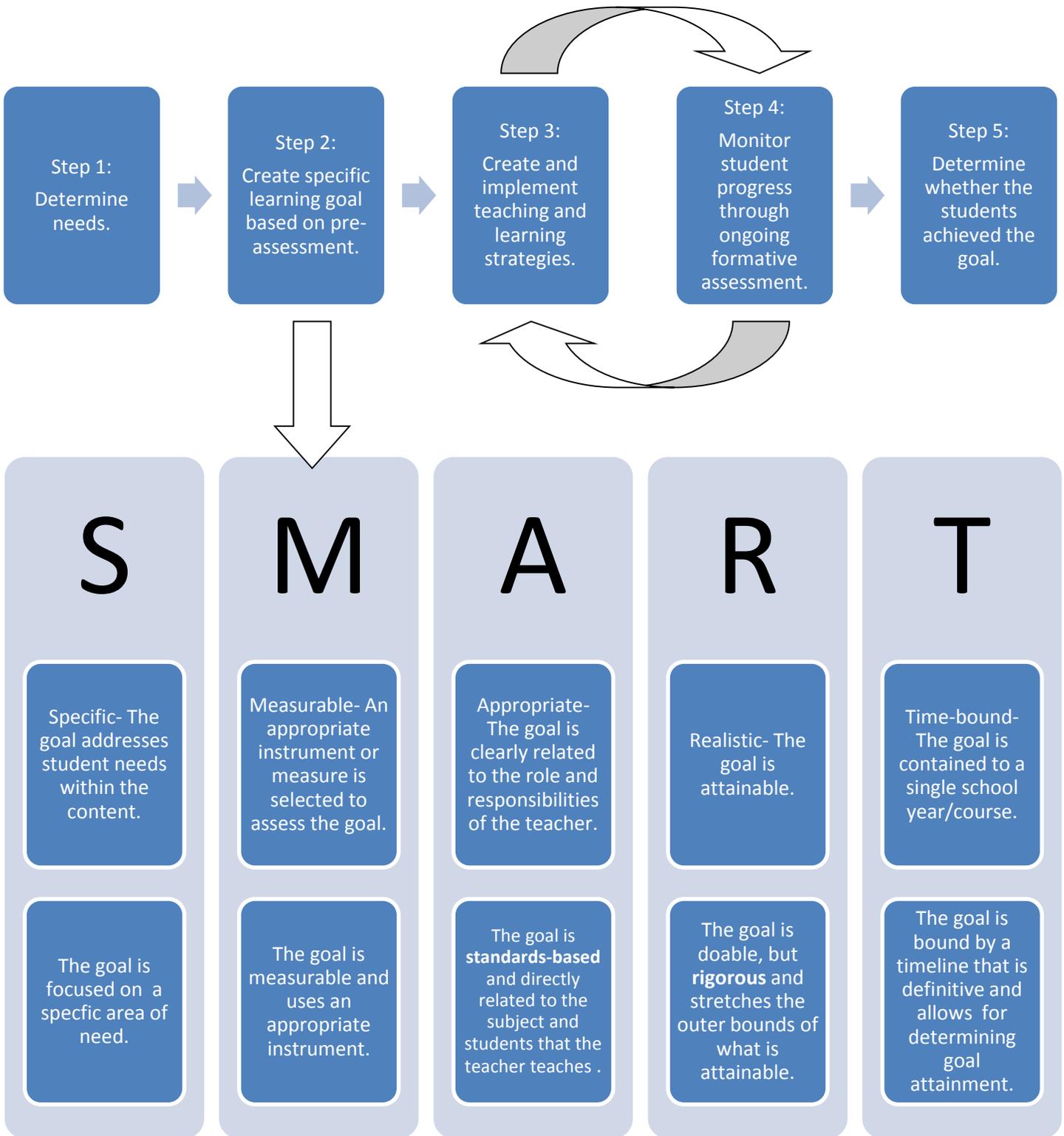


## Step-By-Step SMART Goal Process - TEACHERS



\*Adapted for Kentucky from Stronge, J. H., & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning*. Larchmont, NY: Eye on Education, Inc.

## SCORING STUDENT LEARNING AND GROWTH GOALS

This section addresses the step toward the end of the SLG goal setting process, when all student progress data are in and before the final evaluation conference. Educators score their SLG goals and review and finalize the score with their supervisor/evaluator. Evaluators are responsible for determining the final score.

Once SLG goals are approved, educators start collecting the information needed to measure student progress as defined in the SLG goal. The collection and analysis of data continues throughout the course or school year to monitor student progress towards goals. The educator is responsible for collecting and organizing documentation, including the approved SLG goals and evidence of progress defined within it, in a way that is easy for them to reference and for the evaluators to review. At the end of the course or school year, educators meet with their evaluator to review results.

As a requirement of SB290 and the ESEA waiver, student learning and growth must be included as a significant factor of educators’ summative evaluations. SLG goals are scored and the SLG performance level is determined. To ensure consistency in evaluations across the state, all districts must use the **SLG Quality Review Checklist** and **Oregon SLG Scoring Rubric** to score SLG goals.

### SLG Goal Quality Review Checklist

Before SLG goals are used in teacher and administrator evaluations, this checklist should be used in order to approve them. For an SLG goal to be approved, all criteria must be met.

Baseline Data	Yes	No
Is baseline data used to make data-driven decisions for the SLG goal, including student information from past assessments and/or pre-assessment results?		
Student Growth Goal (Targets)		
Is the SLG goal written as a “growth” goals v. “achievement” goal? (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.)		
Does the SLG goal describe a “target” or expected growth for all students, tiered or differentiated as needed based on baseline data?		
Rigor of Goals		
Does the goal address specific knowledge and skills aligned to the course curriculum and based on content standards?		
Is the SLG goal measurable and challenging, yet attainable?		

## SLG Goal Scoring Rubric

This SLG scoring rubric is used for scoring individual SLG goals based on evidence submitted by the teacher and administrator. This rubric applies to both teacher and administrator evaluations.

Level 4 <i>(Highest)</i>	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Level 3	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “met”. The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Level 2	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Level 1 <i>(Lowest)</i>	<p>This category applies when less than 70% of students meet their target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous.</p> <p>This category also applies when results are missing or incomplete.</p>

The checklist ensures the goals are complete for scoring. The scoring process is facilitated by using the scoring rubric to determine whether each student exceeded, met, or did not meet the target; and the percentage of students in each category. These two tools must be used to score SLG goals to determine the educator’s impact on student learning and growth in the summative evaluation.

## HARNEY ESD GOALS PROCESS TEMPLATE

--2 student learning goals required--

**Oregon Framework for Evaluation and Support states, "The collective set of a teacher's goals should address all of his or her students."**

Teacher	
Assignment	
School	
Administrator	

<b>Initial Conference</b>	<b>Content</b> The goal is being written around which grade/subject/level?			
	<b>Context</b> What are the characteristics or special learning circumstances of my class(es)?			
	<b>Baseline Data</b> What are the learning needs of my students? Attach supporting data.			
	<b>Student Growth Goal Statement</b> (written in SMART format)			
	<b>Rationale</b>			
	<b>Strategies for Improvement</b> How will I help students attain this goal? Provide specific actions that will lead to goal attainment.			
	<b>Implications for Professional Growth</b> What professional development will help me accomplish my goal? How has my self-assessment and evaluation informed my professional development needs? How might I team with colleagues in professional development toward my goal? How will my professional development impact my student growth goal?			
Teacher Signature:	Date:	Administrator Signature:	Date:	

<b>Mid-Year Review</b>	<b>Collaborative Mid-Year Data Review</b> What progress has been made? Attach supporting data.			
	<b>Strategy Modification</b> What adjustments need to be made to my strategies?			
	<b>Implications for Professional Growth</b> Has my professional growth to date been relative? How has my professional growth impacted student learning? Have my professional growth needs changed? If so, how?			
	Teacher Signature:	Date:	Administrator Signature:	Date:

<b>Evaluation Conference</b>	<b>End-of-Year Data</b> What does the end of the year data show? Attach data.			
	<b>Reflection on Results</b> Overall, what worked, or what should be refined?			
	<b>Professional Growth Reflection</b> How can I use the results to support my future professional growth?			
	Teacher Signature:	Date:	Administrator Signature:	Date:

# STUDENT GROWTH & PROFESSIONAL GOAL SETTING-- EXAMPLE

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<b>Teacher</b>	Carolyn Trump
<b>School</b>	Sage Elementary
<b>Administrator</b>	Donald Espinosa

<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• The goal is being written around which grade/subject/level?</li> </ul>	<p>This is a second grade reading goal incorporating all English Language Arts CCSS. Standards will individually be addressed and assessed in students as they develop through the reading process.</p>
<p><b>Context</b></p> <ul style="list-style-type: none"> <li>• What are the characteristics or special learning circumstances of my class(es)?</li> <li>• What are the demographics of my classroom?</li> </ul>	<p>There are 35 students total in class. The academic demographics of the class are diverse. There are 3 students receiving ELL services, 2 on academic IEPs and 1 student being pulled out for TAG.</p>
<p><b>Baseline Data</b></p> <ul style="list-style-type: none"> <li>• What are the learning needs of my students?</li> <li>• What are the assessments or evidence sources I will use?</li> <li>• Attach supporting data.</li> </ul>	<p>Students' reading abilities range from two levels below grade level to fourth grade reading levels according to the baseline DRA assessment. I will be able to monitor students' growth towards their goals through running records and taking anecdotal note as they read in small groups or one-on-one conferences.</p>
<p><b>Rationale</b></p>	<p>This is the greatest need of my students as evidenced by the data attached and presented above.</p>
<p><b>Student Growth Goal Statement</b> SMART goal criteria is used to formulate the goal.</p>	<p>For the 2012-2013 school year, 100% of students will make measurable progress in reading. Each student will demonstrate growth of at least one academic year on the DRA.</p>
<p><b>Professional Growth Goal:</b></p> <ul style="list-style-type: none"> <li>• What professional development will help me accomplish my SLG? (D:4)</li> <li>• How will achieving my professional growth goal improve student learning and engagement? (D:3)</li> <li>• How has my self-reflection and assessment on Domains 1-4 informed this goal? (D:4)</li> <li>• How might I team with colleagues to successfully achieve my goal? (D:4)</li> </ul>	<p>Based on my self-reflection I need to develop skills to help me engage students so that I can differentiate my instruction. I will work with my team members and reading specialists to identify strengths and next steps of my readers. Together we will plan lessons that target specific students' next steps. I will incorporate strategies learned at the Daily Five conference to support differentiated instruction techniques and ensure that all students are receiving targeted instruction towards learning goals.</p>
<p><b>Strategies for Improvement</b></p> <ul style="list-style-type: none"> <li>• What strategies will I incorporate into my methodology/professional practice?</li> </ul>	<p>Along with my team we will use our PLC time to monitor individual progress towards reading goals. Ensuring that students are receiving interventions when they are not meeting goals and being exposed to new skills when they do. The Daily Five will ensure that students are monitoring their own growth towards their goals, reflecting on their progress, being taught new skills and given ample time to practice and receive feedback on how they attempt to incorporate new skills as they learn.</p>

	<b>Resources and Support:</b> <ul style="list-style-type: none"> <li>What resources and support do I need to meet my Professional Growth Goal?</li> </ul>	I would like to observe the Daily Five in my teammates' classrooms and have my teammates observe and dialogue with me about my Daily Five practice. I would like to analyze students' running records with the reading specialists and get their support in planning interventions for my fragile readers.		
	Teacher Signature:	Date:	Administrator Signature:	Date:

**Page 2 of 2--EXAMPLE**

<b>Mid-Year Review</b>	<b>Collaborative Mid-Year Goal Review</b> <ul style="list-style-type: none"> <li>What progress has been made?</li> <li>Attach supporting data</li> </ul>	My mid-year running records indicate that all but six of my students are on track for making one academic year progress in reading on the DRA. I have attached a class spreadsheet showing individual growth.		
	<b>Strategy Modification</b> <ul style="list-style-type: none"> <li>What adjustments need to be made to my strategies?</li> </ul>	I am beginning a daily phonics program for the six students who have made little progress- the data shows me that they need support in this area.		
	Teacher Signature:	Date:	Administrator Signature:	Date:

<b>Summative Conference</b>	<b>End-of-Year Data</b> <ul style="list-style-type: none"> <li>What does the end of the year data show?</li> <li>Attach data</li> </ul>	All but three students meet the goal with 40% of students making more growth then one academic year.		
	<b>Reflection on Results</b> <ul style="list-style-type: none"> <li>Overall, what worked or what should be refined?</li> </ul>	A phonics program should have been brought in earlier to support my students' that were struggling in this area sooner. The Daily Five structure worked well, but I adapted it to fit the culture of our classroom. Instead of complete choice certain students were directed through their reading block based on needs identified through daily assessments. Once this was in place students were able to engage in the needed teaching and learning. I really appreciated and felt the positive effects in my practice of having our PLC time focused on a common area of need for our grade level. It enabled us to be sure that all students were getting targeted instruction.		
	<b>Professional Growth Plan Implications</b> <ul style="list-style-type: none"> <li>How can I use these results to support my professional growth?</li> </ul>	I would like to take the workshop model that I learned through the Daily Five and try and incorporate some aspects in different content areas. Being able to work with small groups with like needs enabled me to move all students towards their learning goals.		
	Teacher Signature:	Date:	Administrator Signature:	Date:

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# STUDENT GROWTH & PROFESSIONAL GOAL SETTING--EXAMPLE

<b>Teacher</b>	Susie Baker
<b>School</b>	Lincoln Co. Elementary
<b>Administrator</b>	Carolyn Espinosa

<b>Goal-Setting Conference</b>	<p><b>Content</b> The goal is being written around which grade/subject/level?</p>	<ul style="list-style-type: none"> <li>This is a fourth grade math goal incorporating all Oregon State Standards in the area of Mathematics.</li> </ul> <p>Standards will be individually addressed and assessed in students as they develop throughout the school year in math.</p>
	<p><b>Context</b></p> <ul style="list-style-type: none"> <li>What are the characteristics or special learning circumstances of my class(es)?</li> <li>What are the demographics of my classroom?</li> </ul>	<ul style="list-style-type: none"> <li>There are 28 students total in class. The academic demographics of the class are diverse.</li> <li>There are <u>three</u> students receiving ELL services and <u>five</u> on academic IEPs. Two of the three ELL students are on academic IEPs.</li> </ul>
	<p><b>Baseline Data</b></p> <ul style="list-style-type: none"> <li>What are the learning needs of my students?</li> <li>What are the assessments or evidence sources I will use?</li> <li>Attach supporting data.</li> </ul>	<ul style="list-style-type: none"> <li>Students' math scores on last year's OAKS range from a 199 to a 218 where 205 nearly met, 212 met and 219 exceeded.</li> <li><u>Two</u> students took the OAKS extended assessment in math last year that will be taking the regular OAKS test this year.</li> <li><u>Thirteen</u> students did not meet the math OAKS benchmark in the third grade.</li> <li><u>Eleven</u> students were +/- three points of meeting the 3<sup>rd</sup> grade OAKS benchmark last year.</li> <li><u>Eight</u> of the eleven students mentioned above met the benchmark last year in math.</li> <li>On the Fall EasyCBM, <u>four</u> students fell into the at risk category (0-10percentile), and <u>six</u> students were in the some risk category (11-25<sup>th</sup> percentile)</li> <li>I will be able to monitor students' growth towards their goals through daily class observations, daily assignments, unit quizzes and tests, OAKS practice tests, and math EasyCBM.</li> </ul>
	<p><b>Rationale</b></p>	
	<p><b>Student Growth Goal Statement</b> SMART goal criteria is used to formulate the goal.</p> <ul style="list-style-type: none"> <li></li> </ul>	<p>For the 2012-2013 school year, 100% of my students who did not pass the 3<sup>rd</sup> grade OAKS benchmark in math will make measurable progress. Each student will demonstrate growth of at least five points growth from last year's OAKS math RIT score to this year's OAKS math RIT score.</p>
	<p><b>Professional Growth Goal:</b></p> <ul style="list-style-type: none"> <li>What professional development will help me accomplish my SLG? (D:4)</li> <li>How will achieving my professional growth goal improve student learning and engagement? (D:3)</li> <li>How has my self-reflection and assessment on Domains 1-4 informed this goal? (D:4)</li> <li>How might I team with colleagues to successfully achieve my goal? (D:4)</li> </ul>	<ul style="list-style-type: none"> <li>Based on my self-reflection, I need to continue to develop my higher-level questioning skills to help me better engage students and ultimately, aid them in developing responsibility for their own learning.</li> <li>I will incorporate strategies learned from online research and reading <u>Thinking through Quality Questioning</u> to ensure that higher level questioning is used to increase my knowledge and awareness of possible techniques.</li> </ul>

	<ul style="list-style-type: none"> <li>In class, I will use an iPad app called stick picks to monitor student questions/answers using Bloom's taxonomy. With this app, I will be able to monitor growth for each student and my class as a whole. My instruction can be easily differentiated based upon this collected information.</li> </ul>
<p><b>Strategies for Improvement</b> What strategies will I incorporate into my methodology/professional practice?</p>	<p>Along with my team, we will use our team time and RTI time to monitor individual progress towards math goals. I will make sure that students will receive interventions and skill extensions when necessary. Higher level questioning will help students monitor their own understanding and reflect on their progress. Our Walk to Math time will ensure that new skills are being taught and that students are given ample time to practice and receive feedback on how they attempt to incorporate new skills as they learn.</p>
<p><b>Resources and Support:</b> What resources and support do I need to meet my Professional Growth Goal?</p>	<p>Continued SIW team time to plan monthly curriculum is necessary to focus instruction and interventions to best suit students' needs.</p>
<ul style="list-style-type: none"> <li>Teacher Signature:</li> </ul>	<p>Date:</p>
<ul style="list-style-type: none"> <li></li> </ul>	

# Gathering Evidence: Artifact # \_\_\_\_ Cover Page

Educator—Name/Title:

Evaluator—Name/Title:

School(s):

Educator Plan:  Self-Directed Growth Plan  Directed Growth Plan  
 Developing Educator Plan  Improvement Plan\*

Plan Duration:  Two-Year  One-Year  Less than a year \_\_\_\_\_

Artifact Title/Name:

Submission Date:

<b>Artifact Evidence</b> <i>What aspects of educator performance does this artifact illustrate? (To be filled out by teacher)</i>	<b>Aligned Indicator</b>

Star evidence statements that show progress toward attaining student learning goal(s) or professional practice goal(s).

<b>The Framework for Teaching(Danielson)</b>			
<b>I. Planning and Preparation</b>	<b>II. Classroom Environment</b>	<b>III. Instruction</b>	<b>IV. Professional Responsibilities</b>
1a. Knowledge of Content and Pedagogy	2a. Creating an Environment of Respect and Rapport	3a. Communicating with Students	4a. Reflecting on Teaching
1b. Demonstrating Knowledge of Students	2b. Establish a Culture for Learning	3b. Questioning and Discussion Techniques	4b. Maintaining Accurate Records
1c. Setting Instructional Outcomes	2c. Managing Classroom Procedures	3c. Engaging Students in Learning	4c. Communicating with Families
1d. Demonstrating Knowledge of Resources	2d. Managing Student Behavior	3d. Using Assessment in Instruction	4d. Participating in a Professional Community
1e. Designing Coherent Instruction	2e. Organizing Physical Space	3e. Demonstrating Flexibility and Responsiveness	4e. Growing and Developing Professionally
1f. Designing Student Assessments			4f. Showing Professionalism

# Gathering Evidence: Artifact \_\_ Cover Page--EXAMPLE

Educator—Name/Title:

Evaluator—Name/Title:

School(s):

Educator Plan:  Self-Directed Growth Plan  Directed Growth Plan  
 Developing Educator Plan  Improvement Plan\*

Plan Duration:  Two-Year  One-Year  Less than a year \_\_\_\_\_

Artifact Title/Name:

Submission Date:

Artifact Evidence	Aligned Indicator
<i>What aspects of educator performance does this artifact illustrate?</i>	
<i>Summarize and list the Domains and items that this artifact addresses in these two columns</i>	

Star evidence statements that show progress toward attaining student learning goal(s) or professional practice goal(s).

The Framework for Teaching(Danielson)			
I. Planning and Preparation	II. Classroom Environment	III. Instruction	IV. Professional Responsibilities
1a. Knowledge of Content and Pedagogy	2a. Creating an Environment of Respect and Rapport	3a. Communicating with Students	4a. Reflecting on Teaching
1b. Demonstrating Knowledge of Students	2b. Establish a Culture for Learning	3b. Questioning and Discussion Techniques	4b. Maintaining Accurate Records
1c. Setting Instructional Outcomes	2c. Managing Classroom Procedures	3c. Engaging Students in Learning	4c. Communicating with Families
1d. Demonstrating Knowledge of Resources	2d. Managing Student Behavior	3d. Using Assessment in Instruction	4d. Participating in a Professional Community
1e. Designing Coherent Instruction	2e. Organizing Physical Space	3e. Demonstrating Flexibility and Responsiveness	4e. Growing and Developing Professionally
1f. Designing Student Assessments			4f. Showing Professionalism

T. Wilson--EXAMPLE  
 Q1 Unit Assessment Data

Analysis of ELL student progress, by question type  
 (multiple choice [MC], short answer, essay; score out of 10)

	Unit 1 Assessment (9/30)				Unit 2 Assessment (10/19)				Unit 3 Assessment (11/9)			
	MC	Short Answer	Essay	Avg Score	MC	Short Answer	Essay	Avg Score	MC	Short Answer	Essay	Avg Score
Miguel	8.0	6.0	6.0	6.7	8.0	7.0	6.0	7.0	8.0	6.0	7.0	7.0
Jonathan	7.0	6.0	6.0	6.3	8.0	6.0	6.0	6.7	8.0	7.0	7.0	7.3
Adrianna	9.0	7.0	7.0	7.7	8.0	8.0	7.0	7.7	9.0	7.0	8.0	8.0
Saul	6.0	5.0	5.0	5.3	7.0	6.0	5.0	6.0	7.0	6.0	6.0	6.3
Edward	7.0	6.0	6.0	6.3	8.0	6.0	7.0	7.0	9.0	7.0	7.0	7.7
Aldo	7.0	5.0	6.0	6.0	7.0	6.0	6.0	6.3	9.0	6.0	7.0	7.3
Melodi	6.0	5.0	5.0	5.3	7.0	6.0	5.0	6.0	6.0	6.0	5.0	5.7
Marco	6.0	4.0	4.0	4.7	7.0	5.0	5.0	5.7	6.0	6.0	6.0	6.0
<i>ELL Avg</i>	7.0	5.5	5.6	6.0	7.5	6.3	5.9	6.5	7.8	6.4	6.6	6.9
					(+.5)	(+.8)	(+.3)	(+.5)	(+.3)	(+.1)	(+.3)	(+.4)
<i>Non-ELL Avg</i>	8	7.5	7	7.5	8	8	7.5	7.8	9	8.5	8.5	8.7