Supporting Teachers in the SLG Goal Setting Process – Part I

Summer Assessment Institute 2014

Professional Learning Outcomes for 2014-15: SLG Goal Setting Process

- Articulate the impact SLG goals have on improving student learning
- Identify the characteristics of assessments that measure growth and inform instruction
- Utilize the components of the SLG goal template
- Create a common understanding of the depth of knowledge needed for college and career readiness
- Set targets for all students

Outcomes for Today

- Deeper examination of targeted components of the SLG goal setting process
  - Understand the connection/relationship between **content** and **assessment**
  - Understand the connection/relationship between **context** and **baseline data**
- Revise personal goal based on today's learning

Clarifications

- Where does goal setting originate?
- *What is the role of SLG goals in overall evaluation?
- Who has to set SLG goals?
- Who are SLG goals set for?
- *What kinds of Assessments can be used?
- What is the scope of SLG goals?
- What is the difference between Achievement and Growth?

*Pending USED approval of Oregon's waiver

Revisions to SLG Goal Guidance

- Rationale added as a component to the template
- *Category 3 removed
- State checklist and scoring rubric

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Group Norms

- Fully present
- Share your expertise
- Equity of voice
- Active listening
- Respect the current speaker – no side conversations
- Safety to share different opinions and perspectives
- Respectful use of technology

Digging Deeper into the Process

Content:

- 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 based on specific state or national standards. A statement such as “CCSS in Math” is not specific enough.

Content Example: HS Chemistry

- Describe the composition, structure, and properties of matter, draw conclusions about the interactions and conservation of matter and energy, and explain why matter and energy can neither be created nor destroyed in a given system and/or reaction.
- Related Oregon Science standards:
  - H.2.P1, H.2. P2, H.2.P3

Knowledge = YELLOW

Skills = BLUE

Standards = PINK

Highlighted Content

- describe the composition, structure, and properties of matter, draw conclusions about the interactions and conservation of matter and energy, and explain why matter and energy can neither be created nor destroyed in a given system and/or reaction.
- Related Oregon Science standards:
  - H.2.P1, H.2. P2, H.2.P3

Reflecting on Content Component

- Think about the content you wrote in your goal
  - Do you still think it is appropriate?
  - Why or why not?
  - Do you need to narrow the focus?
- Share your reflections with someone at your table

Digging Deeper into the Process

Assessment:

- 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.

Assessment Example: HS Chemistry

I will re-administer the *Chemical Concepts Inventory* which is a multiple choice test, and using the Oregon Scientific Inquiry Scoring Guide, I will evaluate student performance on the *Hydrated Salt Performance Task.* Students develop procedures for an investigation and plan for recording and organizing observations and data. It requires students to draw upon their understanding of the crystalline structure of ionic salt, the application of conservation of matter to calculate the coefficient of H2O in the empirical formula of the hydrated salt, and making conclusions consistent with the use of chemical equations to predict quantitatively the molar masses of reactants and products in 3 chemical reactions.

Assessment Example: Answers

How is learning measured?

- Multiple choice test for content
- Performance task for application

Which categories do the assessments fall under?

- CCI– Category 2
- Performance Task – Category 2

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

- CCI: Requires more investigation
- Performance Task: YES – uses state scoring guide

Reflecting on Assessment Component

- Think about the assessment you used
  - Do you still think it is appropriate?
  - Why or why not?
  - What would you change?
- Share reflections with someone at your table
  - How can you use the assessment you chose to measure the growth in the content you identified?

Digging Deeper into the Process

Context:

Description of the demographics and learning needs of all student in the class/course. Includes as relevant: number of students and their gender, race/ethnicity, socioeconomic status (building level data, not individual), attendance, and any students with diverse learning needs (EL, TAG, IEP, 504 plans). For those educators who do not meet with students on a regular basis, including contact time provides additional context for the goals developed.

Context Example: 1st Grade Reading

- There are 58 students in 1st grade, 25 are girls and 33 are boys. These students include nine students with IEPs targeting reading comprehension in their goals (the SPED teacher is in 1st grade classrooms four times a week supporting these students), two EL students who receive in-class support from the ESOL teacher (twice a week), and three students who were absent more than 15% of the school year and are currently monitored by the Student Support Team. 60% of students enrolled in ABC Elementary receive free or reduced lunch. Students participate in a 90 minute literacy block every day.

Reflecting on Context Component

- Think about the context in the goal you brought
  - What context(s) did you include to address all the learning needs of your students?
  - How did you use context to set targets and select strategies?
  - What would you do differently?
- Share your reflections with someone at your table

Digging Deeper into the Process

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 student learning. Determine students' strengths and areas of weakness that inform the goal.

Baseline Example: 1st Grade Reading

- The DRA2 was administered during the first two weeks of school. 32 out of the 58 students are currently reading below grade level. Of those students not yet reading on grade level, many of them are close and this data makes me confident that with strategic interventions this gap can close dramatically by the end of the year.

Baseline Example: 1st Grade Reading

Beginning of the Year	DRA 2 level	Grade 1 Students	Total Grade 1 Students/level
Kindergarten	A–1	8	32
	2	11	
	3	13	
Grade 1 (on level)	4	14	21
	6	7	
Grade 1 (above grade level)	8	3	5
	10		
	12	1	
	14		
	16	1	

Reflecting on Baseline Data

- Share the baseline data in the goal you brought
  - What are the strengths/limitations of the baseline data you collected?
  - To what extent would the baseline data you collected allow you to tier your targets?
  - How will context inform your tiers? How won't it?
- Share your reflections with someone at your table

Using the SLG Goal Tools

- Reflect on today's learning
- Review your goal using the Quality Review Checklist.
- Justify your selection of YES or NO for each of the five questions with evidence from your goal.

Wrap-Up

- Use an index card from your table to write down:
  - Two new learnings or "a-has" you had as a result of today's professional learning
  - One question you still have regarding the student learning and growth goal setting process.
- Fall PLT Conferences:
  - Bring a draft of an SLG Goal that you develop for the 2014-15 SY