

Goal Setting Form: Student & Professional Growth – Elementary Examples (updated 9-27-13)

Educator	
School/Assignment	
Administrator	
Educators must use State or National Assessment data in Category 1 if they are in a tested subject area and grade level and choose at least 1 additional measure in Categories 2 or 3. Educator in non-tested subject areas and grades must choose at least 2 measures from Categories 1, 2 or 3.	
Category 1: State & National Measures	State or National Standardized Assessment results for tested grade levels and subjects
Category 2: Common National, International, Regional, District-Developed Measures	Examples include but are not limited to: Student performances, portfolios, Products, Projects, Work Samples, Tests, DRA, DIBELS, easyCBM, On track data – any grade, EXPLORE, ADEPT, IPT
Category 3: Classroom-based or School-wide Measures	Examples include but are not limited to: Student Performances, Portfolios, Products, Projects, Work samples, Unit Tests, Teacher-made assessments, Behavioral data, Formative assessments (collections of Ticket out the door)
First Student Learning Goal (Sample 1 st Grade Math)	
Content <ul style="list-style-type: none"> The goal is being written around which grade/subject/level/standard? 	<p>Common Core State Standards for Mathematics 1.OA 6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction and creating equivalent but easier or known sums.</p>
Context <ul style="list-style-type: none"> What are the characteristics of special learning circumstances of my class? What are the demographics of my classroom? 	<p>My first Grade class has 28 students. I have 9 Latino students, 6 African-American students, 5 Asian students, and 8 white students. Five students are on IEPs (two for communication only, two LD in reading and one LD in math), 7 students are English Language Learners; two of which are at language level 1, and the majority of my students receive Free and Reduced Lunch.</p>
Baseline Data <ul style="list-style-type: none"> What are the learning needs of my students? What are the assessments or evidence sources I will use? Attach supporting data 	<p>End of the year _____ data showed that 80% of the kindergarten students scored at least 80% on the End of Year (EOY) kindergarten assessment. However, analysis of data for specific sections of that test showed that only 60% of students showed mastery of the fact fluency through 5. Although the majority of students are scoring overall satisfactory on this assessment, deeper analysis of the data shows that students should be given more opportunities to build fluency with the basic facts to five. Students during the first grade are expected to have fluency through all the facts to ten. Fluency and automaticity are important skills as students move forward.</p> <ol style="list-style-type: none"> Review data from kindergarten assessments, if available. Review kindergarten Checklist of Standards. Analyze Pretest of fact fluency to 5. Use the first grade EOY test given at the beginning of the year as a pretest. Use the second grade EOY test given at the beginning of the year as a pretest for Above Grade Level first grade students. <p>* See Attached class roster for students' scores on Beginning-of-the-Year Assignment/Performance Task/Assessment</p>
Student Growth Goal Statement <ul style="list-style-type: none"> Does my goal meet the SMART criteria? Circle if it is from Category 1, 2 or 3 	<p>100% of the first grade students will demonstrate growth in fluency of the mathematics basic facts through 10 as measured by performance on the district's baseline math assessments, Number Corner checkups and End-of-Year Assessment. (Above grade level students will demonstrate proficiency on basic facts through 20).</p>
Strategies for Improvement <ul style="list-style-type: none"> How will I help students attain this goal? What strategies will I incorporate into my methodology/professional practice? Provide specific actions that will lead to goal attainment. 	<p>I will need to be purposeful when planning lessons to include challenging mathematical tasks that elicit the Mathematical Practices in my students.</p> <ul style="list-style-type: none"> Focus on decomposition of number and mental math strategies. Refer to Teaching Addition and Subtraction Fact strategies to ensure students have strategies to find the basic facts prior to building fluency. Focus team data conversations on sharing data and analyzing student

<ul style="list-style-type: none"> What evidence will be collected? 	<p>progress on classroom-based lessons to develop fact fluency.</p> <ul style="list-style-type: none"> Differentiate instruction based on use of formative assessments throughout the year. Provide flexible grouping and the use of small skill groups to address individual and small group learning needs. At a minimum I need to meet with these small groups during work places 		
<p>Resources & Support Needed</p> <ul style="list-style-type: none"> What resources & support do I need to meet this student learning goal? 			
<p>Second Student Learning Goal (Sample 3rd Grade Writing)</p>			
<p>Content</p> <ul style="list-style-type: none"> The goal is being written around which grade/subject/level/standard? 	<p>Grade 3/ writing/ CCSS.3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>		
<p>Context</p> <ul style="list-style-type: none"> What are the characteristics of special learning circumstances of my class? What are the demographics of my classroom? 	<p>I have 25 students in my classroom. 3 have IEP's, 8 are ELL, 15 are on free or reduced lunch, and 2 are seeing the counselor for social skills instruction. The racial and academic demographics of my class are diverse. There are 4 African Americans, 7 Latino, 6 Asian, 3 Somali, 4 white students and one student identified as mixed race.</p>		
<p>Baseline Data</p> <ul style="list-style-type: none"> What are the learning needs of my students? What are the assessments or evidence sources I will use? Attach supporting data 	<p>80% of my students entered third grade at benchmark for writing according to the district's development writing continuum. 20% are below benchmark with 2 of these students working at a first grade level. Baseline writing assessments and quarterly assessments will be used as evidence. *See attached spring writing scores of my current students.</p>		
<p>Student Growth Goal Statement</p> <ul style="list-style-type: none"> Does my goal meet the SMART criteria? Circle if it is from Category 1, 2 or 3 	<p>While I ultimately want 100% of my students to meet the benchmarks in writing, my goal this year is to have 90% of my students demonstrate growth of one year in writing informative/explanatory texts (CCSS 3.W.2). Writing samples scored with the state scoring guide will be used to measure growth. This is a Category 2 measure.</p>		
<p>Strategies for Improvement</p> <ul style="list-style-type: none"> How will I help students attain this goal? What strategies will I incorporate into my methodology/professional practice? Provide specific actions that will lead to goal attainment. What evidence will be collected? 	<p>I will incorporate the lessons from the 3rd grade Writing Resource notebook on informative and expository writing. Extra support will be provided to the below grade level students throughout the year in small group and individual settings. Students will have many opportunities to practice writing an informative/expository piece. Writing conferences will occur periodically to gather formative data on each student's progress. I will collaborate with the Learning Center teacher so students are also getting specialized instruction on their informative/expository piece(s). Writing samples will be collected at the end of the unit for assessment.</p>		
<p>Resources & Support Needed</p> <ul style="list-style-type: none"> What resources & support do I need to meet this student learning goal? 			
<p>Professional Growth Goal</p>			
<p>Professional Growth Goal</p> <ul style="list-style-type: none"> What do I want to change about my instruction that will effectively impact student learning? What is my personal learning necessary to make the change? What are my measures of success? What evidence will be collected? 			
<p>Resources & Support</p> <ul style="list-style-type: none"> What resources and support do I need to meet my Professional Growth Goal? 			
<p>Educator Signature:</p>	<p>Date:</p>	<p>Administrator Signature:</p>	<p>Date:</p>

Mid-Year Review

Collaborative Mid-Year Goal Review <ul style="list-style-type: none">• What progress has been made toward your goals?• Attach supporting data	
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Strategy Modification <ul style="list-style-type: none">• What adjustments need to be made to my strategies?	
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Educator Signature:	Date:	Administrator Signature:	Date:
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Summative Review

End-of-year-Data <ul style="list-style-type: none">• What does the end of the year data show?• Attach data	
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Reflection on Results <ul style="list-style-type: none">• Overall, what worked or what should be refined?	
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Professional Growth Plan Implications <ul style="list-style-type: none">• How can I use these results to support my professional growth?	
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Educator Signature	Date	Administrator Signature	Date
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