



Transcript for Management of Teacher Developed Student Learning Goals/Objectives

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Welcome to the module “Management of Student Learning Objectives: Administrator Perspectives”. This module is designed to provide teacher evaluators with the content and skills necessary to assist teachers in developing and implementing Student Learning Goals/Objectives as part of Connecticut’s Educator Evaluation and Support System.

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The purpose of this segment of the training is to:

1. Help administrators understand the structure of Student Learning Goals/Objectives developed by teachers
2. Discuss processes to be completed by administrators and teachers at each stage of the Student Learning Goal/Objective process
3. Introduce efficiencies into the Student Learning Goal/Objective implementation process
4. Introduce tools that might be used to assist in the Student Learning Goal/Objective Implementation process

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Please be sure to have these materials handy as you progress through this module. Let’s pause a moment for you to assemble these documents before we continue.

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A Student Learning Goal/Objective is a carefully planned, broad academic goal that a teacher develops at the beginning of the school year for all students or a group of students and is informed by data. It is measured with Indicators of Academic Growth and Development (IAGDs), which include specific targets for student learning and expected outcomes over an entire course or year of instruction. The focus of a Student Learning Goal/Objective should be on student learning. Student Learning Goal/Objectives are also a way of demonstrating teacher effectiveness. A teacher’s abilities to evaluate data, demonstrate understanding of his/her student population, select appropriate measures or assessments and set rigorous targets all correspond to the skills expected of highly effective teachers.

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This brief history of Student Learning Goals/Objectives will help establish the context for their inclusion in Connecticut’s Educator Evaluation and Support System.

Student Learning Goals/Objectives are being used successfully in many states and jurisdictions – both as a measure of student learning as well as teacher effectiveness.



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It is important to know that decisions about one element may result in a need to go back and revise another element; the elements are all interdependent. It is critical that administrators assist teachers to develop each of these elements with the highest quality possible, resulting in Student Learning Goals/Objectives that are comparable in rigor across grade-levels and content areas.

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Please reference the Teacher Student Learning Goal/Objective Development Guide from your materials on the SEED website. We will use this document again later in this module.

This is a tool that both teachers and administrators can use in developing and reviewing Student Learning Goals/Objectives.

It indicates the elements of a rigorous and attainable Student Learning Goal/Objective and provides guidance regarding the components of each element to ensure that the Student Learning Goal/Objective will result in student growth and development.

We will now discuss each element in more depth.

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Using the Development Guide, examine the Guide's structure and possible use. For the teacher, the Guide provides a structured approach to ensuring that the key elements of a Student Learning Indicator are present and thus, moves the teacher to consider the level of rigor that is appropriate and attainable with the targeted student population.

Administrators and district personnel can utilize the Guide to determine the level of coherence, equity and rigor among teacher Student Learning Goals/Objectives and those of other school and district educators. Building administrators can also utilize the guide to train new teachers in the Student Learning Goal/Indicator process and as a means of ensuring that each teacher has a complete and rigorous Student Learning Goal/Objective.

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The use of data provides the context for why the Student Learning Goal/Indicator was chosen and a platform for the selection of rigorous and attainable student learning targets. This will ensure that the teachers "knows the students sitting before him/her" and what will needed to promote success in student growth.



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The process encourages the use of multiple measures to determine the baseline data.

In many cases, pre-assessments may not be possible. Some classes include novel material to which students may not have been exposed previously. One example might be a cosmetology course in high school. Students have some basic knowledge of some of the issues associated with the content – but they are unlikely to understand the specific chemistry involved in proper use of color or application of permanents. In that case, teachers may wish to pre-assess with some general knowledge of the content area and then consider other data sources that might help clarify a student’s readiness to learn. In this example, students’ abilities to follow directions carefully would be essential – so reading skills and general work study habits would be of value in judging how they might do in this course.

Using an interim assessment might work for new coursework such as in a French course or an Economics course. Teachers present some material and gain knowledge about students’ propensity to learn the particular kind of content taught in the course.

Other coursework may be indicative of general learning tendencies – one or the other may be more relevant to specific coursework. For example, language arts abilities are likely to be related to the ability to be successful in Social Studies courses. Mathematical ability might be indicative of an ability to master the concepts of Chemistry, for example.

In all cases, special student characteristics may play a role in their ability to master content and should guide instructional practices. As such, these are valid pieces of data to consider as the baseline.

Baseline or trend data collection needs to be considered carefully and administrators can play an important role in helping teachers to analyze such data.

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Student characteristics are important in process of developing student learning goals/objectives. Teachers should consider students’ strengths as well as weaknesses as well as what students will be expected to know and demonstrate at the end of the school year or interval of time covered by the student learning goal/objective.

Administrators and teachers both need to keep in mind that a large proportion of a teacher’s class load is expected to be included in a teacher’s student learning goal/objective.

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The content of Student Learning Goal/Objective statement should address:

1. What do the students need to learn or be able to demonstrate?
2. What does the teacher need to consider to address students’ areas of weakness?
3. What are the big and core ideas that are essential to future success? This is a good time for teachers to consider college and career readiness skills and preparation of students for the next level of the content area.



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The Student Learning Goal/Objective is a Focus Statement is a broadly written statement about what will be addressed in the Goal/Objective – what learning content, and what kind of growth is expected. This is like the “elevator speech” version of what the Student Learning Goal/Objective is all about – how an educator might describe the learning focus if someone asked for a quick update.

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IAGDs should identify the specific standardized and/or non-standardized assessments or measures of progress that will be used as indicators of student growth and development.

Students should be able to demonstrate application of their knowledge and skills through multiple measures including constructed-response items and performance tasks.

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Targets should be rigorous – yet attainable. This requires some finesse but teachers should consider using growth from students in previous years to add to their knowledge base about appropriate levels of targets to set.

The IAGD will be stated in a “SMART Goal” format in which the specific skill or content, interval of instruction, specific measure of progress or assessment and student achievement targets are clearly established.

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As the Student Learning Goal/Objective is implemented, teachers should think about:

1. How will formative assessments guide instructional practice? Using collaborative meeting time such as grade-level or subject-area data teams, or Professional Learning Communities, and conveying the expectation that progress toward Student Learning Goals/Objectives is an appropriate agenda item will help teachers engage in conversations about instructional practice and using data to guide instruction and assess progress toward student learning goals.
2. Teachers should identify professional learning supports that would assist them and their students in achieving the goals set. This is a good time to engage teachers in discussions about what their own learning needs are and to assist the administrator in planning appropriate professional development opportunities for their teachers.

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Now let’s talk about the Student Learning Goal/Objective process and the various steps involved.



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If you were asked this question, how would you respond? Picture the most successful Student Learning Goal/Objective process you could imagine – what would the outcomes this process be and how would you know? “

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These are the signs of successful implementation often cited by administrators:

1. Training prepares staff for the development of high quality Student Learning Goals/Objectives
2. Staff understand the expectations and procedures around Student Learning Goals/Objectives
3. Time has been allowed for pre-implementation, mid-year, and end of interval conferences to reflect on Student Learning Goals/Objectives with teachers
4. Targets for students are rigorous, fair, comparable, and attainable
5. Professional learning supports Student Learning Goals/Objectives development
6. Student Learning Goals/Objectives outcomes are used to improve both student learning and teacher practice

Now let’s look at how successful implementation of the Student Learning Goals/Objectives process can occur in your school.

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As you think through planning for the year – taking a long view toward the ultimate goal will help teachers keep on track in their own planning.

Integrating Student Learning Goals/Objectives into ongoing activities helps to lessen the perception that Student Learning Goals/Objectives will appear to be another task layered on top of what teachers already do. Ensuring teachers that there is no expectation of duplicating effort – instead Student Learning Goal/Objectives will be part of what they are already doing – will help ease what may be seen as an extra burden.

Also, ensure that professional learning support will be present to help teachers attain their Student Learning Goals/Objectives targets and to grow professionally.

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Now let’s talk specifically about how Student Learning Goals/Objectives occur during the school year.



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Please reference the Student Goal/Objective Procedures and Communication Document from your materials on the SEED website.

The first tasks can begin during the spring and over the summer with the development of procedural rules for creating and submitting for Student Learning Goals/Objectives. These are the basic policies and procedures that the site-based administrators communicate to teachers to ensure a smooth process of designing and implementing Student Learning Goals/Objectives. In some cases, these decisions may be made at the district level and in others, they may be delegated to the discretion of the local administrator.

The topics addressed in the “Student Learning Goals/Objectives Procedures and Communication Document” should be explained to staff. Much of the concern teachers have around Student Learning Goals/Objectives centers around lack of clarity about what they should be doing – what is required, what is optional, and what the expectations are within the school. Using excerpts from a document like this one would assist teachers by clearly spelling out what they should do with regard to their Student Learning Goals/Objectives. The main issues we hear teachers ask about are:

1. Who will review the Student Learning Goals/Objectives?
 - It’s important to remember that Student Learning Goals/Objectives are mutually agreed upon by the teacher and the administrator.
2. When are the Student Learning Goals/Objectives due?
3. What do they have to submit and what is the process to do so?
4. What are the expectations around student growth?
5. What additional professional learning will be offered and how can they get help?
6. How will progress be monitored?
7. What are the procedures to finalize the Student Learning Goals/Objectives process at the end of the year?

The “Student Learning Goals/Objectives Procedures and Communication Document” also describes a number of issues related to ethics. This is an often overlooked aspect of the Student Learning Goals/Objectives process and may warrant additional attention.

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How teachers are scheduled for classes does affect the Student Learning Goals/Objectives that they can develop – remember that teachers are expected to address a large proportion of their students in their Goal/Objective. This might be something to keep in mind as schedules are created.

Thinking about training and assessment needs long before school starts will help prevent the back up in activities that is inevitable as school begins.

In addition, teachers need to have adequate data to review for baseline purposes and to decide what will be an appropriate focus in their Student Learning Goal/Objectives. Are there steps that can be taken in the summer to ensure that data is readily available as school begins? Summer is a good time to begin the review of data needed as well for the development of the administrator’s Student Learning Goal/Objective.



The academic calendar for the coming year should include important Student Learning Goal/Objective dates. Adding those to the academic calendar as administrators plan during the summer months will help their staff to see and understand the progression of Student Learning Goal/Objective development and implementation.

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Focused and ongoing training throughout the school year is vital to the successful implementation of instructional Student Learning Goal/Objectives. Naturally, the beginning of the school year is the most critical time as staff return and begin to develop their Student Learning Goal/Objectives.

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If you are responsible for training, this list of resources may help in developing your planning for staff training. You may also want to consider which resources and steps will be helpful for refresher training as well as the training of new hires? Are there resources available that could be used in staff meetings to help teachers prepare to write their Student Learning Goals/Objectives? What input can teachers provide to guide the development of the training process?

Think about the timing of this training. You will want training to be early at the start of the year, but need to arrange such training at a time when teachers can focus on the Student Learning Goals/Objectives process without feeling they are being pulled away from other important activities. If you have the ability to work with teachers prior to the start of school for students, this might be a good opportunity for training.

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Review the assessments and other data points available from the previous school year.

A particular focus should be on gaps in assessment availability. The summer is a good time to plan how to address these needs to ensure that data is ready for use when teachers return or to consider strategies if previous assessment strategies cannot provide needed data. How will those data gaps relative to student performance be addressed so that teachers have the needed baseline and trend data at the start of the school year as they begin the Student Learning Goal/Objective process? As we become more familiar with the Student Learning Goal/Objective process, the availability of needed data will improve and become more comprehensive.

In addition, the measures of progress and assessments used should be reviewed to determine if they were adequate.

Consider each of the following:

1. Were the measures of progress and assessments aligned to the learning content? Did they cover the right material and did they really address the standards that were identified? We often ask teachers to focus on the verbs in the standards. This helps identify whether the right kinds of tasks were assigned. Consider whether performance based tasks were included where they could have been used.



2. A second consideration is fairness – this has to do with both abiding by accommodations expected as well as making sure bias is not introduced into the form of the questions or tasks assigned.
3. Next, we want to consider clarity. This is related both to the task assignments (i.e., do the students know what is expected of them), and the scoring process of the assessments. Being clear about scoring and providing scoring guides and rubrics is an important step toward improving the consistency and comparability of assessments.
4. Finally, we want to consider the structure of the assessment. Were questions asked at the right depth of knowledge? Were the right kinds of items used? For example, would open-ended short answer or essay questions have been a better way to address the learning content in the Student Learning Goal/Objective?

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As the school year begins, early steps should address teachers' understanding of the basic procedures around the Student Learning Goals/Objectives process. Consider providing the Student Learning Goals/Objectives Procedures and Communication Document in written form or make it accessible as an internal document on the school's website. Keep the teacher union leaders aware of all policy issues and invite their input into the overall process.

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Reviewing Student Learning Goals/Objectives outcomes from the previous year can be part of the initial messaging around Student Learning Goals/Objectives Celebrate victories and highlight areas where growth is needed in the coming year. Talk about those Student Learning Goals/Objectives that were successful and the kinds of Student Learning Goals/Objectives that might need additional work in the coming year. Show teachers how the Student Learning Goals/Objectives process is working across grade levels and subject areas, and with the involvement of support specialists in their school.

Please reference the Sample Staff Survey from your materials on the SEED website.

A staff survey may also assist the administrator to determine what needs exist around the Student Learning Goals/Objectives process. Consider using the "Sample Staff Survey". You might want to adapt this for local use. The benefit of the surveys is that gaps in understanding will become clearer, making the needed direction for professional learning more clear.

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The survey results should be used to guide the design of additional professional learning.

Teachers should begin to work on their Student Learning Goal/Objectives and may wish to use the Development Guide as a tool in crafting their Student Learning Goal/Objectives.

This would be a good time to foster the development of teacher leaders by enlisting their help as mentors or resources for teachers who might need support with the Student Learning Goal/Objective process.

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Student Learning Goal/Objective development and implementation is a front-loaded activity – with much of the heavy work occurring early in the process. Finding ways to introduce efficiencies will be important to easing the load for administrators.

If Student Learning Goal/Objectives are successfully integrated into existing structures such as data teams or grade-level/subject-area teams, teachers can work on the Student Learning Goal/Objectives together and administrators can review those Student Learning Goal/Objectives as a group. This provides important collaboration time for the teachers and reduces the amount of time administrators will need to review the Student Learning Goal/Objectives.

Again, using teacher leaders to augment the work of Student Learning Goal/Objective reviews can expedite the process. Are there teachers in the school who could help organize Student Learning Goal/Objectives within their content area and provide an initial review of the process? Are there teacher leaders who can facilitate the sharing of Student Learning Goal/Objective expertise among the faculty? Consider department heads and grade level leads as potential collaborators to improve the quality of Student Learning Goal/Objectives.

And, this is a good time to encourage vertical planning. One strategy would be to have teachers consult those who teach the “next” class or subsequent grade to discuss what they see as student needs. Involving support specialists will broaden the discussion of student needs. This will help bring the teachers together and may uncover some difficulties students have that might have been unclear to teachers who are focusing only on the content of their class.

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It would be a good idea to develop a strategy for tracking the process of Student Learning Goal/Objective development. This may mean that a spreadsheet should be developed with teacher’s names and the status of their Student Learning Goal/Objectives. Some teachers may need additional support in crafting their Student Learning Goal/Objectives. Having a tracking system will help administrators manage the process.

As teacher Student Learning Goal/Objectives are being reviewed, consider whether there are groups of Student Learning Goal/Objectives that can be reviewed at once. Grade-level or subject-area teachers may craft a common Student Learning Goal/Objective across the grade or subject area. It is perfectly appropriate to have teachers in the same grade or subject area develop common Student Learning Goal/Objectives, given that they are seeing the same gaps in student performance on skills and content germane to their teaching responsibilities. Individual IAGD targets will be developed by each teacher, based upon their individual student populations.

The Development Guide can be a tool to help teachers complete their Student Learning Goal/Objective documents and for you, as the reviewer, to ensure the quality of the teacher’s submission.

The next several slides will focus on components of the Student Learning Goal/Objective development stage.



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Here is the issue – Quality matters...

Higher quality Student Learning Goal/Objectives have been shown to be related to significant gains in student growth and development in meeting curricular goals.

We know that principals are key to the success of Student Learning Goal/Objectives. How they approach the Student Learning Goal/Objective process and the kinds of Student Learning Goal/Objectives they mutually agree upon with teachers will have a profound impact not only on the success of implementation, but also in moving students to a higher level of achievement.

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The development of an Student Learning Goal/Objective is really a process of collaboration between the evaluator and the teacher. The Student Learning Goal/Objective Development Guide can be the basis for such a collaborative discussion. Both the Student Learning Goal/Objective evaluator as well as the teacher should review each element of the Student Learning Goal/Objective and decide which category best describes the Student Learning Goal/Objective. Use the descriptors in the Development Guide to help you make the selection. The goal here is to improve the quality of Student Learning Goal/Objectives as a means of impacting student growth and development. If an administrator finds that the Student Learning Goal/Objective does not meet the expectations, it should be returned to the teacher for revision. The messaging around Student Learning Goal/Objectives returned for revision should be careful – it should be approached as a method for improving the quality of the Student Learning Goal/Objectives – not a punitive measure. Teachers should understand that administrators want them to be successful and that these revisions are more likely to lead to success.

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The process of implementing Student Learning Goal/Objectives will occur for most of the year. Teachers should monitor students' progress toward meeting their goals through formative assessments. The results of these assessments may result in adjustments to instructional strategies. Again the messaging should be that the goal is for teachers and students to meet their goals. So – if instruction is not moving students in the right direction or not quickly enough, teachers should understand that adjustments may need to be made and should feel free to request assistance in the form of support from their administrators, through professional learning, or coaching from staff members.

Again, this is a time when the integration of Student Learning Goal/Objectives into everyday activities is important. As administrators conduct their classroom observations and midyear conferences, including Student Learning Goal/Objectives as part of the pre or post-conference discussion will underscore the importance of maintaining progress toward the goals for student learning.

Sometimes we hear administrators say that bringing up Student Learning Goal/Objectives repeatedly may seem like “overkill”. However, it is important to note that when people do hear something over and over, it is more likely to become part of their own vernacular, their own way of thinking about the work



that they do. Therefore, this is another way to encourage the integration of Student Learning Goal/Objectives into the fabric of teaching.

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Part of the Student Learning Goal/Objective Procedures and Communication Document should be to discuss how Student Learning Goal/Objectives are to be closed out. Assessment dates should have been specified within the Student Learning Goal/Objective document in the fall.

Pay particular attention to the maintenance of assessments. As Student Learning Goal/Objective outcomes figure into the evaluation of the teacher, data to support the outcomes needs to be readily available. Procedures for storing assessments or student work samples should be clarified in advance and at this time, reminders should also be sent to teachers. In the case of an appeal about the Student Learning Goal/Objective results, the data will be essential.

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The summative conference is an excellent opportunity to discuss the progress shown relative to the Student Learning Goal/Objective targets and for the teacher to reflect upon the impact instructional practice has had on the level of progress shown. What might the teacher do differently in the future or what successful practices need to continue? What led to success and what may have impacted those students not attaining the Student Learning Goal/Objective targets?

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Student Learning Goal/Objectives will be seen as a simple compliance exercise if it is not connected in a meaningful way to strengthening teacher practice and student learning.

What process and resources will be put in place or re-allocated to connect the results of the Student Learning Goal/Objective and the teacher evaluation process to professional learning opportunities for teachers?

Use Student Learning Goal/Objective quality and attainment data, student growth data, and teacher perception data (i.e., the degree to which teachers feel that the Student Learning Goal/Objective process is effective in measuring the impact of their classroom instruction on student growth), to reflect on how effective the Student Learning Goal/Objective process was across different subjects and grade levels.

Use the data to target any need for adjustments in the Student Learning Goal/Objective Procedures Document, or to determine the need for refresher training in such topics as the use of assessments in Student Learning Goal/Objectives or making instructional adjustments to “meet district expectations” around student growth.



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In the teacher evaluation process, the following considerations determine the rating scale for Student Learning Goal/Objectives.

Emphasize that a discussion of the terms “substantial” and “substantially” need to occur during the goal setting conference in the fall to avoid potential conflict.

It is important for teachers to have a clear understanding of how their Student learning Goals/Objectives will be rated.

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Conclude by emphasizing that Student Learning Goal/Objectives are all about student growth and development. They are more than just a component of the educator evaluation and support process. Student Learning Goal/Objectives have the power to focus attention and effort on the learning needs of students and to support the professional learning needs of educators. Their power is enhanced when the Student Learning Goal/Objective is of a high quality and represents thoughtful reflection on those needs by both teachers and school leaders.

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If you have further questions about the Administrator Evaluation and Support process, please contact Dr. Everett Lyons, Associate Executive Director at the CT Association of Schools.