Helping teachers set reasonable and rigorous student learning goals

John Cronin, Ph.D.
Director
The Kingsbury Center @ NWEA
Assessment Literacy in a Teacher Evaluation Framework

Presenter - John Cronin, Ph.D.

Contacting us:
Rebecca Moore: 503-548-5129
E-mail: rebecca.moore@nwea.org
What you’ll learn

• How to establish the purpose of the goal setting process. There can be different purposes for different educators.
• The components of a “SMART” goal (specific, measurable, attainable, realistic, and timely).
• The importance of multiple measurements, and the importance of defining a purpose for each measurement.
• The information needed to determine whether a goal is attainable.
• The difference between “aspirational” and “evaluative” goals and the value of each.
• Thoughts on strategies for addressing the difficult to measure.
What’s the purpose?

- Senate Bill 290 requires a **collaborative process**.
- For most educators the purpose of evaluation is **formative** and goals reflect that.
- For a small minority of educators the purpose is to **summative** and goals may involve demonstrating basic competence.
- Leaders should be transparent about the purpose of the process for each educator.
- Perfect consistency isn’t necessarily a requirement.
What’s a SMART goal?

- **Specific**
- **Measurable**
- **Attainable**
- **Relevant**
- **Time-Bound**
Specific

- **What**: What do I want to accomplish?
- **Why**: What are the reasons or purpose for pursuing the goal?
- **Which**: What are the requirements and constraints for achieving the goal?
SMART goal resources

• **National Staff Development Council.** Provides a nice process for developing SMART goals.

• **Arlington Public Schools.** Excellent and detailed examples of SMART goals across subject disciplines, including art and music.

• **The Handbook for Smart School Teams.** Anne Conzemius and Jan O’Neill.
The goal should **ALWAYS** be improvement in a domain (subject)!

**Specific**
There should **ALWAYS** be multiple data sources and metrics.
Data should be triangulated

- Classroom assessment data to standardized test data.
- Domain data (mathematics) to sub-domain data (fractions and decimals) to granular data (division with fractions).
All students should be “in play” relative to the goal.
Types of Goals

• Performance – 75% of the students in my 7th grade mathematics class will achieve the qualifying score needed for placement in 8th grade Algebra.

• Growth – 65% of my students will show growth on the OAKS mathematics test that is greater than the state reported norm.

• Improvement – Last year 40% of my students showed growth on the OAKS mathematics test that was greater than the norm. This year 50% of my students will show greater than normal growth.
The goals set should be reasonable and rigorous. At minimum, they should represent a level of performance that a competent educator could be expected to achieve.
An analogy to baseball

Center Fielders - WAR (Wins Above Replacement)

6.4

6.1  Superstar – Mike Trout – Los Angeles Angels

1.7  Median Major Leaguer – Gregor Blanco, San Francisco Giants

0.0  Marginal Major Leaguer – Chris Young, Oakland As

-1.3
The difference between aspirational and evaluative goals

Aspirational – I will meet my target weight by losing 50 pounds during the next year and sustain that weight for one year.

Proficient – I intend to lose 15 pounds in the next six months, which will move me from the “obese” to the “overweight” category, and sustain that weight for one year.

Marginal – I will lose weight in the next six months.
Ways to evaluate the attainability of a goal

• Prior performance
• Performance of peers within the system
• Performance of a norming group
One approach to evaluating the attainment of goals.

Students in La Brea Elementary School show mathematics growth equivalent to only 2/3 of the average for students in their grade.

Level 4 – (Aspirational) – Students in La Brea Elementary School will improve their mathematics growth equivalent to 1.5 times the average for their grade.

Level 3 – (Proficient) Students in La Brea Elementary School will improve their mathematics growth equivalent to the average for their grade.

Level 2 – (Marginal) Students in La Brea Elementary School will improve their mathematics growth relative to last year.

Level 1 – (Unacceptable) Students in La Brea Elementary School do not improve their mathematics growth relative to last year.
Is this goal attainable?

62% of students at John Glenn Elementary met or exceeded proficiency in Reading/Literature last year. Their goal is to improve their rate to 82% this year. Is the goal attainable?

Oregon schools – change in Reading/Literature proficiency 2009-10 to 2010-11 among schools that started with 60% proficiency rates
45% of the students at La Brea elementary showed average growth or better last year. Their goal is to improve that rate to 50% this year. Is their goal reasonable?

**Students with average or better annual growth in Repus school district**

![Bar chart showing the ratio of students with average or better growth compared to the district average.](chart.png)
The selection of metrics matters

Students at LaBrea Elementary School will show growth equivalent to 150% of grade level.

Students at Etsaw Middle School will show growth equivalent to 150% of grade level.
Scale score growth relative to NWEA’s growth norm in mathematics
Percent of a year’s growth in mathematics
Assessing the difficult to measure

- Encourage use of performance assessment and rubrics.
- Encourage outside scoring
  - Use of peers in other buildings, professionals in the field, contest judges
- Make use of resources
  - Music educator, art educator, vocational professional associations
  - Available models – AP art portfolio.
  - Use your intermediate agency
  - Work across buildings
- Make use of classroom observation.
The outcome is important, but why the outcome occurred is equally important!

Success can’t be replicated if you don’t know why you succeeded.

Failure can’t be reversed if you don’t know why you failed.
The outcome is important, but why the outcome occurred is equally important!

- Establish checkpoints and check-in beyond what’s required when possible.
- Collect implementation information
  - Classroom observations - visits
  - Teacher journal
  - Student work – artifacts

These processes can be done by teacher peers!
Thank you for attending

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Contacting us:
NWEA Main Number: 503-624-1951
E-mail: rebecca.moore@nwea.org