



Oregon Framework for Teacher and Administrator Evaluation and Support Systems

Handouts

Supporting Administrators in the SLG Goal Setting Process – Part I

June 2014

Handout 1: REQUIRED COMPONENTS FOR SLG GOALS

1. **Content Standards/Skills** - A clear statement of the relevant content and skills students should know or be able to do at the end of the course/class. These should be specific state or national standards (a statement such as “Common Core State Standards in Math” is not specific enough). Includes a rationale for the importance of the selected content/standards.
2. **Context/Students** - Description of the demographics and learning needs of all students in the class or course. This should include as relevant: 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.
3. **Assessments** - Describes how student learning and growth will be measured. In Oregon, two categories of assessments are used for SLG goals (see page 13 of the SLG Goal Setting Guidance document). Assessments must be aligned to state or national standards and meet state criteria.
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.
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. Includes a rationale for the expected growth and how the target is appropriate and rigorous for students.
6. **Rationale** - Provides a detailed description of the reasons for selecting this specific area for a goal. Includes a discussion of baseline data as well as current practice within the school and/or classroom.
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.
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.

ADMINISTRATOR SLG GOAL SETTING TEMPLATE

Administrator: _____ Contract Status: _____

School: _____ School Year: _____

Evaluator: _____ Date: _____

SLG GOAL 1	
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	

Handout 3: Content Example: HS Writing

Write arguments to support claims using valid reasoning and sufficient evidence, write informative/explanatory texts to examine and convey complex ideas, concepts, and information through the effective selection, organization, and analysis of content, and write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Related Oregon ELA standards: W. 9-10.1 - W.9-10.3, W.11-12.1 - W.11-12.3

Highlight knowledge in **YELLOW**

Highlight skills in **BLUE**

Highlight standards in **PINK**

Reflections on my goal:

Handout 4: Assessment Example: HS Writing

District-developed writing prompts will be used. These prompts are from vetted assessments such as NAEP, AP exams, and released statewide assessment items. Students will complete one formal writing piece for each type of writing (arguments, explanatory, narrative) which will be scored using the Oregon Writing Scoring Guide. Students will receive an average score calculated across all three essays.

How is learning measured?

Which categories do the assessments fall under?

Are the assessments aligned with standards and do they meet state criteria?

Reflections on my goal:

Handout 5: Context Example: MS Mathematics

60% of students enrolled in ABC Middle School receive free or reduced lunch. As the result of our school's block scheduling, all students participate in four 70 minute math periods per week. 82 students, or approximately 14%, are students with disabilities who have an IEP but are not eligible to take the extended assessment. 52 students are boys; 30 students are girls. 50% (41) of the students have IEP goals in math.

Additional information needed:**Reflections on my goal:**

Handout 6: Baseline Data Example: MS Mathematics

Our original set of data included an analysis of OAKS results from the previous year which revealed a 48% gap in performance between students who received SPED services in Math and those that didn't. Only 31% of students with IEPs in math scored at or above proficiency. We have analyzed their results and found three distinct tiers of performance.

- Group 1: 31% of students met or exceeded
- Group 2: 44% of students nearly met
- Group 3: 25% of students did not meet

Possible additional data needed for placing students in tiers:

Reflections:

Handout 7: SCORING STUDENT LEARNING AND GROWTH GOALS

As a requirement of SB290 and the ESEA waiver, student learning and growth must be included as a significant factor of educators’ summative evaluations. SLG goals are scored and the SLG performance level is determined. To ensure consistency in evaluations across the state, all districts must use the **SLG Quality Review Checklist** and **Oregon SLG Scoring Rubric** to score SLG goals. The checklist ensures the goals are complete for scoring. The scoring process is facilitated by using the scoring rubric to determine whether each student exceeded, met, or did not meet the target; and the percentage of students in each category. These two tools must be used to score SLG goals to determine the educator’s impact on student learning and growth in the summative evaluation.

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?		

Handout 8: SLG Goal Scoring Rubric

This SLG scoring rubric is used for scoring individual SLG goals based on evidence submitted by the teacher and administrator. This rubric applies to both teacher and administrator evaluations.

Level 4 <i>(Highest)</i>	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Level 3	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “met”. The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Level 2	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Level 1 <i>(Lowest)</i>	<p>This category applies when less than 70% of students meet their target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous.</p> <p>This category also applies when results are missing or incomplete.</p>