

# Writing a Student Learning Goal

## Strategies for Specialized Positions

### Target Audience

- A. Administrators whose work is primarily with adults
- B. Teachers of enrichment/specialized courses
- C. Practitioners who support students outside of the classroom

### Overview

Many educators do not have roles that involve them working directly with students, or working with the same students every day. **This guide is designed to help educators, administrators, and practitioners create student learning goals that are meaningful and relevant to individual and specialized positions.**

### Requirements

- Each educator and administrator is responsible for one Student Learning goal and one Professional Practice goal.
- Student Learning goals establish targets for student growth over the course of the evaluation cycle, and should be based on various data sources about students' current level of skill and knowledge.
- Professional Practice goals establish targets for educator development and growth that will support student learning.

### **A. Administrators Whose Work is Primarily with Adults**

#### ***Suggestions:***

- Student Learning and Professional Practice goals that are directly related can have the same action steps.
- While Standard II. Teaching All Students outlines an educator's responsibility to meet the needs of all students; a Student Learning goal can also target specific groups of students, teachers, leaders, or schools.
- When writing a Student Learning Goal, consider the support that you will provide schools, teachers, and/or leaders, and how that support is connected to and will benefit and impact student learning. Given your targeted efforts with adults, you should expect to see some results reflected in student learning.

#### **Consider the following questions:**

1. Based on data, in what areas can students (throughout the entire district, at a specific school, or a specific population of students) improve (i.e. growth scores, assessments scores, subject/content area skills, attendance, behavioral modifications, and wellness habits)?
2. What supports will I directly provide to school leaders/teams of district leaders, teachers/teams of teachers, and/or parents, to assist them with helping students improve in the identified area(s)?
3. What tools will I use to monitor student progress in the identified area(s)? What tools will I use to monitor the type of support that I am providing adults? How will I know that such support is in fact quality, and the type of support needed to effectively impact student learning?
4. Based on the supports that I provide these stakeholders, how will I know, and what data will I use, to determine if students actually benefitted, and improved from the beginning of the plan to the end?

#### ***Student Learning Goal Examples from Across our District:***

**Ex. #1:** Given support, the middle school adjustment teachers will improve their ability to use data to drive instructional decisions as evidenced by at least one year's growth of 50% of their students on multiple sources of data including SRI, Fountas/Pinnell, and Interim assessments, GRADE and/or the MCAS. I will meet with the adjustment staff and principals to review progress monitoring, and guide

teachers in using data to inform their instruction. By reviewing this data, I will know that the students are on target to make growth. To achieve my goal, I will meet with staff to review data points and ensure appropriate practices, observe classrooms and teams, hold parent meetings, and meet with school based administrators. I will seek support with this goal from my administrative team, behavior specialists, through collaboration with curriculum coordinators, principals, and a close reading of professional articles. By the end of November, I will have met with principals; schools based teams, and have held bi-weekly meetings with the behavior specialists, and my administrative team. I will track my actions via progress monitoring data, notes from meetings, email correspondence regarding support, and student work.

**Ex. #2:** All students in Level 3 priority schools will increase the quality of oral discourse in order to understand and synthesize learning. Grade 3 and 4 Level Priority Schools' SGP will increase by 5% in 2015 compared to 2014. The quality of student discourse will increase from the baseline done in December 2013 and January 2014 in observed classrooms. In concert with my professional learning goal, I will support the identified schools' leadership teams, resource teachers, and faculty in understanding and implementing the most effective talk/discourse practices. I will continue to support grade level Common Core Committee members in refining the grade level Modules. I will support the identified schools in understanding and implementing the modules, and designing standards-based lessons/interventions, which stay true to the rigor of the CCSS, and increasing student comprehensible output.

By January, I will have made progress towards my action steps, with further progress made in March, and at that time will provide feedback of baseline data to coaches and leaders at each school. By each PK-4 Assessment Calendar, all schools will have received a summary of district data trends to use during RTTT/CPT times. The following evidence will support my action steps: Monthly visits to Level 3 priority schools, Next Steps Guiding Document 2013-2014, monthly meeting agendas, and calibration of discourse coding with coaches, teachers, and leaders.

**Ex. #3-** 70% of students will increase scores (more 3s) on WAR prompts. I will conduct a review of scores using rubrics four times a year, starting with Nov. 4 and Jan 2. Weekly LASW CPTs with ELA teams will be held - some using the LASW protocol, and some to synthesize and use data, as well as to give

feedback during those CPTs. I will conduct ongoing classroom visits, provide individual feedback to teachers, and be present when WARs are being taught. I will identify opportunities for collaborative professional learning around LASW and WARs. CPTs have already been scheduled through January; however, I will need to complete the schedule for continuing LASW CPTs through June. The following resources will support me with achieving my goal: Instructional Specialist meetings, ELA Captain meetings, and individual check-ins with Captains. I will use the following as evidence to monitor progress: weekly meetings, an assessment of two scored WARs per module, scored rubrics for WARs, and final writing products. Schedules for LASWs and observations will also be used to monitor progress on this goal.

## **B. Teachers of Enrichment/Specialized Courses**

For **teachers of enrichment or elective courses who work with different groups of students over the course of the year**, student learning goals could target a single group, or could set a growth average that includes any students the educator worked with for a minimum duration of time.

### **Consider the following questions:**

1. Where are your students currently – what do they know, and what are they able to do? Where do you want them to be?
2. How do you know now if your students are learning? Which formal or informal ways of assessing students do you currently employ?
3. Are there performance-based measures that you use with your students that you could use to measure growth of your students from the beginning of the plan to the end? If not, is there a tool such as a rubric or test that you can create to measure growth?

### ***Suggestions:***

- **Physical education teachers** can set student learning goals around the proper and frequent use of physical education and health vocabulary, and athletic skills, such as running a half mile, around knowledge of games and organized sports, or around academic skills such as writing and math skills. These educators could also share the goals of academic teams.
- **Arts teachers** can set goals around work products, portfolios, or performances. Alternatively, arts teachers can set goals around academic skills, such as writing and math skills. These educators could share the goals of academic teams.
- **Music teachers** can set goals related to performance, or related literacy focused on the materials they choose for their students, such as a piece of vocal music. These educators could share the goals of academic teams.
- **Technology teachers** can set goals around student mastery of technology skills, as demonstrated through successful completion of tasks, projects, or written tests. These educators could share the goals of academic teams.

### ***Student Learning Goal Examples from Across our District:***

**Ex. #1:** My student learning goal is to continue to increase the use of physical education terminology during class time. This goal aligns with our school's continued need to improve our students' speaking

output and/or sentence structures. I will measure my goal by using targeted checklists and observations in order to detect whether or not students are appropriately implementing vocabulary, when applicable. Among other strategies, I will use turn and talk, lesson launch, and class summaries as a way to reiterate proper use of terms and sentence structure. My administration, as well as my colleagues within the allied arts, and other PE professionals throughout the district, will support me in achieving this goal. To track progress on this goal, our class will have verbal output opportunities during class time, vocabulary lists, and checklists of instances when we utilized proper terminology during class time.

**Ex. #2:** Students will create an Abstract art piece, which is conceptually developed by using the game, "Rainbow Tag." The students will be familiar with creating and analyzing charted information. In this case, it will include the number of times children have run to the opposite side of the gymnasium. The amount of times that students have run will be determined by select colors that are called, and the opposite coordinates with an item of clothing the student is wearing. By collecting this information from a Physical Education session, each class will be able to use various colors of tempera paint to visually track their movement during the game. Once all of the linear information is placed on the large surface, we will have developed four abstract paintings, one for each classroom. The goal is to have four pieces of visually stimulating, and semi-permanent artwork that will be displayed for the school, having been painted by the fourth grade students.

By coordinating with the Physical Education Teacher, I will be able to create data with each of the four fourth grade classrooms. This will give each class, and specifically each student, the information needed to participate in the painting of the artwork. 100% of the fourth grade students will have a role in creating these artworks. Students will be able to clearly explain their role in their creation of the work. A rubric will be designed and utilized to assess the performance of the students based on the following categories: participation, understanding and execution of art standards, data collection and translation into art work.

I will collaborate with the Physical Education teacher. I will design a data collection chart for the students to collect data during Rainbow Tag. I will develop a rubric to address the three categories above for this lesson. I will give students the opportunity to understand the basic concept of Abstract Art. These action steps will be tracked and monitored by myself and the administration for the next 60 days.

### **C. Practitioners Who Support Students Outside of the Classroom**

For **practitioners who support students outside of the classroom**, such as guidance counselors, school psychologists and pathologists, therapists, social workers, and nurses; student learning goals could target specific behaviors, patterns/trends, wellness skills or habits. For example, a nurse might set a goal around educating students with acute conditions, such as asthma and diabetes, about managing their health effectively. Alternatively, these practitioners could share the goals of student support teams or academic teams.

#### **Consider the following questions:**

1. Where are your students currently – what do they know, and what are they able to do? Where do you want them to be?
2. How do you know now if your students are progressing? Which formal or informal ways of assessing students do you currently employ?
3. Are there performance-based measures that you use with your students that you could use to measure growth of your students from the beginning of the plan to the end? If not, is there a tool such as a rubric or test that you can create to measure growth?

#### ***Student Learning Goal Examples from Across our District:***

**Ex. #1:** The goal is to improve student college and career readiness/awareness, academic success, and their personal/social skills. Our theory of action is: If we can better and more consistently identify the skills that students need for career and college readiness/awareness, the skills and knowledge to maximize academic success, and the personal and social skills necessary to succeed in life, and if we can determine an effective method of delivering services that develop these areas in need, then student growth and achievement will improve, and we will be able to provide effective interventions to students who truly need them. I will oversee all aspects of the design, implementation, and evaluation of a curriculum targeted at improving student growth in the areas of college/career readiness. The following steps will be completed for each of these targeted areas: create the curriculum, determine the method of delivery for each piece of curriculum, and determine a method of measuring student outcomes. I will actively participate in evaluating our department's alignment with the Mass Model. I will access and evaluate college and career readiness competency standards. I will create grade level teams of guidance counselors and social workers to work on developing curriculum. I will have each team report out

monthly on their progress. I will evaluate progress throughout the year and suggest areas of improvement/next steps for each group. I will invite a colleague or a member of the school leadership team to give feedback on the curriculum. To achieve this goal, I will conduct training during Early Release Day's and weekly department meetings on the Mass Model, and research other schools' curriculum in these key areas. Progress monitoring for this goal includes monthly check-ins with grade level groups, a midyear summary report on progress and a summary of other schools' curriculum will be completed by Jan.1<sup>st</sup>. The final curriculum will be completed by June 20<sup>th</sup>.

**Ex. #2:** I will conduct weekly social skills groups, in order to increase students' individual awareness and self-control, so that they will be able to cope with their personal, academic and social stressors across the school day. This will be evidenced in a 50% increase in students' ability to learn strategies and transfer them into the classroom and general school setting throughout the school day with consistency. I will know that I have achieved my goal by analyzing pre and post-test coping skills, evidence from X2 (incident reports, progress notes, suspensions), weekly group progress notes, and monthly reports from consultations with teachers, and communication with administrators. I will provide direct teaching of coping skills through weekly group sessions, role modeling, collaboration with outside agencies, and conduct weekly monitoring of attendance, grades, and infractions. Weekly meetings with ETCs, psychologists, and special education teachers, parents, and outside agencies will serve as a form of support with this goal. I will progress monitor on a weekly/monthly basis, and a pre and post-test will be given to measure the acquisition of identified and taught coping skills.

**Ex. #3:** By June 2015, targeted pre-school students will improve their use and understanding of preschool level vocabulary, as evidenced by improved labeling ability, increased mean length of utterance, and improved ability to follow simple directions. Students will have improved labeling/following direction skills, and MLU from baseline data. To achieve my goal, I will use small group therapy that is focused on shared reading, language-based games /activities, and structured receptive and expressive language tasks. I will also implement available technology into speech and language therapy. I will obtain support from Speech Language Pathologists throughout the district, and complete the first progress monitoring by February, and the second by June.