

Student Learning Goals

Introduction to Student Learning Goals

Student Learning Goals are targets of individual growth that educators set at the start of the course and strive to achieve by the end. These goals provide the opportunity for all educators to be able to set meaningful goals, collaborate with other educators around shared goals, monitor student and educator progress toward goals, and evaluate the extent to which goals were achieved. These goals encourage and support good teaching and learning.

The Student Learning Goal cycle consists of four steps:

1. **Developing the SLG.** The educator collaborates with colleagues and administrators to create an SLG.
2. **Approving the SLG.** A district-designated administrator or administrator team reviews the goal to ensure that it meets criteria in terms of student learning.
3. **Monitoring progress.** The educator delivers high-quality instruction and monitors student progress throughout the course. As needed, the educator adjusts his or her approach to ensure that all students are making progress. This step must include midcourse conversation between the educator and administrator to discuss progress thus far.
4. **Reviewing the SLG.** The educator meets with a district-designated administrator or administrator team at the end of the year to review data and determine whether students met their growth targets. Educators should use this information to form goals for the following year. The Educator Effectiveness Committee suggests that data from these goals are included as evidence in the Professional Responsibilities Domain.

SLG Timeline & Important Deadlines

Guidelines

Student Learning Goals comprises three key components.

These three components consist of:

1. **The Learning Goal:** a description of what students will be able to do at the end of the course or grade;
2. **The Assessment(s):** measurement of students' understanding of the learning goal;
3. **The Targets:** the expected student outcome by the end of the instructional period.

Student Learning Goals Must Be:

- **Specific:** The learning goal is focused, for example, by content standards; by learners' needs.
- **Measurable:** An appropriate instrument/measure is selected to assess the learning goal .
- **Appropriate:** The learning goal is within the educator's control to effect change and is a worthwhile focus for the students' academic year.
- **Realistic:** The learning goal is feasible for the educator.
- **Time limited:** The learning goal is contained within a single school year or appropriate unit of time.

Professional Growth Plan Process

Each educator needs to include a Student Learning Goal in his/her Annual Growth Plan. The Student Learning Goal should be:

- Developed by the end of September
- Developed based upon an analysis of the State assessment scores and relevant district, school, and classroom assessments (i.e. NWEA, pretest/posttest data, midterm/final exam data, common assessments, Smarter Balanced Assessment)
- Differentiated for appropriate subgroups of students
- Representative of the courses/subjects you teach

- Linked to high priority standards, critical learning outcomes, and enduring understandings/skills derived from the NH Curriculum Frameworks, NH Common Core, and local curriculum competencies.
- Aligned to school and district improvement goals
- Be measurable (growth-based or achievement status-based)
- Ambitious and realistic

Growth Plan Development Process

Step 1 Examination of Relevant Student Data

- Examine State assessment results to identify students' learning needs
- Examine district and classroom assessments to gain a more specific understanding of the learning needs

Step 2 Identification of Desired Student Learning Goals

- Utilize the NH Curriculum Frameworks & Common Core
- Utilize the District Curriculum & Competencies
- Discuss with other educators at your grade level or within your common planning team to and where appropriate, identify common outcomes

Step 3 Develop Student Learning Goals

- Specific, Measurable, Attainable, Relevant, Time Bound
- Differentiate as appropriate for subgroups of students
- Establish performance levels and identify assessments to be used

Step 4 Development of Planned Strategies for Goal Completion

- Select from the learning activities to support Learning Goal
- Identify evidence to be collected to document activity completion
- Organize strategies

Step 5 Administrative Review

- Meet with administrator to review plan and obtain approval

Step 6 Implementation of Plan

- Implement the plan
- Meet with administrator to review progress: beginning, middle and end of year
- Assemble evidence materials in professional portfolio
- Review plan as needed

Step 7 Compilation and Review of Portfolio

- Compile materials in portfolio in Domain 4: Professional Responsibilities- Component 1: Reflecting on Teaching
- Complete reflection on professional learning and student results
- Meet with administrator to review portfolio

Individual SLG Development Worksheets

Student Learning Goal Template: SLGs are content and grade/course specific learning objectives that can be validly measured to assess student learning over a defined and significant period of time e.g., semester or year.

GOAL OF THE SLG TEMPLATE

The SLG Template is designed to assist educators in creating a relevant and rigorous SLG that is aligned to the Common Core State Standards (CCSS) and will ultimately improve student learning. Completely fill-in each of the following worksheets and use them to create your SLG approval form. Provide any additional information that you feel is necessary to accomplish this goal.

Student Population
<p>What students will be included in this SLG?</p>
<p>Additional information:</p> <ul style="list-style-type: none">● Identifies the class or subgroup covered by the SLG<ul style="list-style-type: none">○ Educator states number of students, number of classes, information of IEPs, gifted, ESOL, or any other subgroup● If an educator does not reference any subgroup(s) whoever is monitoring the SLG may ask the educator to address the subgroups or lack of them

Individual SLG Development Worksheets

Learning goal

What is the big idea, deep understanding or essential concept represented by the learning goal? How does it relate to the CCSS? Which specific content standard(s) is the SLG aligned?

Additional information:

- Specifies how the SLG will address applicable standards from CCSS
- Educators need to state specific content, however for an entire course; the content should reflect the entire year's learning
- Represents the big ideas, domains, or competencies of the content taught during the interval of instruction
 - It would not be enough for the educator to simply list the overall standards-more specific topics within must be stated
- Identifies core knowledge and skills students are expected to attain as required by the applicable standards
- Provides a consistent, clear understanding of what students are expected to learn and why they need to learn this for future academic, career and adult success
- Explains how this is a critical goal for students in this course/grade
- Demonstrates students' understanding of the content standard within the time span indicated. *Fill in SCAFFOLD ACTIVITIES SECTION*

Individual SLG Development Worksheets

Assessment and Scoring

Why did you choose this SLG? Cite the evidence/ assessment data that supports your choice.

Additional information:

- Identifies assessments to effectively measure progress toward the SLG
 - Have the rubrics and assessments been validated?
- Identifies supplemental assessments used to include all abilities levels in course / grade?
- Follow guidelines for appropriate assessments:
 - Are assessments valid? Do the assessments test the knowledge and skills that the standards address?
 - Based on the assessment data what patterns or trends do you see?
 - What formative and summative assessments did you use to collect student data?
 - Provide a copy of your scoring rubric.

Individual SLG Development Worksheets

Growth Targets

Considering all available data and content requirements, what is the expected outcome of the whole class as well as the subgroups? Explain how data will change your instructional practices in order to obtain the growth targets?

Additional information:

- Collects baseline data of where every student is now, where we want them to be (growth data), and where they actually end up (post assessment)
- All students in the class should have a growth target
 - Educators should create a chart listing various achievement levels on the pre-assessment, projected growth target and the post-assessment
- Uses baseline or pre-test data to determine appropriate growth
- Explains rigorous expectations for each subgroup
- Creates “tiered” targets when appropriate so all students may demonstrate growth.
- Explains how data will change your instructional practices e.g. lesson plans, instructional strategies, interventions, collegial collaboration, student and parental communication, etc.

List your Professional Growth Goal (s). What are you doing professionally to support the success of the stated SLG?

SLG Approval Form*

Teacher Name:		
School Name:		
Content area:		
Grade Level(s):		
Certification Period: July 1, 20 ____ to June 30, 20____		
SLG Yr. 1:	SLG Yr. 2:	SLG Yr. 3:

Student Learning Goal (Yr. 1):
After completing the worksheets that follow, write a summary in this box of your SLG.

Educator's Signature _____

Principal's Signature _____

Dates of SLG review _____

*** Changes may be made to your SLG with administrative approval.**

Student Learning Goal (Yr. 2):

After completing the worksheets that follow, write a summary in this box of your SLG.

Educator's Signature _____

Principal's Signature _____

Dates of SLG review _____

*** Changes may be made to your SLG with administrative approval.**

Student Learning Goal (Yr. 3):

After completing the worksheets that follow, write a summary in this box of your SLG.

Educator's Signature _____

Principal's Signature _____

Dates of SLG review _____

*** Changes may be made to your SLG with administrative approval.**

SLG Activities Plan

Strategies to accomplish SLG

[illegible]

SLG Data Collection Template

This template may be used to organize data for SLGs. Use a separate scoring template for each assessment.

1. Educator adds name or identification number for each student in SLG.
2. Educator adds each student's baseline assessment data. This may be a score from beginning of the year assessment, NWEA, adopted reading and math unit assessments, or Smarter Balanced Assessments, etc.
3. Any measures that help to set baseline data for the student's performance.
4. Referring to SLG Template "Growth Target" section, enter a growth target for each student.
5. Educator enters the final performance data for each student.
6. Based on final score, educator indicates if each student met growth target by answering yes or no.
7. Indicate % of students that exceeded or met growth target and % that did not.

Educator's Name:	School :
SLG:	Assessment Name:

[illegible]

Mid-Year Reflection Sheet

Based on the results of your SLG data, complete a self reflection that considering the following:

Things I will stop doing:

Things I will continue doing:

Things I will start doing:

End of Year Reflection Sheet

Based on the results of your SLG data, complete a self reflection that considering the following:

Things I will stop doing:

Things I will continue doing:

Things I will start doing:

End of Year Review:

Review student learning data, including the results of summative assessments, and determine scores for Student Learning Goals.

Prior to end-of-year review conference:

The educator should: <ul style="list-style-type: none">● Collect all end-of-course assessment data used for the Class and Targeted Student Learning Goal and record this data on the SLG Data Collection Template.● Submit any additional information to help evaluators judge the Targeted Goal. This might consist of additional graded student assessments, classwork, or student work products.● Submit the SLG Data Collection Template hours before the end-of-year review conference.	The evaluator should: <ul style="list-style-type: none">● Schedule the end-of-year review conference.● Review the educator's SLG Data Collections Template.● Determine the overall Targeted Student Learning.
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During end-of-year review conference:

1. Review and discuss the student learning data and attainment of goals.
2. Evaluator has a chance to ask any outstanding questions about student learning data, and provide any feedback.

Upon completion of Student Learning Goal and end-of-year review conference:

1. Compile Data Collection Templates, student work samples and assessments to represent work completed throughout the school year to represent work toward the Student Learning Goal
2. Place this evidence in Domain 4: Professional Responsibilities- Component 1: Reflecting on Teaching

Helpful Hints for Collecting and Compiling a “Manageable” Evidence Collection

When creating an evidence collection:

- It's not just about what you did; it's about what you learned
- It's about working to “improve” rather than trying to “prove”
- Less is more – make a concise collection of carefully selected evidence
- Pick illustrative examples rather than including everything
- Avoid creating a “scrapbook” (a collection of personally meaningful mementos)
- Avoid creating a “steamer trunk” (a container stuffed with materials)
- Use technology – put the evidence on your computer, a CD of a USB memory stick; use a digital camera, capture pictures of students' projects, students working, etc.