

CAPTURING THE LEARNING POINTS



Student Growth Goal Setting in the Classroom

"Part of what we want our teachers to do is to be consciously competent about their instruction. A lot of what teachers do really well, they're unconsciously competent at it. They do it because it works because we all learn by trial and error. We want our teachers to know exactly what works for them and why."

—GREG FANCHER, Assistant Superintendent for Elementary Education, Kennewick School District

One of the core principles established in 2010 by the Washington Teacher/Principal Evaluation Project (TPEP) Steering Committee is that teacher and principal evaluation systems should consider and balance "inputs or acts" with "outputs or results." Establishing a process for designing student growth goals is an important component of ensuring the results of effective teaching and leading are captured in evaluations. However, a key takeaway from Washington districts that developed processes for student growth goal setting for teachers and principals ahead of schedule is that there is not one right way to do it well. Different districts in Washington have adopted different approaches, all with promising outcomes. This document is intended to help Washington school districts implement student growth goal setting processes by sharing observations, insights, lessons learned, and tools and resources from those who have done this work before them.

"[Student growth goal setting represents] the formalizing of something that teachers do every day. We don't need to look at it as threatening; we have to look at it like we believe in this. I already want my students to learn."

—SUSAN JARNOT-BENTHEM, TPEP Coordinator, Bellevue School District

What is the law?

The Revised Code of Washington (RCW 28A.405.100) stipulates that **"student growth data must be a substantial factor in evaluating the summative performance of certified classroom teachers for at least three of the evaluation criteria."**

Defining *student growth* as the change in student achievement between two points in time, the law further states that **"student growth data that is relevant to the teacher and 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 data elements may include the teacher's performance as a member of a grade-level, subject-matter, or other instructional team within a school [or the overall instructional team of a school] when the use of this data is relevant and appropriate."**



This document is one in an eight-part series of share tools and best practices for implementing Washington's new teacher and principal evaluation legislation. These tools and best practices have been drawn from interviews with district leaders and principals who have participated in the Teacher/Principal Evaluation Project (TPEP). The hope is that the lessons learned from their experiences will lead you toward greater success. The ideas in this series of documents are the result of interviews with the leadership of 16 Washington school districts (Anacortes, Bellevue, Bethel, Central Kitsap, Cosmopolis, Issaquah, Kelso, Kennewick, Kettle Falls, Medical Lake, North Mason, Pullman, Seattle, Sumner, Tumwater, Wenatchee) and Educational Service District 101 and Educational Service District 113.