

District Implementation Considerations and Timeline

Planning (July – October, 2013)

Goals	
<ul style="list-style-type: none"> ▪ How will your district define high quality student learning goals? 	
<ul style="list-style-type: none"> ▪ Has your district established a common format for goal setting (i.e., SMART goals)? 	
<ul style="list-style-type: none"> ▪ Which parts of the OSPI Student Growth Module might help? 	
<ul style="list-style-type: none"> ▪ Has your district identified a preferred or required process/timeline for teachers to complete goal setting? 	
<ul style="list-style-type: none"> ▪ How can you guide teachers to consider district initiatives in their goal setting process? 	
<ul style="list-style-type: none"> ▪ How can you help principals create their own student growth goals based on the goals being set by teachers in their building? 	
<ul style="list-style-type: none"> ▪ If your district uses eVAL, has the format/process/timeline been made available to teachers and their evaluators inside eVAL? 	
<ul style="list-style-type: none"> ▪ Will your district support a paper/pencil goal-setting format/process? 	
<ul style="list-style-type: none"> ▪ Will individual teacher's student growth goals connect to school or district SIP goals, PLC efforts or other initiatives (required, preferred, no position)? 	
<ul style="list-style-type: none"> ▪ What time is being set aside for all administrators to learn about the goal-setting process? Who will teach the evaluators about goal setting? 	
<ul style="list-style-type: none"> ▪ How can you ensure that evaluators of teachers have opportunities to dialogue about goal setting in order to assure consistency across the district? 	
<ul style="list-style-type: none"> ▪ What time is being set aside for all evaluatees in the new system to learn about the goal setting process? Who will teach the teachers? 	
<ul style="list-style-type: none"> ▪ Do you want evaluators or teachers (or both) to review OSPI's goal setting module? By when? How to monitor? 	
<ul style="list-style-type: none"> ▪ Who can help shape the communications plan to make information and decisions public and assure that messages remain consistent across the district? 	

<ul style="list-style-type: none"> How will you support teachers on probation to create strong student growth goals and assess progress towards those goals. 	
<ul style="list-style-type: none"> What opportunities and processes will teachers and principals use to calibrate goals? 	

Assessments

<ul style="list-style-type: none"> How will your district define high quality sources of student learning data? 	
<ul style="list-style-type: none"> How will the district support teachers to assure that multiple measures are utilized, regardless of content area or student population? 	
<ul style="list-style-type: none"> Which (if any) common assessments does the school or district want to require or encourage teachers to use when applicable and appropriate to their context? 	
<ul style="list-style-type: none"> What district- or school-level data is available to help teachers define student subgroups for C3? 	
<ul style="list-style-type: none"> What assessment literacy resources might be useful to evaluators? To evaluatees? 	
<ul style="list-style-type: none"> How will the district help assure that spring learning data are available to assess achievement of goal(s)? 	

Identifying (October – November)

<ul style="list-style-type: none"> What time is being set aside/ encouraged for evaluators and evaluatees to dialogue about student growth goals? 	
<ul style="list-style-type: none"> Will the district collect/monitor that student growth goals have been established? 	
<ul style="list-style-type: none"> How will the district help teachers study the rubric to understand a Basic goal might become Proficient or a Proficient goal be revised to become Distinguished? 	

Setting Targets (November)

<ul style="list-style-type: none"> What time is being set aside for evaluators to dialogue about goals set in order to move towards rater agreement on the student growth rubric? 	
<ul style="list-style-type: none"> What patterns are emerging? 	
<ul style="list-style-type: none"> How can the evaluator / district support teachers' efforts? 	

Monitoring (December – February)

<ul style="list-style-type: none">How are teachers using formative assessment to monitor student progress toward the goal and to differentiate instruction for all students (Criterion 6) or students in the subgroup (Criterion 3)?	
<ul style="list-style-type: none">Do teachers have timely formative data from district-level measures?	
<ul style="list-style-type: none">Can teachers describe their progress towards goal(s)?	
<ul style="list-style-type: none">How are the evaluator and the district supporting teachers' efforts?	
<ul style="list-style-type: none">How can other leaders (dept heads, PLCs, mentors, coaches) support teachers' development of knowledge and skills to do this work well?	
<ul style="list-style-type: none">How are teachers sharing what they are learning?	
<ul style="list-style-type: none">What patterns are emerging?	
<ul style="list-style-type: none">What opportunities and processes will teachers and principals use to calibrate progress towards student growth goals?	

Reflecting (March – May)

<ul style="list-style-type: none">How will the district help assure that spring learning data are available to evaluate achievement towards goal(s)?	
<ul style="list-style-type: none">What time is being set aside for evaluators to discuss evidence of goal achievement with teachers?	
<ul style="list-style-type: none">What time is being set aside for evaluators to dialogue about goals set in order to move towards rater agreement on the student growth rubric?	