Student Growth 2.0
Fall, 2014

TPEP Sessions for 2014-15

▶ **Face-to-Face Sessions**

- ▶ Student Growth 2.0
- ▶ TPEP/ Washington State Learning Standards Connections
- ▶ District Agreement Practices

Session Norms

▸ Pausing

▸ Paraphrasing

▸ Posing Questions

▸ Putting Ideas on the Table

▸ Providing Data

▸ Paying Attention to Self and Others

▸ Presuming Positive Intentions

Intended Participant Outcomes for This Module

Participants will:

▸ Increase understanding of the legislative requirements for using student growth data as one of several measures in an educator's evaluation in Washington state.

▸ Increase deep understanding of the student growth rubric and the language within it.

▸ Understand, through deep analysis, model student goals and related rubrics to begin development of a District Student Goal Rubric and Sample District Goals.

▸ Consider implications for District planning.

Workshop 1: TPEP SG 2.0 What's New?

ESSB 5895 Establishes New Definitions Around Student Growth Measures

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RCW 28A.405.100

Both E2SSB 6696 and ESSB 5895 contain language around student growth, including:

▸ 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 means the change in student achievement between two points in time.

Changes…

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

▸ 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 when the use of this data is relevant and appropriate.

In Washington…

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8 Criteria - Teachers

8 Criteria - Principals

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RCW 28A.405.100

Instructional and Leadership Frameworks

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RCW 28A.405.100

WAC

Educator Evaluation

Student Growth Rubrics

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RCW 28A.405.100

G! RCW 28A.405.100 = A capital "G!" indicates that the guidance represents Washington state law (RCW) or rules (WAC).

g = A lower-case "g" indicates that the guidance represents research-based best practice but is not mandated by law or rules.

Resources

▸ WACs

▸ AWSP Document

▸ Decision Matrix: NEW!

▸ FAQs from TPEP website: NEW!

  ▸ http://tpep-wa.org/about-tpep/faqs/

Inquiring Minds…..

▸ 4 minutes: Do a quick scan of the WAC document to find the term 'inquiry'.

▸ 2 minutes: In which sections do you see the term used? Which type of evaluation do those sections define?

▸ 1 minute: Share out.

▸ Impact of this…..???

Workshop 2: Student Growth in 2014-15

A Review

Reviewing Key Terms

▸ **Student Achievement**: The status of subject-matter knowledge, skills, **understanding** or performance at a given point in time.

▸ **Student Growth**: The change in student achievement between two points in time.

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

Student Growth Rubrics

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RCW 28A.405.100

▸ The TPEP steering committee organizations approved statewide rubrics for student growth to ensure consistency in implementation of the evaluation system across Washington State.

▸ The rubrics for student growth describe both goal setting and outputs of student learning.

▸ OSPI has provided student growth rubrics for each of the three criterion

▸ Teachers: 3, 6, and 8

▸ Principals: 3, 5, and 8

Student Growth Rubric for use in 14-15

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Student Growth Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.			

Student Growth 3.1: Establish Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).

Student Growth 3.2: Achievement of Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

AESD ASSOCIATION OF EDUCATIONAL SERVICE DISTRICTS
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SUPERINTENDENT OF PUBLIC INSTRUCTION · WASHINGTON

Using District, School, and Classroom-Based Data (Teachers)

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▸ Five Student Growth Criteria

  ▸ 3.1 Establish Student Growth Goals

    Re: individual or subgroups of students (achievement/opportunity gap)

  ▸ 3.2 Achievement of Student Growth Goals

    Re: individual or subgroups of students (achievement/opportunity gap)

  ▸ 6.1 Establish Student Growth Goals using Multiple Student Data Elements

    Re: whole class based on grade-level standards and aligned to school goals

  ▸ 6.2 Achievement of Student Growth Goals

    Re: whole class based on grade-level standards and aligned to school goals

  ▸ 8.1 Establish Team Student Growth Goals

    Re: Teacher as part of a grade-level, content area, or other school/district team

Essential Question

▸ How have districts developed common language (and definitions) to establish and measure appropriate student growth goals?

Checking on Common Understandings:

How common are you understandings of important TPEP terms?

In the next slide, you'll see 5 terms. Each of you will **individually** define. Once terms are defined, you'll reveal your answers to your peers. The data keeper will check for agreement and record such. If there are 6 of you and four agree, he/she will record 4/6.

Choose one person to be a 'data keeper'.

Operational Definitions

What do **these** terms mean to you?

- 'I'll be ready **in a minute**'
- 'I'm **almost** home'
- 'I made sure the car was **clean**'
- 'It is so **hot** in here!'
- 'Let's listen to some **good music**'

Operational Definitions of Rubric Terms

▶ How has your district defined terms such as:?

  ▶ SGG 3.1, 6.1:

    1. Establishes **<u>inappropriate</u>** goals
    2. **<u>Full</u>** learning potential
    3. **<u>High-quality</u>** sources of data
    4. **<u>Consistently and actively</u>**
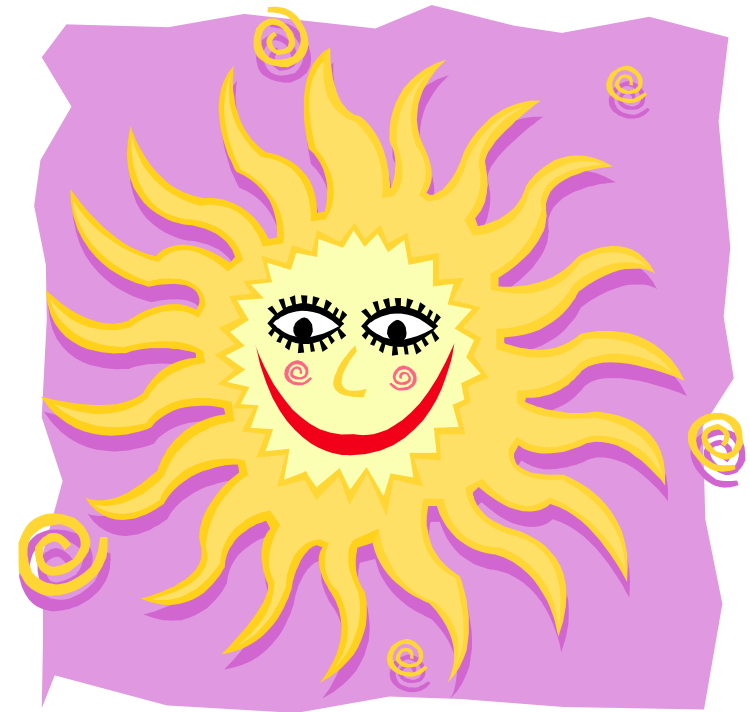   5. **<u>Collaborates</u>** with other grade, school, or district team members

Pulse check......'To do back home..'

Where are we?   **Where do we want to be?**

Workshop 3: Using/Creating Tools to Analyze Examples

Several states have tools they have developed. . .

▸ To guide and support teacher understanding of writing student growth goals

▸ To assist teachers in evaluating student growth goal quality

▸ To continue improvement in developing appropriate student growth goals within each learning context

▸ To increase student growth over time

From the Reform Support Network:

"Once written, a Student Learning Objective (SLO) usually goes through an approval process informed by a rubric or checklist, created by the State or district and designed to measure the quality of the SLO and/or determine if it meets approval standards."

Source: https://www.engageny.org/sites/default/files/resource/attachments/rsn-slo-toolkit.pdf

Kentucky Example

Sample Student Growth Rubric

Structure of the Goal	Acceptable	Needs Revision	Insufficient
The student growth goal:	*The student growth goal:*	*The student growth goal:*	*The student growth goal:*
Focuses on a standards-based enduring skill which students are expected to master	Focuses on a standards-based enduring skill	Focuses on a standards-based skill that does not match enduring skill criteria	Is not standards-based
Identifies an area of need pertaining to current students' abilities	Identifies a specific area of need supported by data for current students	Identifies a specific area of need, but lacks supporting data for current students	Is not focused on a specific area of need
Includes growth and proficiency targets that establish and differentiate expected performance for ALL students	Includes a growth target that establishes growth for ALL students; a proficiency target that establishes the mastery expectation for students	Includes both a growth target **and** a proficiency target, but fails to differentiate expected performance for one or both targets	Includes only a growth **or** a proficiency target
Uses appropriate measures for base-line, mid-course, and end of year/course data collection	Uses measures for collecting baseline, mid-course, and end of year/course data that matches the skill being assessed	Uses measures that fail to clearly demonstrate performance for the identified skill	Uses no baseline data **or** uses irrelevant data
Explicitly states year-long/course-long interval of instruction	Specifies a year-long/course-long interval of instruction	Specifies less than a year-long/course-long interval of instruction	Fails to specify an interval of instruction
Rigor of the Goal	*Acceptable*	*Needs Revision*	*Insufficient*
The student growth goal:	*The student growth goal:*	*The student growth goal:*	*The student growth goal:*
Is congruent to KCAS grade level standards and appropriate for the grade level and content area for which it was developed	Is congruent and appropriate for grade level/content area standards	Is congruent to content, but not to grade level standards	Is not congruent or appropriate for grade level/content area standards
Identifies measures that demonstrate where students are in meeting or exceeding the intent of the standard(s) being assessed	Identifies measures that allow students to demonstrate their competency in performing at the level intended in the standards being assessed	Identifies measures that only allow students to demonstrate competency of part, but not all aspects of the standards being assessed	Identifies measures that do not assess the level of competency intended in the standards
Includes growth and proficiency targets that are challenging for students, but attainable with support	Includes growth and proficiency targets that are doable, but stretch the outer bounds of what is attainable	Includes targets that are achievable, but fail to stretch attainability expectations	Includes targets that do not articulate expectations **AND/OR** targets are not achievable

Oregon Example

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

Washington's 'Guidance'

☐	**Measures a change in student achievement between two points in time** (WAC 392-191A-030)
☐	Identifies multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goals★
☐	Is appropriate for identified sub-group, whole class, or group ★

Student Growth Examples:

▸ Read through the SGG examples in your packet (also posted on OSPI's TPEP website).

▸ Use the list of qualities of Sound Student Growth Goals to review examples.

▸ What is common among these examples?

▸ Use the common factors to construct a rubric for your district….

LUNCH!

Morning in Review

What needs to be added to your 'what to do back home' list???

5 Determining an Appropriate Goal

What is an appropriate goal for your students in your setting?

Follow a Sequence:

Determine the academic needs for the pertinent group (all-grade, one class, sub-group)

Determine which of those needs are enduring or transferable knowledge or skills

Determine which of those are in your control

Step 1: What does assessment data reveal about student learning needs?

Part 1 (5 minutes):

Look over the data charts.

▸ Consider the strand and demographic data.

▸ Consider the differences between classrooms.

▸ What are the learning (and perhaps instructional) gaps?

Part 2: (10 minutes):

▸ Share noticings and wonderings with your two nearest team members.

▸ What might be a good goal **area** for 3.1, 6.1, or 8.1? Why?

Step 2: What do we mean by 'Enduring'?

▸ For any subject taught in school, we might ask if it's something an adult would need to know AND whether knowing it makes someone a more 'Career and College Ready' adult.

▸ If something is 'enduring' it is worthy of *transfer* – the learner should be able to use what is have learned in new and sometimes confusing settings.

▸ (Wiggins & McTighe)

Step 3: The General Goal Area

▸ Is found in student achievement data

▸ Is relevant to 3.1, 6.1, or 8.1

▸ Is enduring

▸ Is within the instructional control of the teacher
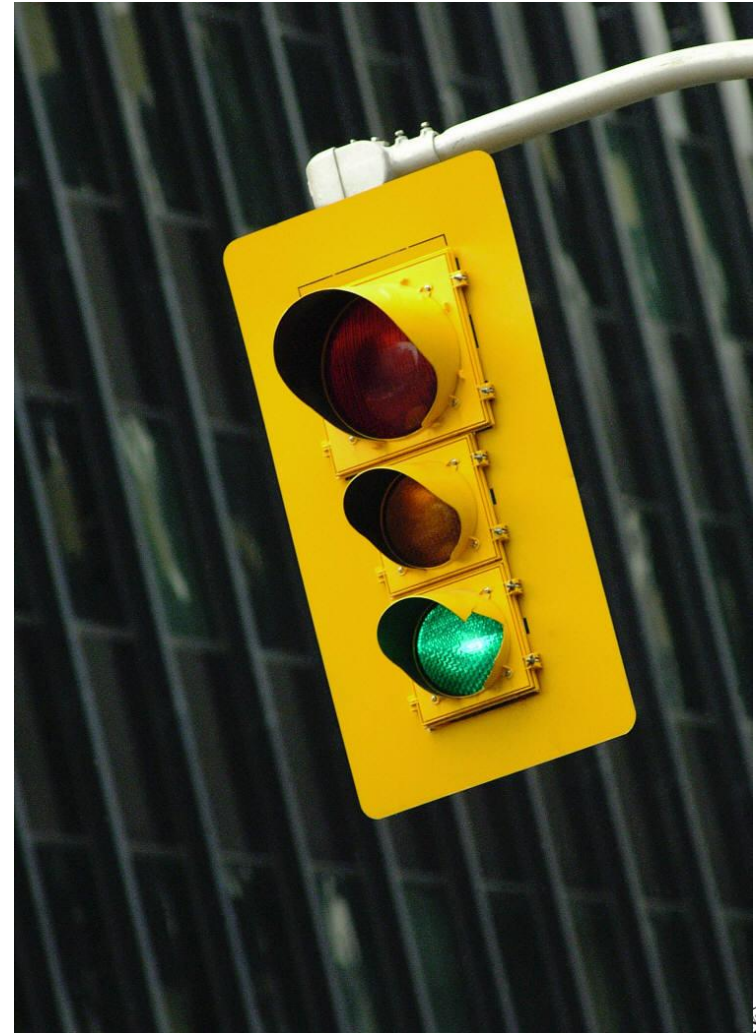
Washington and Kentucky...?

Kentucky and Washington

Why?

▸ Washington is Kentucky's 'Critical Friend'.

▸ Washington Leaders have been following Kentucky's progress and learning from it.

Differences?

Kentucky requires:

▸ 2 kinds of student goals: growth and proficiency.

▸ Use of 'Enduring' Skills to determine goal and use of 'rationale' to write the goal.

Scenario Protocol: 20-25 minutes

You'll need a facilitator and a recorder….

10 minutes: You have a scenario for a teacher who went through the process of setting a student growth goal.

Read the scenario and highlight process steps you think are important for your District to consider.

10 minutes: Share ideas from the group about what worked enough that it should be replicated in your district.

Facilitator: Make sure all voices are heard.

Recorder: Record your ideas on a poster.

6 Writing Student Growth Goals

Your turn

SMART Goal Process for Student Growth

S	M	A	R	T
Specific- The goal addresses student needs within the content.	Measurable- An appropriate instrument or measure is selected to assess the goal.	Appropriate- The goal is clearly related to the role and responsibilities of the teacher.	Realistic- The goal is attainable.	Time-bound- The goal is contained to a single school year/course.
The goal is focused on a specific area of need.	The goal is **measurable** and **uses an appropriate instrument**.	The goal is **standards-based** and directly related to the **subject** and **students** that the teacher teaches.	The goal is doable, but **rigorous** and stretches the outer bounds of what is attainable.	The goal is bound by a timeline that is definitive and allows for determining goal attainment.

SPECIFIC

▸ Does the goal identify a specific area of need within the content, based on a learning standard?

▸ Is the goal necessary for the next level of instruction?

▸ Is the goal clearly written?

MEASURABLE

- ‣ Does the goal identify the sources of evidence/measures that will be used to show student growth?

- ‣ Are the sources of evidence/measures appropriate for demonstrating growth for the identified area of need?

- ‣ Are there two or more points in time indicated?

APPROPRIATE

▸ Is the goal standards-based and directly related to the subject and students taught?

▸ Does the content selected represent enduring skills, concepts or processes?

REALISTIC

▸ Is the goal doable, but rigorous enough to stretch the outer bounds of what is attainable?

▸ Is there a good match between the goal and the level of rigor expected in the standards addressed?

TIME-BOUND

The goal is bound by a timeline that is definitive and allows for determining goal attainment.

▸ Is there sufficient time within the interval of instruction to determine goal attainment?

Writing your Goal

▸ Using what you have learned and reviewed today, write a goal for

▸ 3.1 and/ or

▸ 6.1 and/ or

▸ 8.1

▸ You have 10 minutes…

Getting Feedback

▸ Pass the goals around the table

▸ Each participant provides specific feedback to the writer on how to improve the goal

▸ Keep passing until the goal returns to the writer

15 minutes for this section.

▸ Once the goals are back with the author, he/she rewrites them based on feedback.

▸ Shares with a partner

▸ All participants select their best goal, write it on a *Post-it* and put in on the appropriate chart.
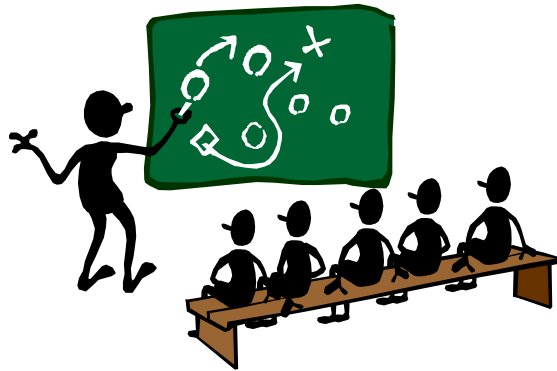
10 minutes for this section.

Almost Team Time…

▸ Prep for the last session: creating the survey

▸ Take a look at the survey questions. Highlight the items you would like to have your staff answer….

▸ If you have ideas for additional items, write those on the back. Return before you go.

How do you take this home?

Team Time

Concluding the Session

How did we do?

Did you Review . . .

▸ the legislative requirements for using student growth?

▸ the Student Growth Goal Rubric language and vocabulary and understand the importance of common definitions?

Do you better Understand . . .

▸ the role of aligning Standards, Instruction and Assessment in the SGG process.?

▸ the key elements of the 2014 state-identified SGG examples?

▸ how to determine an appropriate goal area based on your context?

▸ how to write your own sound Student Growth Goal for 3.1, 6.1 and 8.2?

▸ how you will monitor, collect evidence and report on your Student Growth Goals?

Additional Regional Professional Learning Opportunities

Topic	Date	Location
Student Growth 2.0 Repeated	10/13/14	OESD 114
Student Growth Supports	To be Arranged with Districts	Regionally
Wa. State Learning Standards/TPEP Connection	11/12/14	OESD 114
Rater Agreement Practices	12/3/14	OESD 114
Resource Sharing	TBD	Webinar