TPEP & Early Learning -- How to Develop Student Growth Goals with Early Learners

8/4/15

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Capital Region ESD 113
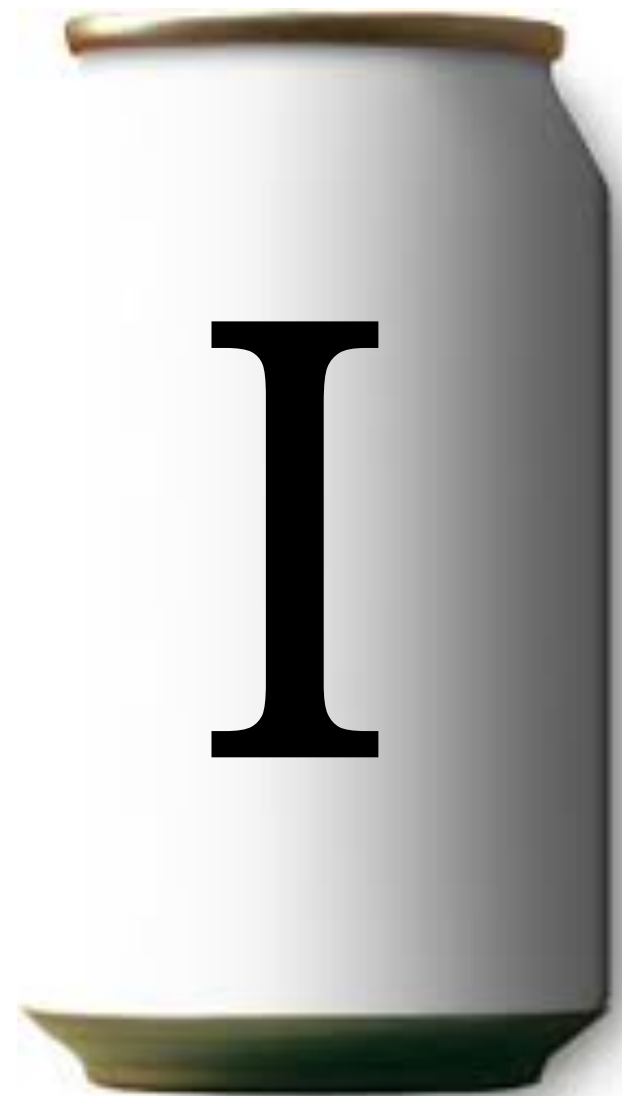
Learning Targets

- Participants will develop a Proficient Student Growth Goal

Success Criteria

- I can develop a Student Growth Goal for a focused or a Nested set of goals for a comprehensive or focused evaluation

I

Who is in the room?

- Teachers?
  - Pre-School?
  - K?
  - 1?
  - 2?
  - 3?
  - On a Comprehensive?
  - On a Focused?

- Principals?

Video

- Charlotte Danielson
  - Message, not the messenger. . . .
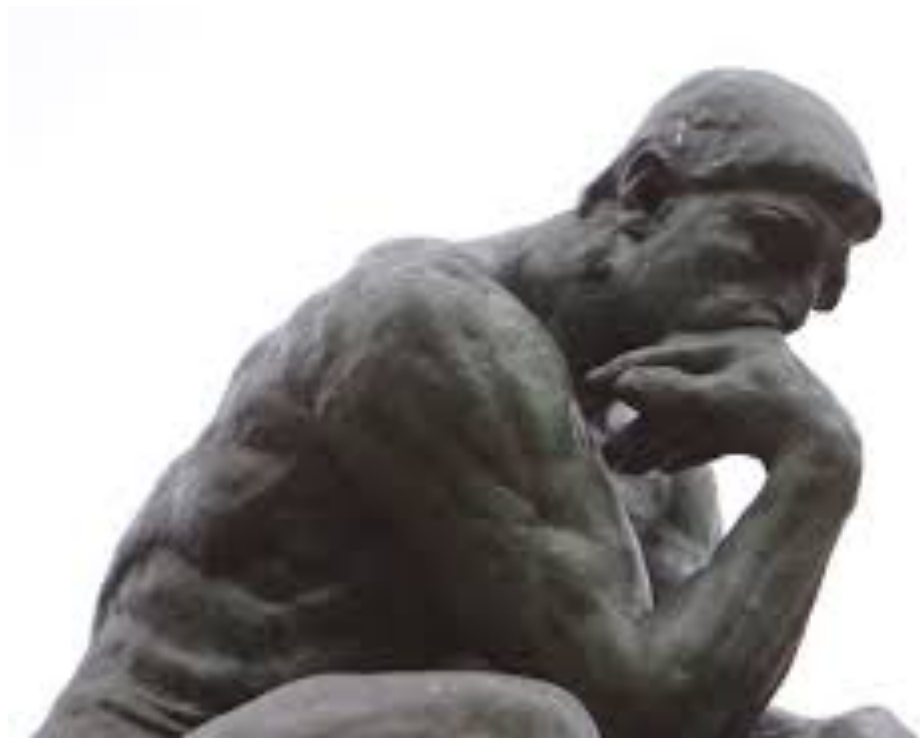

"I don't have time to write performance reviews, so I'll just criticize you in public from time to time."

Pause   &   Reflect

ESSB 5895 Student Growth Measures Definitions

E2SSB 6696 and ESSB 5895 student growth language

- Student growth data that is relevant to the teacher and the subject matter must be a factor in the evaluation process and must be based on multiple measures that can include classroom-based, school-based, district-based and state-based tools. Student growth means the change in students achievement between two points in time.

- Student growth data must be a substantial factor in evaluating the summative performance of certificated classroom teachers for at least 3 of the evaluation criteria

- Student growth data elements may include the teacher's performance as a member of a grade-level, subject matter, or their instructional team within a school when the use of data is relevant and appropriate

Key Terms

- **Student Achievement:**
  - the status of subject-matter knowledge, understandings, and skills at one point in time

VS.

- **Student Growth (Learning):**
  - The growth in subject-matter knowledge, understandings, and skill over time

It is student growth, not student achievement that is relevant in demonstrating impacts teachers and principals have on students

Formal Tests in Core Subjects Only

Knowledge and Learning that can be Measured

All Classroom Learning
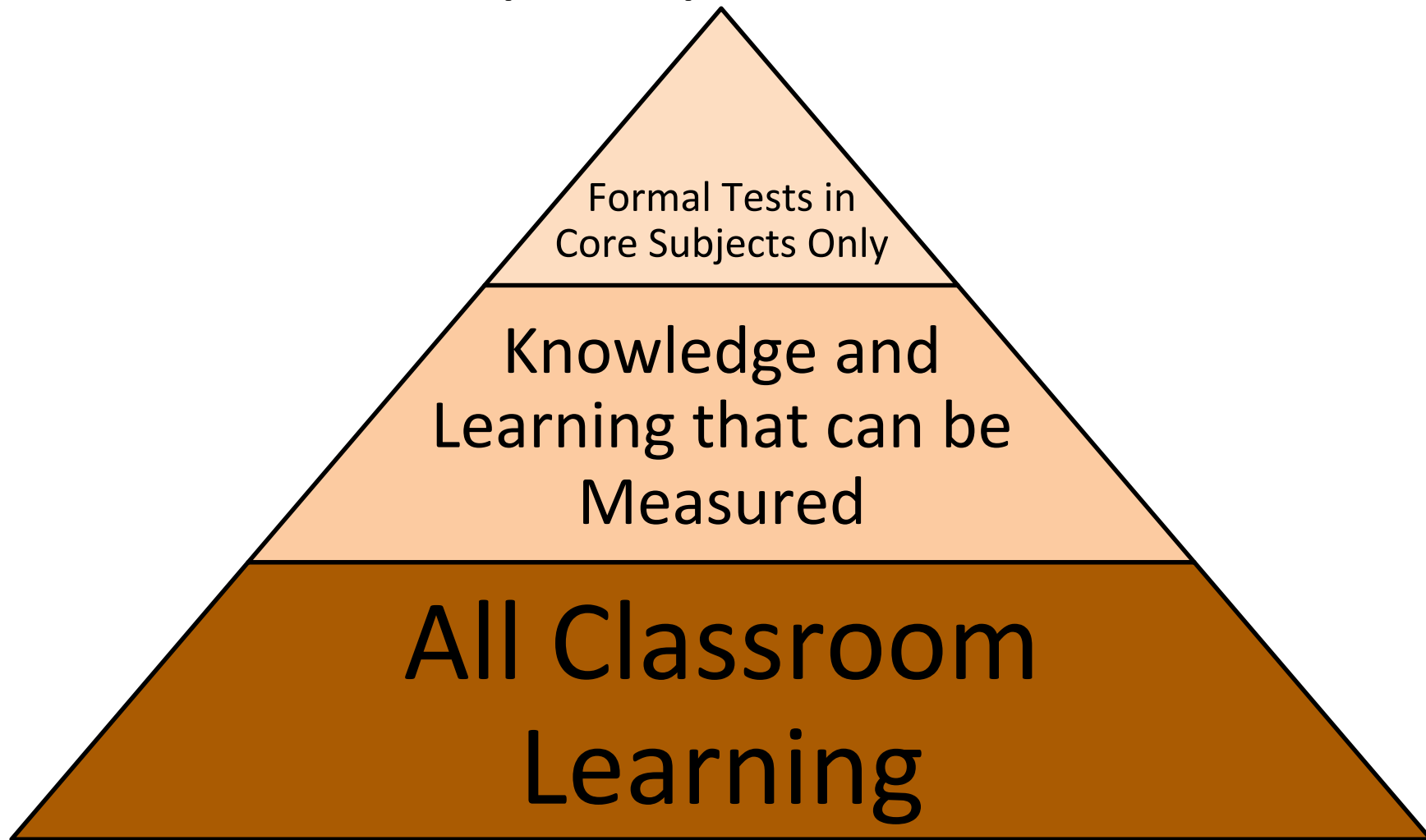
Establishing Student Growth Goals

- In a practical sense, we want growth goals to not be too large, not be too small, but just right (think Goldilocks and the three bears). Not too broad, not too narrow, but just right.
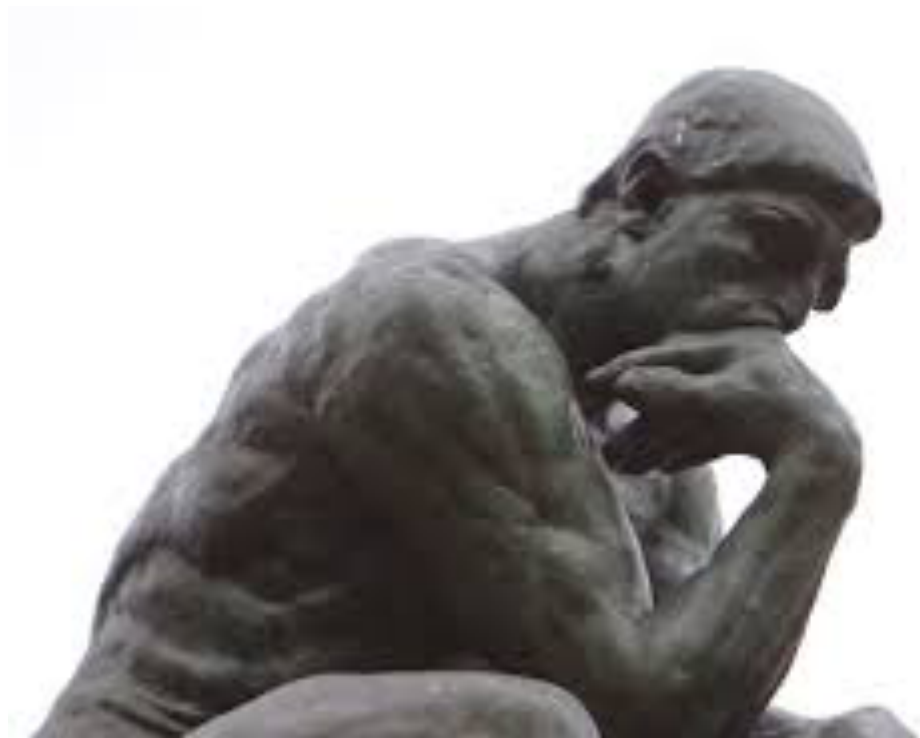
Goldilocks Approach: Example Goal

	Too Narrow	JUST RIGHT	Too Broad
		STUDENT GROWTH GOAL	
6.1	Students can identify an ABA pattern based on classroom based assessment from 30% proficient to 95% proficient by 2/28/16	Students can create a three-symbol pattern based on classroom based assessments, individual observation during circle time, and individual observation using manipulatives from 30% proficient to 95% proficient by 2/28/16.	Students can identify patterns based on classroom based assessment from 30% proficient to 95% by 2/28/16

Pause & Reflect

Establishing Student Growth Goals

- Another way to think of the three student growth criteria is analogous to nesting measuring cups, moving from large to small (8 to 6 to 3) or small to large (3 to 6 to 8)

Example of "Nested" Goals

8.1 Establish Team Student Growth Goals:

Kindergarten students can create a three-symbol pattern based on classroom based assessments, individual observation during circle time, and individual observation using manipulatives from 30% proficient to 95% proficient by 2/28/16.

6.1 Classroom goals:

Students can create a three-symbol pattern based on classroom based assessments, individual observation during circle time, and individual observation using manipulatives from 30% proficient to 95% proficient by 2/28/16.
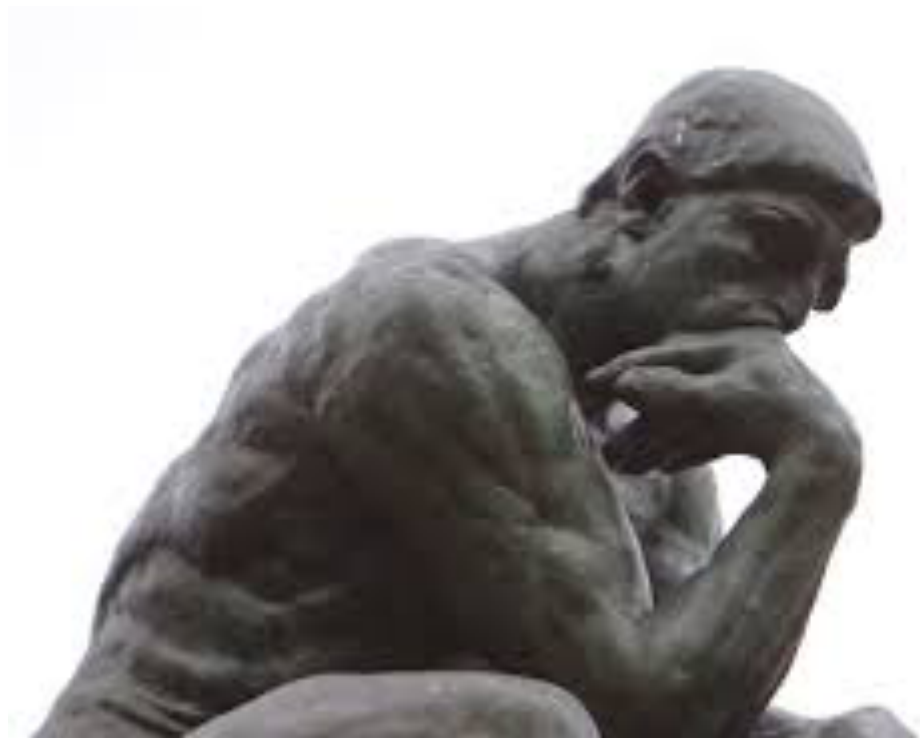
3.1 Subgroup goals:

Students with disabilities can create a three-symbol pattern based on classroom based assessments, individual observation during circle time, and individual observation using manipulatives from 30% proficient to 95% proficient by 2/28/16.

Pause & Reflect

Data

Table 3: Physical - Fine Motor by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Hood Canal SD	5	14%	11.6	31	86%	15.5			

Table 4: Language by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Hood Canal SD	18	51%	44.7	17	49%	59.1			

Table 5: Spanish Language by Program
(0 Children)

Table 6: Cognitive by Program
(0 Children)

Table 7: Literacy by Program

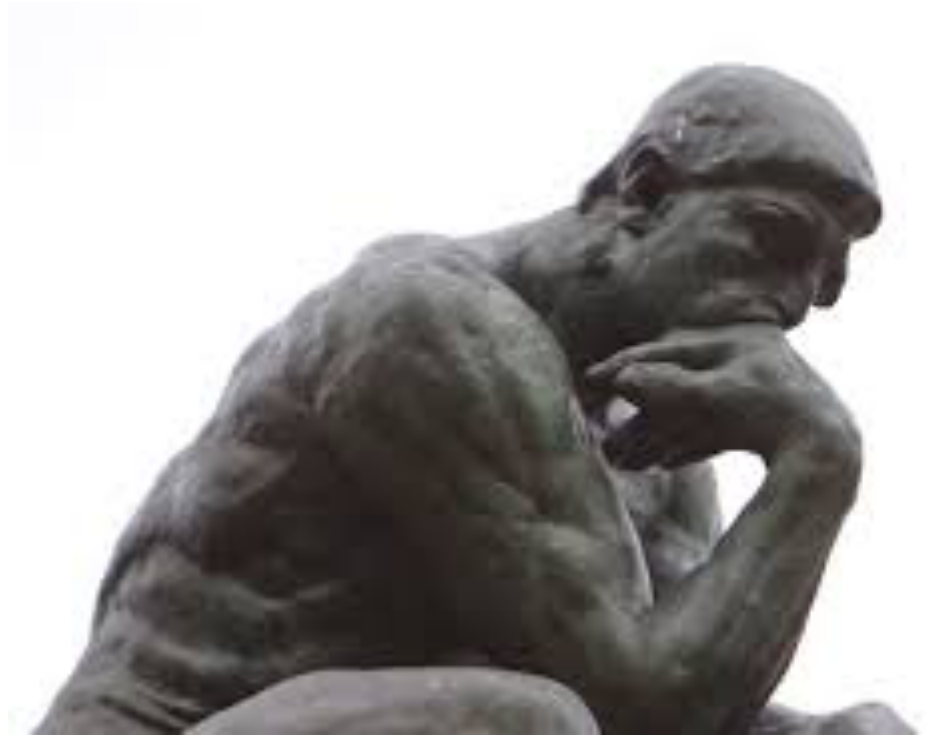| Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Hood Canal SD				20	100%	73.0			

Table 8: Mathematics by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Hood Canal SD	20	57%	32.8	15	43%	47.7			

Pause   &   Reflect

How do you pick your standard?

What does your data say?

Unpacking the CCSS – Elementary Standard
It's all about the verbs and the nouns…

| Standard	Verbs	Nouns	Skills Necessary
STEP 1: Choose a Standard **Work with time and money** 2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	**STEP 2: Identify the verbs** • tell time • write time	**STEP 3: Identify the nouns** • Time • analog clocks • digital clocks • 5 minutes • a.m. • p.m.	**Step 4: Identify the skills needed** • define analog, digital, a.m. and p.m. • count by 5's • tell time to the hour and ½ hour • write time in the correct format

Pause & Reflect

Aim?

- What does your data say?

- 4 point scale:
  - What will it look like at Proficient (Level 3)?
    - I can do this by myself
  - Level 2?
    - I can do this with help
  - Level 1?
    - I struggle to do this even with help
  - Level 4?
    - I can do this and could teach someone else how

    What tool will you use?

Pause   &   Reflect
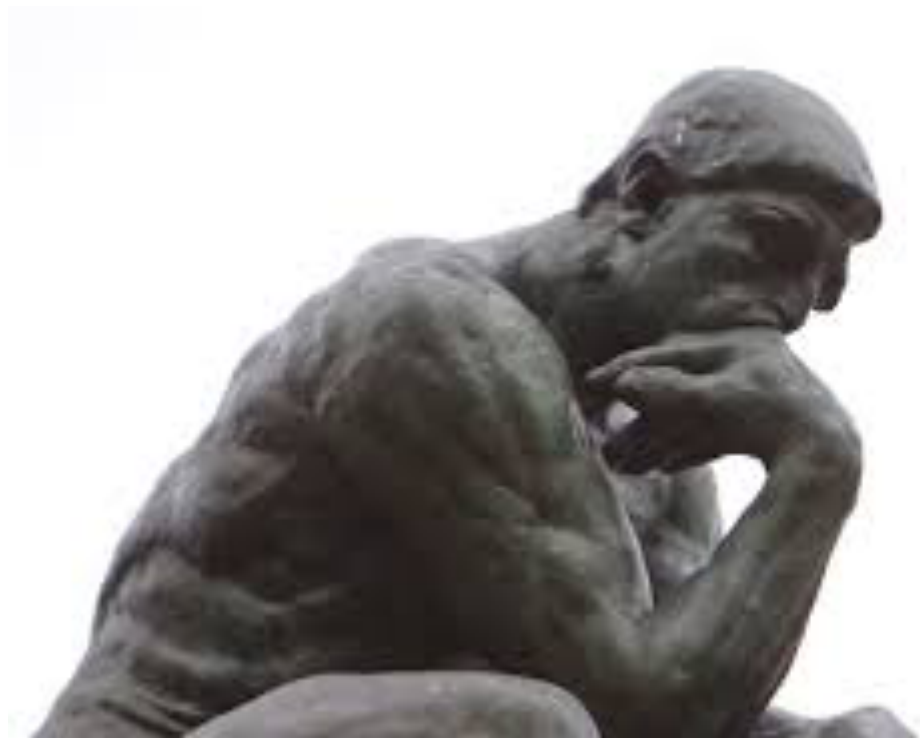
Measures

- What are students completing, showing, demonstrating, etc. that show their proficiency towards the standard?

- These are your multiple measures

Measuring Student Growth Pyramid

Many want "Sameness" in measurements

State-based Assessments

District-Based Assessments

School-Based Assessments

Classroom-Based Assessments

Try to stay around the base of the pyramid

Leverage Existing Opportunities

Collaboration time: Criterion 8 - Working with Colleagues to improve student learning

Use existing time and activities during collaboration time as evidence for our evaluation.

- Common planning times , GoToMeeting, Skype, Facetime, WebEx
- PLC work
    - What do I want kids to learn
    - How do I know they are learning
    - What do I do with kids not learning
    - How do I enhance/enrich students who already know

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Evaluation and PLCs

- Standards and high expectations (Criterion 1,8)
- Formative assessment and student growth (2, 3, 4, 6, 8)
- Struggling students (3, 6)
- Enhance learning (2, 4, 6, 8)

One initiative focused on improving instructional practice and improved student learning

Leverage Existing Opportunities

Pre and Post-observation Conferences –
- Evidence can and should be collected through conversations during the pre and post observation conferences
- Review of artifacts

Crosswalk Evidence - Chose evidence that can be used for multiple components and criteria.

What other examples can you provide?

Activity 2:
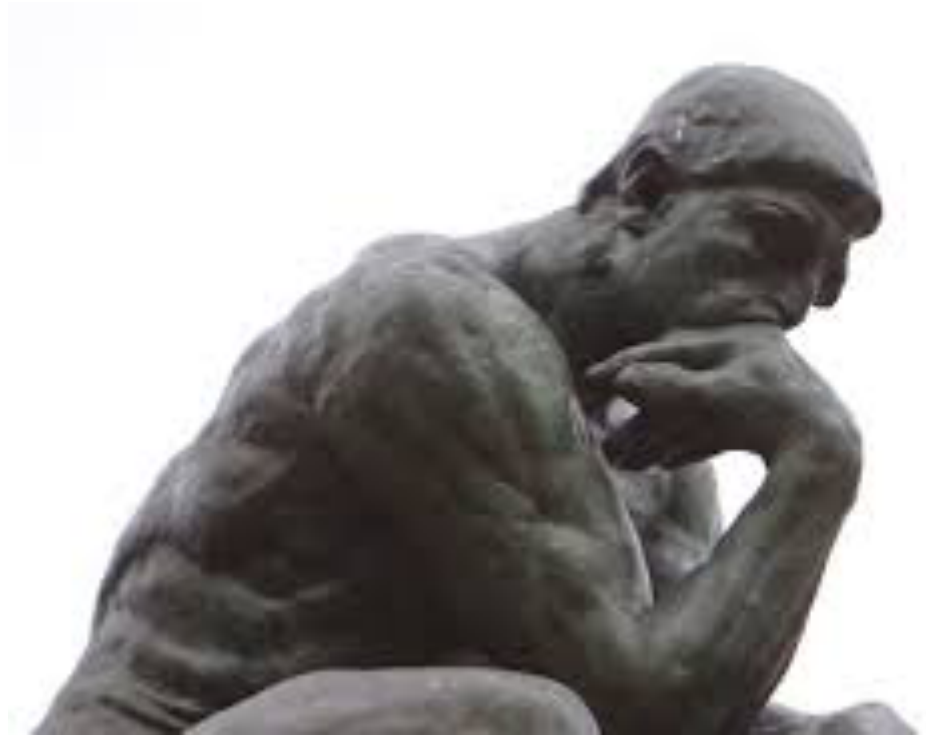
Think, Pair, Share, Write, Whip Around
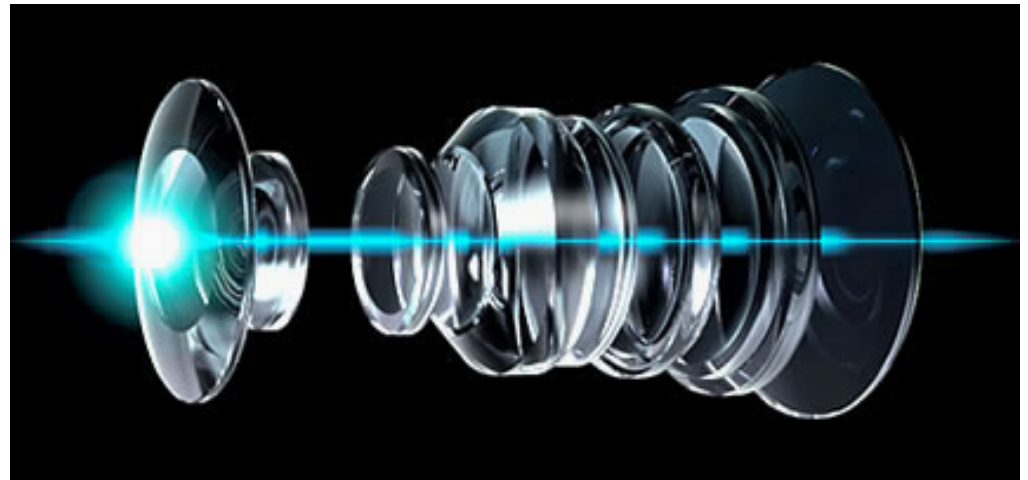**One Index Card per Table**

Pause & Reflect

Lens of Feasibility

- How much evidence?
- How is evidence collected?
- What is collected?
- Where should it be collected?
- How much time should it take?

The answers should be provided through a lens of feasibility . . .
Essentially, my lens covers three things:

1. Is it meaningful?
2. Is it relevant?
3. Is it doable?

Student Growth Goal TARGET

describes what students will know/be able to do at the end of an instructional period

A proficient student growth goal:

- is specific, measureable and time-bound
- is based on multiple sources of available data that reveal prior student learning
- is aligned to content standards
- is appropriate for the context, instructional interval and content standard(s) (grain size)
- demonstrates a significant impact on student learning of content (transferable skills)
- identifies formative and summative measures aligned to learning targets to monitor progress towards goals

Strategically Collect Evidence

- What are you already doing?
- What artifacts , samples, and documents are available   . . . Natural Harvest

- Don't create artifacts for the sake of creating artifacts.

- Examples: newsletters, planning documents, emails, graphic organizers, assignments, videos of performance, grade books,
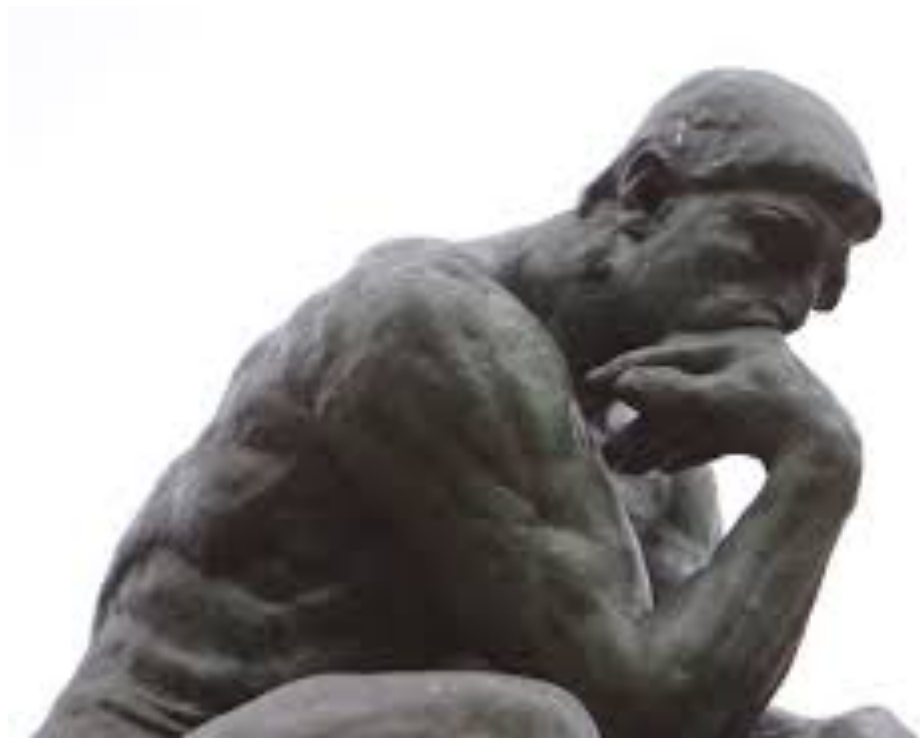
Don't let the wheels come off by artificially producing artifacts

Pause & Reflect

S.M.A.R.T End States (goals)

ELA example

Students can generate two or more rhyming words when given a word, based on standardized assessments, classroom based assessments and individual observation during circle time moving from 30% proficient to 95% proficient by 3/31/15.

Math Example

Students will create a three-symbol pattern based on classroom based assessments, individual observation during circle time, and individual observation using manipulatives moving from 30% proficient to 95% proficient by 2/28/16.

Behavior Example

Students will interact cooperatively with groups of 4 to 5 other children based on a series of benchmark observations moving from 30% proficient to 75% proficient by 4/15/16.
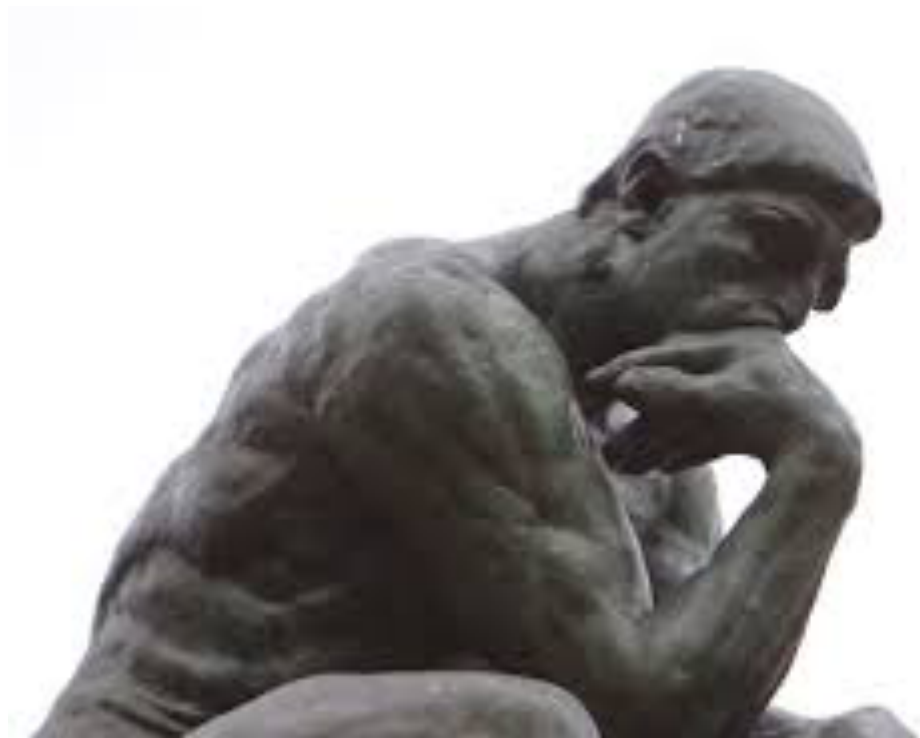
Goal Setting Mad Lib

- **To (*insert the change here*), as measured by (*insert instrument here*), from (*insert current status here*), to (*insert desired status here*) by (*insert date here*).**
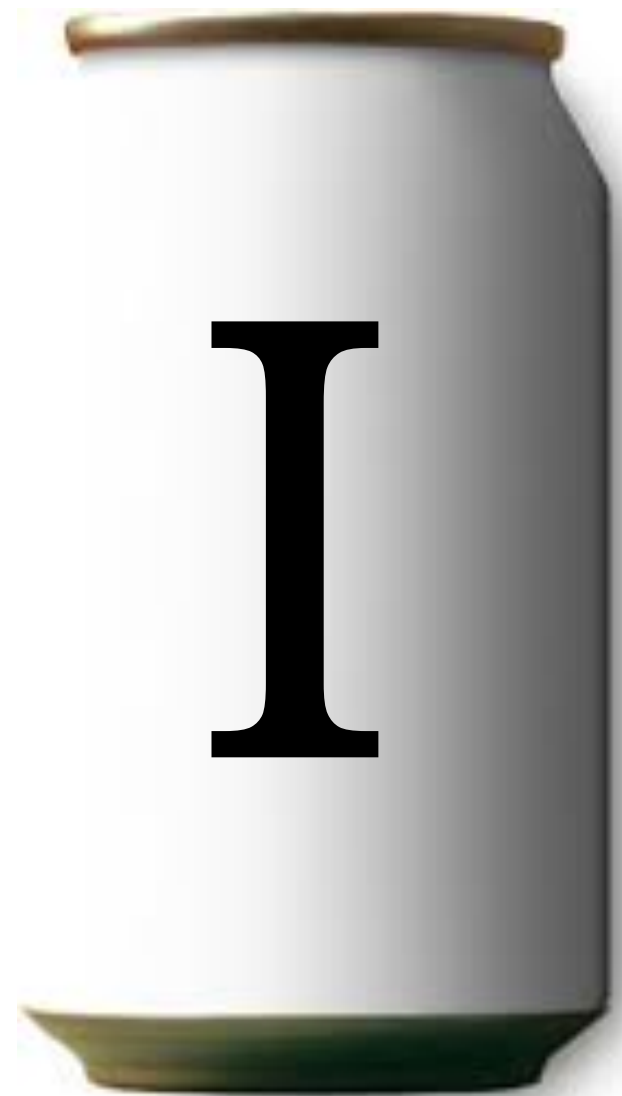
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Exit Slip

- + -- 3 things that resonated with you from today

- Δ -- 1 thing you are still wrestling with

Thank you for your participation!