



**Northwest Educational
Service District 189**

Together We Can

Term/Phrase	District Determined Definitions
Establishes <u>inappropriate</u> goals	<ul style="list-style-type: none"> • Not SMART goals • Non-academic in nature • Meet no critical attributes on the TPEP rubric • Not aligned to standards
Establishes <u>appropriate</u> goals	<ul style="list-style-type: none"> • Includes multiple measures • Connected to standards and student learning • Academic focus • Reasonably attainable goals • Meets all areas of SMART goal definition
<u>Full</u> learning potential	<ul style="list-style-type: none"> • Varies by student P-12 • Developmentally appropriate based on standards, content area and grade level • Applies to every student • Maximum capacity of the student - are they doing all they are capable of, and how do you know?
<u>High-quality sources</u> of data	<ul style="list-style-type: none"> • District and classroom-based measures are as close to the classroom as possible, and are directly linked to learning targets • Data is collected from assessment tasks aligned with the learning targets (5D+ A2 Distinguished) • Data is collected from assessment tasks which allow students to demonstrate complex understanding and/or skill related to the learning targets (5D+ A2 Distinguished) • Multiple opportunities to meet standard are provided
In <u>collaboration</u> with student, parents	<ul style="list-style-type: none"> • On-going conversations with team members, invested adults including parents/guardians, and students • Two-way communication using multiple tools • Timely and positive communication • Responsive to student and parent needs re language, insights, concerns
No evidence of growth for <u>most</u> students	Less than 50% <i>*We have not discussed these values since our meeting at the ESD.</i>

Some evidence of growth for some students	50-74% <i>*We have not discussed these values since our meeting at the ESD.</i>
Clear evidence of growth for most students	75-89% <i>*We have not discussed these values since our meeting at the ESD.</i>
High growth for all or nearly all students	90-100% <i>*We have not discussed these values since our meeting at the ESD.</i>
Reluctantly collaborates	<ul style="list-style-type: none"> • Rarely or never participates in collaboration efforts for the purpose of improving instructional practice or student learning (5D+ PCC 3 Unsatisfactory) • Consistently provides minimal contributions within collaboration opportunities with families, students and colleagues.
Common, high-quality measures	<ul style="list-style-type: none"> • Grade level / content area / District agreed-upon assessments for grade level and content areas. • Assessments are aligned with standards and learning targets • Formative and summative assessments
Consistently and actively collaborates	<ul style="list-style-type: none"> • Develops and sustains professional and collegial relationships for the purpose of student, staff or district growth (5D+ PCC2 Distinguished)) • Engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. (5D+ PCC1 Distinguished))
Leads other grade, school, or district team member	<ul style="list-style-type: none"> • Serves as a mentor for others' growth and development (5D+ PCC2 Distinguished)) • Occasionally leads collaborative work (5D+ PCC1 Distinguished) • Leadership actions include development of colleagues' leadership

Principal TPEP Discussion

Student Growth Terms

Student Growth 3.1 Proficient

- 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).

- **Appropriate:** It is connected to standard, connected to student learning, reasonable and attainable

- **Subgroup:** based on the students in the classroom, have data to determine why you chose those specific students, not circumstantial, not only ethnic, ELL (what does the data show), established based on the data (may be any variation of number of students if it is justifiable by the data)

Work in progress

- **Full learning potential:** based on grade level and/or common core standards in relation to the rest of the class, some type of assessment data (pre assessment) shows this group is not at full learning potential
- Identify achievement/opportunity gaps either between students and the standard or student to student performance in the classroom.

- **Multiple:** Must include both summative and formative assessments (formative to inform practice/monitoring), must have a baseline assessment to determine need

- **High quality sources:** assessment task addresses the learning being focused on, provide opportunity for students to demonstrate reaching standards, assessments align to one another

- **Monitor:** within the time line that is set teacher must identify how they will gather information (data) along the way to determine if student are making progress... need to identify what data they will use to gauge progress, should check or gather data as often as needed/appropriate based on the goal and students
- **Adjust:** plan ahead of time to have checkpoint (monitor) determine what would justify making a change or not in instruction

- **Evaluate:** How will you determine if students have reached the goal, does end assessment truly gauge student progress, teacher will take action (instructionally) if monitoring data is not demonstrating progress

Operational Definitions of Rubric Terms

Operational Definitions of Rubric Terms 3.2 & 6.2

Term/Phrase	Definition To Be Considered By Our District	Ideas We Heard From Others That We Might Want To Consider	Ideas We Heard From Others That We Would Want To Explore Further
No evidence of growth for most students	Most has been translated to more than 50% of the class		
Some evidence of growth for some students	Some has been translated to 50%-74%		
Clear evidence of growth for most students	Most has been translated to 75%-84%		
High growth for all or nearly all students	Nearly all has been translated to 85%-100%		

Student Growth Goal stem, based on the rubric and critical attributes for Student Growth Criterion 3.1 and 6.1:

- After collaborating with the following people:
- Based on the following baseline data:**
- The following students:**
- Will master or move beyond the following standard(s):**
- Supported by the following collaboration, communication, and student reflection plan:
- According to the following timeline:**
- As evidenced by the following measures:**

***Bold** elements indicate a Proficient Level goal.

Sample Goal: 5th Grade Math

After collaborating with the following people:	My current year students and other 5th grade Math teachers
Based on the following baseline data:	Prior year Math Benchmark Assessments and current year Fall MAP scores
The following students:	All students in my first Math block
Will master or move beyond the following standard(s):	using equivalent fractions as a strategy to add and subtract fractions
Supported by the following collaboration, communication, and student reflection plan:	Bi-monthly communication with parents; bi-weekly goal review with students; and weekly collaboration with other teachers
According to the following timeline:	Bi-weekly progress monitoring and summative assessments in February
As evidenced by the following measures:	Formative classroom-based and summative measures that include Unit assessments, Math Benchmark Assessment, and the Winter MAP

Student Growth 3.2 Definitions

- “no evidence of growth for **most** students”: NO means NO. Most means 51% to 75%
- “**some** evidence of growth for **some** students”: SOME means mixed data results. SOME means 25% to 50%.
- “**clear** evidence of growth for **most** students”: CLEAR means consistent data results. MOST means 51 % to 75%.
- “evidence of **high** growth for **all** or **nearly all** students”: HIGH means a year or more. ALL or NEARLY ALL means 90% or more.