



# Oregon Framework for Teacher and Administrator Evaluation and Support Systems

## Handouts

### Supporting Teachers in the SLG Goal Setting Process – Part I

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## 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). 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.

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

	<b>Professional Growth Goal(s)</b>	
	<b>Strategies</b>	
	<b>Professional Learning and Support</b>	

### **Handout 3: 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

Highlight knowledge in **YELLOW**

Highlight skills in **BLUE**

Highlight standards in **PINK**

**Reflections on my goal:**

#### **Handout 4: 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 H<sub>2</sub>O 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.

**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: 1<sup>st</sup> Grade Reading**

There are 58 students in 1<sup>st</sup> 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 1<sup>st</sup> 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.

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

### Handout 6: Baseline Data Example: 1<sup>st</sup> 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.

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	1	
	12	1	
	14		
	16		

**Possible additional data needed for placing students in tiers:**

**Reflections on my goal:**



## 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.

<b>Baseline Data</b>	<b>Yes</b>	<b>No</b>
Is baseline data used to make data-driven decisions for the SLG goal, including student information from past assessments and/or pre-assessment results?		
<b>Student Growth Goal (Targets)</b>		
Is the SLG goal written as a “growth” goal 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?		
<b>Rigor of Goals</b>		
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>