CONNECTICUT STATE
DEPARTMENT OF EDUCATION

STUDENT LEARNING GOALS/OBJECTIVES
2014

A Handbook for Administrators and Teachers

To guide the process for developing high-quality goals/objectives to improve student learning

Including Sample Student Learning Goals/Objectives

CONNECTICUT
STATE DEPARTMENT OF EDUCATION

State Statute

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INTRODUCTION

A strong body of evidence now confirms what parents, students, teachers and administrators have long known: *effective teachers are among the most important school-level factor in improving student learning, and effective leadership is an essential component of any successful school* (McCaffrey, Lockwood, Koretz, & Hamilton, 2003; Rivkin, Hanushek, & Kain, 2000; Rowan, Correnti & Miller, 2002; Wright, Horn, & Sanders, 1997). Connecticut, like many other states nationwide, has implemented an educator evaluation and support system with the primary goal of developing a talented workforce required to provide a superior education for Connecticut's 21st-century learners

Connecticut's Educator Evaluation and Support System clearly defines effective practice, encourages the exchange of accurate, useful information about educator strengths and development areas, and promotes collaboration and shared ownership for professional growth. The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of educator performance.

Why Develop Student Learning Goals/Objectives?

Creates coherence and aligns practice

Teachers develop their goals using the administrator's goals and data of their individual students to set meaningful goals/objectives that will drive student improvement.

Focuses on student learning

By gathering data and identifying expected student outcomes for every student, school and district leaders, as well as teachers, can focus on student learning in ways that can drive effective instructional practice.

Reinforces best instructional practices

Effective instruction begins with assessing student learning needs. Based on that analysis, administrators and teachers set targeted learning goals, monitor progress, access professional learning and monitor instructional processes in the classroom.

Provides potential for collaboration

Student Learning Goals/Objectives promote collaboration and reflection of practice among educators.
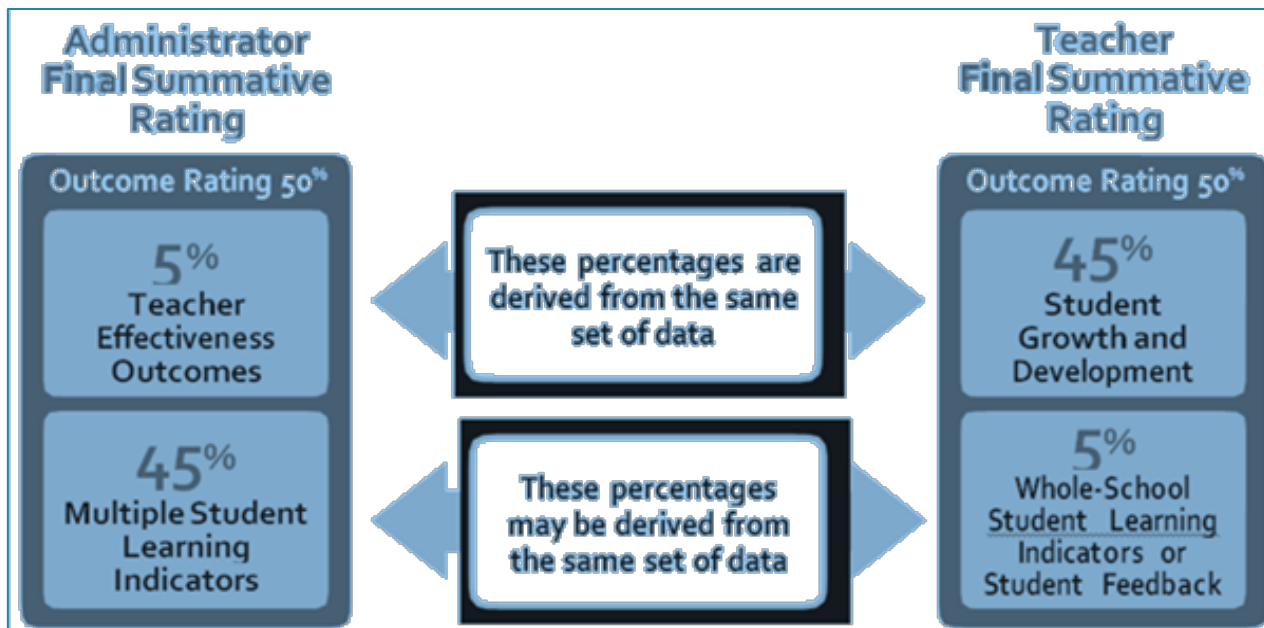
Student Learning Goals/Objectives are adaptable

Student Learning Goals/Objectives are flexible and can be adjusted or revisited based on changes in student needs (e.g., language proficiency) or shifts in student population.

The system identifies four components for the evaluation of administrators and four components for the evaluation of teachers as follows:

Administrator	Teacher
Student Learning (45%)	*Student Growth and Development (45%)*
Stakeholder Feedback (10%)	*Parent or Peer Feedback (10%)*
Administrative Performance and Practice (40%),	*Teacher Performance and Practice (40%)*
Teacher Effectiveness Outcomes (5%)	*Whole School Student Learning Indicators or Student Feedback (5%)*

Improving student achievement sits at the center of the work for all educators. Student learning is a shared responsibility between district leaders, administrators and teachers. When administrators and teachers develop goals/objectives in a way that supports overall school improvement, opportunities for success have no boundaries. Therefore, there is a reciprocal relationship between the component ratings for the administrator's and the teacher's goals/objectives.

To promote the effectiveness of educational leaders and teachers, this **Student Learning Goals/Objectives Handbook** is intended to provide guidance in the development of high-quality student learning goals/objectives. This Handbook can be used as a companion to Connecticut's System for Educator Evaluation and Development (SEED), a model evaluation and support system aligned to the Connecticut Guidelines for Educator Evaluation, or to a district developed model for educator evaluation and support.

Suggested District Timeline

STEP	DATE	PROCESS	
1	*End of school year* **May - Aug**	**Superintendent** and **Central Office** team determine priorities for the district based on trends, patterns and summative data.	
2	*Prior to the start of the new school year* **May - Aug**	**Administrator** determines priorities for the school and meets with evaluator to establish student learning indicators based on district and school priorities. **Administrator** may seek opportunities to collaborate with other administrators in developing goals/objectives.	
3	*Aug - Sept*	**Administrator** sets the context for teachers' student learning goal/objectives by sharing the district and school priorities and administrator goals/objectives related to school data.	All **Teachers**[1], across all content areas/disciplines, discuss their own contributions to improve student learning based on school priorities and identified student needs.
4	*Sept - Oct*[2]		**Teachers** examine student data and set goals/objectives for student growth and development utilizing multiple Indicators of Academic Growth and Development (IAGDs). Teachers may seek opportunities to collaboratively set goals/objectives.
		Administrator Conducts Goal-Setting Conference: Teacher and evaluator meet to discuss the goals/objectives in order to arrive at mutual agreement.	
5	*Oct - Jan*	**Administrator** implements his or her strategies to achieve the student learning indicators, collecting interim data to inform a mid-year conversation with the evaluator. Evaluator also collects evidence to inform the mid-year review, end-of-year summative rating and recommendations for continued improvement. **Administrator** provides time, resources and professional learning to support teachers in implementing their goals/objectives.	**Teachers** use effective teaching strategies to implement goals/objectives and use a formative assessment process to monitor student progress toward goals/objectives. **Teachers** collect evidence to support progress toward goals/objectives.
6	*Jan - Feb*	**Mid-year Formative Review**: **Administrator** meets with the evaluator to assess progress toward the student learning indicators and mutually agree to adjust targets as needed and discuss professional learning needs.	**Mid-year Check-in Conference**: **Teacher** and evaluator complete at least one mid-year check-in conference to review evidence related to the progress towards goals/objectives. If needed, teacher and evaluator can mutually agree to revisions on the strategies or approaches used, and/or a mid-year adjustment of the goal/objective to accommodate changes (e.g., student populations, teacher assignment, etc.)
7	*Feb - May*	**Administrator** continues to implement his or her strategies to achieve the student learning indicators, and collect evidence. Evaluator continues to collect evidence to inform the mid-year review, end-of-year summative rating and recommendations for continuous professional growth.	**Teachers** continue to use effective teaching strategies to implement goals/objectives and use a formative assessment process to monitor student progress toward goals/objectives. **Teachers** continue to collect evidence to support progress toward goals/objectives.
8	*May - Jun*	**Administrator Self-Assessment**: **Administrator** assesses his/her practice and identifies strengths and areas of improvement. Evaluator meets with **Administrator** to discuss the self-assessment and all evidence collected over the course of the year.	**Teacher Self-Assessment**: **Teacher** reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. Evaluator reviews submitted evidence and self-assessment to generate component ratings. Evaluator and teacher meet to discuss evidence and component ratings.

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[1] *Teachers* include classroom and non-classroom educators and service providers.

[2] All goals/objectives must be set by November 15.

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ADMINISTRATOR STUDENT LEARNING GOALS/OBJECTIVES

This section of the handbook focuses on the development of student learning indicators, which comprise 45% of the annual summative rating based on the administrator evaluation and support system.

Student Learning Goals/Objectives in the administrator evaluation and support system draw on available data, the superintendent's priorities, their school improvement plan and prior evaluation results (where applicable). The goals/objectives capture the administrator's impact on student learning and focus on the outcomes they want to achieve. The Student Learning Goal/Objective is more than a statement of expectations. Through well-designed Student Learning Goals/Objectives, a leader can drive the improvement of instructional practices at the school or program level thereby improving student learning at scale. Student Learning Goals/Objectives should provide the focus for concerted actions between administrators and teachers. The administrator as instructional leader utilizes meeting times, local and external expertise, data discussions with teams or departments and other strategies and resources to focus the instructional practices of teachers on student learning priorities.

The administrator evaluation and support system, student learning is assessed in equal weight of **(a) performance and/or growth on the state-administered assessments in core content areas that are part of the state's approved school accountability system[3]** and **(b) on at least two locally-determined indicators of student learning.** Each of these indicators has a weight of **22.5%** and together they account for **45%** of an administrator's summative rating.
The first goal/objective for administrators is determined by the state's accountability system for schools. In addition, administrators also set at least two Student Learning Goals/Objectives based on locally-determined indicators of student learning, at least one of which must include student outcomes from subjects and/or grades not assessed on state-administered assessments. Each of these goals/objectives is described below:

(a) **State Measures of Academic Learning** – Currently, the state's accountability system includes two measures of student academic learning:
   a. School Performance Index (SPI) progress – changes from baseline in student achievement on Connecticut's standardized assessments.
   b. SPI Progress for Student Subgroups – changes from baseline in student achievement for subgroups on Connecticut's standardized assessments.

> **PLEASE NOTE**: SPI calculations will not be available for the 2014-2015 school year due to the transition from state legacy tests to the Smarter Balanced Assessment. Therefore, 45% of an administrator's rating for Student Learning will be based on student growth and performance on locally determined measures.

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[3]Smarter Balanced Assessments will be administered for the first time in the 2014-2015 academic year. These assessments are administered in Grades 3-8 and Grade 11. Contingent on approval of the waiver submitted to the U.S. Department of Education (USED) regarding the use of student test data in educator evaluation in 2014-2015, districts may not be required to link student test data to educator evaluation and support in 2014-2015 only. Additionally, due to the transition to the new state assessments, there will not be an SPI available for 2014-2015.

(b) Locally-Determined Indicators of Student Learning – Locally-determined indicators of student learning must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.

- At least one of the indicators must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- For administrators in high school, selected indicators must include the cohort graduation rate and the extended graduation rate, as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.

For all **school-based administrators**, selected indicators must be relevant to the student population (e.g., grade levels) served by the administrator's school, and may include:

- 1. Student performance or growth on state-administered assessments and/or district-adopted assessments <u>not included</u> in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- 2. Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
- 3. Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.
- 4. Other indicators proposed by the district.

For **assistant principals**, selected indicators may focus on student results from a subset of teachers, grade levels, or subjects, consistent with the job responsibilities of the assistant principal being evaluated.

For **central office administrators**, selected indicators may be based on results in the group of schools, group of students, or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results.

For **administrators assigned to a school in "review" or "turnaround" status** in the state's accountability system, the indicators used for administrator evaluation must align with the performance targets set out in the school's mandated Improvement Plan.

In selecting indicators, districts may establish district-wide indicators or may allow administrators and their evaluators to craft mutually agreed-upon student learning objectives specific to that administrator.

Evaluation is a cycle of continuous improvement. Therefore, developing Student Learning Goals/Objectives should be viewed as a **reflective process rather than a single event**. The process begins before the start of the new school year with the superintendent identifying the instructional priorities for the district, which inform the instructional priorities of each school and thus inform the administrator's student learning priorities.

Prior to drafting student learning indicators, **principals, assistant principals** and **school instructional leaders**, review the superintendent's student learning goals for the district in order to align their school improvement plans with district priorities. **Central office administrators** would follow the same process to revise their program improvement plans, as appropriate, and would review available student learning data for the groups of students in those programs that they lead.

While local districts have flexibility to shape the process of developing student learning indicators based on local contexts, the following process may assist administrators in developing their student learning indicators. The process is broken down into specific steps. Each step requires thoughtful communication and collaboration between administrators and their evaluators, as well as a solid understanding of the purpose of and expectations for quality student learning indicators. The final determination of student learning indicators is made through mutual agreement between the administrator and his/her evaluator. Developing a rigorous and high-quality student learning indicator has four phases:

Phases of the Process

Phase: 1 Review Data → Phase 2: Determine Student Learning Indicators → Phase 3: Implement & Monitor → Phase 4: Assess Outcomes

Data Analysis

The administrator, perhaps in concert with a team of teachers and teacher leaders, analyzes the baseline data for the most important learning needs of the school's student population.

During the review of data, administrators should:
- analyze current and historical student learning data;
- look for patterns, trends and/or root causes for lack of achievement, strengths and weaknesses for both the whole group and underperforming sub-groups; and
- use the results of the analysis to **determine high-need areas** that could be used for the purposes of developing student learning indicators.

This process should take place early in the school year in order to facilitate the development of teacher student learning goals/objectives. Documenting the "baseline" data, or where students are at the beginning of the year, is a key aspect of the student learning indicators process.

Examples of Data Related to Student Learning

An administrator may use, but is not limited to, the following data in developing student learning indicators:

- Student scores on previous state-standardized assessments and local non-standardized assessments
- Cohort graduation rate and extended graduation rate
- Students with identified special needs, English learners, other subgroups of students
- Student and staff attendance records
- Information about families, community and other local contexts

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Considerations for the data analysis phase of administrator student learning indicators should include:
- *Do the student learning indicators represent a critical area of student growth?*
- *Do the student learning indicators address a content area with a clear need for growth for all students, or a low performing subgroup of students?*
- *Do the student learning indicators represent a course/content area that is not represented by courses/content areas not assessed on state-administered assessments?*

The Connecticut State Department of Education emphasizes the value of training administrators and teachers to review multiple sources of data, including data from formative measures, as indicators of how well students are progressing along their growth trajectories.

PHASE 2: SET GOALS FOR STUDENT LEARNING

◈ Develop the Student Learning Indicator Statement ◈ Alignment to District Priorities ◈ Identify Measures of Student Learning ◈ Select Strategies ◈ Goal-Setting Conference

Develop the Student Learning Indicator Statement

Individual administrators or instructional leadership teams develop at least two student learning indicators based on initial data analysis and set targets that are ambitious but appropriate and attainable for student learning. Administrators can benefit from involving teacher leaders early in the development phase as they can provide insights into instructional practices which would support the attainment of improved student learning outcomes.

Student learning indicators are written in a **S.M.A.R.T.** goal format, i.e., student learning indicators are **SPECIFIC and STRATEGIC** (about what is to be learned and by whom), **MEASUREABLE** (identifies the specific measure/assessment and target), **ATTAINABLE** (target is rigorous but appropriate to improving student learning), **RESULTS-ORIENTED** (states what results can reasonably be achieved, given available resources), and **TIME-BOUND** (specifies when the results can be achieved).

A student learning indicator should describe whether the overall focus on progress (i.e., students' content knowledge and skills will improve over time) or mastery (i.e., students will meet a particular standard or level of performance). It should also include the measure that will be used to determine student learning and the specific targets that must be achieved. The student learning indicator should be broad enough to encompass an extended instructional period and can serve as a basis for teacher student learning goals/objectives and should:

- focus on major area(s) of learning at the school/program level;
- address important curriculum targets;
- address a specific school or district priority;
- focus on an important objective based on recent trends or results from data; and
- be a rigorous, long-term goal written for all students in a given grade level or subject area or for subgroups of students.

Alignment

The process for creating student learning indicators should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student needs. Individual administrators or instructional leadership teams can work together to develop student learning indicators to ensure that they are aligned with school improvement needs and district priorities.

Administrators should also consider how their student learning indicator(s) can provide an opportunity for a school to move in a coordinated effort toward increases in student achievement and how teachers' student learning goals/objectives could support the administrator's student learning indicators.

Measures of Student Learning

Administrators will need to determine how student learning will be measured to demonstrate growth toward the student learning indicator. The measures or assessments used to determine progress toward achievement of the student learning indicator should provide accurate and fair information about student learning. Appropriate measures of student learning progress provide the ability for formative assessment and analysis which allows for an adjustment in strategies if necessary. Therefore the type and format of assessments will vary based on the content or skills to be measured.

Administrators are encouraged to select the assessment(s) that is most appropriate for measuring student growth in the target area(s). Some administrators prefer to think about the assessment at the beginning of the process. As they think about the learning goal, they may be simultaneously considering how they will measure the outcomes. Other administrators prefer to analyze the data, and identify the student population prior to determining the assessment. Either way is acceptable.

Assessments do not need to be limited to pencil-and-paper tests, but may include performance-based assessments as well, where appropriate.

In selecting indicators, districts may establish district-wide indicators or may allow administrators and their evaluators to craft mutually agreed-upon student learning indicators specific to each administrator.

Considerations for selecting measures of student learning should include how the measures or assessments will help the administrator:

- *track progress on the student learning indicator;*
- *track benchmarks throughout the year; and*
- *track growth in addition to attainment of the targets.*

Selecting Strategies

While Student Learning Goals/Objectives clearly identify the content or skills to be addressed throughout the year, administrators need to be able to identify the specific leadership actions that will focus the professional staff on the school or program objective. These leadership strategies should promote faculty collaboration, strategic use of meeting time, focused professional learning activities, appropriate assessment practices, data analysis and teacher reflection on the effectiveness of their instructional methods. Those administrators who share school and program data with faculty and engage them in the analysis of student needs are most successful at creating the alignment of teacher goals with the school or program needs. To the extent possible, the administrator would work with teachers to embed appropriate strategies and supports into their Student Learning Goals/Objectives, team or department meeting agendas and other appropriate venues that would drive practice in a systematic and focused manner.

Considerations for selecting strategies:

- *How will the Administrator identify strategies that will support the student learning indicator(s)?*
- *How will teachers in appropriate grades and subjects link their student learning goals/objectives to the school-wide student learning goals?*
- *What plan is in place to monitor and adjust strategies?*

Goal-Setting Conference

As part of the goal-setting process, the superintendent or designee and administrator meet to discuss information relevant to the evaluation process, and agree on the specific measures and performance targets for the student learning indicators. Student learning indicators are proposals until the administrator and the evaluator meet to discuss them. While administrators and evaluators should confer during the goal-setting process to select mutually agreed upon student learning indicators, ultimately, the evaluator must formally review all student learning indicator proposals. The evaluator will examine each student learning indicator to ensure that the student learning targets are both rigorous and attainable. In the absence of agreement, the superintendent or designee makes the final determination about the performance targets.

The *Administrator Student Learning Indicator Development Guide*, found in Appendix B, is provided as a resource to guide administrators and evaluators through the development and evaluation of student learning indicators.

> **Research shows that as administrators and teachers gain more experience in the student learning goal process**, the quality of student learning goals increases over the years of implementation. Districts that make a choice to view student learning goals as a continuous process throughout the school year will benefit most from this rich process.

The goal-setting conference provides an opportunity for the evaluator and administrator to discuss the appropriate resources and professional learning needed to support the administrator in meeting the performance target.

PHASE 3: IMPLEMENTATION AND PROGRESS MONITORING

◈ Leadership Actions ◈ Mid-year Conference

During the implementation phase, the administrator's leadership actions should focus faculty members on the improvement of instructional strategies designed to meet the needs of students in every classroom. For example, administrators can use professional development time, faculty and department meetings, individual teacher conferences and classroom observations to maintain the focus on the student learning objectives and the leadership actions identified in the student learning indicator development process. In addition, they work with teachers to review formative data on student progress.

The strength in the implementation of student learning indicators lies in strategies to improve the quality of leadership actions and promoting ongoing reflection about student learning data in order to plan interventions and adjustments in the instructional program. Focusing on the improvement of instructional strategies designed to meet the needs of students in every classroom will result in greater student learning.

At the start of the implementation phase, administrators work with teachers to align their student learning goals/objectives with administrator student learning indicators, to discuss appropriate instructional strategies and interventions to implement with students, and to discuss how to assess progress toward achieving the student learning goals/objectives.

During the mid-year formative review conference, administrators and evaluators discuss progress made toward student learning targets. Mutually agreed upon mid-year adjustments due to changes in student needs or population demographics, may be made if appropriate.

Self-Reflection

Toward the end of the school year, administrators should collect, review and analyze all information and data collected during the year to demonstrate progress made toward achievement of the student learning indicators. This is an important step in the administrator evaluation and support system process as the administrator can reflect upon the impact of her/his leadership actions on teaching practices and student learning outcomes.

The following prompts are suggested to guide the administrator's self-reflection:

- *Describe the results of your student learning indicators and provide evidence for each target.*
- *Provide your overall assessment of whether your indicators were achieved.*
- *Describe what you did as a school leader that contributed to your results.*
- *Describe what you learned from the student learning indicator process and how you will use your learning in the future.*

End-Of-Year Conference

The evaluator and the administrator meet to discuss all evidence collected to date. This is an opportunity for the administrator to discuss with her/his evaluator any resources, supports or professional learning that may assist the administrator in attaining future student learning indicators. Based on evidence presented as progress toward and/or attainment of the targets described in the administrator's student learning indicators, the evaluator will assign one of four ratings for the this portion of the administrator's Student Learning (45%) component[4] of the summative rating. The example below describes criteria for each of the four ratings.

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Met and exceeded all student learning indicators.	Met all student learning indicators.	Met one student learning indicator and made substantial progress on the other student learning indicator (s).	Did not meet student learning indicators.

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[4]PLEASE NOTE: When SPI calculations will be available, the rating on the administrator's locally-determined indicators will comprise 22.5% of the annual summative rating and the other 22.5% shall be based only on student performance and/or growth on the state-administered assessments in core content areas that are part of the state's approved school accountability system.

Professional Learning/Supports

The student learning indicator process is an integral part of a comprehensive educator effectiveness system because this promotes critical conversations about teaching and learning, effective assessment practices, and using evidence of student growth to demonstrate student progress. A key component of this process is to reflect upon what has been learned, what leadership actions that have been successful to improve teaching practices and student achievement, and what professional learning and supports will allow the administrator to continue to grow as an instructional leader and to empower teaching staff. In addition to the professional learning and supports that will help administrators to develop capacity for learning and leading, skillful leaders establish organizational systems and structures that support effective professional learning and ongoing continuous improvement for all staff.

APPENDICES

Appendix A

Topic(s)	Principal and Evaluator Actions[5]
Building Capacity	Maximizes time and builds capacity through the following: ■ Enlisting lead teachers/administrators in Student Learning Indicator-related monitoring and support ■ Analyzing data to determine teacher and student needs throughout Student Learning Indicator implementation ■ Providing professional development support during Student Learning Indicator implementation ■ Organizing needed support for Student Learning Indicator implementation
Monitoring and Improving Instruction	Monitors and improves instruction by doing the following: ■ Allocating resources strategically ■ Assessing teachers and students formatively to ensure learning is occurring ■ Asking questions about teacher and student progress ■ Coaching teachers instructionally ■ Reflecting on depth and breadth of instruction in relation to the Student Learning Indicator learning content ■ Enlisting community partners
Communicating	Maintains ongoing communication about Student Learning Indicators which includes the following: ■ Focus on student progress toward Student Learning Indicator goals ■ Regular updates and/or meetings about Student Learning Indicator progress ■ Transparent reflection during Student Learning Indicator implementation ■ High expectations for student progress ■ Celebration of learning and other successes ■ Probing for challenges to overcome during Student Learning Indicator implementation ■ Strategies to streamline efforts in Student Learning Indicator implementation
Integrating STUDENT LEARNING INDICATOR Efforts	Establishes Student Learning Indicator discussions seamlessly within the academic context (Connecticut Core Standards, DDI, PLCs, SRBI, etc.) During the following events: ■ Faculty meetings ■ Department and/or team meetings ■ Classroom observations
Conferencing with Teachers and school leaders	Holds both mid-year and ongoing conversations (with teachers and with your evaluator) which include the following: ■ Clarity in format and purpose ■ Fair and consistent judgment ■ High expectations ■ Safe climate ■ Use of Student Learning Indicators as entry points for improving practice
Promoting Systems Change	Promotes continuous improvement through the following: ■ Using and encouraging empirical and perceptual data to inform practice ■ Contributing relevant Student Learning Indicator suggestions to staff and the district at appropriate opportunities ■ Requiring all teachers, regardless of effectiveness, to improve practice

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[5]Adapted from material developed by the New York State Education Department

Appendix B

ADMINISTRATOR STUDENT LEARNING INDICATORS DEVELOPMENT GUIDE

Administrator:	School/Assignment:	Date:

Student Learning Indicator Statement:

Component	Guiding Questions	Descriptors
Data Analysis	*How does the student learning indicator address a critical area of student growth, a grade or subject not included in state assessment data, and/or a sub-group that has been underperforming at your school?* *How is the target informed and driven by past performance?*	Addresses a content area with clear need for growth for all students or low subgroup performance. Course/content area selected is not covered by state assessment / data. Includes or cites trend/pattern data indicating a need for focus in this area. Includes or cites preliminary data from the current year indicating a need for focus in this area, if available.
Alignment	*How is the student learning indicator aligned to **district** priorities?* *How does the student learning indicator provide an opportunity for the school to move in a coordinated effort toward increases in student achievement?*	Student learning indicator addresses a specific district priority. Success on the student learning indicator will contribute to the identified priorities. Explains why the focus of this student learning indicator was selected in light of the school's or program's need. Explains how the teachers' student leaning goals/objectives will support the administrator's student learning indicators.
Measures	*How will the measures or assessments help you track progress on the student learning indicator, how they allow you to track benchmarks throughout the year?* *How will the measures allow you to track growth in addition to attainment of the targets?*	Explains how formative and interim assessments will be used to track progress toward goal. Measures identified are aligned to the student learning indicator and can be used to assess growth. Targets are set for growth and/or progress toward mastery.
Strategies	*How did the Administrator identify strategies that will support the student learning indicator?* *How will teachers in appropriate grades and subjects link their student learning indicators to the school-wide student learning goals?* *What plan is in place to monitor and adjust strategies?*	Identifies leadership action(s) that will support the success of the student learning indicator. Identifies supports and resources that will promote success of the student learning indicator. Identifies which teachers, grade levels and subjects will support the school-wide student learning goal and why. Addresses how adjustments will be made and implemented within the timeframe.

ADMINISTRATOR STUDENT LEARNING INDICATORS DEVELOPMENT FORM

Administrator:	School/Assignment:	Date:

Student Learning Indicator Statement:

Component	Guiding Questions	Descriptors
Data Analysis	*How does the student learning indicator address a critical area of student growth, a grade or subject not included in state assessment data, and/or a sub-group that has been underperforming at your school?* *How is the target informed and driven by past performance?*	
Alignment	*How is the student learning indicator aligned to **district** priorities?* *How does the student learning indicator provide an opportunity for the school to move in a coordinated effort toward increases in student achievement?*	
Measures	*How will the measures or assessments help you track progress on the student learning indicator, how they allow you to track benchmarks throughout the year?* *How will the measures allow you to track growth in addition to attainment of the targets?*	
Strategies	*How did the Administrator identify strategies that will support the student learning indicator?* *How will teachers in appropriate grades and subjects link their student learning indicators to the school-wide student learning goals?* *What plan is in place to monitor and adjust strategies?*	

TEACHER STUDENT LEARNING GOALS/OBJECTIVES

This section of the handbook focuses on the development of Student Learning Goals/Objectives which comprise 45% of the annual summative rating for teacher evaluation system.

A Student Learning Goal/Objective is a carefully planned, broad academic goal that a teacher sets at the beginning of the year for all students or subgroups of students and is informed by available data. It is measured by **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. Each teacher, through mutual agreement with his/her evaluator, will select **at least 1 but no more than 4 goals/objectives for student growth**, the exact number based on a consideration of a reasonable number of goals/objectives taking into account teaching responsibilities and teacher experience.

A Student Learning Goal/Objective, when used in teacher evaluation, typically covers the entire course of instruction rather than a single unit and reflects high expectations for student learning or improvement and aims for mastery of content or skill development. At the end of the year or course, the teacher meets with his or her evaluator to discuss attainment of the IAGDs and determine the teacher's impact on student learning.

Forty-five percent (45%) of a teacher's evaluation shall be based on attainment of goals and/or objectives for student growth, using multiple indicators of academic growth and development to measure those goals/objectives. The process for assessing student growth using multiple indicators of academic growth and development for teacher evaluation will be developed through mutual agreement by each teacher and their evaluator at the beginning of the year.

- One half **(22.5%)** of the IAGDs used as evidence of whether goals/objectives are met *shall not be determined by a single, isolated standardized test score,* but shall be determined through the *comparison of data across assessments administered over time*, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available[6]. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure, an additional non-standardized indicator.
- For the other half **(22.5%)** of the indicators of academic growth and development, there may be: (a) a maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure and (b) a minimum of one non-standardized indicator.

The process of developing Student Learning Goals/Objectives is empowering. Teachers examine data and student outcomes to make meaningful decisions about what is most important for their students to learn and how that learning will be measured.

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[6]For the 2014-2015 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC's flexibility recommendation on January 29, 2014 and the State Board of Education's action on February 6, 2014.

Evaluation is a cycle of continuous improvement. Developing Student Learning Goals/Objectives should be viewed as a **reflective process rather than a single event**.

The process begins before the new school year starts. The superintendent identifies the instructional priorities for the district, which informs the setting of school instructional priorities and administrator goals/objectives. This provides the context for teachers in developing their own Student Learning Goals/Objectives.

There are four phases to developing Student Learning Goals/Objectives. Each of the phases is broken down into specific steps. Each step requires thoughtful communication and collaboration between teachers and their evaluators, a solid understanding of the expectations for Student Learning Goal/Objective quality. The four phases, outlined in more detail on the following pages, are designed to assist teachers in crafting Student Learning Goals/Objectives.

Review the baseline/trend data

Identify a learning need for the population of students served

Set the goal/objective

Identify the indicators of academic growth and development (assessments or measures of progress)

Set the targets

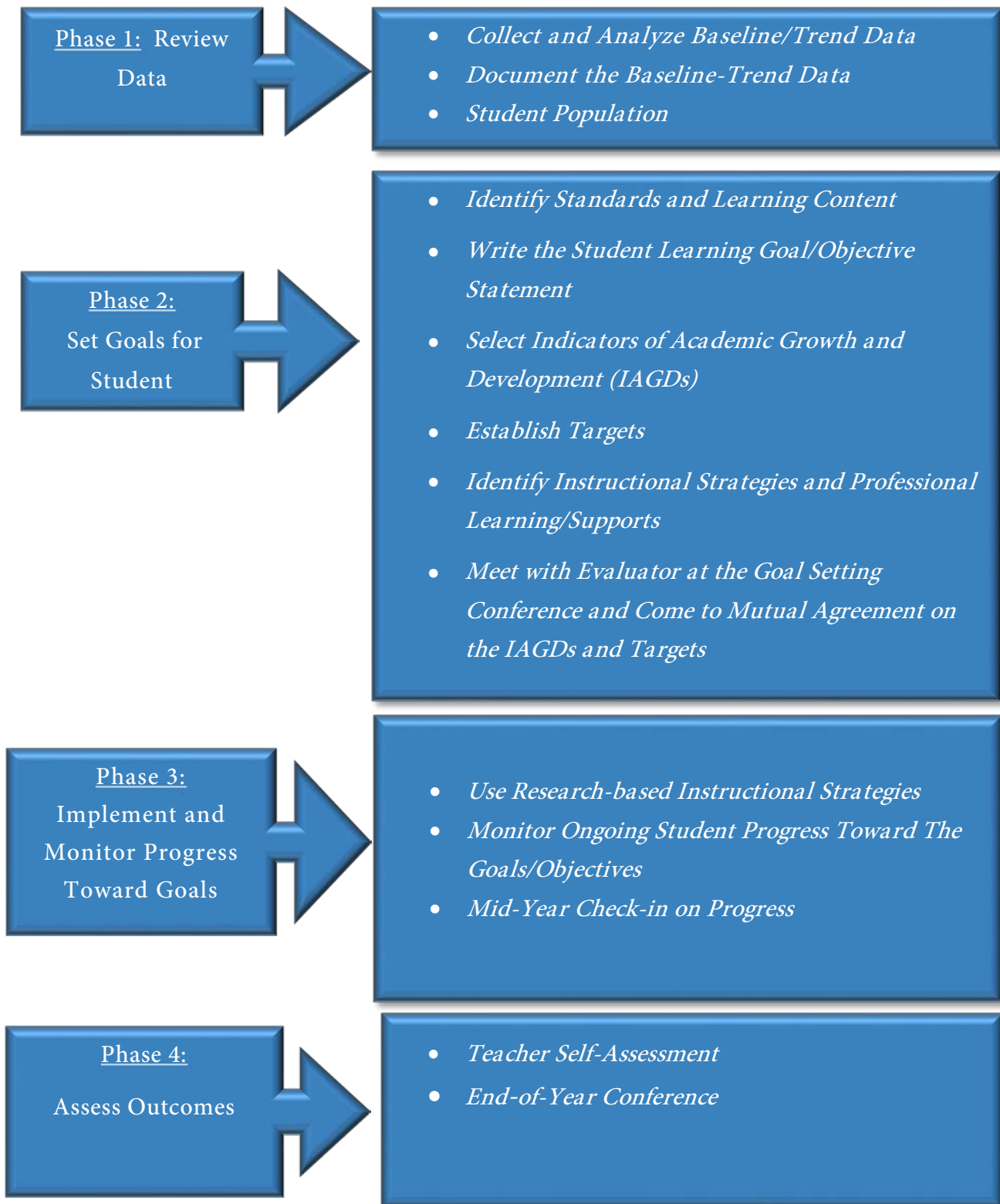*Implement and assess ongoing progress toward the goal/objective*

Meet with evaluator mid-year to check-in on progress and make adjustments if warranted

Continue to implement and assess ongoing progress toward the goal/objective

Analyze the outcomes and complete a self-assessment

Conference with evaluator to review final outcomes

Phases of the Student Learning Goal/Objective Process

Phase 1: Review Data → Phase 2: Set Goals for Student Learning → Phase 3: Implement & Moniitor Progress → Phase 4: Assess Outcomes

Goal/Objective Development Process - At-A-Glance

Phase 1: Review Data

- Collect and Analyze Baseline/Trend Data
- Document the Baseline-Trend Data
- Student Population

Phase 2: Set Goals for Student

- Identify Standards and Learning Content
- Write the Student Learning Goal/Objective Statement
- Select Indicators of Academic Growth and Development (IAGDs)
- Establish Targets
- Identify Instructional Strategies and Professional Learning/Supports
- Meet with Evaluator at the Goal Setting Conference and Come to Mutual Agreement on the IAGDs and Targets

Phase 3: Implement and Monitor Progress Toward Goals

- Use Research-based Instructional Strategies
- Monitor Ongoing Student Progress Toward The Goals/Objectives
- Mid-Year Check-in on Progress

Phase 4: Assess Outcomes

- Teacher Self-Assessment
- End-of-Year Conference

PHASE 1: REVIEW DATA

◈ Collect Baseline/Trend Data ◈ Analyze the Data ◈ Document the Data
◈ Identify a Specific Learning Need ◈ Identify the Specific Population

1. *Collect and Analyze Baseline/Trend Data*

The process starts with the review of student data as well as school and district instructional priorities to identify

Student learning needs. In the first several weeks of school teachers review the school's instructional priorities and their administrator's Student Learning Goals/Objectives to identify the learning priorities for their students. Once the instructional priorities have been set, teachers will begin to collect and examine data about their students in order to establish a baseline and set their Student Learning Goals/Objectives in alignment with the identified instructional priorities. **Suggestions on how to identify and analyze baseline data:**

(1) Once teachers have their class rosters, they collect and examine multiple sources of data about their students' performance to identify an area(s) of need.

(2) The teacher or team of teachers analyzes baseline data for the most important content standards of the course. As teachers review the data consider the following:

- look for patterns, trends and/or root causes for lack of achievement, strengths and weaknesses for both whole groups and sub-groups;

- use the results of the analysis to determine high-need areas that could be used for the purposes of Student Learning Goals/Objectives setting; and

- compare data from assessments with grade level team and/or department goals/priorities to determine possible common areas of need.

This part of the process should take place over the first several weeks of school as teachers are learning about their students and establish baselines for performance.

Examples of Data	
A teacher may use, but is not limited to, the following data in developing a goal/objective:	
- Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments etc.) - Student scores on previous state standardized assessments - Results from other standardized and nonstandardized assessments - Report cards from previous years - Results from diagnostic assessments - Artifacts from previous learning	- Discussions with other teachers (across grade levels and content areas) who have previously taught the same students - Conferences with students' families - Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs - Data related to EL students and gifted students - Attendance records - Information about families, community and other local contexts

2. *Document the Baseline-Trend Data*

Organizing data in a chart like the sample below will provide the teacher and the evaluator with a solid picture of students' strengths and weaknesses relative to the Student Learning Goal/Objective.

Teacher Name: Date:					School:		
Student Name	**EL**	**IEP**	**K-end-of-grade percent correct**	**1ST grade end-of-grade percent correct**	**Current guided reading level**	**Pre-assessment score**	**IAGD Target**
Fletcher		Y	15	25	C	25	60
Abrams			22	20	C	20	60
Davis			38	40	E	40	65
Edwards			32	38	G	49	70
Nguyen	Y		20	39	F	39	65
Garrison			40	45	H	45	70

I teach a course where students have little knowledge of the subject at the beginning of the year (e.g. Spanish 1). What data can I use for baseline purposes?

Historical data is often beneficial in these circumstances. What content have students struggled to understand or retain in the past? Use their prior school records, talk to their previous teachers and administer your own pre-assessments.

Guiding Questions

Baseline – Trend Data
What data were reviewed for this Student Learning Objective/Goal?
What do the source(s) of data about student performance, including pre-assessment, trend data, historical data, prior grades, feedback from parents and previous teachers and other baseline data reveal about student learning needs?
Have you summarized student data to demonstrate specific student need for the learning content tied to specific standards (including strengths and weaknesses)?
How do the data support the Student Learning Objective/Goal?

3. Student Population

Identify the target population represented by the Student Learning Objective/Goal. The selection of the population will be based on the data analysis. Teachers should describe **who is included in the Student Learning Objective/Goal**. It is important to note that each Student Learning Objective/Goal should address a central purpose of the teacher's assignment and should **pertain to a large proportion of his/her students**, including specific target groups where appropriate. Teachers should aim to **include as many students as possible**.

Teachers who teach multiple classes/courses or those whose teaching assignment encompasses a large population of students (e.g., physical education teachers, library media specialists, etc.) may determine an appropriate group of students, based on data, who will be included in the Student Learning Objective/Goal. For example, an English teacher who teaches two sections of 10th-grade World Literature and three sections of 11th-grade American Literature, may select to write one Student Learning Objective/Goal for his/her 10th-grade World Literature classes and another Student Learning Objective/Goal for his/her 11th-grade American Literature classes.

Guiding Questions

Student Population
Who are you going to include in this objective?
Why is this target group/class selected? Justify why this class and/or targeted group was selected, as supported by data comparing the identified population of students to a broader context of students (e.g., other classes, previous year's students, etc.)
Describe the characteristics of student population with numeric specificity including special needs relevant to the Student Learning Objective/Goal (e.g., I have 6 English learners, 4 students with reading disabilities…)
Do the Student Learning Objective/Goal and IAGD include a large proportion of students including specific target groups where appropriate?

PHASE 2: SET GOALS FOR STUDENT LEARNING

❖ Identify the Standards and Learning Content ❖ Write the Goal/Objective Statement
❖ Select the Indicators of Academic Growth and Development (Assessments or
Measures of Progress) ❖ Establish the Targets ❖ Identify the Instructional Strategies
and Professional ❖ Supports Meet with Evaluator
❖ Come to Mutual Agreement on IAGDs and Targets

1. *Standards and Learning Content*

A Student Learning Objective/Goal should be aligned to the learning content, skills and specific standards of the subject/course. Once teachers have had the opportunity to examine their students' data and have identified specific learning needs, the next step is to determine **the academic standards and learning content** that will be covered by the Student Learning Objective/Goal. The learning content specifies the academic focus of the Student Learning Objective/Goal.

As teachers develop their Student Learning Objective/Goal, they should reflect on the national or state standards that are addressed by the subject/course and consider the essential skills/knowledge that students will need to be successful.

While a Student Learning Objective/Goal should **address the essential content of a course/subject**, it should **not** focus on a single lesson or unit of study.

It is important to include a description of the specific standards the Student Learning Objective/Goal addresses, but *do not* list every standard. Include only those standards that the Student Learning Objective/Goal will fully address.

Guiding Questions

Standards and Learning Content
What are the standards connected to the learning content?
Does the goal/objective for student learning identify the big and core ideas, domains, knowledge and/or skills which students are expected to acquire and for which baseline data indicate a need?
*Does the Student Learning Objective/Goal align to **specific applicable** standards (Common Core, Connecticut, and national or industry standards)?*

2. Write the Student Learning Goal/Objective Statement

The <u>Student Learning Goal/Objective statement</u> establishes the focus of the teacher's goal. Once teachers have reviewed the district and school learning priorities and the data specific to their own students, they are ready to draft the Student Learning Goal/Objective statement. It should focus on major area(s) of learning at the grade level and address important curriculum targets, school or district priorities, or an important objective based upon recent trends or results from data.

All Student Learning Goals/Objectives should be broad enough to represent the most important learning/skills students are expected to achieve by the end of the semester/year but should be narrow enough to be measured. The Student Learning Goal/Objective can be written by teams of educators, if appropriate.

The Student Learning Goal/Objective statement should:

- take into account the overall **needs and strengths of the students** the teacher is teaching that year/semester;

- describe the overall objective, including whether it focuses on **progress** (e.g., students' content knowledge and skills will grow, improve, refine) or **mastery** (e.g., students will meet a particular standard or level of performance);

- address the most **important purposes of a teacher's assignment**; and

- be a **rigorous, long-term goal** written for a **large proportion of students** or subgroups of students.

Guiding Questions

Student Learning Objective/Goal Statement
What is the expectation for student improvement related to school improvement goals?
Does the focus statement describe a broad goal for student learning and expected student improvement?
Does the goal/objective reflect high expectations for student improvement and aims for mastery of content or skill development?
Is the goal/objective tied to the school improvement plan?

Sample Student Learning Objective/Goal Statements

Grade	Content Area	Student Learning Objective/Goal Statement	Comment
1-2	Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.	*This Student Learning Goal/Objective is a broad statement that identifies the knowledge and skill students are expected to acquire by the end of the year. Baseline data should indicate the need for this Student Learning Objective/Goal Statement.*
6	Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.	*This Student Learning Objective/Goal statement is a broad statement that reflects high expectation for student learning over the course of the year and aligns with CCSS and school goals*
7	ELA	Students will be able to write arguments to support claims with clear reasons and relevant evidence, including the acknowledgement of opposing claims, references to credible sources, a concluding statement, and a formal style.	*This Student Learning Objective/Goal statement includes a general statement about specific expectations for student growth as a preview to the overall Student Learning Objective/Goal description.*
7	Library Media Social Studies	Students will improve research skills by incorporating computer technology to identify and evaluate primary sources in research.	*This is a collaborative goal shared between the Library Media teacher and the social studies teacher.*
11	Algebra 2	Students will be able to analyze complex, real world scenarios using mathematical models to interpret and solve problems.	*This Student Learning Objective/Goal Statement sets a broad goal for student learning and expected student improvement. Baseline data should indicate the need for this Student Learning Objective/Goal Statement.*

3. *Select Indicators of Academic Growth and Development (IAGDs)*

Student Learning Goals/Objectives are measured by multiple Indicators of Academic Growth and Development (IAGDs). An IAGD is the **assessment/ measure of progress** that will be used to determine the attainment of goals and/or objectives for student growth. IAGDs include the **specific targets** that will demonstrate whether the students have met the Student Learning Goal/Objective.

IAGDs should be all-inclusive and include student subgroups, such as high or low-performing students or ELs

Teachers will need to determine how student learning will be measured to demonstrate growth toward the Student Learning Goals/Objectives. **Teachers are required to have a minimum of two IAGDs:**

- One IAGD, used as evidence of whether goals/objectives are met, shall be based on the state test for those teaching tested grades and subjects or another **standardized indicator** for other grades and subjects where available.
- The second IAGD may include a maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure, and a minimum of one **non-standardized indicator** (see **Appendix A** for guidelines on selecting non-standardized indicators).

IAGDs are unique to a teacher's particular students; teachers with similar assignments may use the same evidence for their Student Learning Objective/Goal, but it is unlikely they would have identical IAGD targets unless they shared the same group of students.

Teachers may use multiple assessments/measures of progress to assess a single Student Learning Goals/Objectives as long as the minimum requirements above are met.

The IAGD is written in a **SMART** goal format

S	Specific and Strategic
M	Measurable
A	Attainable
R	Results-Oriented
T	Time-Bound and Attainable

4. *Selecting an Appropriate Assessment/Measure of Progress*

Selecting an appropriate assessment/measure of progress can be one of the most challenging and important steps of the Student Learning Goals/Objectives process. Assessments that are used in the Student Learning Goals/Objectives process should provide accurate and fair information about student performance. Appropriate measures of student learning progress differ substantially based on the learners' grade level, content area and ability. Therefore the type and format of measures/assessments will vary based on the standards to be measured. Careful attention must be paid to how progress in relation to a given set of standards can most effectively be measured.

Some teachers prefer to think about the assessment/measure of progress at the beginning of the process. As they think about the learning goal, they may be simultaneously considering how they will measure the outcomes. Other teachers prefer to analyze the data, the standards and identify the student population prior to determining the assessment. Either way is acceptable.

Keep in mind that the Student Learning Goals/Objectives process is iterative rather than linear. Teachers may move back and forth throughout the process as they analyze data, set the Student Learning Objective/Goal and determine what assessments will best capture the student learning that will demonstrate student growth. Teachers should consider the baseline data used to set the Student Learning Goals/Objectives. They may want to begin the year with a pre-assessment to establish a baseline against which growth can be measured. However, teachers are cautioned against using the same identical test for both the pre-assessment and the post-assessment. In order for the post-assessment to be fair and valid, it must assess the same skills as the pre-assessment. In some cases, there may not be a pre-assessment that aligns with a post-assessment. In this situation, student data from multiple sources may be helpful to paint a clear picture of students' learning needs.

A teacher's professional experience is also an important part of the process. For example, let's say the school goal is to improve students' ability to read nonfiction. A grade 10 English teacher may not have a pre-test that aligns directly with the end of year assessment the teacher is planning to use. To get a sense of students' skills at the beginning of the year, the teacher may administer his/her own pre-assessment, aligned to the specific skills that will be assessed on the end of year assessment. Based on the results of the pre-assessment, prior state assessment data and/or prior student grades along with historical or trend data from the teacher's own past experiences with students, the teacher will have enough data to set a target goal.

> Smarter Balanced Assessments will be administered for the first time in the 2014-2015 academic year. These assessments are administered in Grades 3-8 and Grade 11. Contingent on approval of the waiver submitted to the U.S. Department of Education (USED) regarding the use of student test data in educator evaluation in 2014-2015, districts may not be required to link student test data to educator evaluation and support in 2014-2015 only.

For example, all second grade teachers in a district might set the same Student Learning Objective/Goal and use the same IAGD (e.g., the district reading assessment) to measure their Student Learning Objective/Goal, but the targets and/or the proportion of students expected to achieve specific targets would likely vary among second grade teachers.

In some cases, a support specialist may share a Student Learning Goal/Objective and the targets if the specialist co-teaches with or supports the classroom teacher.

- *When choosing an assessment/measure of progress, be sure that the assessment items/tasks cover the key content standards identified for the Student Learning Goals/Objectives and taught during the interval of instruction.*
- *Assessments/measures of progress should measure performance across a wide range of performance levels to ensure that they provide an accurate measure of achievement/growth for all students.*
- *Assessments/ measures of progress do not need to be limited to pencil-and-paper tests, but may include performance-based assessments/measures of progress where appropriate.*

Targets should be rigorous, yet attainable, as determined by the baseline or pretest data. Clarity is the key – it must be clear what the target is for each student. Several teachers may share Student Learning Goals/Objectives, but their targets may be different because they are based on the individual students in each teacher's class. Teachers can collaboratively set goals.

For additional guidance on setting Student Learning Goals/Objectives for **Student Educator Support Specialists** please go to the SEED website at: www.connecticutseed.org.

There are multiple methods for setting IAGD targets:	
Tiered or Differentiated Targets	Targets can be differentiate for individual students or groups of students based on baseline data. For example, a teacher may group students based on their baseline scores and set different or tiered targets for each group— e.g., students who scored in the lowest range on a pre-assessment will meet one target, while students who scored higher may have a different target.
Common Growth Targets	A single growth target can be set for all students. For example, all students will increase their baseline scores by 60% or all students will achieve a 70 or higher on an assessment.
Growth-to-Mastery Targets	All students will reach a set target. For example, all students will achieve at least a 75 on the final assessment.

Guiding Questions

Indicators of Academic Growth and Development (IAGDs)/Growth Targets
What are the quantitative targets that will demonstrate achievement of the Student Learning Goal/Objective?
Does the baseline and trend data support established targets?
Is the assessment/measure of progress aligned to both students' learning objectives and to the appropriate grade-or content-specific standards?
Does the assessment/measure of progress allow high-and low-achieving students to adequately demonstrate their knowledge?

Sample Student Learning Goal/Objective Statements with IAGDs and Targets

Grade	Content Area	Student Learning Goals/Objectives	IAGD/targets
1-2	Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.	**By June:** **IAGD #1:** Students will increase their attitude towards reading by at least 7 points from baseline on the full scale score of the Elementary Reading Attitude Survey, as recommended by authors, McKenna and Kear. **IAGD #2:** Students will read instructional level text with 95% or better accuracy on the DRA. • Grade 1- Expected outcome- Level 14-16 • Grade 2- Expected outcome- Level 22-24 **These are two IAGDs using two assessments/ measures of progress. IAGD #2 has also been differentiated to meet the needs of varied student performance groups.*
6	Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.	**By May 15:** • Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better • Students who scored a 2-4 will score 8 or better. • Students who scored 5-6 will score 9 or better. • Students who scored 7 will score 10 or better **This is one IAGD (assessment/measure of progress) that outlines differentiated targets based on pre-assessments.*
7	ELA	Students will be able to write arguments to support claims with clear reasons and relevant evidence, including the acknowledgement of opposing claims, references to credible sources, a concluding statement, and a formal style.	**By June 1:** • 27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test. • 40 students who score 30-49 will increase by 15 points. • 10 students who scored 0-29 will increase by 10 points. **This is one IAGD (assessment/measure of progress) that has been differentiated to meet the needs of varied student performance groups.*
7	Library Media Social Studies	Students will improve research skills by incorporating computer technology to identify and evaluate primary sources in research.	**By June 1:** All 45 students will create a content based product in their Social Studies classes that demonstrate their ability to use primary sources in context and create a works cited/ bibliography. • 80% of students will demonstrate proficiency by meeting all 6 of the criteria on the rubric (developed by the social studies teachers and the library media teacher). **This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.*
11	Algebra 2	Students will be able to analyze complex, real world scenarios using mathematical models to interpret and solve problems.	*By May 15:* • 80% of Algebra 2 students will score an 85 or better on a district • Algebra 2 math benchmark. **This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.*

5. *Identify Instructional Strategies* and *Professional Learning/Supports*

Student Learning Goals/Objectives clearly identify the content to be addressed during the instructional interval, therefore, teachers need to be able to identify the specific instructional approaches they will use to meet the expectations set for student growth. This includes strategies designed to target subgroups of students, accelerate learning for struggling students or supplemental learning for advanced learners. The description of strategies is not a laundry list of instructional methods a teacher may employ. Rather, these strategies should be **research-based**, age appropriate for the targeted students, and be clearly connected to the achievement of the learning target. For example, if a teacher's Student Learning Goals/Objectives targets improvement for special education students, one strategy may be to employ co-teaching activities with the school special education specialist for particular lessons.

> **The critical focus on data review, rigor, collaboration, refining instruction and professional growth are present throughout the process.**

Student Learning Goals/Objectives are an integral part of a comprehensive educator effectiveness system because they focus on student learning, promote critical conversations about instruction and assessment, and use evidence of student growth to guide professional growth that targets instructional improvement. The Student Learning Goals/Objectives process is reflective in nature as it supports continuous improvement and promotes collaboration among teachers and between teachers and their evaluators. The goal-setting conference allows teachers the opportunity to explain their proposed Student Learning Goals/Objectives, receive feedback from their evaluators and request additional **professional learning** or support as needed to assist the teacher in meeting his or her Student Learning Goals/Objectives.

While individual Student Learning Goals/Objectives are developed at the beginning of the year/semester, the process promotes ongoing improvement and continues throughout the educator's career. The steps are outlined in a linear fashion, but the critical focus on **data review, rigor, collaboration, refining instruction, and professional growth** are present throughout the process. As teachers consider their students' learning needs, it is suggested that they also reflect on their own **professional learning** needs that will help them achieve their goals.

> *Marzano's nine research-based instructional strategies that affect student achievement include*:
>
> - identifying similarities and differences
> - summarizing and note taking
> - reinforcing effort and providing recognition
> - homework and practice
> - nonlinguistic representations
> - cooperative learning
> - setting objectives and providing feedback
> - generating and testing hypotheses
> - questions, cues, and advance organizers

6. *Goal Setting Conference and Mutual Agreement*

At the start of the school year, the evaluator and teacher meet to discuss information relevant to the evaluation process and set goals for the year. Once the Student Learning Goals/Objectives with IAGDs and targets have been developed, the teacher meets with the evaluator to mutually agree to the IAGDs and targets. The evaluator will review the Student Learning Goals/Objectives taking into account teaching responsibilities and teacher experience to ensure that the each Student Learning Goal/Objective and indicators meet the following criteria:

- takes into account the academic track record and overall needs and strengths of the students the teacher is teaching that year/semester;
- addresses the most important purposes of a teacher's assignment;
- is aligned with school, district and state student achievement objectives; and
- takes into account the students' starting learning needs vis a vis relevant baseline data when available.

Once the evaluator and teacher mutually agree upon the Student Learning Goals/Objectives and indicators, the teacher will begin to implement them and collect evidence to support student growth. **If the evaluator and teacher cannot come to mutual agreement, the teacher should follow the process established by the district** to resolve the dispute.

PHASE 3: IMPLEMENT AND MONITOR PROGRESS TOWARD GOALS

❖ Use research-based instructional strategies ❖ Monitor student learning and progress toward goals/objectives ❖ Engage in Professional Learning ❖ Collect Evidence of Progress ❖ Mid-year Check-in on Progress

1. Use Research-based Instructional Strategies

The power of Student Learning Goal/Objective is in the instruction. Once the Student Learning Goals/Objectives have been set, teachers need to know how to turn those goals/objectives into actionable instruction; otherwise the Student Learning Goal/Objective is nothing more than an aspirational goal. Teachers identified strategies when developing their goals/objectives. They need to know what concrete steps to take to help students meet their growth targets. Employing effective teaching strategies to engage students in the learning, using a formative assessment process to monitor ongoing student progress and making adjustments to instruction are all good teaching practices that will move students toward the growth targets. Teachers may collaborate with colleagues to share student learning data and develop strategies to address challenges that may come up throughout the year. Administrators may also work with teachers to link teacher Student Learning Goals/Objectives with the administrator Student Learning Goals/Objectives, to implement appropriate instructional strategies and to assess progress toward achieving the Student Learning Goals/Objectives.

2. Monitor Ongoing Student Progress Toward The Goals/Objectives

Teachers will use a **formative process for assessing student learning** to ensure students are making progress throughout the year. Teachers will make adjustments to instruction as needed. Gathering evidence of student progress which can be shared with evaluators during the mid-year check-in is important. At that time, evaluators and teachers will review progress toward the goals/objectives.

The key to successful implementation of Student Learning Goals/Objectives is ongoing reflection about student learning as the means of planning for interventions and adjustments in the instruction. Teachers are encouraged to seek out professional learning opportunities to develop their instructional strategies designed to improve the learning of every student.

3. Mid-Year Check-in on Progress

Evaluators and teachers will conduct a **mid-year check in on progress** made with respect toward Student Learning Goals/Objectives targets. **Mutually agreed upon mid-year adjustments** due to changes in student needs or population demographics, may be made if appropriate. Tracking student progress and collecting evidence of student growth which can be shared at the mid-year check-in will help teachers reflect on their own progress toward the Student Learning Goal/Objective and provide evidence of progress or the need to make adjustments. This review may result in revisions to the strategies or approach being used and/or teachers and evaluators may mutually agree on mid-year adjustment of student learning goals to accommodate changes (e.g., student populations, assignment).

1. Self-Assessment

Teacher self-assessment - The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. The self-assessment should address the following:

- Describe the results and provide evidence for each IAGD.
- Provide an overall assessment of whether this objective was met.
- Describe what you did that produced these results.
- Describe what you learned and how you will use that learning going forward.

Administer the final assessment(s) to gather evidence of students' progress toward the Student Learning Goals/Objectives. Review all information and data collected during the year and complete a self-assessment for review by the principal or designee.

1. *Describe the results of your goals/objectives and provide evidence for each indicator (IAGD).*
2. *Describe what you did that produced these results.*
3. *Describe what you have learned and how you will use it going forward.*

2. End-Of-Year Conference

End-of-year conference - The evaluator and the teacher meet to discuss all evidence collected to date. Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each goal/objective:

Exceeded (4 points)	*Met* (3 points)	*Partially Met* (2 points)	*Did Not Meet* (1 point)

For Student Learning Goals/Objective with more than one IAGD, the evaluator may score each indicator separately, and then average those scores for the Student Learning Goals/Objective score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the Student Learning Goals/Objective holistically.

APPENDICES

APPENDIX A

Nonstandardized Assessment Options for Measuring Student Growth

Options for Measuring Student Growth	Strengths of this Measure	Limitations of this Measure
Use existing district-developed assessments including but not limited to: • End of course assessment • End of unit assessments • Midterm assessments • Benchmark assessments. Assessments are created by groups of teachers/ professionals who have been trained in formative and summative assessment as well as test item types and item development. Item types include, but not limited to: • Selected response (multiple choice) • Constructed response (matching, fill-ins; long or short responses) • Essay	ALIGNMENT WITH INSTRUCTION Assessments developed by the creators of the curriculum are likely to be the best aligned with both the content and instructional methods used. PROXIMITY TO INSTRUCTION Local assessments are often naturally embedded in the cycle of instruction and are used to make instructional adjustments to facilitate student mastery in an on-going process that is inherent to teaching and learning. DATA ANALYSIS Assessment results provide comparability across all classes when all students are assessed using the same measure.	VALIDITY When a measure has not been studied for technical adequacy, the level of validity is unknown. Whenever a measure is used in a way that it was not intended by the designer the validity is jeopardized (e.g., turning an end-of-course test into a pre-test). Paper-and pencil tests may not be appropriate as the sole measure of student growth, particularly in subjects requiring students to demonstrate knowledge and skills. RELIABILITY When a measure has not been studied for technical adequacy, the level of validity is unknown. Reliability of the results may be affected when a measure is administered in different ways or contexts (time, location, directions) for different students. BIAS Because the measure has not been studied for technical adequacy, the level of bias is unknown. If the needs of the student (based on culture, language acquisition, or individual history) have not been taken into consideration during the development of the assessment, Bias may exist and interfere with accurate measurement of knowledge, skills or understanding. RIGOR An assessment may lack rigor and may not capture true mastery of skills such as critical thinking, problem solving, collaboration, communication, etc.
Use the four Ps—portfolios, products, performances or projects—to measure student growth over time for subjects in which standards require students to *demonstrate* mastery. Rubrics can be developed by a group of teachers. Rubrics should include explicit descriptions of each performance level. Dimensions of performance should be consistently represented at each level.	ACROSS TIME Evidence about student growth - in particular skills - can be documented over time using consistent performance rubrics. PURPOSE Portfolios, projects, and performance tasks reflect skills and knowledge that are not readily measured by paper-and-pencil tests.	RUBRICS Training may be required for everyone involved in using rubrics to ensure all raters agree on how the evidence reflects the different levels of achievement. CALIBRATION of SCORING Performance ratings are best conducted by groups of raters rather than individual teachers; bringing raters together to examine student work can be present logistical challenges.

APPENDIX B

STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

This guide is intended to serve as a tool to assist teachers in developing their student learning goals/objectives and IAGDs, as well as guide the discussion between a teacher and evaluator during the goal-setting conference. Each of the components described below includes guiding questions and descriptors for developing high quality and rigorous student learning goals/objectives.

Component	Guiding Questions	Descriptors
Baseline/Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	• Identifies by specific name any baseline assessment(s) and/or performance measures used (e.g., trend data, historical data, prior grades, feedback from parents and previous teachers, observations and other baseline data available, etc.) • Summarizes student data to ***demonstrate specific student need*** for the learning content tied to specific standards (***including strengths and weaknesses***)
Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	• Justifies why this class and/or group was selected, ***as supported by data*** • Describes characteristics of student population ***with specificity*** including special needs, EL, 504, tiered students, etc. relevant to the goal/objective (e.g., I have 6 English learners, 4 special ed. students …) • Includes a ***large proportion*** of students including specific sub groups where appropriate
Standards And Learning Content	*Which standards are connected to the learning content?*	• Selects ***applicable standards*** (Common Core, Connecticut, Early Learning and Development Standards national or industry standards) ***specific to student learning needs*** identified from analysis of baseline data
Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	• Identifies ***big and core ideas***, domains, knowledge, and/or skills students are expected to acquire for which ***baseline data indicate a need*** • Describes a broad goal for expected student growth and development • Reflects high expectations for student growth and development and aims for mastery of content and/or skill development • Ties to the school improvement plan
Indicators Of Academic Growth And Development (IAGDs) **Growth Targets**	*A. How will you measure progress toward your student learning goal/objective?* *B. What targets will you establish to demonstrate attainment of your student learning goal/objective?* **NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs**	**IAGDs** **A. ASSESSMENTS/MEASURES OF PROGRESS** • Identifies by specific name the ***standardized and/or non-standardized assessment(s)/measures of progress*** that will be used as indicators of student growth and development • Allows all students to demonstrate application of their knowledge/skills through multiple measures including but not limited to constructed-response items or performance tasks • Assessment(s)/measures of progress is objective, fair and includes plans for consistent administration procedures • Identifies assessment tools including but not limited to answer keys, scoring guides and/or rubrics **B. GROWTH TARGETS** • Sets individual or differentiated growth targets for a large proportion of students that are rigorous and reflect both greater depth of knowledge and complexity of thinking required for student success • Growth targets are based on state test data where available • Specifies end dates which includes the majority of the course length
Instructional Strategies/Supports	*What methods will you use to accomplish this student learning goal/objective? How will progress be monitored? What professional learning/supports do you need to achieve this student learning goal/objective?*	• Describes key instructional strategies that will promote student learning related to the student learning goal/objective • States how ***formative assessments*** will be used to guide instruction and monitor progress toward the student learning goal/objective • Identifies professional learning/supports needed to attain the student learning goal/objective

APPENDIX C

STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

Teacher:	Grade: Content Area:		Date:

Component	Guiding Questions	Descriptors
Baseline/Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	
Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	
Standards And Learning Content	*Which standards are connected to the learning content?*	
Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	
Indicators Of Academic Growth And Development (IAGDs) **Growth Targets**	*How will you measure progress toward your student learning goal/objective?* *What targets will you establish to demonstrate attainment of your student learning goal/objective?* **NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs**	**IAGDs:** A. ASSESSMENTS/MEASURES OF PROGRESS B. GROWTH TARGETS
Instructional Strategies/Supports	*What methods will you use to accomplish this student learning goal/objective? How will progress be monitored? What professional learning/supports do you need to achieve this student learning goal/objective?*	

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Sample Student Learning Goals/Objectives

for Administrators and Teachers

This following section includes several sample goals/objectives for administrators and teachers. A more complete catalogue of goals/objectives will be available on the website.

ADMINISTRATOR STUDENT LEARNING INDICATORS DEVELOPMENT FORM

This guide is intended to serve as a tool to assist administrators in developing Student Learning Indicators.

Administrator: High School Principal | **School/Assignment:** | **Date:**

Student Learning Indicator Statement:

Ninety percent (90%) of Grade Nine students will have acquired a minimum of 6.5 graduation credits as of August 30, 2015.

Component	Guiding Questions	Descriptors
Data Analysis	*How does the student learning indicator address a critical area of student growth, a grade or subject not included in state assessment data, and/or a sub-group that has been underperforming at your school?* *How is the target informed and driven by past performance?*	Trend analysis indicates that our historical five-year average for grade nine students attaining the minimum number of graduation credits by the completion of the summer school remediation session is 85%. Success in the first year of high school is crucial to eventual completion and graduation. National data indicates that lack of success during freshman year is directly correlated to diminished graduation rates from high school. A high school diploma is now the minimum educational level for entry into sustaining employment. Data indicates that male learners perform at a much lower rate than their female peers with an average five-year average of 80% of grade nine male students attaining the minimum number of credits to move to grade ten.
Alignment	*How is the student learning indicator aligned to **district** priorities?* *How does the student learning indicator provide an opportunity for the school to move in a coordinated effort toward increases in student achievement?*	Our district and state educational goals have a focus on the improvement of graduation rates as a measure of the school systems success in meeting the needs of its students. Focusing on grade nine students will be the first step in a comprehensive year-by-year improvement strategy leading to improved graduation success. This goal will involve all sectors of the professional school community in developing effective instructional strategies and outreach methods as a means of impacting our historical trends in this area.
Measures	*How will the measures or assessments help you track progress on the student learning indicator, how they allow you to track benchmarks throughout the year?* *How will the measures allow you to track growth in addition to attainment of the targets?*	Grade nine students will be monitored seven times during the school year (1-3 quarter report cards and 1-4 quarter progress reports). Those students not meeting success as defined as a minimum "C" grade in each subject area at the time of monitoring will be targeted for intervention. I would anticipate that the percentage of students attaining the minimum "C" requirement will increase during each reporting period as interventions are put into place.
Strategies	*How did the Administrator identify strategies that will support the student learning indicator?* *How will teachers in appropriate grades and subjects link their student learning indicators to the school-wide student learning goals?* *What plan is in place to monitor and adjust strategies?*	I will monitor the following activities to ensure effective operations: School-wide Data Team and Grade Nine Team meetings and Data Team meetings, and our Student Assistance Team meetings. I will lead professional learning for faculty re: data analysis, individualization of learning and building effective relations with students. Grade nine teachers will develop student learning indicators in support of this goal. Appropriate support staff will also develop area-specific indicators to impact the achievement of this target. Monthly meetings of the grade nine data teams/school-wide data team and Student Assistance team will monitor those students falling below the minimum grade targets each reporting period. Grade nine faculty and support staff will adjust instructional and support services on an individual-student basis.

ADMINISTRATOR STUDENT LEARNING INDICATORS DEVELOPMENT FORM

Administrator: Curriculum Director	School/Assignment: Two Middle Schools and Two High Schools	Date: September 2014

Student Learning Indicator Statement: Through the provision of job-embedded learning related to CCSS, writing standards, use of the district-writing rubric, calibrated scoring and examination of student work, all English and Social Studies teachers will provide targeted instruction that will raise achievement among Social Studies students.

Specifically, all students in yearlong English and Social studies classes in grades 7-10 will demonstrate an increase in their ability to both comprehend and write about informational text by gaining <u>at least one score point</u> on the <u>Evidence and Elaboration strand</u> using the <u>District Writing Rubric</u> on <u>team-created, course-specific writing assignments</u> (minimum 3x per year) <u>by June 2015.</u>

Component	Guiding Questions	Descriptors
Data Analysis	*How does the student learning indicator address a critical area of student growth, a grade or subject not included in state assessment data, and/or a sub-group that has been underperforming at your school?* *How is the target informed and driven by past performance?*	• Based on last year's data (grade 6-12 district writing assessments), 77 % of students in grades 7-10 scored ≤ 2 on the Evidence and Elaboration strand of the district analytic writing rubric. • Students need to continue working on identifying, comprehending, and citing evidence in English and Social Studies writing assignments. • This year we are moving from uniform district writing assessments (3 x per year to team-created, course-specific writing assignments (3x per year) that are comparable across grades and courses.
Alignment	*How is the student-learning indicator aligned to **district** priorities?* *How does the student-learning indicator provide an opportunity for the school to move in a coordinated effort toward increases in student achievement?*	• The district writing goals for 2014-15 focus on student growth in identifying and citing text evidence in both informational and literature text. • Alignment to the College and Career Ready Anchor (CCRA) Standards in Writing (Research to Build and Present Knowledge - CCSS.ELA-Literacy.CCRA.W.9) **"Draw evidence from literary or informational texts to support analysis, reflection, and research"**

Measures	*How will the measures or assessments help you track progress on the student learning indicator, how they allow you to track benchmarks throughout the year?* *How will the measures allow you to track growth in addition to attainment of the targets?*	• Examining and scoring student work using the CCSS-aligned district-writing rubric on team-created, course-specific formative/ interim measures that are aligned and comparable across grades and courses. • Set a single measurable growth target using the rubric • Set a minimum expectation for progress over the course of the school year. • Tie the measurement to critical skills and relevant course content.

Strategies	*How did the Administrator identify strategies that will support the student-learning indicator?*
	
	How will teachers in appropriate grades and subjects link their student learning indicators to the school-wide student learning goals?
	
	What plan is in place to monitor and adjust strategies?
		Research Support for Goal and Strategies:
		    Research supports the effectiveness of professional learning that occurs when teachers collectively examine student work using a single multidimensional rubric and engage in the reflective and lively process of team scoring and calibration. The calibration process makes scoring more consistent and aligned to the standards and criteria upon which the rubrics are based (Langer, Colton & Goff, 2003, McClure, 2008, Rhode Island Department of Education, 2013)
		Administrator Support Strategies:
		• By coordinating and adjusting (as needed) the professional learning opportunities for teachers in team-based, course-specific work that is aligned across grades and subjects, I hope to support teachers' learning and improve instructional practices district-wide with a targeted, specific focus on writing in grades 7-10 English and Social Studies in 2014-15.
		• I will support teachers by providing resources:
		    1. Formal training in the CCRA-aligned district writing rubric from their peers who helped develop it (One August PD day)
		    2. Time to create assessments, examine student work and calibrate their scoring (periodic release time)
		    3. Time to collectively identify instructional strategies to improve student writing (regularly scheduled data team time or common planning time).
		• I will monitor and adjust my support strategies based on data analysis following assessment periods. I will collect and respond to teacher input during face-to-face visits during teacher team time or department meetings scheduled throughout the year. It is critical to monitor both the interim data and to be informed and respond to other formative data teachers collect.
		• **Benefits to Teachers:** It is intended that English and Social Studies teachers will develop a greater understanding of the writing targets and explore instructional strategies to raise achievement in writing.

- **Benefits to Students:** The benefit to students is best described below. This excerpt is taken from the Notes on College and Career Ready Standards for Writing http://www.corestandards.org/ELA-Literacy/CCRA/W/
"To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year."

GRADE K-2 SPEECH AND LANGUAGE

TEACHER STUDENT LEARNING GOALS/OBJECTIVES FORM

Teacher:

Grade: K-2
Content Area: Speech and Language Therapy

Date: 2014

Component	Guiding Questions	Descriptors

Baseline/Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	Pre-test data indicates that 100% of the students in my caseload who receive speech-language services to address phonological awareness skills earned scores that fell within the NOT ACHIEVED or EMERGING range on the Profile of Phonological Awareness (PAISA).
		
		The breakdown of student performance is as follows:
		BLENDING SOUNDS:
		    On the PAISA, 2/5 students earned a score of NOT ACHIEVED in their ability to blend sounds
		    On the PAISA, 3/5 students earned a score of EMERGING in their ability to blend sounds
		ISOLATING SOUNDS:
		    On the PAISA, 3/5 students earned a score of NOT ACHIEVED in their ability to isolate sounds
		    On the PAISA, 2/5 students earned a score of EMERGING I their ability to isolate sounds
		SEGMENTING SOUNDS:
		    On the PAISA, 1/5 students earned a score of NOT ACHIEVED in their ability to segment sounds
		    On the PAISA, 4/5 students earned a score of EMERGING in their ability to segment sounds

Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	**N=5** Of the students in K-2 who have documented weaknesses in their phonological awareness skills: 2 have educational classifications of Speech and Language Impaired 1 is classified as Developmentally Delayed 1 is classified as Other Health Impaired-ADHD 1 is classified as Specific Learning Disability A child's phonemic awareness is a powerful indicator of the likelihood of reading and spelling success. Children who can not distinguish and manipulate the sounds within spoken words have difficulty recognizing and learning the necessary print/sound relationship that is critical to proficient reading and spelling success. If a child has poor phonemic awareness, it then follows that it will be difficult for them to discover the necessary link between print and sound.
Standards And Learning Content	*Which standards are connected to the learning content?*	CCSS.ELA-Literacy.RF.K2 CCSS.ELA-Literaacy.RF.1.2 Demonstrating understanding of spoken words, syllables and sounds (phonemes).

Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	Elementary students who receive speech-language therapy to address phonological awareness skills will demonstrate improvement in their ability to isolate, blend and substitute sounds in support of their foundational literacy skills.
Indicators Of Academic Growth And Development (IAGDs) **Growth Targets**	*A. How will you measure progress toward your student learning goal/objective?* *B. What targets will you establish to demonstrate attainment of your student learning goal/objective?* **NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs**	**IAGDs:** **A. ASSESSMENTS/MEASURES OF PROGRESS** Profile of Phonological Awareness (PAISA) **B. GROWTH TARGETS** By June, at least 80% of students (4 out of 5) will demonstrate improvement in their phonological awareness skills as measured by an increase of at least 1 performance descriptive category (not achieved, emerging, achieved) in at least 2/3 domains as measured by the students' pre/post score comparison on the Profile of Phonological Awareness (PAISA).
Instructional Strategies/Supports	*What methods will you use to accomplish this student learning goal/objective? How will progress be monitored? What professional learning/supports do you need to achieve this student learning goal/objective?*	Explicit instruction and practice will occur in the structured therapy setting with individualized activities developed to encourage phonological awareness development, including use of technology and high interest iPad apps mediated by the speech and language pathologist. Weekly session data will be kept in order to assess the current needs of the individual students in order to guide planning and instruction. Ongoing consultation with general education teachers to assist with planning carryover strategies will be critical for sustaining improvement.

GRADE 1 ELA

TEACHER STUDENT LEARNING GOALS/OBJECTIVES FORM

Teacher: Grade: **Grade 1 - General Education Classroom**   Date: **Oct 6, 2014**
Content Area: **English Language Arts**

Component	Guiding Questions	Descriptors
Baseline/ Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	1. Grade K – June 2014 -Universal Screening Data - (Dibels) Letter Sound Fluency & Phoneme Segmentation 2. Grade 1 - September 2014- Universal Screening Data (Dibels) - Letter Sound Fluency & Phoneme Segmentation 3. Grade 1 – September 2014 – Running Records Cycle 1 4. Qualitative data from student profiles, individual reading plans, and cumulative record review
Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	In my class of 23 first graders, I used available district assessments and cut points, and gathered the the following baseline data; {table below} Classroom composition: Fourteen boys and nine girls; Six English Learners (English Proficiency Level 1 and 2); Two special needs students (identification category = speech/language impairment and neurological impairment); 1 student held back in grade one this year).
Standards And Learning Content	*Which standards are connected to the learning content?*	*While all standards will be addressed this school year, these critical skills have been prioritized for my goal because I can have a high impact on student learning and these skills are measurable using available assessment tools.* 1. Phonics/ Word Recognition: CCSS.ELA-Literacy.RF.1.3 Know/ apply grade-level phonics & word analysis skills in decoding words. **2.** Fluency: CCSS.ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension. 3. Comprehension of Literature/ Informational Texts - Key Ideas and Detail: CCSS.ELA-Literacy.RL.1.1 and CCSS.ELA-Literacy.RI.1.1 Ask and answer questions about key details in a text
Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	All students in my grade 1 classroom will master grade one CCSS foundational phonological and decoding skills of reading and demonstrate mastery of finding, understanding, and integrating key ideas and details of the literary and informational texts they read (reading comprehension).

Student Population table:

Measure	Dibels Phoneme Seg. Fluency –PSF (Sept 2014)
Number of students at Percentile bands / Risk levels	3 students at/above 51% (low risk)
	9 between 26% and 50% (med risk)
	11 students at/below 25% (high risk)
Measure	**Grade 1 Treasures Program Listening / Reading Comprehension (Sept. 1- 21, 2014)**
Number of students at accuracy bands (based on listening comp questions)	6 students at/above 85% accuracy
	8 students between 71-85% accuracy
	9 students at/below 70% accuracy

Indicators Of Academic Growth And Development (IAGDs)
 	
Growth Targets
	How will you measure progress toward your student learning goal/objective?
	
	What targets will you establish to demonstrate attainment of your student learning goal/objective?
	
	NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs
		IAGDs:
		  A. **ASSESSMENTS/MEASURES OF PROGRESS**
		    1) <u>Dibels Measures</u> for Progress Monitoring and Universal Screening
		
		    2) <u>Running Records</u> - All first grade students will be matched with leveled "just right" texts and progress monitoring will occur every 5 weeks in a rolling assessment cycle (5 students per week). Running records contain observations of reading miscues, reading fluency and accuracy of retell or questions about key details.
		
		  B. **GROWTH TARGETS**
		    1) <u>Twelve students measured at high risk in September 2014</u> will master all grade K and grade 1 phonological and decoding skills by May 2015 as measured by the appropriate Dibels progress monitoring measure (every week) and increase percentile rank on the Spring universal screening measure (May 2015) to the 40th percentile or above.
		
		    2) <u>Eight students measured at moderate risk in September 2014</u> will master all grade K and grade 1 phonological and decoding skills by May 2015 as measured by the appropriate Dibels progress monitoring measure (every month) with a score at/above the 60th percentile on the Spring universal screening measure.
		
		    3) <u>Three students measured at low risk in September 2014</u> will master all grade 1 phonological, decoding, fluency and skills by May 2015 as measured by the Spring universal screening measure (Oral Reading Fluency) with a score at/above the 60th percentile.
		
		    4) <u>By end of year, all students will demonstrate listening/ reading comprehension through retell and/or questions about key ideas with at least 70% accuracy</u> as measured by the last running records cycle of the school year.
		
		    Because progress monitoring is a dynamic process and measures are sensitive to growth, changes in Growth Targets will likely be adjusted at the mid-year conference.

Instructional Strategies/Supports	*What methods will you use to accomplish this student learning goal/objective?* *How will progress be monitored?* *What professional learning/supports do you need to achieve this student learning goal/objective?*	After developing a matrix of student scores and needs, in addition to Tier 1 Readers Workshop, comprehension strategies, and conferences, I will differentiate the amount and frequency of explicit instruction phonemic and decoding instruction for varying flexible groups of students. I will also provide opportunities for varying degrees of practice or extension through reading learning stations. 1. <u>High Risk on Dibels + Low Accuracy on Listening Comp (12 students, 2 groups)</u>: Start year with 1) Daily supplemental small group explicit instruction in grade K-1 phoneme/decoding. 2) Vocabulary support and scaffolds to ELs daily (sheltered Instruction strategies). EL friendly texts. 3) Weekly Dibels progress monitoring. 4) Consistent increase in appropriate leveled text. In addition, consistent exposure to grade level texts with increasing text complexity throughout the year. 2. <u>Medium Risk on Dibels + Low or Med Accuracy on Listening Comp (8 students, 2 groups)</u>: Start year with 1) Explicit whole group instruction on grade K-1 phonemic awareness/decoding. 2) Small group reading comprehension strategies and vocabulary 2-3x per week. 3) Leveled texts and comprehension activities. 4) Strategic monitoring every month with Dibels. 5) Consistent increase in appropriate leveled texts (running records). In addition, consistent exposure to grade level texts with increasing text complexity throughout the year.

3. <u>Low Risk on Dibels and High Accuracy on Listening Comp (3 students, 1 group)</u>: Start year with 1) Explicit whole group instruction on grade K-1 phonemic awareness/decoding. 2) Small group reading comprehension strategies and vocabulary 2-3x per week. 3) Leveled texts and comprehension activities. 4) Universal screening 3x per year with Dibels. 5) Consistent increase in appropriate leveled texts (running records). In addition, consistent exposure to grade level texts with increasing text complexity throughout the year.

GRADE 2 ELA

TEACHER STUDENT LEARNING GOALS/OBJECTIVES FORM

| Teacher: | Grade: **Grade 2 - General Education Classroom**
Content Area: **English Language Arts (Reading)** | Date: **Oct 6, 2014** |

Component	Guiding Questions	Descriptors
Baseline/ Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	1. Grade 1 – May 2014: Universal Screening Data: mCLASS/DIBELS Next; Phoneme Segmentation Fluency, Nonsense Word Fluency, Oral Reading Fluency 2. Grade 2 – September 2014: Universal Screening Data: mCLASS/DIBELS Next; Phoneme Segmentation Fluency, Nonsense Word Fluency, Oral Reading Fluency, DAZE Fluency 3. Grade 2 – September 2014: Universal Screening Data: Measures of Academic Progress (MAP)/Reading for Primary Grades 4. Grade 2 – September 2014: Running Records (Contextual Reading Passages/Graded Passages) 5. Qualitative data from student profiles, formative assessment samples from student portfolios, and cumulative record review
Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	For the group of 20 second grade students that I work with, I used available district assessments and cut points, and gathered the following baseline data:

MEASURE	BENCHMARK GOALS	PROFICIENCY (SEPTEMBER 2014)
mCLASS/DIBELS Next: Nonsense Word Fluency	• Minimum Number of Correct Letter Sounds – 54	1 student above proficient
		15 students proficient
		3 students below proficient
		1 student far below proficient
mCLASS/DIBELS Next: Oral Reading Fluency	• Minimum Number of Words Read Correctly – 87 • Percent Accuracy in Oral Reading – 97% • Minimum Number of Words Used in Retell – 27 • Retell Quality of Response – 2-4	1 student above proficient
		13 students proficient
		4 students below proficient
		1 student far below proficient
		1 student no proficiency level established
STAR Early Literacy: Composite Reading Score	Scaled Score Range: • 823/low risk • 715–823/some risk • < 715/at risk	11 students low risk
		4 students some risk
		5 students at risk

Classroom composition: Thirteen girls; Seven boys; Five English learners (English Proficiency Level 1 and 2); Two special needs students (identification category - specific learning disability).

Standards And Learning Content	*Which standards are connected to the learning content?*	*While all standards will be addressed this school year, these critical skills have been prioritized for my goal because I can have a high impact on student learning and these skills are measurable using available assessment tools.* Craft and Structure: ▪ CCSS.Literacy.RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. ▪ CCSS.Literacy.RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. ▪ CCSS.Literacy.RI.2.5: Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Range of Reading and Level of Text Complexity: ▪ CCSS.Literacy.RI.2.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	▪ All students will increase their ability to identify key features of informational texts, and clearly understand the craft and structure in order to comprehend grade-level appropriate complex text.
Indicators Of Academic Growth And Development (IAGDs) **Growth Targets**	*How will you measure progress toward your student learning goal/objective?* *What targets will you establish to demonstrate attainment of your student learning goal/objective?* **NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs**	**IAGDs:** A. **ASSESSMENTS/MEASURES OF PROGRESS** 1) STAR Early Literacy assessment for progress monitoring and universal screening three times a year 2) mCLASS/DIBELS Next: Oral Reading Fluency (advanced phonics and work attack skills; accurate and fluent reading of connected text; reading comprehension) B. **GROWTH TARGETS** 1) Five students (25%) identified as "no proficiency level established," "at risk," or "some risk," in September 2014 will reach the proficient benchmark goal as measured by the mCLASS/DIBELS Next: Oral Reading Fluency. 2) Nine students (45%) identified as "some risk" or "at risk" in September 2014 will increase their proficiency by one level by May 2015 as measured by the STAR Early Literacy assessment. 3) By May 2015, 80% of all students will be identified as "low risk" based on their STAR Early Literacy assessment scaled score. 4) *Because progress monitoring is a dynamic process and measures are sensitive to growth, changes in Growth Targets will likely be adjusted at the mid-year conference.*

Instructional Strategies/Supports	*What methods will you use to accomplish this student learning goal/objective?*
	
	How will progress be monitored?
	
	What professional learning/supports do you need to achieve this student learning goal/objective?
		After developing a matrix of student scores and needs, in addition to Tier 1 Readers Workshop, comprehension strategies, and conferences, I will differentiate the amount and frequency of explicit instruction for flexible groups of students. I will also provide opportunities for varying degrees of independent practice through literacy stations.
		
		• During the core reading instructional block, provide daily supplemental small group explicit instruction
		   o Using informational texts, I will conduct mini lessons on identifying the main purpose, key ideas, and supporting details.
		   o Intensive scaffolded instruction with immediate corrective feedback will be provided.
		   o Think-alouds for modeling strategies (e.g., how to determine the main purpose of a text, use various text features) will be included in lessons.
		• Daily academic vocabulary support (word structure and meaning; content words and concepts) and scaffolds (including sheltered instruction strategies for English learners) will be provided to all students, with level of difficulty adjusted based on student progress.
		• During daily Guided Reading groups, I will provide exposure to grade level informational texts with increasing text complexity throughout the year.
		   o As students move toward "some risk" and "low risk" categories, advanced word study lessons (e.g., knowledge of specificity among grade-appropriate words, prefixes and suffixes to determine the meaning of words) will be included in small group lessons.
		   o Running Records will be used as the formative assessment (Contextual Reading Passages/Graded Passages) with error analysis to inform decoding instruction, and graphs to show rates of progress (accuracy and fluency).

GRADE 4 ELA   TEACHER STUDENT LEARNING GOALS/OBJECTIVES FORM

Teacher:	Grade: **Grade 4 - General Education Classroom**	Date: **Oct 6, 2014**
	Content Area: **English Language Arts (Writing)**	

Component	Guiding Questions	Descriptors
Baseline/ Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	1. Grade 3 – June 2014 – District Writing Assessment scored with Smarter Balanced Informational Evidence/Elaboration Rubric 2. Grade 4 – September 2014 – District Writing Assessment scored with Smarter Balanced Informational Evidence/Elaboration Rubric 3. Qualitative data from student profiles, samples from student e-portfolio, and cumulative record review
Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	For the group of 22 fourth grade students, I used available student portfolios and the classroom based measure given as a baseline in September, and gathered the following data: | Measure	Classroom-Based Measurement
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Number of students at score point levels	2 students (1%) at 4/4
	5 students (22%) at 3/4
	10 students (45%) at 2/4
	5 students (22%) at 1/4	 Classroom composition: Nine boys and thirteen girls; Two students with IEPs, one student has a 504 plan, and four students receive SRBI reading and/or math intervention support.
Standards And Learning Content	*Which standards are connected to the learning content?*	*While all standards will be addressed this school year, these critical skills have been prioritized for my goal because I can have a high impact on student learning and these skills are measurable using available assessment tools.* Text Types and Purposes: CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • CCSS.ELA-LITERACY.W.4.2.B: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • CCSS.ELA-LITERACY.W.4.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic.
Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	Students will write an evidence-based informative report/essay/article. Students will draw evidence from sources and integrate information related to the topic.

Indicators Of Academic Growth And Development (IAGDs)
 	
Growth Targets
	How will you measure progress toward your student learning goal/objective?
	
	What targets will you establish to demonstrate attainment of your student learning goal/objective?
	
	NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs
		IAGDs:
		  A. ASSESSMENTS/MEASURES OF PROGRESS
		
		  1) <u>District Benchmark Writing Prompts</u> for Progress Monitoring and Universal Screening three times a year.
		
		  2) <u>Curriculum-based Measures</u> – Throughout each unit students are assessed using a variety of formative assessments. The curriculum -based measures are short responses focusing on eliciting targeted skills.
		
		  B. GROWTH TARGETS
		  1) By May 2015 at least 85% of the students (12 out of 15) that did not achieve grade-level expectations (score point 2 or 1) on the Smarter Balanced Informational Evidence/Elaboration rubric during the baseline district writing prompt will move up at least one score point on the rubric.
		
		  2) By May 2015 at least 80% of the students (17 out of 22) will meet or exceed grade-level expectations (score point 3 or 4) on the Smarter Balanced Informational Evidence/Elaboration rubric.
		
		  Because progress monitoring is a dynamic process and measures are sensitive to growth, changes in Growth Targets will likely be adjusted at the mid-year conference.

Instructional Strategies/Supports	*What methods will you use to accomplish this student learning goal/objective?* *How will progress be monitored?* *What professional learning/supports do you need to achieve this student learning goal/objective?*	After developing a matrix of student scores, in addition to Tier 1 instruction, explicit instruction of writing strategies, and individual writing conferences, I will differentiate the frequency and intensity of instruction through flexible grouping. The following instructional practices will be employed: • Mini-lessons demonstrating the use of adequate support and relevant evidence for controlling/main idea • Mini-lessons on choosing and integrating accurate, credible sources • Mini-lessons on choosing and integrating relevant text evidence in support of a controlling/main idea with corresponding activities for students to complete demonstrating the understanding and application of this skill • Mini-lessons on writing a controlling/main idea • Scaffolded Instruction • Provide opportunities for varying degrees of practice or extension • Partner work through the writing process on identifying the writer's controlling/main idea • Mentor Texts • Entrance/Exit Slips based on classroom lesson in which students identify the credible evidence that was used to support of a main idea

GRADE 6 ELA

TEACHER STUDENT LEARNING GOALS/OBJECTIVES FORM

| Teacher: | Grade: | **Grade 6 - General Education Classroom** | Date: **Oct 6, 2014** |
| | Content Area: | **English Language Arts (Reading)** | |

Component	Guiding Questions	Descriptors
Baseline/ Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	1. Grade 5 – June 2014 -Universal Screening Data – Scholastic Reading Inventory (SRI) 2. Grade 5 – May 2014 – Universal Screening Data – Gates MaGinnitie 3. Grade 6 – September 2014 – Universal Screening Data – Gates MaGinnitie 4. Grade 6 - September 2014- Universal Screening Data- STAR Reading 5. Grade 6 – September 2014 – Teacher-Based Reading Benchmark Assessment with Rubric 6. Quantitative data from Performance Tracker and AimsWeb 7. Qualitative data from student profiles, formative assessment samples from student portfolio, and cumulative record review
Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	For the group of 61 sixth grade students that I work with, I used available district assessments and cut points, and gathered the following baseline data: <table><tr><th>Measure</th><th></th></tr><tr><td>Number of students at proficiency/non-proficiency</td><td>**Gates MaGinnitie (Sept. 2014)**</td></tr><tr><td></td><td>42 students at Proficiency/Mastery</td></tr><tr><td></td><td>19 students at Non-Proficiency/Non-Mastery</td></tr><tr><td>Number of students at proficiency levels</td><td>**Fall Reading Benchmark Assessment (Sept. 2014)**</td></tr><tr><td></td><td>37 at Proficiency/Mastery</td></tr><tr><td></td><td>24 at Non-Proficiency/Non-Mastery</td></tr><tr><td>Number of students at risk levels</td><td>**STAR Reading (Sept. 2014)**</td></tr><tr><td></td><td>36 students at/above Benchmark</td></tr><tr><td></td><td>12 students On Watch</td></tr><tr><td></td><td>6 students at Intervention</td></tr><tr><td></td><td>7 students at Urgent Intervention</td></tr></table> Classroom composition: Twenty-three boys and thirty-eight girls; Four English Learners (English Proficiency Level 1 and 2); Eight special needs students (identification category = speech/language impairment and neurological impairment); Three 504 students (identification category = ADHD and anxiety).
Standards And Learning Content	*Which standards are connected to the learning content?*	*While all standards will be addressed this school year, these critical skills have been prioritized for my goal because I can have a high impact on student learning and these skills are measurable using available assessment tools.* 1. Range of Reading and Level of Text Complexity: CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity

		band proficiently, with scaffolding as needed at the high end of the range. 2. Research to Build and Present Knowledge: CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	All students will increase their ability to comprehend grade-level appropriate complex texts through an analysis of the key ideas and supporting details, clearly understanding the craft and structure of the texts.

Indicators Of Academic Growth And Development (IAGDs)
 	
Growth Targets
	How will you measure progress toward your student learning goal/objective?
	
	What targets will you establish to demonstrate attainment of your student learning goal/objective?
	
	NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs
		IAGDs:
		   A. **ASSESSMENTS/MEASURES OF PROGRESS**
		    1) Scholastic Reading Inventory for progress monitoring and universal screening three times a year.
		
		    2) STAR Reading Assessment for progress monitoring and universal screening three times a year.
		
		    3) Summative Assessments – At the end of each unit students are assessed with grade-level texts. The summative assessments contain excerpts or full texts of stories, dramas, poems, and literary non-fiction within the text complexity band for grade 6.
		
		   B. **GROWTH TARGETS**
		   1) Ten students (76%) measured at the Intervention or Urgent Intervention level in September 2014 will increase their score by one level by May 2015 as measured by the STAR Reading assessment.
		   2) Ten students (83%) measured at On Watch in September 2014 will increase their score by one level by May 2015 as measured by the STAR Reading assessment.
		   3) By May 2015, 90% of students will achieve a student growth percentile of 50 or greater as measured on the STAR Reading assessment.
		   4) By May 2015, 90% of students will increase their SRI score by at least 50 Lexiles as measured by the Scholastic Reading Inventory assessment.
		
		Because progress monitoring is a dynamic process and measures are sensitive to growth, changes in Growth Targets will likely be adjusted at the mid-year conference.

Instructional Strategies/Supports	*What methods will you use to accomplish this student learning goal/objective?* *How will progress be monitored?* *What professional*	After developing a matrix of student scores, in addition to Tier 1 instruction, comprehension strategies, and conferences, I will differentiate the frequency and intensity of instruction through flexible grouping. The following instructional practices will be employed: • Text Annotation • Close Reading strategies (Probst & Beers) and mini-lessons on Contrast & Contradictions, Aha Moments, Tough Questions, Words of the Wiser, Again & Again, and Memory Moment • Mini-lessons on theme, setting, character development, point of view, details and transitions, plot structure, and story elements

	learning/supports do you need to achieve this student learning goal/objective?	• Mini-lessons on citing evidence from text to support analyses and inferences • Individual Conferencing • Guided Reading • Scaffolded Instruction with response frames, graphic organizers, leveled texts • Provide opportunities for varying degrees of practice or extension Students will also receive consistent exposure to grade-level texts with increasing text complexity throughout the school year.

GRADE 8 ELA

TEACHER STUDENT LEARNING GOALS/OBJECTIVES FORM

Teacher:	Grade: **Grade 8 - General Education Classroom** Content Area: **English Language Arts (Writing)**	Date: **Oct 6, 2014**

Component	Guiding Questions	Descriptors
Baseline/ Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	1. Grade 7 – May 2014 – Universal Screening Data – District Spring Benchmark Writing Assessment 2. Grade 8 – September 2014 – Universal Screening Data- District Fall Benchmark Writing Assessment 3. Qualitative data from student profiles, formative assessment samples from student portfolio, and cumulative record review
Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	For the group of 60 eighth grade students that I work with, I used available district assessments and cut points, and gathered the following baseline data; See table below. Overall, 57% of students did not achieve grade-level expectations (score point 2 or 1) in their ability to provide adequate support and relevant evidence for claims and arguments as determined by the Smarter Balanced Evidence and Elaboration Argumentative Writing rubric. Classroom composition: Thirty-seven girls and twenty-three boys; eight students with IEPs
Standards And Learning Content	*Which standards are connected to the learning content?*	*While all standards will be addressed this school year, these critical skills have been prioritized for my goal because I can have a high impact on student learning and these skills are measurable using available assessment tools.* 1. Text Types and Purposes: CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence 2. Text Types and Purposes: CCSS.ELA-Literacy.W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Measure	Fall Writing Benchmark Assessment
Number of students at score-point levels	4 points = 14 students
	3 points = 12 students
	2 points = 22 students
	1 points = 12 students

Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	By May 2015, all of my students will improve their ability to support claims with credible and relevant evidence.

Indicators Of Academic Growth And Development (IAGDs)
 	
Growth Targets
	How will you measure progress toward your student learning goal/objective?
	
	What targets will you establish to demonstrate attainment of your student learning goal/objective?
	
	NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs
		IAGDs:
		  A. <u>ASSESSMENTS/MEASURES OF PROGRESS</u>
		    1) <u>District Benchmark Writing Prompts</u> for Progress Monitoring and Universal Screening- 3 writing prompts.
		
		  B. <u>GROWTH TARGETS</u>
		  1) By May 2015 at least 85% of the students that did not achieve grade-level expectations (score point 2 or 1) in the Evidence/Elaboration rubric on the **first** writing prompt baseline will move up at least one score-point on the **second** writing prompt.
		
		  2) By May 2015 at least 50% of the students that did not achieve grade-level expectations (score point 2 or 1) in the Evidence/Elaboration rubric on the **third** writing prompt will move up at least one score-point on the rubric.
		
		Because progress monitoring is a dynamic process and measures are sensitive to growth, changes in Growth Targets will likely be adjusted at the mid-year conference.

Instructional Strategies/Supports	*What methods will you use to accomplish this student learning goal/objective?* *How will progress be monitored?* *What professional learning/supports do you need to achieve this student learning goal/objective?*	After developing a matrix of student scores, in addition to Tier 1 instruction, explicit instruction of writing strategies, and individual writing conferences, I will differentiate the frequency and intensity of instruction through flexible grouping. The following instructional practices will be employed: - Mini-lessons demonstrating the use of adequate support and relevant evidence for claims and arguments - Mini-lessons on choosing and integrating accurate, credible sources - Mini-lessons on choosing and integrating relevant text evidence in support of a claim with corresponding activities for students to complete demonstrating the understanding and application of this skill - Mini-lessons on writing a claim and argument - Scaffolded Instruction - Provide opportunities for varying degrees of practice or extension - Partner work through the writing process on identifying the writer's claim - Mentor Texts - Entrance/Exit Slips based on classroom lesson in which students identify the credible evidence that was used to support of a claim - Weekly use of Newsela article in which students either determine the author's claim with supporting evidence, or students create a written response to an article using text evidence to support their claim

GRADE 6 MATH

TEACHER STUDENT LEARNING GOALS/OBJECTIVES FORM

Teacher:	Grade: **6** Content Area: **Math**	Date: 2014

Component	Guiding Questions	Descriptors
Baseline/Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	1. NWEA Map test. September 2014 2. Analysis of grade 5 performance task September 2014 3. Interim Comprehensive Assessment grade 5 October 2014
Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	I have 87 grade 6 students this year. The breakdown of this includes 10 special education students and 4 EL students. When the scores were reported for the NWEA Map test, 39 of these students scored between a 199 and 234 for the overall RIT which is below grade level. As the CCS continues to be implemented, these students will need to be able to understand mathematical connections to be able to solve problems.
Standards And Learning Content	*Which standards are connected to the learning content?*	**CCSS Mathematical Practice #1** Make sense of problems and preserve in solving them. This practice spans all of the content standards of the grade 6 curriculum. It is also directly linked to Claim 2 Problem Solving on Smarter Balanced Assessment: Students can solve a range of well-posed problems in pure mathematics, making productive use of knowledge and problem-solving strategies. This requires Mathematically proficient students to: • Explain to themselves the meaning of problems and look for extra point to its solution • Analyze givens, constraints, relationships and goals • Make conjectures • Plan a solution rather than simply jump into a solution • Draw diagrams of important features • Check answers to problems and ask, "does it make sense" • Understand the approaches of others
Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	My grade 6 students will show growth in making sense of problems and preserve in solving them.

Indicators Of Academic Growth And Development (IAGDs)
 	
Growth Targets
	How will you measure progress toward your student learning goal/objective?
	
	What targets will you establish to demonstrate attainment of your student learning goal/objective?
	
	NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs
		IAGDs:
		
		   A. ASSESSMENTS/MEASURES OF PROGRESS
		
		    1. NWEA Map test administered 3 times per year.
		    2. Common district assessments.
		
		   B. GROWTH TARGETS
		1. 20% of targeted students scoring between 199 and 234 overall RIT, will show growth of a 3 points or more on the Winter 2014 or Spring 2014 district administered MAP test.
		
		2. 95% of my students will pass the grade 6 January and June Common Assessments.

Instructional Strategies/Supports	*What methods will you use to accomplish this student learning goal/objective?* *How will progress be monitored?* *What professional learning/supports do you need to achieve this student learning goal/objective?*	• Teacher will provide time for students to discuss problem situations individually, in pairs, in groups, and as a class. • The teacher will refrain from providing the correct answers and instead guide to students into finding a way to prove if the answer is correct or reasonable. When students are confident about their answer and reasoning, a class summary will be written in interactive notebook. • The "Talk Frame" strategy will be used to guide discussion and promote active engagement from all students. • The teacher will engage students in "Gallery Walk" when completing open ended or complex problems for the purposes of sharing ideas and reasoning. Students will then have the opportunity to revise answers or reasoning (if necessary) based on what they learned for this activity. • Students' desks will have the 8 Math Practices attached to them so that students can refer to them during activities every day. • Teacher will ask specific questions to develop Mathematical thinking. • The teacher will model how to mark the text during reading and make deliberate efforts to teach tier two and three words.

GRADE 7 MATH TEACHER STUDENT LEARNING GOALS/OBJECTIVES FORM

Teacher:	Grade: **7** Content Area: **Mathematics**	Date:

Component	Guiding Questions	Descriptors
Baseline/Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	September 2013 NWEA MAP Math The Real and Complex Number Systems Band (out of 90 students) Low 22/90 = 24% Low Average 19/90 = 21% Average 25/90 = 28% High Average 19/90 = 19% High 7/90 = 8% There are many more students in the low and low average range compared to students in the high and high average range. The low range is the second highest group after the average group. Mean RIT score on The Real and Complex Number Systems Band for each class Class 14 - 214 Class 15- 211 Class 16 -219 Class 18 - 236
Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	Grade 7 students (90 students) Within this population I have: 22 Special Education students 2 on 504 plans 3 EL students The Grade 7 mean RIT score for that band should be a 226, and as the data shows 3/4 class are falling below that number.
Standards And Learning Content	*Which standards are connected to the learning content?*	In the Common Core State Standards and in the district's Grade 7 math curriculum, instructional time should focus on the following critical areas: developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers. CCSS.Math.Content.7.NS.A.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. CCSS.Math.Content.7.NS.A.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. CCSS.Math.Content.7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers CCSS.Math.Content.7.RP.A.3 Use proportional relationships to solve multi-step ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

		My grade seven students will be able to utilize their numerical and proportional reasoning to solve real world problems.
Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	
Indicators Of Academic Growth And Development (IAGDs) **Growth Targets**	*How will you measure progress toward your student learning goal/objective?* *What targets will you establish to demonstrate attainment of your student learning goal/objective?* *NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs*	**IAGDs:** **A. ASSESSMENTS/MEASURES OF PROGRESS** Students will take their second NWEA MAP test in the winter. We will look at the average RIT score for the Real and Complex Number Systems Band and how many students are falling in each of the ranges to track their progress on this band. **B. GROWTH TARGETS** 1. 65% of my students will increase their average RIT score by at least 2 points. 2. 80% of my students will pass the midterm and final common assessments administered district wide.
Instructional Strategies/Supports	*What methods will you use to accomplish this student learning goal/objective?* *How will progress be monitored?* *What professional learning/supports do you need to achieve this student learning goal/objective?*	-Use cues, questions, and advance organizers to help students make sense of real world problems and apply what they already know to promote new learning. -Use starters to re-teach computation with rational numbers, number sense, and percent. -Integrate the use of the graphing calculator and iPads to help students solve real world problems We could use more training on the NWEA reports and how to most effectively pull data from those reports. We also need to see sample questions to see if the NWEA test is aligned with our Common Core curriculum.

GRADE 8 MATH

TEACHER STUDENT LEARNING GOALS/OBJECTIVES FORM

Teacher:	Grade: **8** Content Area: **Mathematics**	Date:

Component	Guiding Questions	Descriptors
Baseline/Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	1. Grade 7 NWEA, May 2014 2. Grade 8 NWEA, September 2014 3. Review of item analysis from the grade 7 final exam, June 2014 4. Interim Assessment Block from grade 7 Ratio and Proportional Relationships and Expressions and Equations. October 2014
Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	Of my current 95 students, I have 18 special education students, 2 students on 504 plans and 3 EL students. On the IABs I had 40 who scored "below standard" on both and another 35 on at least one. As part of the new CCS grade 8 math instruction has three focus areas, two of which involve algebraic reasoning. These include formulating and reasoning about expressions and equations, as well as, grasping the concept of a function. Since this is an area of weakness as identified by both the NWEA and the IAB, it is important that this be a point of emphasis so that the students can be successful.
Standards And Learning Content	*Which standards are connected to the learning content?*	This student learning objective directly links to the following CCSS standards and current curriculum: **8.EE.2**. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that 2 is irrational. **8.EE.7.** Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. **8.EE.8**. Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6. c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair. **8.F.2.** Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change. **8.F.3**.Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line. **8.F.4**. Construct a function to model a linear relationship between two quantities. Determine the rate of change and

		initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	My grade 8 students will be able to utilize algebraic reasoning and strategies to solve problems.

Indicators Of Academic Growth And Development (IAGDs)
 	
Growth Targets
	How will you measure progress toward your student learning goal/objective?
	
	What targets will you establish to demonstrate attainment of your student learning goal/objective?
	
	NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs
		IAGDs:
		
		A. **ASSESSMENTS/MEASURES OF PROGRESS**
		    1. NWEA administered 3 times a year
		    2. Interim Assessment Blocks for grade 8: Expressions and Equations 1 and II and Functions
		
		B. **GROWTH TARGETS**
		    1. 95% of my students at or below grade level on the NWEA Map test will show a 2 point increase on their overall RIT score.
		    2. Of the 40 students who scored "below standard" on both IABs 85% of them will move up at least one level.
		    3. Of the 35 who scored "below standard" on one IAB, 50% will move up one level.

Instructional Strategies/Supports	*What methods will you use to accomplish this student learning goal/objective?* *How will progress be monitored?* *What professional learning/supports do you need to achieve this student learning goal/objective?*	• Starters to reteach some of the weak areas of the grade 7 content standards. • Use of technology including graphing calculator to give visual representation of algebraic concepts • Cooperative learning groups to allow for discourse. • Effective questioning strategies to help build a deeper understanding of the content.

GRADE 9 ALGEBRA 1   TEACHER STUDENT LEARNING GOALS/OBJECTIVES FORM

Teacher:	Grade: **9** Content Area: **Algebra 1**	Date:

Component	Guiding Questions	Descriptors
Baseline/Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	1. Result of the grade 8 interim assessment block on Expressions and Equations I and II and Functions, as well as the high school block on linear functions 2. Review of the item analysis from the grade 8 final exam administered June 2014
Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	I have a total of 50 students, 4 of which are EL in my 2 classes of Algebra 1 this year.

Table within Descriptors (Baseline/Trend Data):

	Exp and Eq I	Exp and Eq II	Functions	Linear Functions
Below Standard	5	10	16	27
At or Near Standard	30	20	26	18
Above Standard	15	20	8	5

Component	Guiding Questions	Descriptors
Standards And Learning Content	*Which standards are connected to the learning content?*	While all standards will be addressed, the following have been prioritized for my goal because they make up the critical areas and account for a large percent of the standards assessed for claim 2 and 3: A.CED.1 Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.* A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. A.REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). F.IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$. F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.* F.BF.1 Write a function that describes a relationship between two quantities. a. Determine an explicit expression, a recursive process, or steps for calculation from a context. b. Combine standard function types using arithmetic operations. c. Construct and compare linear, quadratic, and exponential models and solve problems.

		F.LE.5 Interpret the parameters in a linear or exponential function in terms of a context
Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	Students in Algebra 1 will correctly identify key characteristics of linear and exponential functions and use those characteristics to model real world situations.
Indicators Of Academic Growth And Development (IAGDs) **Growth Targets**	*How will you measure progress toward your student learning goal/objective?* *What targets will you establish to demonstrate attainment of your student learning goal/objective?* *NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs*	**IAGDs:** **A. ASSESSMENTS/MEASURES OF PROGRESS** 1. Interim assessment block HS Linear Functions and HS Exponential Functions administered quarterly. 2. Scores on the common district wide midterm and final exam. **B. GROWTH TARGETS** 1. Students who scored below standard on Expressions and Equations I and II will move up at least one level. Students who scored below standard on the Functions and Linear Functions assessment will move up at least one level on the IABs. Students already scoring at or above standard will maintain that level on the IABs. 2. 90% of the students in this class will pass the district midterm and final exam with a grade of 70 or higher.
Instructional Strategies/Supports	*What methods will you use to accomplish this student learning goal/objective?* *How will progress be monitored?* *What professional learning/supports do you need to achieve this student learning goal/objective?*	• Modeling of real world situations will be utilized in all units of instruction. • Graphing calculator and other technology will be embedded into lessons. • Warm-ups will be linked to standards that were previously learned to remediate any existing gaps. • Effective questioning strategies will be utilized. • Flexible grouping within the class will be assist with differentiation of lessons as needed.

GRADE 10 GEOMETRY   TEACHER STUDENT LEARNING GOALS/OBJECTIVES FORM

Teacher:	Grade: **10** Content Area: **Geometry**	Date:

Component	Guiding Questions	Descriptors
Baseline/Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	1. District Pre-Assessment, September 2014 2. Score from Interim Comprehensive Assessment, May 2014 3. Interim Instructional Block scores from High School Blocks of Transformations, Proofs and Making Inferences and Justifying Conclusions, September 2014
Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	This year I have one class of Geometry with a total of 28 students. Of the 28 students, 2 are on 504 plans. Twenty of the students in this class did not meet the standard set by the district on the pre-assessment. In addition, of those 20 students, 18 of them were considered "below standard" on all three interim instructional blocks that were administered.
Standards And Learning Content	*Which standards are connected to the learning content?*	The learning content that will be the focus of this goal are the following: CCSS.Math.Content.HSG.CO.A.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. CCSS.Math.Content.HSG.CO.A.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). CCSS.Math.Content.HSG.CO.A.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. CCSS.Math.Content.HSG.CO.A.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. CCSS.Math.Content.HSG.CO.A.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. CCSS.Math.Content.HSG.CO.B.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

		CCSS.Math.Content.HSG.CO.B.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. CCSS.Math.Content.HSG.CO.B.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions. CCSS.Math.Content.HSG.CO.C.9 Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.* CCSS.Math.Content.HSG.CO.C.10 Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.* CCSS.Math.Content.HSG.CO.C.11 Prove theorems about parallelograms. *Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.* In addition to these content standards, this goal is directly linked to CCSS.Math.Practice.MP3- *Construct viable arguments and critique the reasoning of others.*
Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	Students in my Geometry class can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
Indicators Of Academic Growth And Development (IAGDs) **Growth Targets**	*How will you measure progress toward your student learning goal/objective?* *What targets will you establish to demonstrate attainment of your student learning goal/objective?* *NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs*	**IAGDs:** **A. ASSESSMENTS/MEASURES OF PROGRESS** 1. Interim Assessment Block from high school blocks of Transformations, Proofs and Making Inferences and Justifying Conclusions administered two additional times this year. 2. Monthly District "vital sign" assessments. 3. District Post-Assessment, May 2015 **B. GROWTH TARGETS** 1. 75% of the 18 students falling in the "below standard" category on all three IABs will move to "at or near the standard" on at least 2 out of the 3 assessments. 2. On the post-assessment, all students will move at least one level on the rubric.

Instructional Strategies/Supports	*What methods will you use to accomplish this student learning goal/objective?* *How will progress be monitored?* *What professional learning/supports do you need to achieve this student learning goal/objective?*	• Math practices will be embedded in every lesson. • All units of instruction will provide for opportunities for students to share both orally and in writing about the mathematical process. • Effective questioning strategies will be evident in all lessons. • Rubric will be used as part of the class on a regular basis • Anchor sets of the rubric will be developed.

GRADE 11 ALGEBRA 2 — TEACHER STUDENT LEARNING GOALS/OBJECTIVES FORM

Teacher:	Grade: **11** Content Area: **Algebra 2**	Date:

Component	Guiding Questions	Descriptors
Baseline/Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	1. Interim Comprehensive Assessment. September 2014 2. Item analysis of Algebra I midterm final exam. 3. Critical Areas of the CCS.
Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	Currently, I have 3 Algebra 2 classes, one of which is a co-taught class. In the 3 classes, there are a total of 67 students, 8 that have IEPs and 4 that are on 504 plans. Based upon the item analysis of the Algebra 1 exam, the majority of students struggled with applying mathematics to real world situations that could be modeled linearly or exponentially. Since this clearly is an area of need as identified through the item analysis and 50% of my students performed below the cut score on the ICA this will be the focus for 100% of these students.
Standards And Learning Content	*Which standards are connected to the learning content?*	A critical area of the CCS for Algebra 2 is to use what they know of functions and use them to model. The description of modeling as "the process of choosing and using mathematics and statistics to analyze empirical situations, to understand them better, and to make decisions" is at the heart of this critical area. The specific standards addressed include: • Create equations that describe numbers or relationships. *Equations using all available types of expressions, including simple root functions* **A.CED.1, 2, 3, 4** • Interpret functions that arise in applications in terms of a context. *Emphasize selection of appropriate models* **F.IF.4, 5, 6** • Analyze functions using different representations. *Focus on using key features to guide selection of appropriate type of model function* **F.IF.7b, 7c, 7e, 8, 9** • Build a function that models a relationship between two quantities. *Include all types of functions studied* **F.BF.1b** • Build new functions from existing functions. *Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types* **F.BF.3, 4a** • Construct and compare linear, quadratic, and exponential models and solve problems. *Logarithms as solutions for exponentials*

		F.LE.4 • Summarize, represent, and interpret data on a single count or measurement variable.
Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	Students can analyze complex, real-world scenarios and can use mathematical models to interpret and solve problems.
Indicators Of Academic Growth And Development (IAGDs) **Growth Targets**	*How will you measure progress toward your student learning goal/objective?* *What targets will you establish to demonstrate attainment of your student learning goal/objective?* **NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs**	**IAGDs:** A. **ASSESSMENTS/MEASURES OF PROGRESS** 1. Interim Comprehensive Assessment administered in January 2015 2. Midterm and Final District Exams 3. Smarter Balanced Assessment B. **GROWTH TARGETS** 1. 85% of the students will achieve a score on claim 4 at or above the designated cut score on the SBA. 2. 90% of the students will pass the midterm and final exam.
Instructional Strategies/Supports	*What methods will you use to accomplish this student learning goal/objective?* *How will progress be monitored?* *What professional learning/supports do you need to achieve this student learning goal/objective?*	• Cooperative Learning Groups will enable students to be involved in discourse as they analyze real world situations. • Comparison Matrix will be developed throughout the year to include all functions included in the standards. • Effective questioning strategies will be used in the lessons. • Real world performance tasks will be used in appropriate units of instruction.

GRADE 2 SOCIAL STUDIES   TEACHER STUDENT LEARNING GOALS/OBJECTIVES FORM

Teacher:	Grade: **2** Content Area: **Social Studies**	Date: September 30, 2014

Component	Guiding Questions	Descriptors
Baseline/Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	1. Analyze Grade 2 District Writing Assessment scored with Smarter Balanced Informational Evidence/Evaluation rubric 2. Analyze evidence from student profiles and student writing e-portfolios 3. Analyze student writing samples from first month of this school year
Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	For this goal the target group will be the entire class of 24 students. It should be noted that in this class: • There are ten males and fourteen females • Three students in this class have IEPs • Two students in this class have a 504 plan
Standards And Learning Content	*Which standards are connected to the learning content?*	The overall social studies goal for this year is "Making a Difference". Students will be reading, writing, and researching figures in the past (and in the present) who have or are presently making a difference at the local, state, national, and international levels. This goal will be based on writing that students will be doing throughout the year when analyzing the lives of various individuals who have "made a difference". Specific Language Arts Standards to Be Measured Are: • CCSS ELA-Literacy W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. • CCSS ELA-Literacy W 2.8: Recall information from experiences or gather information from provided sources to answer a question.
Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	Students will be reading a minimum of two sources about a number of figures that have made a difference in the course of the school year. Students will be writing short analytical exercises in which they evaluate the importance of each historical figure. Students must include historical data from all sources analyzed as they compose their analytical exercise.
Indicators Of Academic Growth And Development (IAGDs) **Growth Targets**	*How will you measure progress toward your student learning goal/objective?* *What targets will you establish to demonstrate attainment of your student learning goal/objective?*	**IAGDs:** **A. ASSESSMENTS/MEASURES OF PROGRESS** 1. All three second grade teachers in the building will create a common rubric that measures student proficiency in introducing a topic, using facts and definitions to develop points, providing a concluding statement, and gathering information from all sources. 2. All second grade teachers will utilize this rubric to analyze the students five times in the course of the year, using the same writing exercise (and the same historical figure). 3. Numerous formative assessments will also be used to assess student progress during the course of the year; many writing exercises besides the five chosen for this goal will take place in the course of the year. **B. GROWTH TARGETS**

	NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs	1. By May, 1915 80% of all students in the class will achieve proficiency (score point 3 or 4) through teacher-produced rubric based on skills of introducing a topic, using facts and definitions to develop points, and providing a concluding statement. 2. By May, 1915 85% of all students in the class will achieve proficiency (score point 3 or 4) through teacher produced rubric based on skill of gathering information from all sources. Growth targets and other factors concerning this goal will be discussed (and possibly adjusted) at the mid-year conference between the evaluator and the teacher.
Instructional Strategies/Supports	*What methods will you use to accomplish this student learning goal/objective?* *How will progress be monitored?* *What professional learning/supports do you need to achieve this student learning goal/objective?*	• Content social studies goals carefully explained to students • Explicit instruction of writing strategies & approaches • Tier 1 instruction • Individual conferences on student writing throughout the year • Flexible grouping for reading and writing activities • Numerous mini writing activities where student create use facts from articles to develop points • Numerous mini reading activities on analyzing informational text • Mini-lessons on introducing a topic • Numerous opportunities to reinforce both reading and writing skills associated with this assessment • Numerous opportunities for students to edit each other's work (peer/group editing activities) • Meeting with other second grade teachers to analyze assessment results (and determine writing skills that need to be reinforced)

GRADE 5 SOCIAL STUDIES   TEACHER STUDENT LEARNING GOALS/OBJECTIVES FORM

Teacher:	Grade: **5** Content Area: **Social Studies**	Date: October 15, 2014

Component	Guiding Questions	Descriptors
Baseline/Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	To analyze the writing ability of individual students I will analyze 1. Grade 4 District Writing Assessments scored with Smarter Balanced Informational Evidence/Evaluation rubric. 2. Evidence from student profiles and student writing portfolios (includes Grades K-4 writing samples). 3. Analyze sample student writing samples from first month of this school year.
Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	For this goal the target group will be the entire class of 21 students. It should be noted that this class has students of varied backgrounds and abilities and that in this class: • There are eight males and thirteen females • Two students in the class have IEPs • One student in the class has a 504 plan • Three students in the class receive SRBI reading support It should also be noted that after discussions with the fourth grade teachers in the school that seven students in the class are coming from a class where social studies was taught extensively and fourteen students are coming from classes where social studies was taught on a semi-regular basis.
Standards And Learning Content	*Which standards are connected to the learning content?*	Throughout the year social studies content and language arts skills are continually meshed. I find that social studies content is a perfect vehicle to teach many of the language arts skills. For this goal, the following Language Arts Standards will be measured: **CCSS.ELA-Literacy.W.5.6**: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting. **CCSS.ELA-Literacy.W5.7**: Conduct short research projects that use several sources to building knowledge through investigation of different aspects of a topic. **CCSS.ELA-Literacy.W5.8**: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. **CCSS.ELA-Literacy.SL.5.4**: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	The social studies content of fifth grade social studies is United States history, from the earliest settlement of America up until the Revolutionary War. To develop the skills outlined in the standards listed above, working in groups students are going to develop five "digital newspapers" (at various points of the year) representing the viewpoints of five specific groups of people. Students will work in groups of four or five to produce these "newspapers". In each there will be a minimum of four "articles", one editorial, and two illustrations (students are aware that not all of the groups they are researching and writing a newspaper for actually had to the ability to produce a newspaper (but we can now produce one for them!). Each group will produce a "newspaper" from the perspective of 1) John Hooker and the first English settlers in Connecticut; 2) the Pequot tribe in Connecticut and their perspectives on English settlers; 3) the

		Sons of Liberty in Massachusetts after the Boston Tea Party; 4) Women in New England during the Revolutionary War; and 5) Loyalists in Connecticut during the Revolutionary War. This year-long process of producing five digital "newspapers" will allow students to utilize research and writing skills to study the social studies content and to analyze various perspectives in history. Each group of students will also be required to explain the content and context of their digital newspaper to the class.
Indicators Of Academic Growth And Development (IAGDs) **Growth Targets**	*How will you measure progress toward your student learning goal/objective?* *What targets will you establish to demonstrate attainment of your student learning goal/objective?* *NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs*	**IAGDs:** A. **ASSESSMENTS/MEASURES OF PROGRESS** 1. All three fifth grade teachers in the building will create a common rubric that measures student proficiency in using the Internet to produce writing, using several sources, recalling relevant information from sources, and summarizing information. Citing of sources and the effectiveness of working as a group should be measured in this rubric. 2. All three fifth grade teachers in the building will create a common rubric that measures student proficiency in presentation skills when they explain their finished product to the class. 3. All three fifth grade teachers will use these rubrics to analyze; 1) the five digital "newspapers" produced by each group in the course of the year and 2)the presentation and explanation of each digital "newspaper" to the class by the groups producing them. 4. Numerous formative assessments will also be used to assess student progress in these specific writing skills in the course of the year, including mini-research, reading and writing activities. B. **GROWTH TARGETS** 1. By May, 2015 85% of students in the class will achieve proficiency (score point 3 or 4) through teacher-created rubric on skills necessary to create a digital "newspaper", using technology, appropriately accessing and summarizing information, and effectively working in a group to produce the final product. 2. By May, 2015 80% of students in the class will achieve proficiency (score point 3 or 4) through teaching created rubric on skills necessary to verbally explain the content and context of the "digital newspaper" created by their group to the class. Note: Growth targets and other factors concerning this goal will be discussed (and possibly adjusted) at the mid-year conference between the evaluator and the teacher.
Instructional Strategies/Supports	*What methods will you use to accomplish this student learning goal/objective?* *How will progress be monitored?* *What professional learning/supports do you need to achieve this student learning goal/objective?*	• Carefully and thorough explanation of process of creating digital newspaper • Careful explanation of rubric for creation of digital newspaper • Careful and purposeful grouping of students in preparation for creation of digital newspaper • Mini-lessons on use of digital, non-digital sources • Mini-lessons on skills necessary to create narrative text • Mini-lessons on purpose, function of editorial writing, creation of "editorial style" • Class time needed for digital research; class time needed for students to work collaboratively • Explanation and modeling of oral group presentation of finished product • Carefully monitoring of group dynamics and effort (possible changing of groups as year progresses) • Carefully monitoring that groups have necessary and appropriate content to produce finished

		product • Tier 1 instruction • Working with individual students needing reinforcement of specific writing/research/oral presentation skills • Meeting with other fifth grade teachers on consistent basis to analyze assessment results (and to determine research./writing/speaking skills to be reinforced)

GRADE 6-8 SOCIAL STUDIES   TEACHER STUDENT LEARNING GOALS/OBJECTIVES FORM

Teacher:		Grade: **6-8** Content Area: **Social Studies**	Date: **October 2014**

Component	Guiding Questions	Descriptors
Baseline/ Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	1. Universal Screening Data Measuring Reading Comprehension Using Track My Progress 2. District Unit Performance Assessment Data from previous school year measuring comprehension of reading informational text through the skills of citing relevant and adequate textual evidence to support an argument and determining the central ideas or information of a text through an accurate summary 3. Independent Reading Level and Power Reading Goal(s) as determined on the Independent Reading Level Assessment (IRLA)
Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	This Goal covers 100% of my middle school social studies students.
Standards And Learning Content	*Which standards are connected to the learning content?*	*While all standards will be addressed this school year, these critical skills have been prioritized for my goal because I can have a high impact on student learning and these skills are measurable using available assessment tools.* 1. Key Ideas and Details**: CCSS.Literacy – History/Social Studies.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources. 2. Key Ideas and Details: **CCSS.Literacy – History/Social Studies.RH.6-8.2** Determine the central ideas or information of a primary and secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 3. Research to Build and Present Knowledge: **CCSS.Writing Literacy – History/SS, Science, Technical Subjects. WHST.6-8.9** Draw evidence from informational texts to support analysis, reflection, and research.
Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	All students will demonstrate growth in the area of reading comprehension of informational text in alignment with expectations found in the Common Core State Standards.

Indicators Of Academic Growth And Development (IAGDs)
 	
Growth Targets
	How will you measure progress toward your student learning goal/objective?
	
	What targets will you establish to demonstrate attainment of your student learning goal/objective?
	
	NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs
		IAGDs:
		  A. <u>ASSESSMENTS/MEASURES OF PROGRESS</u>
		    1) <u>District Reading Comprehension Universal Screens</u> (Track My Progress)
		
		    2) Independent Reading Level Assessment (IRLA) to determine what grade level a student is reading on.
		
		    3) Elaboration and Evidence strand on district writing rubrics – used on unit performance tasks
		
		  B. <u>GROWTH TARGETS</u>
		    1) All students in middle school social studies will demonstrate an increase in their ability to comprehend informational text at their independent reading level through the development and attainment of individual reading goals guided by the IRLA.
		
		    2) All students in middle school social studies will demonstrate an increase in their ability to comprehend informational text by gaining at least one score point on the Evidence and Elaboration strand on the district writing rubrics.
		
		    Because progress monitoring is a dynamic process and measures are sensitive to growth, changes in Growth Targets will likely be adjusted at the mid-year conference.

Instructional Strategies/Supports	*What methods will you use to accomplish this student learning goal/objective?* *How will progress be monitored?* *What professional learning/supports do you need to achieve this student learning goal/objective?*	Progress will be monitored through informal observations, student work samples on worthwhile reading tasks, ongoing formative items, performance tasks, and other learning artifacts (including classroom discourse and student responses to higher order thinking questions). Methods that will be used to accomplish this student learning goal/objective include identifying appropriately complex and relevant informational text at students' independent reading level, engaging students in self-motivated reading and inquiry through choice of topic and product, have students read both independently and in a variety of teams or pairs, and provide individual support through the development of reading power goals, student conferencing and motivational research opportunities. Professional learning needs and supports include understanding how to determine or obtain data on a student's independent reading level, locate and determine appropriately complex informational text at a variety of reading levels on a particular topic of study, a "toolbox" of effective reading, research and writing strategies, understanding of increasing student comprehension through full immersion in the learning environment and process (student discourse, engagement, inquiry, and critical thinking).

GRADE 9 GLOBAL STUDIES   TEACHER STUDENT LEARNING GOALS/OBJECTIVES FORM

Teacher:	Grade: **9** Content Area: **Global Studies**	Date: 2014

Component	Guiding Questions	Descriptors
Baseline/Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	Pre-test – The pre-test will include questions related to reading and analyzing primary and secondary source materials to assess understanding. STAR Reading reports – Reading levels and vocabulary knowledge data will be used to assist teachers in evaluating student levels and inform instruction. LAS Link – Incoming students that score below mastery.
Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	Grade 9 students who did not score at grade level on STAR assessments or students who scored below 70 percent on pre-tests. Identified EL/ Special Ed students receiving support services in Language Arts on an ongoing basis. The students are chosen based on pre-assessment rubric scores as well as the scores on standardized high-stakes tests. Students that perform below levels and STAR tests have not displayed mastery of critical thinking, reading comprehension, and analytical skills.
Standards And Learning Content	*Which standards are connected to the learning content?*	**Common Core Standards for Literacy in History/Social Studies:** **CCSS.ELA-Literacy.RH.9-10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. **CCSS.ELA-Literacy.RH.9-10.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. **CCSS.ELA-Literacy.RH.9-10.7** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. **Common Core Standards for Informative and Argument Writing** **CCSS.ELA-Literacy.W.9-10.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **CCSS.ELA-Literacy.WHST.9-10.2d** Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. **State Social Studies Standards:** **Standard 1: Content Knowledge** - Knowledge of concepts, themes, and information from history and social studies is necessary to promote understanding of our nation and our world. *1.3: Significant events and themes in world history/international studies* **Standard 2:** History/Social Studies Literacy - Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information *2.2 - Interpret information from a variety of primary and secondary sources, including electronic media (maps, charts, graphs, images, artifacts, recordings and text)* **Standard 3:** Civic Engagement -Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills, and perspective.

		3.3 - *Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems*
Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	Students will demonstrate an understanding of the role of individuals and nations and the impact of globalization by use primary and secondary sources to analyze current political, social and economic issues and formulate solutions in Global Studies and

Indicators Of Academic Growth And Development (IAGDs)
 	
Growth Targets
	How will you measure progress toward your student learning goal/objective?
	
	What targets will you establish to demonstrate attainment of your student learning goal/objective?
	
	NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs
		IAGDs:
		  A. **ASSESSMENTS/MEASURES OF PROGRESS**
		
		A district wide/ grade-level department wide post-test will be created and collaboratively scored by grade level teachers. The test will consist primarily of constructed response questions with clear rubrics and scoring guides.
		
		Pre-tests will be administered by October 1 and post-tests by May 1. CFAs will be administered and analyzed throughout the year to inform instruction.
		  B. **GROWTH TARGETS**
		
		    80 percent of the identified students will show an improvement of at least 15 percentage points as evidenced by scores on the post test administered in May 2015 or students will show a 5 percent improvement on each assessment in a series of common formative assessments (CFAs) administered throughout the 2014-2015school year.
		
		*Students in grade 9 are engaged in Global Studies instruction for approximately five hours a week for 91 days of the academic year. Instruction related to the goal will begin in November and end in May so post testing can occur. Non-consecutive cycle intervals of approximately 8 days each

Instructional Strategies/Supports	*What methods will you use to accomplish this student learning goal/objective?*
	
	How will progress be monitored?
	
	What professional learning/supports do you need to achieve this student learning goal/objective?
		Researchers at Mid-continent Research for Education and Learning (McREL) have identified nine instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels. These strategies are explained in the book Classroom Instruction That Works by Robert Marzano, Debra Pickering, and Jane Pollock.
		    1. Identifying similarities and differences
		    2. Summarizing and note taking
		    3. Reinforcing effort and providing recognition
		    4. Homework and practice
		    5. Nonlinguistic representations
		    6. Cooperative learning
		    7. Setting objectives and providing feedback
		    8. Generating and testing hypotheses
		    9. Cues, questions, and advance organizers
		Primary and secondary sources, news articles, along with multi-media resources are used as text resources.
		Direct instruction on understanding the essential social studies ideas and concepts.
		Vocabulary building, graphic organizers, and other SRBI interventions.
		Large and small group instruction, co-operative learning and other differentiated instruction strategies.
		Modeling desired skills and outcomes.
		Progress will be monitored by at least once per curricula unit.
		Common planning and collaborative correcting time with subject area instructors will be necessary to achieve this goal as well as training in constructing CFAs and data analysis.
		  Close Reading Strategies and Text-dependent strategies
		  Interventionists (SPED/EL) will collaborate to identify effective remedial teaching strategies and facilitate student work on strategies.

GRADE 7 LIBRARY MEDIA AND SOCIAL STUDIES

TEACHER STUDENT LEARNING GOALS/OBJECTIVES FORM

Teacher:	Grade: **7** Content Area: ***Library media & Social Studies***	Date:

Component	Guiding Questions	Descriptors
Baseline/Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	1. Horizontal and vertical alignment: Teachers in language arts in grades 6-8 reported that students are in need of research skills for reading and writing assignments. Students lack the ability to choose sources that are appropriate and credible. Social studies area teachers in grades 6 and 8 expressed concern over students' ability to conduct research using databases. 2. Students will be administered a baseline assessment in primary and credible sources prior to the unit. This will be teacher created. This goal is designed to work with grade 7 students in social studies classes as well as incorporating computer technology to identify and evaluate primary sources in research. Anecdotal data from grade level and content area teachers was used to determine that research was an area of weakness in past classes of students. Students have had difficulty with evaluating primary sources on the web. The goal is for every student to be able to effectively identify and evaluate websites with primary source information. This is consistent with the district's goal for high academic rigor and incorporation of computer technology skills in content areas.
Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	All 7th grade social studies students will be expected to participate in this unit. Students score mostly in the proficient range in reading. The classes are heterogeneously grouped and contain both regular and special education students. Special education support in given in the classroom and in resource room time. In addition to ELA classes, student in Social Studies and Science (content areas) need to use research to learn about curricular topics.
Standards And Learning Content	*Which standards are connected to the learning content?*	ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. ELA-Literacy.RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data

		and conclusions of others while avoiding plagiarism and following a standard format for citation.
Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	Students will improve research skills by identifying and evaluating appropriate primary sources to write a research paper.

Indicators Of Academic Growth And Development (IAGDs)
 	
 Growth Targets
	How will you measure progress toward your student learning goal/objective?
	
	 What targets will you establish to demonstrate attainment of your student learning goal/objective?
	
	 NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs
		<u>IAGDs:</u>
		
		   A. <u>**ASSESSMENTS/MEASURES OF PROGRESS**</u>
		
		 Students will be given a pre and post assessment in knowledge of, use of and evaluation of primary sources and using the internet to find information. Students will create a content based product in Social Studies classes that demonstrate their use of primary sources in context. They will also use these skills to create a works cited/ bibliography.
		
		   B. <u>**GROWTH TARGETS**</u>
		
		 80% of students will identify through the production of a Works Cited document (5 sources) their understanding of credible primary sources given 3 class periods.
		
		 75% of students will demonstrate proficiency in using primary sources to create a content based product with 3 weeks' time.

Instructional Strategies/Supports	*What methods will you use to accomplish this student learning goal/objective?* *How will progress be monitored?* *What professional learning/supports do you need to achieve this student learning goal/objective?*	I will work with ELA and Social Studies teachers to instruct students on the use of databases (iconn.org) and in the creation of bibliographies using web tools (example easybib.com). Progress will be monitored in the individual assignments that students complete in ELA and Social Studies over the course of the school year. They will be handing in annotated articles from databases, writing research type papers and documenting sources in bibliographies. Working on the 7th grade ELA PLC will allow me time to collaborate with the 7th grade teachers and to explore assignments and research in good research skills.

GRADE 9-12 FRENCH 3

TEACHER STUDENT LEARNING GOALS/OBJECTIVES FORM

Teacher:	Grade: **9-12** Content Area: **French 3**	Date:

Component	Guiding Questions	Descriptors
Baseline/Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	Students completed a formative writing assessment (diagnostic), in which they described themselves, family members, interests/hobbies, and other important aspects of their lives. The majority of the student work contained little evidence of paragraph formation with connected ideas and/or transitions between them. In addition, students' samples lacked mastery of basic grammatical structures necessary to communicate clearly and effectively in order to be understood by a native speaker. If using the ACTFL Proficiency Guidelines (2012), most writing samples would score in the Novice Low sublevel because students "reproduced from memory a very limited number of isolated words or familiar phrases. A few samples did peak into the Novice Mid sublevel as a result of a generally "high degree of accuracy when writing well-practiced, familiar topics using limited formulaic language." Using the attached rubric to score students' assessments, the students' work received a median score of 3.08 in the areas of Task Completion, Comprehensibility, Level of Discourse and Vocabulary. The median score for Language control was lower at 2.9. The average scores would indicate that students are as a whole where they need to be in regards to their writing skills. However, an analysis of the quartile distributions would contradict this assumption. Among the cohort, there exists a group of high performers (6 with a score of 18≥), a group of low performers (6 with a score of 13≤), and an almost non-existent middle group (1 with a score between 17 – 14). This data suggests that the low performing group requires direct instruction and re-enforcement activities centered on the core elements of writing (basic grammar structure, paragraph formation and transitional elements). Those students in the high performing group could benefit also however since many have acquired the majority of these skills, they will require extension/differentiated activities in order to advance their writing skills to the next level (Novice High). Efforts in both these areas (remedial/advanced writing skills) will improve students' overall writing and advance their performance level to a consistent Novice Mid-level for the group with peaking in the Novice High level for those in the high performing group. In conjunction with the formative writing assessment, students completed a formative speaking assessment based on the same theme of talking about themselves and their lives. An analysis of the results showed that on the whole, results were more evenly spread across the rubric with a Quartile 1 of 13, Quartile 2 of 15 and Quartile 3 of 18.5. A comparison of these results with those of the writing assessment indicates that as a whole, the students performed slightly better on the speaking formative assessment. This may be attributable to the fact that the speaking assessment was giving later in the unit allow students more time either to prepare or to review the material. However, a similar but not as prominent clumping of results can be seen with the speaking assessment, confirming a need to address the high/low needs of this diverse classroom.

Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	French 3 students- 68
Standards And Learning Content	*Which standards are connected to the learning content?*	Common Core State Standards for English Language Arts Common Core College and Career Readiness Anchor Standard W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *ACTFL Proficiency Guidelines* **Presentational Communication (Standard 1.3):** Present information, concepts and ideas to an audience of listeners or readers on a variety of topics knowing how, when, and why to say what to whom.
Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	By June 1, students in French 3 will demonstrate proficiency in writing and speaking- students will utilize elaboration and supporting details in writing and connect ideas through the use of transition words and cohesive devices in speaking.

Indicators Of Academic Growth And Development (IAGDs)
 	
Growth Targets
	How will you measure progress toward your student learning goal/objective?
	
	What targets will you establish to demonstrate attainment of your student learning goal/objective?
	
	NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs
		IAGDs:
		  A. **ASSESSMENTS/MEASURES OF PROGRESS**
		    3. Summative Writing Assessment
		    4. Summative Speaking Assessment
		
		  B. **GROWTH TARGETS**
		
		  1. Of 100% of the students in French 3, 80% of students will attain a score of 13 or better on the Writing Rubric. Of these 80%, 50% will attain a score of 17 or better on the Writing Rubric.
		
		  2. Of 100% of the students in French 3, 93% of students will attain a score of 13 or better on the Speaking Rubric. Of these 93%, 50% will attain a score of 17 or better on the Speaking Rubric

Instructional Strategies/Supports	*What methods will you use to accomplish this student learning goal/objective? How will progress be monitored? What professional learning/supports do you need to achieve this student learning goal/objective?*	1. ACTFL Proficiency Guidelines for Writing/Speaking
		2. Common Core of Learning – World Languages
		3. Internet Resources: Le point du FLE – Français Facile.com and others
		
		Strategies:
		• Examine student work with colleague in an effort to calibrate our grading.
		• Identify areas of weakness (both group and individual).
		• Research online resources to address these areas of weakness:
		  a.grammar explanations (textual or video)
		  b.practice activities which provide immediate feedback
		• Create and distribute a list of expressions of transition that can be used starting in level 1
		• Find authentic interpretive listening tasks and create accompanying worksheets to support presentational writing ones. (IPA)
		• Create a variety of activities that reinforce and build foundational skills including Loto, mini-white board games, Jeopardy, Rassias , etc. (samples available upon request)

Writing rubric

	4 Exemplary	3 Proficient	2 Developing	1 Below Standard
Task completion	Completion of the task. Ideas are well developed and well organized.	Completion of the task. Ideas are adequately developed and organized.	Partial completion of the task. Ideas are somewhat developed with some organization.	Minimal completion of the task.
Comprehensibility	Text is readily comprehensible, requiring no interpretation on the part of the reader.	Text is comprehensible, requiring minimal interpretation on the part of the reader.	Text is mostly comprehensible, requiring interpretation on the part of the reader.	Text is barely comprehensible.
Level of discourse	Use of paragraphs with some transition words.	Use of paragraphs with 1 or 2 transition words.	List of sentences with 1 or 2 transition words.	Lists of sentences, no transition words.
Vocabulary	Rich use of vocabulary and idiomatic expressions.	Adequate and accurate use of vocabulary, which is level appropriate.	Somewhat inadequate or inaccurate use of vocabulary that is not level appropriate.	Inadequate or inaccurate use of vocabulary.
Language control	Good control of basic language structures.	Fair control of basic language structures.	Poor control of basic language structures.	Little to no control of basic language structures.

GRADE 6-10 SPEECH AND LANGUAGE

TEACHER STUDENT LEARNING GOALS/OBJECTIVES FORM

Teacher:	Grade: Middle/High School Content Area: Speech and Language Therapy	Date: September 2014

Component	Guiding Questions	Descriptors
Baseline/Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	Pre-test data using STAR assessments indicates that 10 of the 14 (71%) 6th, 7th, 9th, and 10th grade on my caseload who receive speech and language services to address their vocabulary skills, earned a score of below 40 (out of a possible 100) on the Vocabulary Acquisition and Use domain of the STAR reading pre-assessment administered in September/October. • 4/10 students (40%) earned a pre-test score that fell between 10-20 (out of 100). • 4/10 students (40%) earned a pre-test score that fell between 20-30 (out of 100). • 2/10 students (20%) earned a pre-test score that fell between 30-40 (out of 100).
Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	N=10 Of the students in Grades 6-10, on my caseload ,who earned Vocabulary Acquisition & Use scores of 40 or below who have documented weaknesses in their understanding and use of vocabulary: • 3 have a classification of Speech Language Impaired • 1 has a classification of Other Health Impaired-ADHD • 6 have a classification of Specific Learning Disability Vocabulary instruction is an important part of reading and language arts classes, as well as content area classes such as science and social studies. By giving students explicit instruction in vocabulary, they are able to learn the meaning of new words and strengthen their independent skills of constructing the meaning of text and content area information.
Standards And Learning Content	*Which standards are connected to the learning content?*	CCSS.ELA-Literacy.RL.6.4; CCSS.ELA-Literacy.RL.7.4; CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. CCSS.ELA-Literacy.RH.6-8.4; CCSS.ELA-Literacy.RH9-10.4; CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	Secondary level students who receive speech/language therapy to address vocabulary skills will demonstrate improvement in their ability to understand Tier II vocabulary in support of reading comprehension.

Indicators Of Academic Growth And Development (IAGDs) **Growth Targets**	*C. How will you measure progress toward your student learning goal/objective?* *D. What targets will you establish to demonstrate attainment of your student learning goal/objective?* **NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs.**	**IAGDs:** **B. ASSESSMENTS/MEASURES OF PROGRESS** Vocabulary Acquisition & Use domain of the STAR reading assessment **C. GROWTH TARGETS** By June, at least 80% of students will demonstrate improvement in their understanding and use of vocabulary as measured by an increase of at least 5 points as measured by the students' pre/post score comparison on the Vocabulary Acquisition & Use domain of the STAR reading assessment.
Instructional Strategies/Supports	*What methods will you use to accomplish this student learning goal/objective? How will progress be monitored? What professional learning/supports do you need to achieve this student learning goal/objective?*	Explicit instruction and practice will occur in the structured therapy setting using research-based strategies and instruction designed by Marzano and Kinsella and strategies such as LINCS and weekly session data will be kept in order to assess the current needs of the individual students in order to guide planning and instruction. Ongoing collaboration with ELA, Science and Social Studies teachers regarding targeted vocabulary tied to curriculum units will be critical to ensure success.

GRADE 9-12 INSTRUMENTAL MUSIC

TEACHER STUDENT LEARNING GOALS/OBJECTIVES FORM

Teacher:

Grade: 9-12
Content Area: Instrumental Music

Date: 2014

Component	Guiding Questions	Descriptors
Baseline/Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	Pre-assessment data for Unit 1 of the Treble Choir curriculum shows that the class average was a 59%. Out of Seventeen students in my class, only five students (29%) were considered proficient (total score above 70%). Pre-assessment data for Unit 1 of the Guitar curriculum shows that the class average was a 31%. Out of 26 guitar students, only two students (8%) were considered proficient (total score above 70%). Pre-assessment data for Unit 1 of the Piano curriculum shows that the class average was 31.5%. Out of 37 students, only four students (11%) were considered proficient (total score above 70%)
Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	All students in my Guitar, Piano and Treble Choir classes. 17 Treble Choir students 26 Guitar Students 37 piano students
Standards And Learning Content	*Which standards are connected to the learning content?*	**MU8: 5c- Reading and Notating Music- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.** **CCSS:** *Craft and Structure* **RST (Reading for Science and Technical Subjects)** **RST. 9-10.4. Determine the meaning of words and phrases as they are used in a text (or piece of music) including vocabulary describing political, social or economic aspects of history/ social science.** (Students will complete various tasks such as writing responses to professional performances, reading articles that utilize content specific vocabulary to complete a 10% Summary and having students identify mistakes that are played in a piece and justifying their answers utilizing content vocabulary.) *Text Types and Purposes* **WHST (Writing for History, Science and Technical Subjects) .9-10.2 (d)** **Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers** (Students will complete topic related 10% Summaries that address content specific vocabulary as well as academic vocabulary)

		Students in Treble Choir, Guitar I, and Piano I will demonstrate growth in music score reading through identification and comprehension of musical symbols and vocabulary.
Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	
Indicators Of Academic Growth And Development (IAGDs) **Growth Targets**	*How will you measure progress toward your student learning goal/objective?* *What targets will you establish to demonstrate attainment of your student learning goal/objective?* *NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs*	**IAGDs:** A. **ASSESSMENTS/MEASURES OF PROGRESS** Students will complete a posttest as part of their final exam in the semester classes and the yearlong class will complete a posttest towards the last performance of the school year. B. **GROWTH TARGETS** 1. By the end of the school year, 13 of my 17 Treble Choir students (76%) will score a 70% or higher or on the summative musical symbols and vocabulary assessment. 2. By the end of the school year, 19 of my 26 Guitar Students will score a 70% or higher on the summative musical symbols and vocabulary assessment. 3. By the end of the school year, 28 out of my 37 piano students will score a 70% or higher on the summative musical symbols and vocabulary assessment.
Instructional Strategies/Supports	*What methods will you use to accomplish this student learning goal/objective?* *How will progress be monitored?* *What professional learning/supports do you need to achieve this student learning goal/objective?*	• Class discussion and analysis (John Collins Type 2) of vocabulary words related to repertoire • 10% Summary on Intervals and Dynamics • Terms and Symbols flashcards • Bell ringers that address commonly misused content vocabulary words • Direct observation of colleague teaching a lesson that address content vocabulary Learning Supports: I will need more time to research content specific articles that I could use as teaching materials. I would like to research some music journals that could provide real-life applications of both academic and content vocabulary.

GRADE 9-12 VISUAL ARTS

TEACHER STUDENT LEARNING GOALS/OBJECTIVES FORM

Teacher:	Grade: **Grade 9-12-** Content Area: **Visual Arts**	Date: **Oct 6, 2014**

Component	Guiding Questions	Descriptors
Baseline/ Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	<table><tr><td>Class- Intro to Art</td><td># Students demonstrating Proficiency in Value</td><td>% Of Students at P or Above</td></tr><tr><td>Period A</td><td>10 out of 20</td><td>50%</td></tr><tr><td>Period B</td><td>5 out 25</td><td>20%</td></tr><tr><td>Period C</td><td>5 out of 5</td><td>100%</td></tr><tr><td>Period D</td><td>10 out of 30</td><td>33%</td></tr></table> I found that students in Period B could define what Value was, but could not replicate value in their drawing. In period D, students who didn't meet proficiency had trouble defining value in addition to applying it in their drawing.
Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	Students in Periods A, B and D will be targeted because of their performance on the diagnostic.
Standards And Learning Content	*Which standards are connected to the learning content?*	**VA12:1- To understand, select and apply media, techniques and processes in creating works of art.** **CCSS:** *Craft and Structure* **RST (Reading for Science and Technical Subjects)** 　　**RST. 9-10.4. Determine the meaning of words and phrases as they are used in a text (or artwork), including vocabulary describing political,　social or economic aspects of history/ social science.** (Students will complete various tasks such as a 10% summary on the Elements of Art, artist statements outlining their use of the Elements, and identifying the use of the Elements of Art within a professional print.) 　　*Text Types and Purposes* **WHST (Writing for History, Science and Technical Subjects) .9-10.2 (d)** 　　**Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers** (Students will complete a matching task as well as complete an additional still-life drawing where they verbally explain their use of value and the importance it has in a specific drawing.)

Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	Students will be able to demonstrate the use of Value in a work of art.

Indicators Of Academic Growth And Development (IAGDs)
 	
Growth Targets
	How will you measure progress toward your student learning goal/objective?
	
	What targets will you establish to demonstrate attainment of your student learning goal/objective?
	
	NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs
		IAGDs:
		  A. ASSESSMENTS/MEASURES OF PROGRESS
		3 Student Projects will be used to assess student progress. The final growth targets will be based on the average score of the 3 projects:
		    1. Kitchen Utensil Drawing (scoring rubric)
		    2. Tool Drawing (scoring rubric)
		    3. Value Scale
		  B. GROWTH TARGETS
		
		1. In Period A, <u>16 students out of 20 students</u> will achieve 80% proficiency as measured by the scoring rubric for Value.
		
		2. In Period B, <u>20 students out of 25 students</u> will achieve 80% proficiency as measured by the scoring rubric for Value.
		
		3. In Period D, <u>20 students out of 30 students</u> will achieve 70% proficiency as measured by the scoring rubric for Value
		
		Because progress monitoring is a dynamic process and measures are sensitive to growth, changes in Growth Targets will likely be adjusted at the mid-year conference.

Instructional Strategies/Supports	*What methods will you use to accomplish this student learning goal/objective?* *How will progress be monitored?* *What professional learning/supports do you need to achieve this student learning goal/objective?*	• Class discussion and analysis (John Collins Type 2) of the works of Goya (Grades in eSchool) • 10% Summary on Leonardo DaVinci and his use of Value • Value Scale worksheets • Student project work (Tool Drawing, Kitchen Utensil Drawing, etc.) • John Collins Vocabulary Cards on the Elements of Art • Vocabulary section of CBA (John Collins Type 3) • Intro to Art *Final Exam* Learning Supports: I would like to have time to work collaboratively during data team to revise the value scoring rubric. I would also like to meet with the 6-8 art teachers to align units on the Elements.

Additional Sample Student Learning Goals/Objectives can be found on the website: www.Connecticutseed.org