacher should target students that begin the course at a low level of preparedness or who are traditionally underperforming. If no student begins the course at this level, then the teacher may target a different subset of students (e.g., perhaps those students starting at the high level of preparedness who need differentiation of rigor)
- 2) *What are the targeted state standards* (or national/professional standards only when state standards are not articulated)? A teacher focuses on a few key content standards most needed by the student population to master content.
- 3) *Which assessment best assesses the targeted population and/or content standards?*
The teacher may choose any approved assessment, which may or may not be the same assessment used for the class goal and may or may not be used commonly.

After answering the above three questions, a teacher should draft a single goal for the targeted population and content standard(s).

The targeted need goal should be both a rigorous and feasible goal for targeted students. This goal should be appropriate for the incoming level of these students and should be attainable with hard work by almost all of the students in question. If it seems like only half or fewer of the targeted group is likely to achieve the goal, then this is not an appropriate targeted need goal. Consider setting a more achievable goal OR consider setting a tiered goal (x students will achieve... and y students will achieve...). If the class includes students in the low level of preparedness with greatly varying needs, a tiered goal may be the best type of targeted need goal.

For Example:

Mr. Winfield has five students who, at the beginning of the year, are unable to meet an important prerequisite standard for successful completion of the course or grade level. If the students do not reach mastery within this standard, they will have great difficulty meeting the demands of this and future courses.

He chooses an assessment that best aligns with the standard(s) the targeted students must meet in order to meet the demands of this and future courses and grade levels. Then, he writes his goal and his rationale:

"To be rated effective, three of the targeted students will achieve partial mastery and 1 will achieve mastery. I believe this is an appropriate goal because..."

Figure 4

In his Figure 4, Mr. Winfield explains why this particular standard and assessment was selected for this particular group of students. Moreover, he describes what it will take for these students to achieve this goal, ensuring that the goal is both rigorous and feasible.

Again, the Student Learning Goal form is used by the teacher to define the assessment, mastery standard, student starting points, and learning goal. The evaluator approves all of these items by signing the form.

Track Progress and Refine Instruction

Throughout the course, the teacher should regularly check progress on student performance. This could be a formal process with a teacher's PLC, peer coach, or evaluator, or it could include informal check-ins and reflections.

Tracking progress also provides opportunities for teachers to share feedback with students and families. FAST feedback (Frequent, Accurate, Specific and Timely) is one of the most effective ways that teachers help students learn and grow.

This model does not define specific activities for this step, assuming that a teacher knows best how to use formative assessments for learning. While this step is not documented in the student learning goal process, it is the one where teachers spend the majority of their time.

Review Assessment Results and Score

When data from the identified assessments become available, teachers compile results of the assessment(s) used for the class and targeted need goals and may discuss these results with their PLC, their peer reviewer(s), and their summative evaluator.

A teacher uses the Student Learning Goal form to enter the number of students who did not achieve mastery, who achieved partial mastery, and who achieve mastery on the chosen assessment. This form is submitted to the summative evaluator annually for review and annual scoring of the class and targeted need goal.

The summative evaluator determines a performance rating for each goal using the guidelines in Rubric 2.

	Exemplary	Effective	Development Needed	Unsatisfactory
Class and Targeted Need Goal	The teacher has surpassed expectations described in the SLG and/or demonstrated an outstanding impact on student learning	The teacher has met the expectation described in the SLG and/or has demonstrated a considerable impact on student learning	The teacher has not fully met the expectation described in the SLG, but has still demonstrated some impact on student learning	The teacher has not met the expectation described in the SLG and has demonstrated an insufficient impact on student learning.

Rubric 2: Class and Targeted Need Goal

Teacher Groups and Goal Weights

Teachers have a variety of job assignments that have to do with grade level, subject area, and role. A math teacher, an art teacher, and a guidance counselor all impact student learning and achievement, but the measurements of that impact are unique. Therefore, this evaluation model assigns teachers into one of three groups (see Figure 5).

<i>Group 1:</i> A teacher who spends 100% of her day in a tested subject where value-added data are available. (example: a 7 th grade math teacher)
<i>Group 2:</i> A teacher who spends any portion of her day in a tested subject and another portion of his or her day in a non-tested subject. (example: an elementary teacher generalist)
<i>Group 3:</i> A teacher who spends 100% of her day in a non-tested subject where value-added data are not available. (example: a K-12 art teacher)

Figure 5

A numeric, weighted method is used to determine an annual component rating for student learning and achievement. The weighting of different measures depends on the assigned teacher group. (See Figure 6)

<i>Group 1 Teachers</i> Results of the shared performance goal = 5% Results of value-added data = 30%
<i>Group 2 Teachers</i> Results of the shared performance goal = 5% Results of value-added data = 20% Results of student learning goal = 10%
<i>Group 3 Teachers</i> Results of the shared performance goal = 5% Results of class student learning goal = 20% Results of targeted need student learning goal = 10%

Figure 6

While all teachers are encouraged to use student learning goals, a teacher in groups 2 and 3 will write student learning goals to support the evaluation of the student learning and achievement component. The weights of each of the goals are outlined in Figure 6.

The assigned summative evaluator enters the rating scores for each student learning goal annually on the Student Learning Goal form. Though the student learning and achievement component is derived through numeric, weighted methods, the summative evaluator must decide if the student performance on the chosen assessment does not meet, partially meets, meets or exceeds the agreed-upon goal. Sometimes, the evidence from the assessment clearly aligns to the goal and the rubric (see Rubric 3), in which case a performance rating for each goal is made by the assigned summative evaluator.

However, there are times when the assessment data shows mixed results compared to the agreed-upon goal. That is, if the approved goal stated that 50% of students will achieve mastery, 40% partial mastery and 10% non-mastery and the results of the assessment showed 60% of students mastered the subject (exceeding the goal) and 20% did not master the material (not meeting the goal), the assigned summative evaluator has mixed results to review. While the evaluator still must determine the rating for the teacher using this evidence and the rubrics, the evaluator may consider additional evidence, including the changes in student population through the year, additional graded student assignments, classwork, or other student work products in order to support the ratings for individual goals.

Summative Evaluation and Component Rating

For a summative evaluation, a conference between teacher and the assigned summative evaluator must take place and should include a discussion around the student learning goals. In a majority of cases, this conversation will take place at the end of the summative year. However, some of the data from end-of-course assessments will not be available until the summer, thus postponing the timeline for discussion of student learning goals results until the following fall.

After the completion of the student learning goal process for that year, the assigned summative evaluator and teacher should meet and offer reflections and feedback on the work. A teacher may elect to invite his peer reviewer(s) to this meeting, though that is not required per personnel data privacy.

During this conference, the evaluator and teacher review the evidence of teacher impact on student growth through the student learning goal process and results from the entire professional review cycle which may include up to three years of data. A teacher may choose to offer additional reflections on the data, interventions attempted, and results of the self-scored rubrics. This is also a time for an evaluator to offer feedback, suggestions and other observations in order to influence the growth of the teacher.

Rubric 3 is used annually to determine scores for the teacher in each of the three goals, where applicable.

	Exemplary	Effective	Development Needed	Unsatisfactory
Class and Targeted Need Goal	The teacher has surpassed expectations described in the student learning goal and/or demonstrated an outstanding impact on student learning	The teacher has met the expectation described in the learning goal and/or has demonstrated a considerable impact on student learning	The teacher has not fully met the expectation described in the learning goal, but has still demonstrated some impact on student learning	The teacher has not met the expectation described in the learning goal or has demonstrated an insufficient impact on student learning.
Shared	The school has	The school has	The school has	The school has

	Exemplary	Effective	Development Needed	Unsatisfactory
Performance Goal	surpassed expectations described in the shared performance goal and/or demonstrated outstanding impact on student learning	met the expectation described in the performance goal and/or has demonstrated considerable impact on student learning	not fully met the expectation described in the performance goal, but has still demonstrated some impact on student learning	not met the expectation described in the performance goal or has demonstrated an insufficient impact on student learning

Rubric 3: Student Learning Goals

During a summative evaluation, the assigned summative evaluator may have one to three years of student learning and achievement component ratings to synthesize into one component rating. The assigned evaluator will synthesize the multiple years of ratings by averaging the years together to determine a final component rating.

Timeline and Checklist

Prior to the Start of School

Select Quality Assessments

- Schools consider assessment needs
- Districts pre-approve assessments and mastery scores
- A teacher and an evaluator review and approve assessments and mastery scores created at the school or classroom level and establish content mastery scores.

Sept-Oct

Student Starting Points and Write Student Learning Objectives

- A teacher collects evidence to define students' starting points and set a class goal
- A teacher assesses the needs of target population and chooses appropriate content and assessment for targeted need goal
- An evaluator approves both goals
- The leadership team and principal establish building goals as well as the shared performance goal for use in the student learning goal process

Nov-April

Track Progress and Refine Instruction

- A teacher and an evaluator discuss formative evidence of student learning and progress towards goals

- An evaluator establishes ways to support a teacher's efforts to promote student learning

May-Sept

Review Results and Score

- A teacher and an assigned summative evaluator reviews evidence and scores the class and targeted need goals
- The leadership team and principal review evidence and score shared performance goals
- An assigned summative evaluator incorporates final student learning goal scores into summative performance rating

Directions: Student Learning Goal Form

Refer to the student learning goal handbook for descriptions about the process and definitions of the terms used on this form.

Setting the Student Learning Goals (Completed by the teacher)

The forms for these two goals are similar in design, even if the goals have unique purposes. These directions are meant to guide the completion of the form. The handbook elaborates on the intents and processes for each goal.

Student Population: Describe the students to whom this goal applies.

The class goal is focused on most if not all of the students for whom a teacher is delivering content. A teachers who has multiple courses (preps) should select the course(s) that represents either a) the largest group of students or b) the most critical group to address. Examples include: all US history students, all visual art students, all fourth grade music students, all caseload students, etc.

The targeted need goal is focused on a specific subgroup of students who enter class at a low level of preparedness for the course content, materials or skills. A teacher may select all students at low level of preparedness or specific students within this group for this goal. This targeted population should share a common need to be addressed through focused instruction and a specific assessment.

Standards Addressed: Name the specific content or common core standards the teacher is addressing with this goal. Use both the title of the standard and the reference number. Examples include: The Practice of Science 5.1.1.1.1-4 & 5.1.1.2.1-3, Artistic Foundations 9.1.1.3.1-4, Communicate in Languages Other than English 1.1. The class goal should address several standards; however, the targeted need goal should address the content and/or skill that is most important for the population to be prepared for the course and/or grade level.

Interval of Instruction: Enter the amount of time that the teacher will be responsible for delivery of content before the assessment is administered. In many cases, this is the entire school year, though it could be a quarter, trimester or semester of instruction. For example: first semester of 2014-15 school year, 7 months between NWEA MAP fall and spring tests, entire school year, etc.

Assessment(s) Used: The assessments used to measure student learning and achievement must a) be approved and b) establish mastery scores.

- Pre-approved or Evaluator-Approved: Check the box that applies to the teacher's assessment
- Mastery Scores: Enter the score (or range of scores) that would delineate among mastery levels on the assessment. For pre-approved assessments, the benchmarking standards are provided. Attach any scoring rubrics or guides to this form for peer/evaluator review

For example: On the attached 5-point performance rubric, a score of 1 represents no mastery, 2 represents partial mastery, and 3 and above represent mastery. Or, on the 50 point end-of-course exam, a score of 30

or below represents no mastery, 31-39 represents partial mastery and 40 and above represents mastery.

Student Starting Points: Using the beginning of course data the teacher has gathered, identify the number of students who are at each level of preparedness for the course content and rigor. The teacher must keep a record of the student names which may be shared with the evaluator but are not required for this form. For the class goal, a teacher enters the number of students who start the course at a low, medium and high level of preparedness. For the targeted need goal, a teacher will describe the amount of growth needed from the targeted student population in order to achieve partial or complete mastery of the targeted standard.

Student Learning Goal: Enter the expected performance of the student population on the end-of-course assessment. Consider the students' starting points and the benchmarking for levels of mastery. **This is the goal by which the teacher is evaluated** in this process. The teacher specifies the number of students who will be at non-mastery, partial mastery and mastery levels of performance on the assessment.

Rationale for Student Learning Goal: This space allows the teacher to explain how the learning goal set for students is based on rigorous expectations for student learning and on student starting points. The teacher may speak directly to the three areas that the evaluator(s) will use to approve the goal: priority of content, quality of evidence, and rigor of goal. The teacher may elaborate on the context of the student population, the rationale behind the benchmark standards (in the case of classroom assessments), previous experiences with student learning goals and how this goal has been adjusted based on those past efforts. Finally, the teacher may mention the degree to which the goal was developed collaboratively, with the teacher's PLC, peer reviewer(s) or other support.

Student Learning Goal Approval (Completed by the evaluator)

EVALUATOR(S) Approval of Objective: An evaluator reviews the learning goal, looking for three key aspects: priority of content, quality of evidence, and rigor of goal. Should the evaluator find something unacceptable, she must provide specific instructions to the teacher for revision of the learning goal and a timeline to revise the goal for review. If the learning goal is acceptable, then the evaluator signs and dates the form.

Signatures and Dates: Following evaluator approval all parties sign and date the document.

The above activities are completed in the fall of each year. Evaluators should clearly articulate when this form is due. This form cannot be completed until student starting points are established, so evaluators must allow room for teachers to complete that activity prior to writing a goal.

Results of Student Learning Goals (Completed by the teacher)

The following activities are completed after the assessment has been administered and scored.

Results: The teacher records the results of the assessments by entering the number of students who had not mastered the content, had partially mastered the content, and had mastered the content as measured by the chosen assessment for each goal.

Reflection: The teacher reflects on the results of the assessments and goals, offers context to what the scores may mean, considers possible changes to practice as a result of this data, and/or comments on instructional activities that contributed to these results. The intent here is to create space for a teacher to be a reflective practitioner and to use assessment data to inform future teacher practice.

Teachers are also prompted to state any changes to the student population during the interval of instruction. This information helps the evaluator(s) contextualize the original goal and the results of the assessment.

Scoring (Completed by the evaluator)

Assigned EVALUATOR(S) Scoring: Using the stated and approved learning goals, the results of the assessments, and the rubric below, the evaluator rates the teacher for each goal.

Assigned EVALUATOR(S) Feedback: The evaluator uses this space to give feedback to the teacher.

Student Learning Goals Documentation

Teacher: 6T

School: 6T

Grade/Subject Area: 6T

Peer Reviewer(s): 6T

Summative Evaluator: 6T

Setting Student Learning Goals *Completed by the Teacher*

CLASS GOAL

Student Population	6T
Standards Addressed	6T
Interval of Instruction	6T
Approved Assessment(s)	6T This assessment is: <input type="checkbox"/> Pre-Approved or <input type="checkbox"/> Evaluator Approved
Approved Mastery Scores	Mastery—6T Partial Mastery—6T

Student Starting Points	Low level of prep: Number of students = 6T Percent of students = 6T	Medium level of prep: Number of students = 6T Percent of students = 6T	High level of prep: Number of students = 6T Percent of students = 6T
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Class Student Learning Goal

To be rated effective, students will achieve the following results on the approved assessment and mastery scores:

Class Student Learning Goal	Non-Mastery Number of students = 6T Percent of students = 6T	Partial Mastery Number of students = 6T Percent of students = 6T	Mastery Number of students = 6T Percent of students = 6T
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Rationale for Class SLG:	6T
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TARGETED NEED GOAL

Target Population	6T
Targeted Standards	6T
Interval of Instruction	6T
Approved Assessment(s)	6T This assessment is: <input type="checkbox"/> Pre-Approved or <input type="checkbox"/> Evaluator Approved
Approved Mastery Scores	Mastery— Partial Mastery—

Targeted Need Student Learning Goal

To be rated effective, targeted students will achieve the following results on the approved assessment and mastery scores.

Targeted Need Student Learning Goal	Non-Mastery Number of students = 6T Percent of students = 6T	Partial Mastery Number of students = 6T Percent of students = 6T	Mastery Number of students = 6T Percent of students = 6T
Rationale for Targeted Need SLG	6T		

Student Learning Goal Approval

Completed by the Summative Evaluator

Approval of Student Learning Goals

Class Goal

Priority of Content	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Unacceptable
Quality of Assessment	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Unacceptable
Rigor of Goal	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Unacceptable

Evaluator Feedback: 6T

Targeted Need Goal

Priority of Content	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Unacceptable
Quality of Assessment	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Unacceptable
Rigor of Goal	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Unacceptable

Evaluator Feedback: 6T

The teacher and summative evaluator will sign the Student Learning Goals documentation to indicate that the class and targeted need goals have been reviewed and agreed to.

Teacher: _____

Date: _____

Evaluator: _____

Date: _____

AFTER TRACKING PROGRESS AND REFINING INSTRUCTION:

Results of Student Learning Goals

Completed by the Teacher

CLASS GOAL

Students achieved the following results on the approved assessment and mastery scores:

Results	Non-Mastery	Partial Mastery	Mastery
	Number of students	Number of students	Number of students
	= 6T	= 6T	= 6T
	Percent of students	Percent of students	Percent of students
	= 6T	= 6T	= 6T

Reflection:	6T
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TARGETED NEED GOAL

Targeted students achieved the following results on the approved assessment and mastery scores

Results	Non-Mastery	Partial Mastery	Mastery
	Number of students	Number of students	Number of students
	= 6T	= 6T	= 6T
	Percent of students	Percent of students	Percent of students
	= 6T	= 6T	= 6T

Reflection:	6T
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Were there any changes to the number of students in your class or significant student attendance issues that should be considered when scoring your class goal and/or targeted need goal?
6T

Scoring

Completed by the Summative Evaluator

<i>Exemplary</i>	<i>Effective</i>	<i>Development Needed</i>	<i>Unsatisfactory</i>
<i>The teacher has surpassed expectations described in the SLG and/or demonstrated an outstanding impact on student learning</i>	<i>The teacher has met the expectation described in the SLG and/or has demonstrated a considerable impact on student learning</i>	<i>The teacher has not fully met the expectation described in the SLG, but has still demonstrated some impact on student learning</i>	<i>The teacher has not met the expectation described in the SLG and has demonstrated an insufficient impact on student learning.</i>

Class Goal:

- ☐ Exemplary
- ☐ Effective
- ☐ Development Needed
- ☐ Unsatisfactory

Targeted Need Goal:

- ☐ Exemplary
- ☐ Effective
- ☐ Development Needed
- ☐ Unsatisfactory

Evaluator Feedback: 6T

The teacher and summative evaluator will sign the Student Learning Goals documentation to indicate that the results and scoring have been reviewed.

Teacher: _____

Date: _____

Evaluator: _____

Date: _____