



Guidance for Setting Student Learning and Growth (SLG) Goals

A Component of the Oregon Framework for Teacher and Administrator Evaluation and Support Systems

Revised August 2017

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INTRODUCTION

With the passage of Senate Bill 290 in 2011 and the Elementary and Secondary Education Act (ESEA) Flexibility waiver in 2012, Oregon began implementing a new educator evaluation and support system with the primary goal of promoting professional growth and continuous improvement of all educators' practice leading to improved student achievement. The new system clearly defines effective practice and promotes collaboration and shared ownership for professional growth.

Oregon's educator evaluation system requires the use of multiple measures of performance, including evidence of professional practice, professional responsibilities, and impact on student learning and growth. In order to measure teachers' contribution to student academic progress at the classroom level and administrators' contribution at the school or district level, Oregon is using the Student Learning and Growth (SLG) goals process.

With the replacement of ESEA and its accompanying waiver with the Every Student Succeeds Act (ESSA) in December 2016, states were granted more flexibility in structuring systems to support educator effectiveness in all its school districts. Oregon's ESSA plan includes the parameters for school districts in developing and implementing their educator evaluation and support systems. Revisions to the Oregon Framework for Teacher and Administrator Evaluation and Support were developed in the summer of 2017 by an educator effectiveness workgroup that included stakeholders representing a variety of roles and regions throughout Oregon.

PURPOSE OF THE GUIDE

The purpose of this guidebook is to provide assistance to districts as they implement the SLG goals process. This guidance outlines required SLG goal components and processes to ensure consistency and quality across schools and districts. This updated guidebook (August 2017) clarifies the SLG goal process and reflects Oregon's final state guidelines for educator evaluation and support systems. This document designed to replace the *Guidance for Setting Student Learning and Growth Goals* released in August 2016.

STUDENT LEARNING AND GROWTH GOALS OVERVIEW

What are Student Learning and Growth Goals?

SLG goals are detailed, measurable goals for student learning and growth developed collaboratively by educators and their evaluators. They are based on student learning needs identified by a review of students' baseline skills. SLG goals are aligned to standards and clearly

describe specific learning targets students are expected to meet. Goals are rigorous, yet attainable.

SLG goals define which students and/or student subgroups are included in a particular goal, how their progress will be measured during the instructional time period, and why a specific level of growth has been set for students.

SLG goals are growth goals, not achievement goals. Growth goals hold all students to the same standards but allow for various levels of learning and growth depending on how students' are performing at the start of the course/class.

Who Should Set Student Learning and Growth Goals?

All teachers and administrators, as defined in state statute (ORS 342.815 & ORS 342.856), must use the new educator evaluation system requirements described in the Oregon Framework (SB290/ESEA waiver). This includes all Teacher Standards and Practices Commission (TSPC) licensed educators. See Appendix A for definitions and exceptions as they relate to SB290.

Why Use Student Learning and Growth Goals?

SLG goals offer a clear connection between instruction, assessment, and student data. Educators employ a range of instructional strategies, skills, and techniques to affect outcomes for student academic learning, critical thinking, and behavior. The SLG goal process measures student learning and growth through various types of assessments (e.g., state tests, interim assessments, projects, or portfolios based on state criteria for quality and comparability). The SLG goal process also helps educators focus on broader priorities within the school, district, or state. For example, SLG goals can specifically include evidence-based practices that reinforce the expectations for all students to be college and career ready.

Advantages of SLG Goals

There are a number of advantages of using SLG goals as a mechanism for monitoring student growth:

- **Reinforce evidence-based instructional practice.** Effective instruction begins with assessing student learning needs. The SLG goal process aligns with good instructional practice in which educators assess student needs, set goals for their students, use formative and summative data to monitor student progress, and modify instruction based on student needs.
- **Focus on student learning.** SLGs are an opportunity for educators to craft clear goals for student learning and document students' progress toward those goals. The SLG

goals process allows all educators the opportunity to focus on the specific objectives they believe are important to achieve with their students.

- **Help develop collaborative communities.** Ideally, SLG goals are developed by teams of educators rather than individuals. Educators should, wherever possible, work collaboratively with grade, subject area, or course colleagues to develop SLG goals. The process encourages districts and schools to create official time for collaboration and use existing opportunities, such as professional learning communities and staff meetings for collaboration. Teachers who do not have a team of peers within their building should consider collaborating with similarly-situated teachers in another school or district.

REQUIRED COMPONENTS FOR SLG GOALS

The following components are essential for high quality SLG goals and are required for all educators' goals. See Appendix B for examples and blank templates for teacher and administrator goals.

1. **Content Standards/Skills** - Based on the relevant content and skills students should know or be able to do at the end of the course/class, a clear statement of a specific area of focus is selected. These should be specific state or national standards (a statement such as "Common Core State Standards in Math" is not specific enough).

Teachers should set goals based on the standards to which they instruct. For those teachers who provide instruction in academic content areas, at least one of the two goals set must reflect the standards of the content area they teach. For those teachers who do not provide instruction in academic content areas goals should reflect the standards to which they instruct.

Example:

8.3S.2 Organize, display, and analyze relevant data, construct an evidence-based explanation of the results of a scientific investigation, and communicate the conclusions including possible sources of error. Suggest new investigations based on analysis of results.

2. **Assessments** - Describes how student learning and growth will be measured. In Oregon, two categories of assessments are used for SLG goals. Assessments must be aligned to state or national standards and meet state criteria.

3. **Context/Students** - Description of the demographics and learning needs of all students in the class or course. This should include relevant information that could include, but is not limited

to: the number of students and their gender, race/ethnicity, socioeconomic status, and any students with diverse learning needs (e.g., EL, IEP, 504 plans). For those educators who do not meet with students on a regular basis, including contact time (e.g., one 50 minute period per day, two 90 minute blocks per week, etc.) provides additional context for the goals developed by the educator. The context will affect the development of your tiered targets and instructional strategies

Example:

“There are currently 247 students enrolled in grade 8 at EFG Middle School; 115 students are female and 132 are male. Listed below is the ethnic breakdown of students in the school:

- Asian—less than 1 percent
- Native Hawaiian/Pacific—less than 1 percent
- Black or African American—less than 1 percent
- Hispanic—11 percent
- Two or more [ethnicities]—10 percent
- White – 75 percent

Ten percent of the grade 8 student population is on an IEP and five percent of students have 504 plans. 45 percent of students live in poverty and receive free and/or reduced lunch.”

4. Baseline Data - Provides information about the students’ current performance at the start of course/class. It is generally the most recent data available and can include the prior year’s assessment scores or grades, results from a beginning of the year benchmark assessment, a pre-test, or other evidence of students’ learning. Determine students’ strengths and areas of weaknesses that inform the goal. Data is attached to the goal template.

Example:

Only 53 % of our grade 4 students met or exceeded the state assessment benchmark in reading for the 2012–13 school year. 35% of our economically disadvantaged students, 32% of our students who have limited English proficiency, and 40% of our students with disabilities met the benchmarks. 30% of students who identify as black, 43% of students who identify as Hispanic, 48% of our students who identify as Native [American], and 50% of our students who identify as multiracial met or exceeded benchmarks.

Additionally, all subgroups performed lowest in the strand area of Locating Information.

5. Student Learning and Growth Goal (Targets) - Describes rigorous yet realistic growth goals or targets for student achievement that are developmentally appropriate. The targets should be rigorous yet attainable. The target can be tiered for specific students in the class/course to allow all students to demonstrate growth.

Example:

100% of students will demonstrate growth toward mastery of the content of Visual Arts as measured by performance on a range of performance tasks.

- Students who earned a 2 first quarter will earn at least a 3 or 4 on a similar performance task in the 4th quarter
- Students who earned a 3 first quarter will earn at least a 4 on a similar performance task in the 4th quarter.
- Student who earned a 4 first quarter will earn at least a 4 on a more complex performance task in the 4th quarter.

Example that does not meet criteria:

80% of students will earn at least a 3 on a visual arts performance task.

This example does not include all students, does not reference baseline data, and includes the same targets for all students.

6. Rationale - Provides a detailed description of the reasons for selecting this specific area for a goal. It also includes a discussion of baseline data as well as current practice within the school and/or classroom. The rationale must also include language for the importance of the selected content/standards. Includes a rationale for the expected growth and how the target is appropriate and rigorous for students.

7. Strategies - Describes the instructional strategies the educator will use relevant to learning specific content and skills to accomplish the goal. These strategies can be adjusted throughout the year based on data about student progress.

Example: This example is from an administrator SLG goal focused on mathematics in grades 6-8.

"I've built a school-wide schedule that establishes Individual Needs Classes for all students, organized and provided each team of teachers with data on their students that show state assessment scores from 3rd grade on and establishes assessment growth target scores for each student. Additionally, I provided data to teachers showing which students received grades below a C while at XYZ Middle School (1-2 years of data disaggregated by trimester) as well as which students received intervention classes during the first and second trimesters. This data will also be provided to the Child Study Team so they can work with teams to focus interventions to meet student needs. I've also established an Academic Support Center and have worked with the coordinator to track and analyze ASC students' performance prior to and while place in the ASC so that we can ensure that the ASC is effectively supporting the students it serves."

8. Professional Learning and Support – Opportunity for the educator to identify areas of additional learning and support needed to meet student learning and growth goals. Self-

reflection and identification of professional learning needs can help focus efforts to provide meaningful professional learning opportunities to educators.

Example:

“I need to attend more trainings as well as research and gather more resources on formative assessment. I need to evaluate the data from the assessment more often and to try different types of formative assessments throughout the year. The Skillful Teacher is one training that will help me with this goal. The chapter in the Skillful Teacher text on assessment will be helpful in creating valid and measureable formative assessments, such as exit tickets, think-alouds, and making sure students understand the learning target every day by posting it on the board during each class period.”

Goal Setting Conferences

Educators and their supervisors/evaluators must work collaboratively in setting SLG goals. They periodically review available data/evidence toward goal attainment and make necessary adjustments (e.g. professional learning needs, resources, strategies). Conferences must occur at least three times during the school year:

1. Beginning of the year (course/class) when SLG goals are prepared, reviewed, and approved;
2. Mid-point to check for progress and/or make adjustments in strategies; and
3. End-point of the course/class to analyze results.

Professional Growth Goals

As part of the district’s evaluation and professional growth cycle, all educators are required to set professional growth goals. Professional goals are based on the standards of professional practice described in the district’s rubric. Through the completion of a self-assessment against the district rubric, educators identify areas of strength and need relative to the standards for professional practice and determine strategies and supports needed to help them elevate their practice.

COLLABORATIVE SLG GOAL SETTING PROCESS

Setting SLG goals is a collaborative process in which educators and evaluators enter into a conversation to create a rigorous, yet realistic goal that examines the educator's impact on student learning and growth. The educator and evaluator work together to ensure quality goals through a discussion of the rigor and rationale of each goal, standards addressed, appropriate evidence-based strategies, and quality of assessments and evidence.

Goals originate with the educator after an analysis of their students' data. The collaborative process includes guiding questions to inform revisions, such as:

- How was the baseline data used to inform the growth goal?
- How are growth targets appropriate for the student population? If applicable, are targets differentiated based on students' baseline data?
- Are the expectations for growth rigorous yet realistic?
- How will this goal address student needs?
- How will goal attainment help the student succeed in this class/course or future class/course?

Educators are encouraged to collaborate with other educators to establish SLG goals (e.g. grade level, departments, curricular or administrative teams). Collaborative goal setting for teachers could take various forms:

- A team of teachers responsible for the same grade and/or content (e.g., 9th grade English or 4th grade team) write a team-level goal with each teacher only accountable for their individual intact group of students.
- A team of teachers who share students between classrooms (e.g., RTI, Walk to Read), write a team-level goal where teachers are accountable for all students.
- An individual teacher accountable for an intact group of students writes a classroom or course-level goal in collaboration with their evaluator.

Districts are encouraged to provide opportunities for educators to collaborate and share information across schools or districts. For example, teachers who do not have a team of peers within their school or district may benefit from collaborating with similarly-situated teachers in another school or district.

Steps for Setting Student Learning and Growth Goals

STEP 1: Determine Needs

To begin the process, educators gather baseline data to better understand how to prepare students for the standards addressed by the class or course. This data could include end-of-year data from the previous year, baseline data from district assessments, pretests, or student

work samples. Educators conduct an analysis of the baseline data and set goals for all students based on that data.

Conduct a self-reflection. To set truly meaningful goals that enhance practice and support professional growth, educators engage in self-reflection as part of the process in determining student needs. This step is often left out of cycles of improvement because “there just isn’t enough time;” however, the omission of this step often leaves goals without any relevant connection to an educator’s day-to-day practice. The self-reflection includes time for an educator to look at student level data, reviewing student work from the previous year, reviewing past units of study, as well as information concerning their practice offered by their evaluator

The self-reflection process:

- Establishes a continuous improvement plan for every educator
- Promotes professional growth and continuous learning
- Keeps student learning at the core of all instructional, leadership, and professional practice decisions
- Builds consistency across the school and district

To be targeted and effective, self-reflection includes:

- Analysis of evidence of SLG under the educator's responsibility
- Assessment of practice against performance standards
- Proposed goals to pursue to improve practice and SLG

STEP 2: Create Specific Learning and Growth Goals

In this step the educator sets specific learning goals based on their self-reflection and students’ baseline data. The SMART goal process is used in the development of SLG goals (SMART = Specific; Measureable; Appropriate; Realistic; and Time-bound). See SMART graphic on page 12.

Determine the students and time period. The educator sets two annual SLG goals between which all students in a classroom or course are included. A course is considered a content and/or grade-specific class (or a school for administrators). The instructional period will vary depending on staff assignment. For example, Algebra I SLG goal would span the length of an Algebra I course (e.g. year, semester, or trimester).

For most secondary teachers (including middle school) goals must cover all the students instructed by the teacher in a particular course or class. For example, a high school math teacher who teaches four Algebra I courses, a Geometry course, and a Calculus course might set one goal for students in their Algebra I courses and another for students in their Geometry course. It is not necessary for a secondary teacher to set goals that cover all students they teach. This would also be true for other TSPC licensed personnel such as PE teachers, reading teachers, special education teachers, etc.

For most elementary teachers goals must cover all the students in their class over the course of a year. For example, a third grade teacher might set a tiered goal for reading that describes the expected growth of all students.

Administrators may limit their goals to one or more grade levels or subjects, if baseline data indicates the need for such a focus.

Determine the specific standards and content addressed by the SLG goal. Identify specific state or national standards to which the SLG goal is aligned. The content or skills should be selected based on identified areas from the data analysis.

Teachers should set goals based on the standards to which they instruct. For those teachers who provide instruction in academic content areas, at least one of the two goals set must reflect the standards of the content area they teach. For those teachers who do not provide instruction in academic content areas goals should reflect the standards to which they instruct.

Set student learning growth goal (targets). Write a brief yet specific growth goal (target) for students that align to the standards. These growth targets should include specific indicators of growth; such as percentages or questions answered correctly that demonstrate learning between two points in time. The targets should be rigorous yet attainable. They can be tiered for specific students in the course/class to allow all students to demonstrate growth. The educator provides a rationale for why the goal is important and achievable for this group of students.

Identify assessments. Identify the appropriate assessment that will be used to measure student learning and growth toward the goal(s).

STEP 3: Create and Implement Teaching and Learning Strategies

Teachers identify specific instructional strategies that are appropriate for the learning content and students' skill level, and continually examine and adjust those strategies based on data about student progress and student needs.

STEP 4: Monitor Student Progress through Ongoing Formative Assessment

Steps 3 and 4 are a continuous cycle throughout the life of the goal. Over the course of the school year, educators implement the instructional strategies that are appropriate for students to meet their targets as stated in the SLG goals. They collect student data and monitor student progress through ongoing formative assessments.

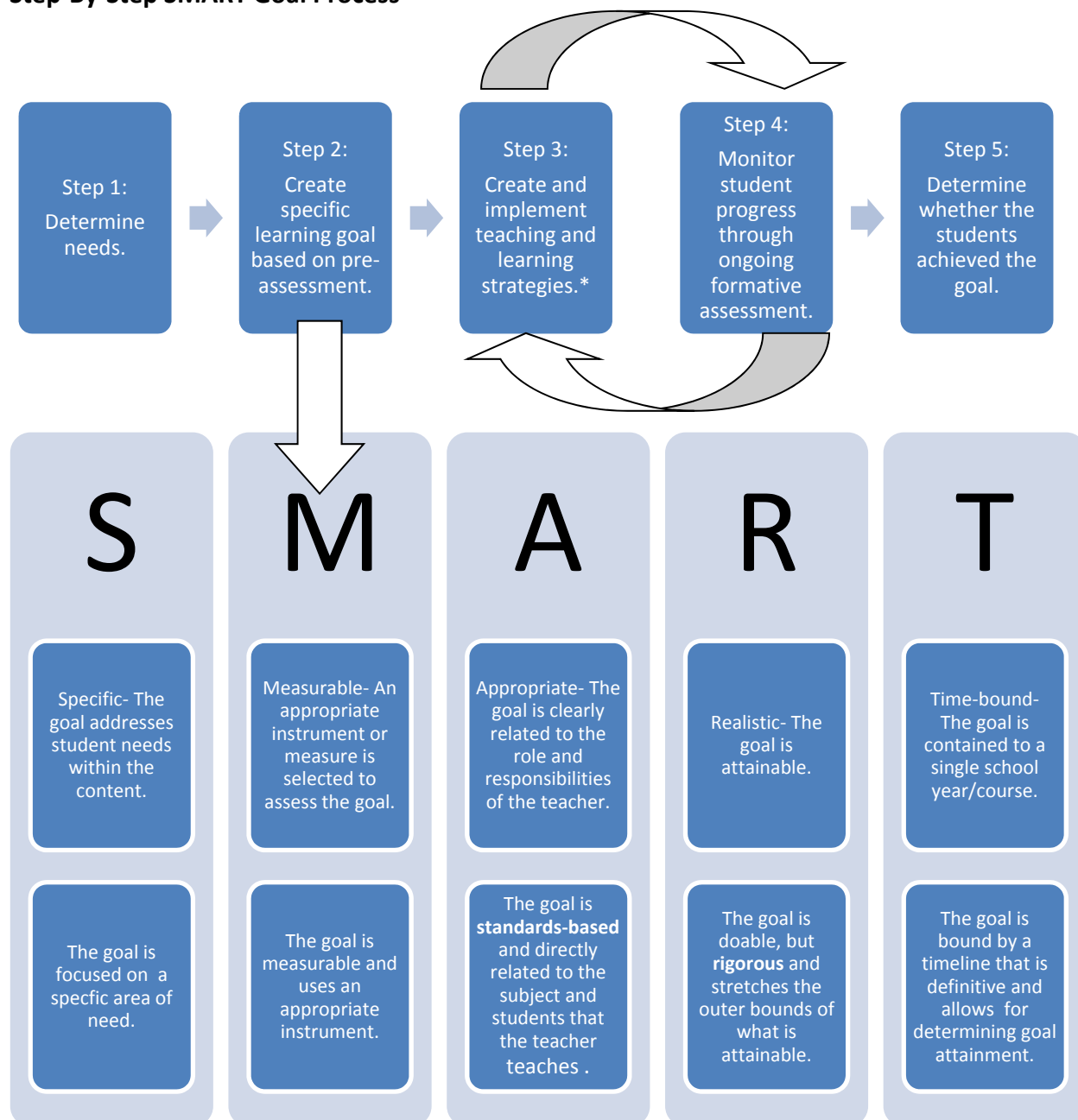
The educator and evaluator meet mid-course to check on progress towards the goals. They may determine that an adjustment in instructional strategies is warranted, or that there are immediate support/resources available to help the educator with a particular need (e.g., observing another educator or collaborating with a mentor). If the growth goal has already

been met by the mid-course, the educator and evaluator may determine the need to revise the goal for increased rigor.

STEP 5: Determine Whether Students Achieved the Goal

At the end of the course or school year, educators meet with their evaluators for a final review of the educator s’ progress on the SLG goals. They will examine the end-of-year data, reflect on student learning results, discuss what worked and what did not, and identify professional learning needs and available resources to support the educator’s continued professional growth. The following diagram illustrates the process for developing SMART goals.

Step-By-Step SMART Goal Process



*In step 3, administrators would include leadership strategies that reflect their school or district responsibilities.

SELECTING ASSESSMENTS FOR SLG GOALS

Selecting and/or developing assessments may be one of the most important steps in the SLG goal process. These measures enable educators to determine growth toward and attainment of the SLG goal. The state does not require the specific measures to be used by educators within their student learning and growth goals, but measures should be school-wide or district-wide to ensure reliability and validity. Examples of possible measures are provided in Table 2. Districts are expected to use the SLG Goal Quality Checklist as part of the goal setting process, however, the SLG Goal Scoring Rubric is no longer required. Districts will have discretion in determining the method for scoring Student Learning and Growth goals.

Assessment criteria and guidance for selecting and developing high quality assessments are found on the ODE website <http://www.ode.state.or.us/search/page/?id=512>.

Each district will determine if the assessments that are used to measure SLG goals need to be comparable across just a school or across all schools within the district.

Table 1. Categories of Measures for SLG Goals

| Examples of Measures | Guidance |
|---|--|
| <p>Statewide Assessments</p> <ul style="list-style-type: none"> • SMARTER Balanced • OAKS Extended Assessments¹ • Science assessment • Social Sciences Assessment • ELPA | <ul style="list-style-type: none"> • Same assessment and administration guidelines are used statewide |
| <p>Other Assessments</p> <ul style="list-style-type: none"> • Commercially developed assessments that include pre- and post-measures • Locally developed assessments that include pre- and post-measures • Results from proficiency-based assessment systems • Locally-developed collections of evidence, i.e. portfolios of student work that include multiple types of performance | <ul style="list-style-type: none"> • Same assessment and administration guidelines are used district-wide or school-wide • Assessments meet state criteria |

| | |
|--|--|
| Other Non-Academic Measures <ul style="list-style-type: none"> • Attendance rates • 9th grade on-track • Graduation rates • Behavioral data | |
|--|--|

⁴Used by special education teachers who provide instruction in ELA or math for those students who take extended assessments

SCORING STUDENT LEARNING AND GROWTH GOALS

This step is the culmination of multiple formative observations, reflections, professional conversations, etc. With the revision to OAR 581-022-1723 adopted by the State Board of Education in June 2017 districts are no longer required to use the Oregon Matrix as the method for determining summative evaluations. The summative evaluation must still take in to account the data gathered from multiple measures: professional practice, professional responsibilities, and goals that impact student learning and growth, however, it is the responsibility of individual districts to determine the degree to which the data collected in these three areas informs the educator’s summative evaluation. The Department is gathering samples of district summative models and the corresponding professional growth paths identified. Once available these will be posted on the [Educator Effectiveness](#) page of the ODE web site.

Districts are expected to use the SLG Goal Quality Checklist as part of the goal setting process, however, the SLG Goal Scoring Rubric is no longer required. Districts will have discretion in determining the method for scoring student learning and growth goals.

The checklist is used during the goal setting process and ensures the goals are complete for scoring. Once SLG goals are approved, educators start collecting the information needed to measure student progress as defined in the SLG goal. The collection and analysis of data continues throughout the course or school year to monitor student progress towards goals. The educator is responsible for collecting and organizing documentation, including the approved SLG goals and evidence of progress defined within it, in a way that is easy for them to reference and for the evaluators to review. At the end of the course or school year, educators meet with their evaluator to review results.

SLG Goal Quality Review Checklist

Before SLG goals are used in teacher and administrator evaluations, this checklist should be used in in order to approve them. For an SLG goal to be approved, all criteria must be met.

| 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? | | |

APPENDIX A: WHO IS REQUIRED TO SET STUDENT LEARNING AND GROWTH GOALS?

All teachers and administrators, as defined in state statute (ORS 342.815 & ORS 342.856), must use the new educator evaluations system requirements described in the Oregon Framework (SB290/ESEA waiver). The following definitions apply to Senate Bill 290:

Teacher: Any individual holding a Teacher Standards and Practices Commission (TSPC) teaching license or registration (ORS 342.125 & 342.144) or who is otherwise authorized to teach in the public schools of this state and who is employed as an instructor at .5 FTE and at least 135 consecutive days of the school year (as per ORS 342.840).

Instructor: Includes those individuals who meet the definition used in ORS 342.121 “Instruction includes direction of learning in class, in small groups, in individual situations, in the library and in guidance and counseling, but does not include the provision of related services, as defined in ORS 343.035(15), to a child identified as a child with a disability pursuant to ORS 343.146 when provided in accordance with ORS 343.041-343.065 and 343.221.” Instruction does include provision of specially designed instruction (special education) provided in accordance with 343.035(19).¹

Administrator: Any individual holding a TSPC Administrator license includes any licensed educator (ORS 342.125 & 342.144), the majority of whose employed time is devoted to service as a supervisor, principal, vice principal or director of a department or the equivalent in a fair dismissal district but shall not include the superintendent, deputy superintendent or assistant superintendent of any such district or any substitute or temporary teacher employed by such a district.

Superintendents who also serve as principals are evaluated by their local school board and are not required to be evaluated under SB290 requirements.

TSPC licensed personnel including special education teachers, counselors, speech language pathologists* and library/media and technology specialists are required to set SLG goals. These educators may use measures of learning specific to academic subjects as well as to social, emotional, behavioral, or skill development. For example, a school-wide writing assessment may be used for a library/media specialist SLG goal.

Teachers who only provide instruction in English Language Proficiency for English Learners (often called ELD teachers) are not considered teachers in “tested grades and subjects” because they are not providing instruction in the content areas of ELA and math, but rather the language skills necessary to access those content areas. Consequently, they would not be required to set a goal using a Category 1 measure (state assessments) Sheltered instruction

¹For additional definitions of related services and special education see [ORS 343.035\(15\)\(a\) and ORS 343.035\(18\)](#).

* Includes speech-language pathologists providing specially designed instruction rather than related services.

teachers who provide both instruction in ELA or math content and language proficiency would be required to set a goal using Category 1.

Exceptions

Staff members in those positions that are licensed by an agency other than TSPC (e.g. school psychologists, social workers, occupational therapists, physical therapists) are not obligated to be evaluated under the requirements of SB290 and therefore need not set SLG goals. However, it is recommended that they participate in the evaluation system and include measures of their impact on students related to their job responsibilities.

Teachers who do not instruct students directly, such as Teachers on Special Assignment (TOSAs), instructional coaches, or mentor teachers, are not required to set SLG goals. However, it is recommended that their evaluation include measures of their impact on school-wide and district-wide goals for student achievement.

For more information see the guidance document Who is Evaluated Under SB 290?
<http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/guidance-for-sb-290-evaluations.pdf>

APPENDIX B

EXAMPLE OF TEACHER SLG GOAL: Science, 8th Grade

Grade Level: Elementary Middle School High School
 Goal Type: Individual Goal Team Goal

| Goal-Setting Conference | Content Standard(s)/Skills <i>(e.g., 8.3S.2 [science] PE.03.EE.04 (Physical Education))</i> | <p>8.3S.1 Based on observations and science principles, propose questions or hypotheses that can be examined through scientific investigation. Design and conduct a scientific investigation that uses appropriate tools, techniques, independent and dependent variables, and controls to collect relevant data.</p> <p>8.3S.2 Organize, display, and analyze relevant data, construct an evidence-based explanation of the results of a scientific investigation, and communicate the conclusions including possible sources of error. Suggest new investigations based on analysis of results.</p> <p>8.3S.3 Explain how scientific explanations and theories evolve as new information becomes available.</p> | | | | | | | | | | | | |
|---|---|---|-------|----|----|---|---|---|---------------------|----|----|----|----|---|
| | Assessments | <p>x Category 1 state Science assessment</p> <p>x Category 2 district science assessment</p> | | | | | | | | | | | | |
| | Context/Students <i>(Include number of students, gender, race/ethnicity, socioeconomic status, diverse learners, contact time)</i> | <ul style="list-style-type: none"> • 143 8th grade students 68 boys/75 girls • 14 TAG students • 19 IEP students • 28% of students live in poverty • Science class is 45 minutes long | | | | | | | | | | | | |
| | Baseline Data <i>(Summary of student strengths and weaknesses based on data analysis)</i> | <ul style="list-style-type: none"> • Students need guided practice and repeated opportunities to perform inquiry tasks with emphasis on analysis. • Inquiry activities will be used as sources of evidence <p>The fall 2013 district-wide pretest assessment scores were evaluated to yield the following results in the area of analyzing and interpreting results:</p> <table border="1"> <thead> <tr> <th>Score</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>Total: 143 Students</td> <td>13</td> <td>49</td> <td>58</td> <td>16</td> <td>7</td> </tr> </tbody> </table> | Score | 1 | 2 | 3 | 4 | 5 | Total: 143 Students | 13 | 49 | 58 | 16 | 7 |
| | Score | 1 | 2 | 3 | 4 | 5 | | | | | | | | |
| | Total: 143 Students | 13 | 49 | 58 | 16 | 7 | | | | | | | | |
| | Student Growth Goal (Targets) <i>(Goals must address growth for all students, not proficiency)</i> | <p>For the 2013-14 school year, 100% of students will make measurable progress as assessed using the state scoring guide for Scientific Inquiry. Each student will improve by at least one performance level in all dimensions (forming a question or hypothesis, designing and investigation, collecting and presenting data and analyzing and interpreting results). Students in levels 4 and 5 will reach level 3 or above on the 9th grade district Science assessment.</p> | | | | | | | | | | | | |
| Rationale <i>(Describe how the focus of the goal was determined)</i> | <p>The science team has determined that for MS to continue to grow in science, emphasis must be placed on inquiry. For students scoring at a 1 or 2, they must show significant progress if they are to meet College and Career Readiness targets.</p> | | | | | | | | | | | | | |
| Strategies <i>(Include strategies used by the educator to support meeting the needs for student growth)</i> | <ul style="list-style-type: none"> • Repeated practice with various data/information to analyze and evaluate. • Posting of essential questions • Peer tutoring • Familiarize students with state scoring guide and break it down into student friendly language • Students practice in self-assessment using the scoring guide | | | | | | | | | | | | | |

Professional Learning and Support

(Identify areas of additional learning and support needed by the educator to meet SLG)

- Classroom time to implement activities
- Classroom budget for supplies to perform authentic inquiry tasks

EXAMPLE OF TEACHER SLG GOAL: Math, 1st Grade

Grade Level: Elementary Middle School High School
 Goal Type: Individual Goal Team Goal

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| <p>Content Standard(s)/Skills Addressed <i>(e.g., 8.3S.2 [science] PE.03.EE.04 [Physical Education])</i></p> | <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> |
| <p>Assessments</p> | <p>Category 1 _____ X Category 2 District developed math assessment.</p> |
| <p>Context/Students <i>(Include number of students, gender, race/ethnicity, socioeconomic status, diverse learners, contact time)</i></p> | <p>My first Grade class has 28 students. 2 students are English Language Learners, 13 are male and 15 female, and 10 students receive Free and Reduced Lunch. Our mathematics block occurs for 60 minutes right after lunch.</p> |
| <p>Baseline Data <i>(Summary of student strengths and weaknesses based on data analysis)</i></p> | <p>End of the year 2012-2013 data showed that 80% of the kindergarten students scored at least 80% on the End-of- year 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. 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"> 1. Analyze Pretest of fact fluency to 5. 2. Use the first grade EOY test given at the beginning of the year as a pretest. 3. Use the second grade EOY test given at the beginning of the year as a pretest for Above Grade Level first grade students. |
| <p>Student Growth Goal (Targets)</p> | <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 basic fact assessments for quarters 1, 2, 3, and 4 and End-of-Year Assessment. Above grade level students will demonstrate proficiency on basic facts through 20.</p> <ul style="list-style-type: none"> • All students who demonstrated mastery of 0-30% of the basic facts on the Beginning-of-the-Year baseline data will increase mastery to at least 50% on the End-of-the-Year Assessment. • All students who demonstrated mastery of 31-45% of the basic facts on the Beginning-of-the-Year baseline data will increase mastery to at least 65% on the End-of-the-Year Assessment. • All students who demonstrated between 46 and 55% mastery of basic facts on baseline data will increase mastery to at least 70% on the End-of-the-Year Assessment. • All students who demonstrated between 56 and 69% mastery of basic facts on baseline data will increase mastery to at least 75% on the End-of-the-Year Assessment. • All students who demonstrated between 70 and 79% mastery of basic facts on baseline data will increase mastery to at least 80% on the End-of-the-Year Assessment. • All students who demonstrated 80% mastery of basic facts on baseline data will increase mastery to at least 90% on the End-of-the-Year Assessment. <p>*Please note: Students identified by IEP teams as having significant cognitive disabilities will have individual targets.</p> |

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| <p>Rationale <i>(Describe how the focus of the goal was determined)</i></p> | <p>This area was selected as it was 20% lower in overall performance on the district assessment. As a team, it was decided that fluency must increase at earlier grades for students to master math skills at the upper grades. The tiers for specific performance levels are made to facilitate interventions and focus to bring students performing at lower levels on track with their peers by the end of 3rd grade.</p> |
| <p>Strategies <i>(Include strategies used by the educator to support meeting the needs for student growth)</i></p> | <ul style="list-style-type: none"> • Be purposeful when planning lessons to include challenging mathematical tasks that elicit the Mathematics Practices in their students. • 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 progress on classroom-based lessons to develop fact fluency. • Differentiate instruction based on use of formative assessments throughout the year. • Provide flexible grouping and the use of small skill groups (run by interventionists) to address individual and small group learning needs. |
| <p>Professional Learning and Support <i>(Identify areas of additional learning and support needed by the educator to meet SLG)</i></p> | <ul style="list-style-type: none"> • Teaching partner, educational assistants • Professional development on developing common formative assessments |

EXAMPLE OF ADMINISTRATOR SLG GOAL: Elementary

Grade Level: Elementary Middle School High School

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|--|---|---|
| <p>Goal-Setting Conference</p> | <p>Content Standards/Skills</p> | <p>The following Grade 3 Common Core State Standards for Mathematics will be included in this SLG:</p> <p>3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p> |
| <p>Assessments</p> | <p>X Category 1 State Smarter Balanced Assessment</p> <p>X Category 2 District developed math assessment.</p> | |
| <p>Context/Students <i>(Include number of students, gender, race/ethnicity, socioeconomic status, diverse learners, contact time)</i></p> | <p>3rd Grade: 105 students Gender: 48 males, 57 Females 23% EL 42% Free/Reduced Lunch 15% IEPs 21% 504s 42% Hispanic, 50% White/Non-Hispanic 8% other Math instruction occurs for 30 minutes after reading before lunch, and 45 minutes after lunch</p> | |

| <p>Baseline Data <i>(Summary of student strengths and weaknesses based on data analysis)</i></p> | <p><u>Pre-assessments:</u> Students demonstrated the following levels of performance on the district-developed pre-assessments: a. Second Grade: In relation to the above standards, students were 35% proficient on average, with a range of 20% to 53%. 2. <u>Historical Performance Trends:</u> In reviewing historic performance on the assessments, our students have historically scored an average of 79% proficient on the Kindergarten summative assessment, 70% on the Grade 1 summative assessment, and 75% on the Grade 2 summative assessment.</p> | | | | | | | | | | |
|---|---|----------------|--------|---------|---------|---------|---------|---------|---------|---------|----------|
| <p>Student Growth Goal (Targets)</p> | <p>By May 2015, all 3rd grade students at ABC Elementary School will demonstrate growth according to their starting levels on the pre-assessment using the following differentiated tiers outline in the table below. The final assessment will be the Smarter Balanced summative math assessment:</p> <table border="1" data-bbox="704 558 1487 695"> <thead> <tr> <th>Pre-Assessment</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>20%-29%</td> <td>75%-79%</td> </tr> <tr> <td>30%-39%</td> <td>80%-84%</td> </tr> <tr> <td>40%-49%</td> <td>85%-89%</td> </tr> <tr> <td>50%-53%</td> <td>90%-100%</td> </tr> </tbody> </table> | Pre-Assessment | Target | 20%-29% | 75%-79% | 30%-39% | 80%-84% | 40%-49% | 85%-89% | 50%-53% | 90%-100% |
| Pre-Assessment | Target | | | | | | | | | | |
| 20%-29% | 75%-79% | | | | | | | | | | |
| 30%-39% | 80%-84% | | | | | | | | | | |
| 40%-49% | 85%-89% | | | | | | | | | | |
| 50%-53% | 90%-100% | | | | | | | | | | |
| <p>Rationale <i>(Describe how the focus of the goal was determined)</i></p> | <p>The learning content standards and focus areas are derived from the required Common Core standards for math, and they are the foundation needed for successful transition to subsequent grades. While all Common Core standards for math are the basis of this principal SLG, our data results have helped us determine a few key areas for cross-curricular focus in mathematics: Place Value and Operational Understanding, and Problem Solving. These key areas are essential for success in subsequent math courses where the basic skills must be used but where a general sense of the meaning of numbers and application to real world situations is essential. We have included real-world, multi-step problems.</p> | | | | | | | | | | |
| <p>Strategies <i>(Include strategies used by the educator to support meeting the needs for student growth)</i></p> | <ol style="list-style-type: none"> 1. In-service for all 3rd Grade teachers in Place Value, Operational Understanding, and Problem Solving with an added focus on embedding these processes within the curriculum. 2. Follow up opportunities throughout the year during PLC time for teachers to collaborate and focus on targets. Additional supports to be provided as determined by teacher need through classroom observation and data review. | | | | | | | | | | |
| <p>Professional Learning and Support <i>(Identify areas of additional learning and support needed by the educator to meet SLG)</i></p> | <p>Support and training is needed on classroom observation strategies focused on highlighting teacher strengths and weaknesses in the above areas. Support could include observations conducted with a colleague determined to have a skill set in these areas</p> | | | | | | | | | | |

TEACHER SLG GOAL SETTING TEMPLATE

Teacher: _____ Contract Status: _____

School: _____ School Year: _____

Administrator/evaluator: _____ Date: _____

Grade Level: Elementary Middle School High School
 Goal Type: Individual Goal Team Goal

| SLG GOAL 1 | |
|-------------------------|--|
| Goal-Setting Conference | Content Standards/Skills |
| | Assessments <input type="checkbox"/> Category 1 _____ <input type="checkbox"/> Category 2 _____ |
| | Context/Students |
| | Baseline Data |
| | Student Growth Goal (Targets) |
| | Rationale |
| | Strategies |
| | Professional Learning and Support |

SLG GOAL 2

| | |
|--|--|
| Content Standards/Skills | |
| Assessments | <input type="checkbox"/> Category 1 _____ <input type="checkbox"/> Category 2 _____ |
| Context/Students | |
| Baseline Data | |
| Student Growth Goal (Targets) | |
| Rationale | |
| Strategies | |
| Professional Learning and Support | |
| Sign-Off at Initial Collaborative Meeting: Date: _____ Teacher: _____ Principal: _____ | |
| Professional Growth Goal(s) | |
| Strategies | |
| Professional Learning and Support | |

| | | | | |
|------------------------|---|--------------|---|--------------|
| Mid-Year Review | Collaborative Mid-Year Goal Review | | | |
| | Strategy Modification | | | |
| | Teacher Signature: | Date: | Administrator/evaluator Signature: | Date: |

| | | | | |
|---------------------------------|--|--------------|---|--------------|
| Year-End Goal Conference | End-of-Year Data | | | |
| | Reflection on Results | | | |
| | Professional Growth Plan Implications | | | |
| | Teacher Signature: | Date: | Administrator/Evaluator Signature: | Date: |

ADMINISTRATOR SLG GOAL SETTING TEMPLATE

Administrator: _____ Contract Status: _____

School: _____ School Year: _____

Evaluator: _____ Date: _____

| SLG GOAL 1 | | |
|-------------------------|--|--|
| Goal-Setting Conference | Content Standards/Skills | |
| | Assessments | <input type="checkbox"/> Category 1 _____ <input type="checkbox"/> Category 2 _____ |
| | Context/Students | |
| | Baseline Data | |
| | Student Growth Goal (Targets) | |
| | Rationale | |
| | Strategies | |
| | Professional Learning and Support | |

SLG GOAL 2

| | | |
|--|--|--|
| | Content Standards/Skills | |
| | Assessments | <input type="checkbox"/> Category 1 _____ <input type="checkbox"/> Category 2 _____ |
| | Context/Students | |
| | Baseline Data | |
| | Student Growth Goal (Targets) | |
| | Rationale | |
| | Strategies | |
| | Professional Learning and Support | |
| Sign-Off at Initial Collaborative Meeting: Date: _____ Administrator: _____ Evaluator: _____ | | |
| | Professional Growth Goal(s) | |

| | | |
|--|--|--|
| | Strategies | |
| | Professional Learning and Support | |

| | | | | |
|------------------------|---|--------------|-----------------------------|--------------|
| Mid-Year Review | Collaborative Mid-Year Goal Review | | | |
| | Strategy Modification | | | |
| | Administrator Signature: | Date: | Evaluator Signature: | Date: |

| | | | | |
|---------------------------------|--|--------------|-----------------------------|--------------|
| Year-End Goal Conference | End-of-Year Data | | | |
| | Reflection on Results | | | |
| | Professional Growth Plan Implications | | | |
| | Administrator Signature: | Date: | Evaluator Signature: | Date: |