

SCOTT COUNTY TEACHER  
EVALUATIONS

WE WILL SURVIVE!!!!

# SMART GOALS

# PROCEDURES

Welcome-

Table- FAMILY

Discuss with your family – one thing that you hope to learn from today's workshop

Transitions- When you hear music please return to your families and get ready to share.

SHARE- one person from each family will share to large group( it should not be the same person each time)

Later on in the day we have a date with one person that is not in your family- At this time walk around the room and ask one person to be your date later in today's workshop. If you can't find a date come to me and I will get you a date.

Anytime that you have a question, come to the board and write the question on the board and we will discuss these later in the day.

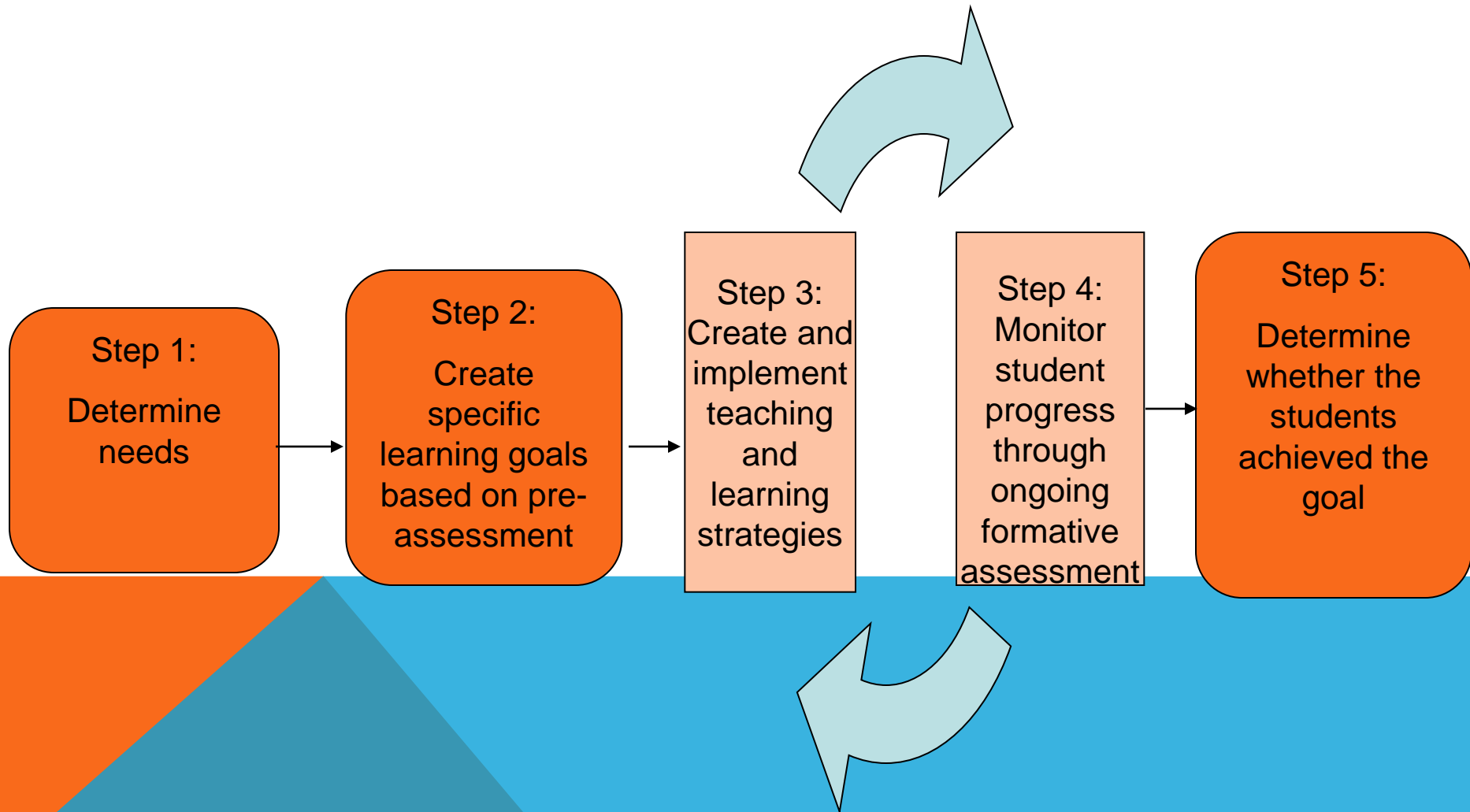
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August 28, 2012

# STUDENT ACHIEVEMENT GOAL SETTING

WHAT SHOULD WE KNOW TO USE  
STUDENT ACHIEVEMENT GOAL  
SETTING IN A TEACHER'S  
PERFORMANCE EVALUATION?

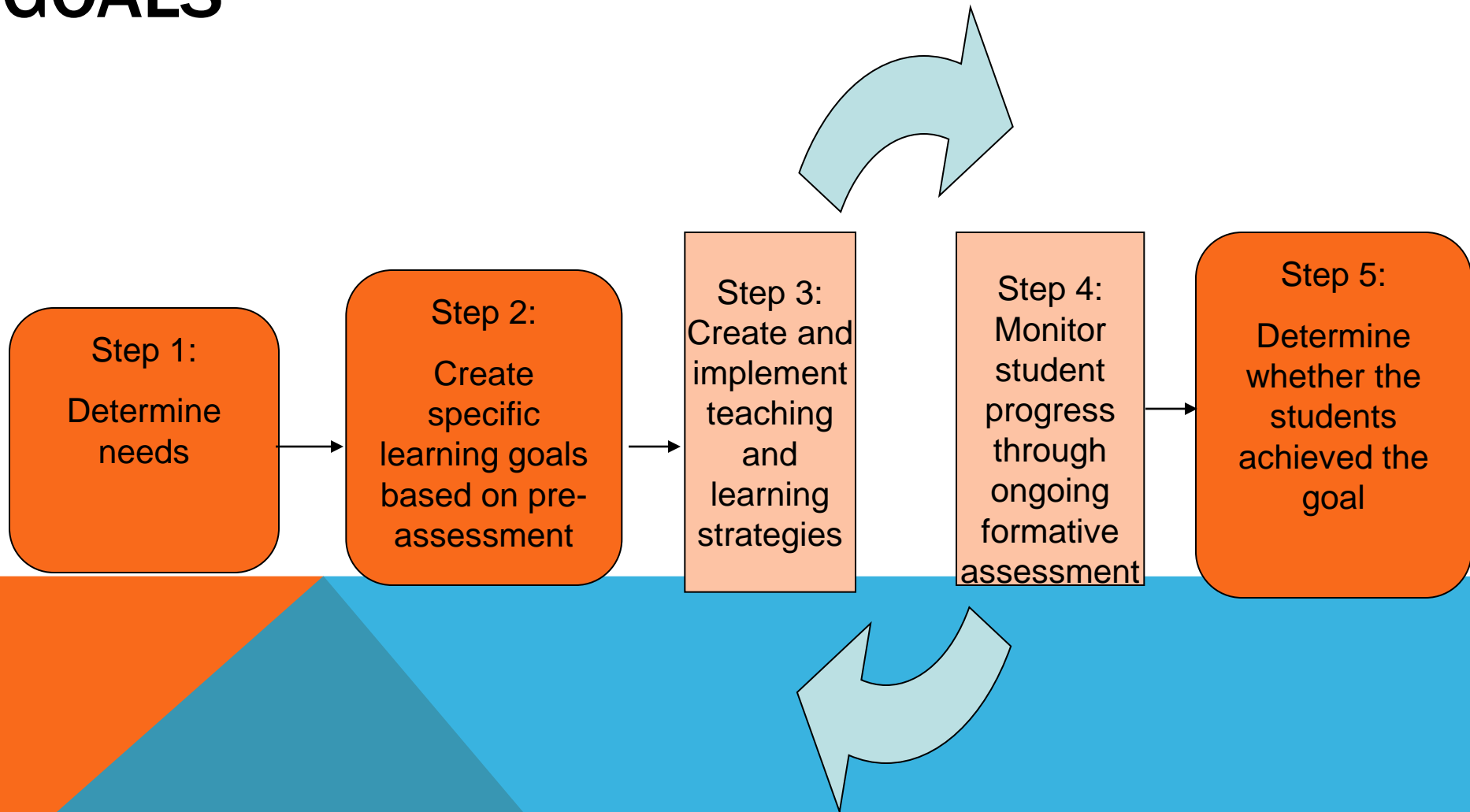
# WHAT IS STUDENT ACHIEVEMENT GOAL SETTING?



# WHAT ARE THE PURPOSES OF STUDENT ACHIEVEMENT GOAL SETTING?

- ☑ Focus on student results
- ☑ Explicitly connect teaching and learning
- ☑ Improve instructional practices and teacher performance
- ☑ Tool for school improvement

# STEPS 1 AND 2: DETERMINING NEEDS AND CREATING GOALS



# WHAT IS A STUDENT ACHIEVEMENT GOAL?

Goal ... a statement of an intended outcome of your work:

*Student Learning*

## Distinct from Strategies

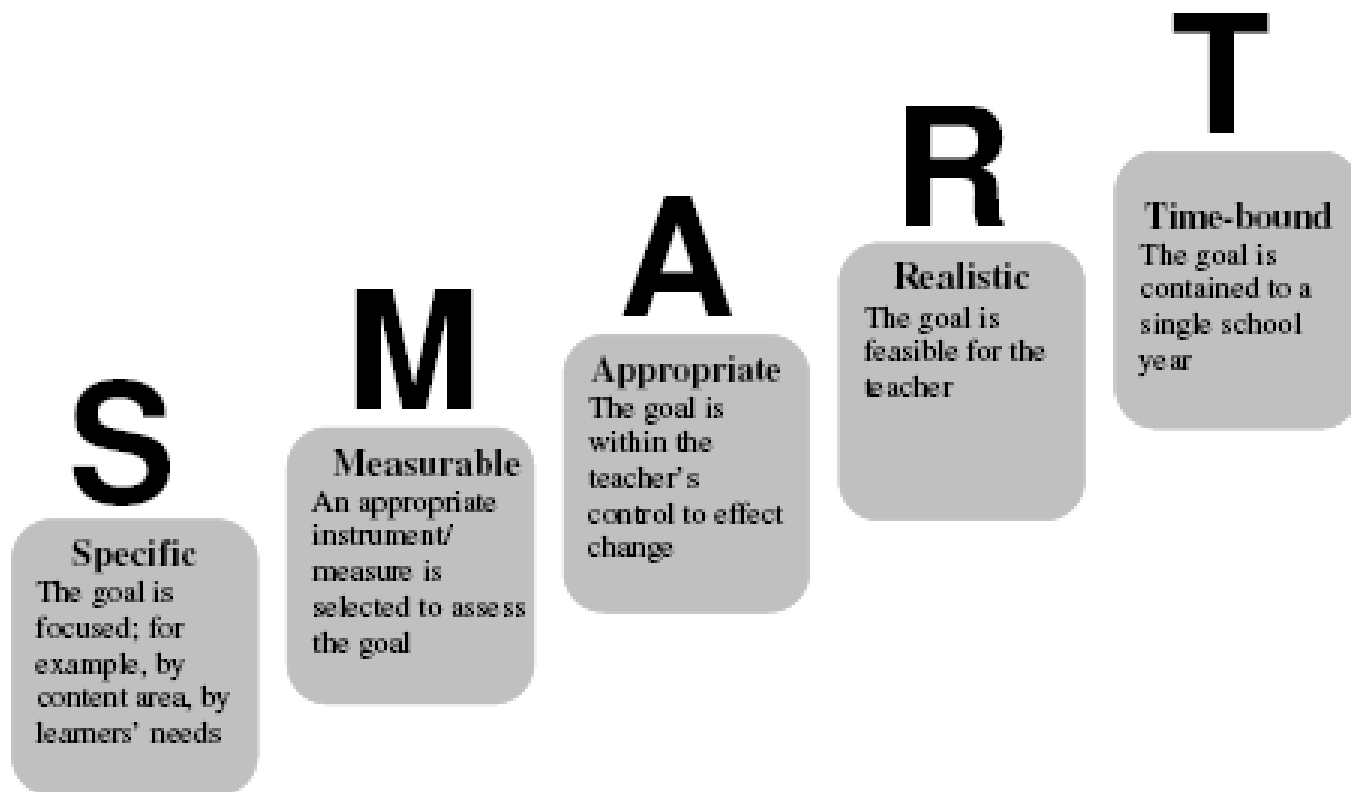
✓ *Strategies = Means*

✓ *Goal = End*

❖ *“Are you going to New York or by train?”*



# WRITING A SMART GOAL

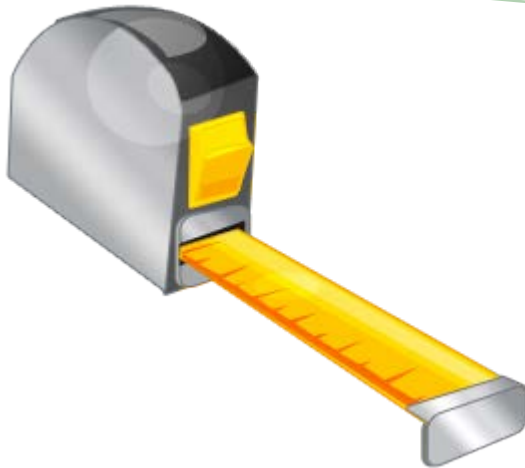




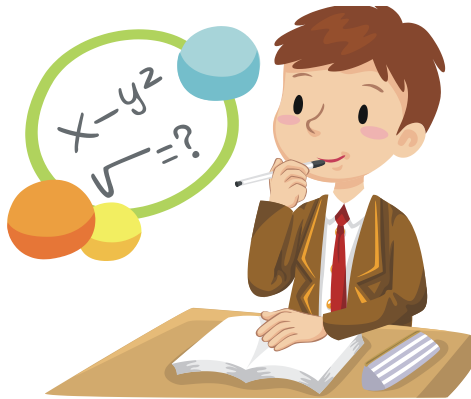
# S-SPECIFIC

We have to know what we are looking for!!  
Where are we going?

# M- MEASURABLE



# A- APPROPRIATE



Is the goal  
appropriate to our  
subject area?

Is the goal  
something that we  
want our students  
to achieve?

# R- REALISTIC



- Know your students-
- Where are they now?
- Where do you want them to be in May?
- Don't aim too low!

# T-TIME BOUND



Need to set goals and monitor them throughout the year to make sure you are on track for goal achievement.

Meetings will be held in Dec. for elementary, late October or March for middle and high school.

# ASSESSING RIGOR OF GOALS

Goal Setting Rubric for Feedback		
CANNOT MOVE FORWARD	CANNOT MOVE FORWARD	MOVE FORWARD
The student learning and academic achievement goals are unrelated to identified student needs.	The student achievement goal is related to <b>identified</b> student needs, but does not reflect <b>acceptable growth</b> through the course of the year. Sufficient rigor is lacking.	The student learning and academic achievement goal is rigorous and <b>attainable</b> , and reflects <b>acceptable</b> growth during the course or school year

# SMART GOALS – REVIEW ACTIVITY



Remember  
when the music  
stops return to  
your seat.

I Will Survive

# SMART GOAL WORKSHEET

<b>SMART Goal Worksheet</b>		
<b>S</b>	Is the goal focused as to content area and students' needs?	<input type="checkbox"/> Yes, continue. <input type="checkbox"/> No. Clarify the elements.
<b>M</b>	Is the instrument you will use to pre-assess and measure student achievement of the goal identified?	<input type="checkbox"/> Yes, continue. <input type="checkbox"/> No. Identify the specific instrument.
<b>A</b>	Is the objective age and learning outcome appropriate to the student achievement goal?	<input type="checkbox"/> Yes, continue <input type="checkbox"/> No. Make needed adjustments.
<b>R</b>	Is the goal realistic in terms of achievement?	<input type="checkbox"/> Yes, continue. <input type="checkbox"/> No. Make needed adjustments.
<b>T</b>	What is the time frame to conduct the assessment of student progress?	<input type="checkbox"/> Yes, continue. <input type="checkbox"/> No. Identify your time frame for assessing progress.
<b>Rigor</b>	Is the goal at the appropriate level of rigor to demonstrate student mastery of the learning objective?	<input type="checkbox"/> Yes, you are finished. <input type="checkbox"/> No. What is needed to achieve the appropriate level of rigor?

Check  
sheet to  
help you  
through the  
process.



# Progress (Growth) vs. Achievement Goals

## PROGRESS

Students will score X% greater on the post-test than on the pre-test.

OR

Students will increase their performance by X performance level on the rubric.

## ACHIEVEMENT

X% of students will achieve a score of X or higher.

# TEACHER F'S GOAL

## ***Goal Statement:***

**During this school year, my students will improve on word knowledge and oral reading skills.**

**A good goal statement is one that is...**

- ✓ **Specific**
- ✓ **Measurable**
- ✓ **Appropriate**
- ✓ **Realistic**
- ✓ **Time-bound**

## Goal Setting Critique

Review the goal setting forms and decide if the goal statement is **SMART**. Give specific aspects of the goals as evidence.

### Teacher F – Second Grade Teacher

Aspect of Goal Statement	Evidence
Specific	
Measurable	
Appropriate	
Realistic	
Time-Bound	

SMART Goal Feedback: Rigor		
CANNOT MOVE FORWARD	CANNOT MOVE FORWARD	MOVE FORWARD
Goal is unrelated to identified student needs.	Goal is related to identified student needs, but does not reflect acceptable growth during the course of the school year. Sufficient rigor is lacking.	Goal is rigorous, attainable, and reflects acceptable growth during the course or school year.

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# REVIEW SAP FORM

*Initial Goal Submission (due by 9/30 to the evaluator)*

<b>I. Setting</b> (Describe the population and special learning circumstances.)	Yourtown Elementary School is located in an urban setting and has an enrollment of 296 students in grades KG-5 with an average daily attendance of 85 percent. Last year, 46 percent of the students passed the state English proficiency test (compared to 38 percent in the previous year) and 54 percent of the students passed the Mathematics proficiency test (compared to 44 percent the previous year).	
<b>II. Content/Subject/Field Area</b> (The area/topic addressed is based on learner achievement, data analysis, or observational data.)	Early Literacy Skills	
<b>III. Baseline Data</b> (What does the current data show?)	Based on the fall PALS administration, 5 out of 18 students failed to meet the summed benchmark. Four out of 18 students failed to meet the benchmark for spelling and 7 failed to meet the first-grade benchmark. <i>Data attached</i>	
<b>IV. Goal Statement</b> (Describe what you want learners/program to accomplish.)	During this school year, my students will improve on word knowledge and oral reading fluency.	
<b>V. Means for Attaining Goal</b> (Strategies used to accomplish the goal)		
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
Reading specialist to review my overall literacy program and specific lesson plans for ideas on how to enhance the decoding skills, reading fluency, comprehension and basic vocabulary of students.	Meeting scheduled	September 15
I will explore additional resources such as computer software and tutoring to meet the varying needs of students in my class.	Use of software Improved reading scores on the reading inventory	April 1 May
Get professional development in reading.	College grade in course Attendance at state reading conference	January October

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# BETTER GOAL FOR TEACHER F?

## ***Goal Statement:***

During this school year, 100 percent of my students will improve in word knowledge and oral reading as measured by PALS. Each student will move up at least a grade level in instructional reading level from fall to spring.

## TEACHER G'S GOAL

### ***Goal Statement:***

**For the current school year, my students will have the knowledge and skills to be productive members of their society because they will be able to analyze primary and secondary source documents.**

**A good goal statement is one that is...**

- ✓ **Specific**
- ✓ **Measurable**
- ✓ **Appropriate**
- ✓ **Realistic**
- ✓ **Time-bound**

## Goal Setting Critique

Review the goal setting forms and decide if the goal statement is **SMART**. Give specific aspects of the goals as evidence.

### Teacher G—High School Government Teacher

Aspect of Goal Statement	Evidence
Specific	
Measurable	
Appropriate	
Realistic	
Time-Bound	

SMART Goal Feedback: Rigor		
CANNOT MOVE FORWARD	CANNOT MOVE FORWARD	MOVE FORWARD
Goal is unrelated to identified student needs.	Goal is related to identified student needs, but does not reflect acceptable growth during the course of the school year. Sufficient rigor is lacking.	Goal is rigorous, attainable, and reflects acceptable growth during the course or school year.

August 28, 2012



# GOAL SETTING FORM

<b>I. Setting</b> (Describe the population and special learning circumstances.)	I teach 77 students. Twenty six (34 percent) have been identified as needing help in reading. Fourteen (18 percent) received special education services. Five students (6 percent) speak English as a second language. Forty-five students (58 percent) receive free and reduced price lunch.	
<b>II. Content/Subject/Field Area</b> (The area/topic addressed is based on learner achievement, data analysis, or observational data.)	I will focus on American Government, specifically the Virginia Standards of Learning, GOVT 1. This class is a requirement for high school graduation. One of the areas in which students have difficulty is in analyzing primary and secondary source documents. Our department, as a whole, has decided to focus on this skill found in GOVT 1.	
<b>III. Baseline Data</b> (What does the current data show?)	I administered a baseline assessment developed by my social studies department in which students were given both primary and secondary source documents and asked to analyze them. Forty-five students attempted but their skills need developing, 25 students are developing skills, six students were proficient, and one student is entering with exemplary skills. Data attached	
<b>IV. Goal Statement</b> (Describe what you want learners/program to accomplish.)	For the current school year, my students will have the knowledge and skills to be productive members of their society because they will be able to analyze primary and secondary source documents.	
<b>V. Means for Attaining Goal</b> (Strategies used to accomplish the goal)		
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
Plan cooperatively with American Government teachers and share instructional materials.	Monthly meetings Examples of shared materials	Ongoing (September – May)
Use frequent formative assessment with students to provide feedback and modify instruction.	Lesson Plans Copies of teacher-made formative assessments	Ongoing (September – May)
Incorporate focused instruction in key content areas as prescribed by the Virginia Standards of Learning.	Lesson Plans	Ongoing (September – May)

# Student Scores on Pre-Assessment in Analyzing Primary and Secondary Source Documents

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Rubric Element	Exemplary	Proficient	Developing	Attempted
Analysis of Primary Source	1	6	25	45
Knowledge of Historical Context	1	6	25	45
Identification of Key Concepts	1	6	25	45
Resources	1	6	25	45

# BETTER GOAL FOR TEACHER G?

## ***Goal Statement:***

During this school year, 100 percent of my students will improve in analyzing primary and secondary source documents. Each student will increase his/her ability to analyze documents by one level on the rating rubric. Furthermore, students at the “attempted” level will increase by two performance levels.

**TEACHER E**

**GRADE 5**

# GOAL SETTING FOR TEACHER E- FIFTH GRADE

on (due by 9/30 to the evaluator)

<b>I. Setting</b> <i>(Describe the population and special learning circumstances.)</i>	Yourtown Elementary School is located in an urban setting and has an enrollment of 296 students in grades KG-5 with an average daily attendance of 85 percent. Last year, 64 percent of the students passed the Reading SOL (compared to 46 percent the year before) and 70 percent of the students passed the Mathematics SOL (compared to 30 percent the year before).
<b>II. Content/Subject/Field Area</b> <i>(The area/topic addressed based on learner achievement, data analysis, or observational data.)</i>	Reading Instruction
<b>III. Baseline Data</b> <i>(What does the current data show?)</i>	Based on curriculum based reading assessment results for current year, students on grade level in August made only 4 months gain by the end of the year as compared to above and below grade level students who made 1 year's gain or more. <i>Data attached</i>
<b>IV. Goal Statement</b> <i>(Describe what you want learners/program to accomplish.)</i>	WRITE YOUR GOAL HERE

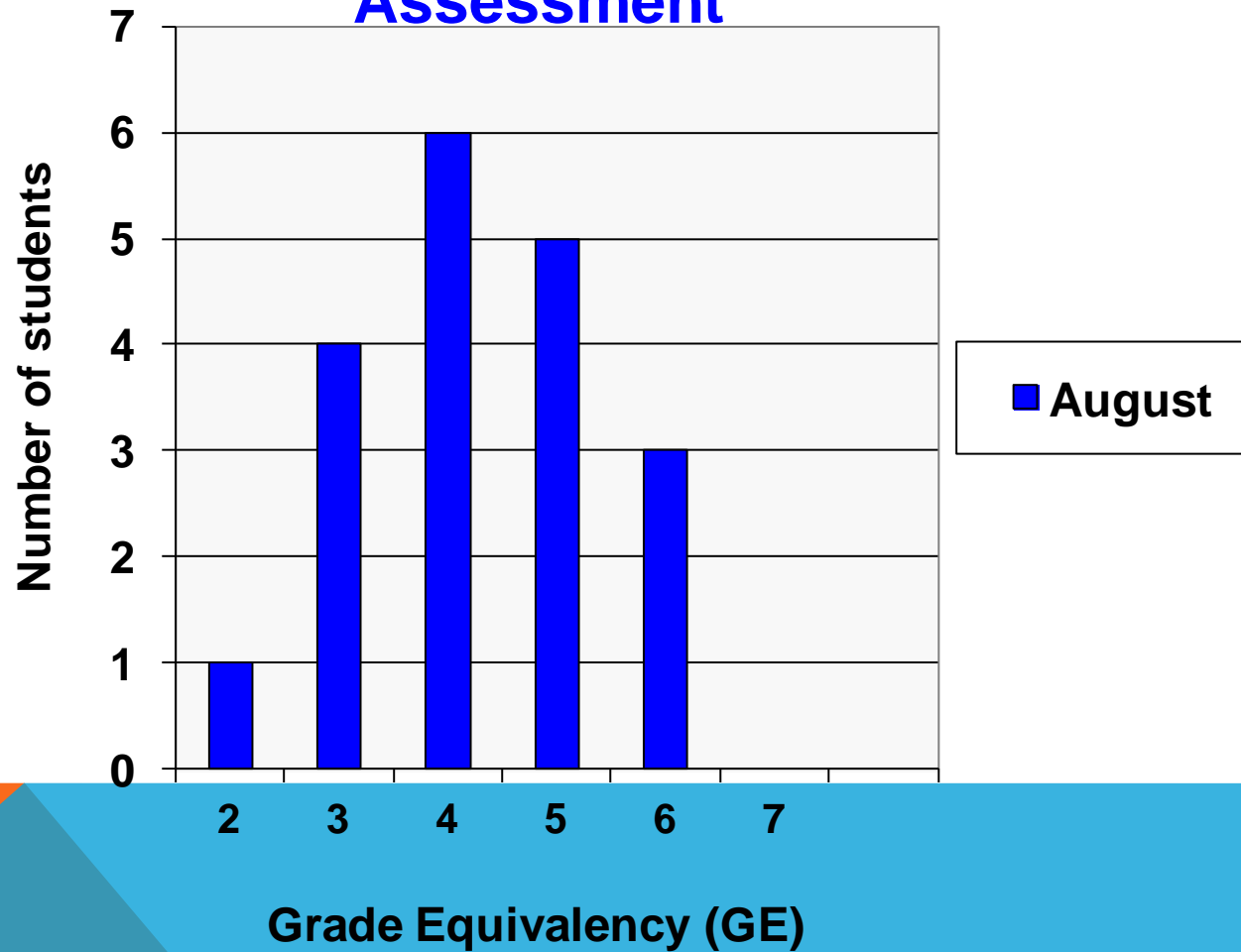
August 28, 2012

# GROWTH REPORT- CURRICULUM BASED READING ASSESSMENT

GRADE 5- TEACHER- E

Student	August Pre-Test GE	January Mid-Year GE	June Post-Test GE	Pre-Post Change in GE
Annie	2.7	2.8	3	0.3
Billy	4.7	5.6	6.3	1.6
Curly	5.1	4.8	5	-0.1
Dolly	3.9	4.6	5	1.1
Ellie	4.3	4.4	5	0.7
Frankie	4.6	4.8	5.8	1.2
Gilbert	3.1	3.8	3.9	0.8
Howie	6.3	6.6	7.6	1.3
Iggie	5.8	6.4	7.2	1.4
Jamal	6	6.5	7.4	1.4
Kindra	5.8	5.6	6.2	0.4
Larry	4.5	4.8	5.5	1
Moe	3.4	3.6	4	0.6
Nellie	5	4.5	4.8	-0.2
Opprah	5.2	5.8	5.9	0.7
Polly	4.9	5.5	5.7	0.8
Quenton	3	3.8	4.1	1.1
Randy	6.1	6.6	7.5	1.4
Sam	4.9	5	5.7	0.8
<b>Average</b>	<b>4.7</b>	<b>5.0</b>	<b>5.6</b>	<b>0.9</b>

## Curriculum-Based Reading Assessment



<b>I. Setting</b> (Describe the population and special learning circumstances.)	Yourtown Elementary School is located in an urban setting and has an enrollment of 296 students in grades KG-5 with an average daily attendance of 85 percent. Last year, 46 percent of the students passed the state English proficiency test (compared to 38 percent in the previous year) and 54 percent of the students passed the Mathematics proficiency test (compared to 44 percent the previous year).	
<b>II. Content/Subject/Field Area</b> (The area/topic addressed is based on learner achievement, data analysis, or observational data.)	Early Literacy Skills	
<b>III. Baseline Data</b> (What does the current data show?)	Based on the fall PALS administration, 5 out of 18 students failed to meet the summed benchmark. Four out of 18 students failed to meet the benchmark for spelling and 7 failed to meet the first-grade benchmark. <i>Data attached</i>	
<b>IV. Goal Statement</b> (Describe what you want learners/program to accomplish.)	During this school year, my students will improve on word knowledge and oral reading fluency.	
<b>V. Means for Attaining Goal</b> (Strategies used to accomplish the goal)		
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
<i>Reading specialist to review my overall literacy program and specific lesson plans for ideas on how to enhance the decoding skills, reading fluency, comprehension and basic vocabulary of students.</i>	<i>Meeting scheduled</i>	<i>September 15</i>
<i>I will explore additional resources such as computer software and tutoring to meet the varying needs of students in my class.</i>	<i>Use of software Improved reading scores on the reading inventory</i>	<i>April 1 May</i>
<i>Get professional development in reading.</i>	<i>College grade in course Attendance at state reading conference</i>	<i>January October</i>



# FIND YOUR DATE

**Step 1- Together review the information in your packet-**

**Step 2- Together write an appropriate goal based on this data.**

**Step 3- Check to make sure that it is a SMART GOAL.**

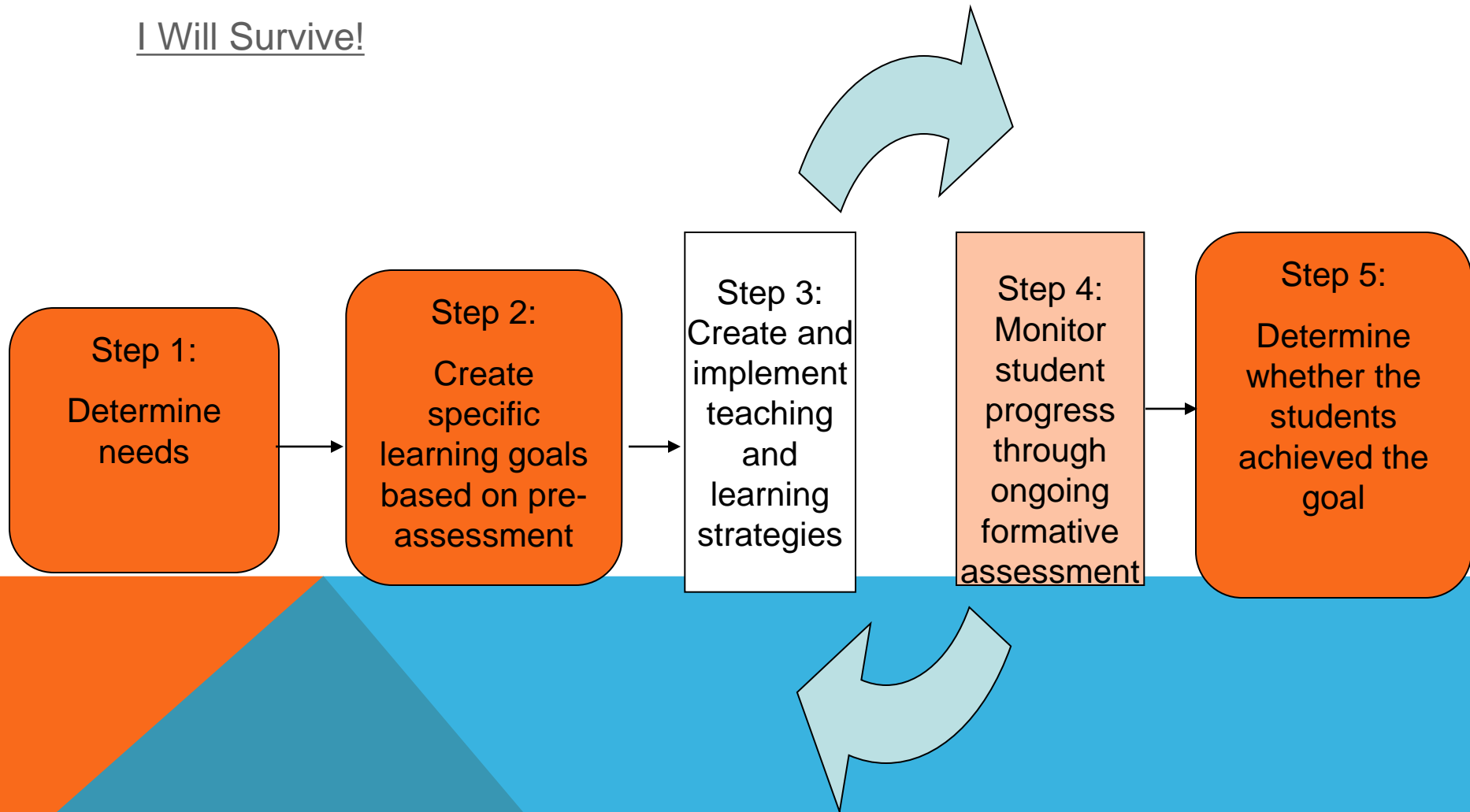
**Remember to move back to your seat when Gloria begins to sing!**

# High School Teacher H

August 28, 2012

# STEP 3: CREATE AND IMPLEMENT STRATEGIES

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## Initial Goal Submission (due by 9/30 to the evaluator)

I. Setting (Describe the population and special learning circumstances.)	This goal is based on one of my English Grade 10 classes which has 30 students. Five of the students qualify for special services and have IEPs.	
II. Content/Subject/Field Area (The area/topic addressed is based on learner achievement, data analysis, or observational data.)	I will focus on essay writing. Our school is focusing on increasing writing scores. Over the past three years, the percent passing has been 74 percent, 78 percent, and 81 percent. We are seeing a positive trend in writing and will continue to focus on this area.	
III. Baseline Data (What does the current data show?)	I administered a writing prompt at the beginning of the year and used a four-point rubric to score the responses, scoring both according to critical element and holistically. The data indicate that six students scored at performance level 1, 11 students scored at performance level 2, ten students scored at performance level 3, and three students scored at performance level 4. ✓ Data attached	
IV. Goal Statement (Describe what you want learners/program to accomplish.)	Write a Goal for this teacher	
V. Means for Attaining Goal (Strategies used to accomplish the goal)		
Strategy	Evidence	Target Date
Use modified pacing to attend to student needs.	Copies of modified pacing	Ongoing (September – May)
Use frequent formative assessment with students to provide feedback and modify instruction.	Lesson Plans Copies of teacher-made formative assessments	Ongoing (September – May)
Incorporate focused instruction in key content areas as prescribed by the state standards.	Lesson Plans	Ongoing (September – May)

### *Teacher H Midyear Review*

I administered a writing prompt at midyear and students are making gains.

At midyear, three students were at Level 1, eleven at Level 2, ten at Level 3, and six at Level 4.

I am going to begin implementing self-assessment and peer assessment using the rubric. Some students are making gains and have increased to

### ***Baseline, Midyear, and End of Year Data***

#### ***End of Year Data Results***

	Number	Percent
Did not meet goal	5	17
Met goal	19	63
Exceeded goal	6	20

# AT MID-YEAR, WHAT IF A TEACHER IS NOT MAKING SUFFICIENT PROGRESS TOWARD GOAL ACHIEVEMENT?

## Sample Goal:

For the current school year, 100 percent of my students will make measurable progress in writing. Students scoring at a “1” will increase by two performance levels. Students scoring at a “2” or “3” will increase by one performance level. Students scoring at a “4” will maintain high performance.

# MONITORING STUDENT PROGRESS

Monitor both student progress toward goal attainment  
AND strategy effectiveness

Make adjustments to strategies as needed

# STEPS IN THE MIDYEAR REVIEW PROCESS

## **Step 1**

Collect and  
reflect on  
informal and  
formal mid-  
year data

## **Step 2**

Reflect on  
progress  
toward goal

## **Step 3**

Reflect on  
effectiveness  
of strategies

## **Step 4**

Adjust  
strategies



# TEACHER'S MIDYEAR REFLECTION ON STRATEGIES - TEACHER H

<b><i>Strategy</i></b>	<b><i>Progress</i></b>
Use modified pacing to attend to student needs.	Changed instruction to address student deficiencies in writing.
Use frequent formative assessment with students to provide feedback and modify instruction.	Used frequent formative assessments for writing skills; used formative assessments to address student deficiencies. Assessments indicate that a majority of students continue to have deficiencies in one or more areas.
Incorporate focused instruction in key content areas as prescribed by the State Standards of Learning.	Developed mini-targeted lessons to address specific writing skills with students.

# TEACHER'S MIDYEAR REFLECTION CONTINUED - TEACHER H

<b><i>Strategy</i></b>	<b><i>Adjustment(s)</i></b>
Use modified pacing to attend to student needs.	Continue to use modified pacing; ensure that modified pacing is based on formative assessment data.
Use frequent formative assessment with students to provide feedback and modify instruction.	Target formative assessments to focus on specific writing skills according to student deficiencies.
Incorporate focused instruction in key content areas as prescribed by the State Standards.	Differentiate instruction in key content areas using formative assessment data.
<b>Use Peer and Self-Assessment.</b>	<b>Work with students on evaluating own work and work of classmates using writing rubric; assess students' ability to apply rubric; track peer, self, and teacher ratings to determine consistency.</b>

# POSSIBLE ASSESSMENT MEASURES

## Possible Assessment Measures for Use in Student Achievement Goal Setting Elementary Level

**Directions:** Use the *Guidelines for Assessment used in Student Achievement Goal Setting*

- List the assessments available in your school division that meet the criteria.
- Discuss and list other possible assessments to consider/explore.

Subject/ Content Area	Existing Assessments that Meet the Criteria	Other Possible Assessments to Consider/Explore
Mathematics		
English		
Science		
Social Studies		
Art		
Music		
Health/Physical Education		
Students with Disabilities		
English Language Learners		
Students Identified as Gifted		

# MIDDLE SCHOOL ASSESSMENTS

Subject/ Content Area	Existing Assessments that Meet the Criteria	Other Possible Assessments to Consider/Explore
Mathematics		
English		
Science		
Social Studies		
Art		
Music		
Health/Physical Education		
Students with Disabilities		
English Language Learners		
Students Identified as Gifted		

# HIGH SCHOOL ASSESSMENTS

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Subject/ Content Area	Existing Assessments that Meet the Criteria	Other Possible Assessments to Consider/Explore
Mathematics		
English		
Science		
Social Studies		
Art		
Music		
Health/Physical Education		
Students with Disabilities		
English Language Learners		
Students Identified as Gifted		

August 28, 2012

# SUGGESTIONS FOR ASSESSMENTS

	Elementary	Middle	High	Students with Disabilities	English Language Learners
Advanced Placement (AP) Exam			X	X	X
Benchmark Tests	X	X	X	ENGLISH	X
Diagnostic Spelling Assessments	X	X		X	X
International Baccalaureate (IB) Exam			X		
Performance Assessments	X	X	X	X	X
Phonological Awareness Literacy Screening (PALS)	X			X	X
Publisher Pre- and Post-Tests	X	X	X	X	X
SOL Released Tests	X	X	X	X	X
Teacher Developed Pre- and Post-Tests	X	X	X	X	X
Writing Prompts	X	X	X	X	X
MATHEMATICS	Elementary	Middle	High	Students with Disabilities	English Language Learners
Advanced Placement (AP) Exam			X	X	X
Algebra Readiness Diagnostic Test (ARDT)	X	X		X	X
Benchmark Tests	X	X	X	X	X
International Baccalaureate (IB) Exam			X	X	X
Publisher Pre- and Post-Tests	X	X	X	X	X
SOL Released Tests	X	X	X	X	X
Teacher Developed Pre- and Post-Tests	X	X	X	X	X
SCIENCE	Elementary	Middle	High	Students with Disabilities	English Language Learners
Advanced Placement (AP) Exam			X	X	X
Benchmark Tests	X	X	X	X	X
International Baccalaureate (IB) Exam			X	X	X
Performance Assessments	X	X	X	X	X
Publisher Pre- and Post-Tests	X	X	X	X	X
SOL Released Tests	X	X	X	X	X
Teacher Developed Pre- and Post-Tests	X	X	X	X	X

# MORE EXAMPLES OF ASSESSMENTS

SOCIAL STUDIES	Elementary	Middle	High	Students with Disabilities	English Language Learners
Advanced Placement (AP) Exam			X	X	X
Benchmark Tests	X	X	X	X	X
International Baccalaureate (IB) Exam			X	X	X
Performance Assessments	X	X	X	X	X
Teacher Developed Pre- and Post-Tests	X	X	X	X	X
Publisher Pre- and Post-Tests	X	X	X	X	X
SOL Released Tests	X	X	X	X	X
SPECIAL EDUCATION					
IEP Goals	X	X	X	X	
Virginia Modified Achievement Standards Test (VMAS)	X	X	X	X	
ART	Elementary	Middle	High	Students with Disabilities	English Language Learners
Advanced Placement Test			X	X	X
Benchmark Tests	X	X	X	X	X
Performance Assessments	X	X	X	X	X
Skills Checklist	X	X	X	X	X
Student Shows	X	X	X	X	X
Teacher Developed Pre- and Post-Tests	X	X	X	X	X
MUSIC	Elementary	Middle	High	Students with Disabilities	English Language Learners
Benchmark Tests	X	X	X	X	X
Performance Assessments	X	X	X	X	X
Skills Checklist	X	X	X	X	X
Teacher Developed Pre- and Post-Tests	X	X	X	X	X
HEALTH/PHYSICAL EDUCATION	Elementary	Middle	High	Students with Disabilities	English Language Learners
Benchmark Tests	X	X	X	X	X
Performance Assessments	X	X	X	X	X
Skills Checklist	X	X	X	X	X
Teacher Developed Pre- and Post-Tests	X	X	X	X	X

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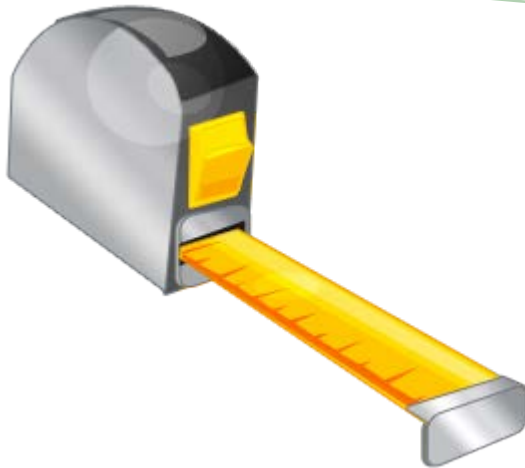
# SO WHAT IS A SMART GOAL?



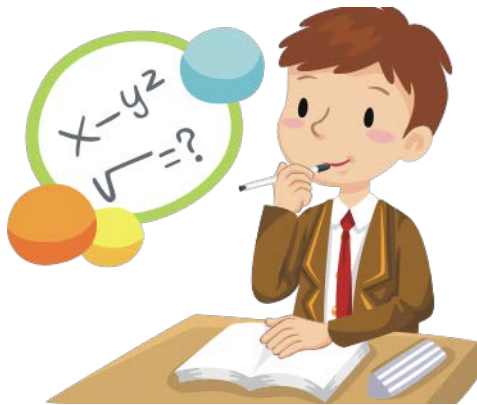
# S-SPECIFIC

We have to know what we are looking for!!  
Where are we going?

# M- MEASURABLE



# A- APPROPRIATE



Is the goal  
appropriate to our  
subject area?

Is the goal  
something that we  
want our students  
to achieve?

# R- REALISTIC



- Know your students-
- Where are they now?
- Where do you want them to be in May?
- Don't aim too low!

# T-TIME BOUND



Need to set goals and monitor them throughout the year to make sure you are on track for goal achievement.

Meetings will be held in Dec for elementary, late October or March for Middle and High School.

# RIGOR!!



August 28, 2012

# CELEBRATE- OUR SUCCESS!

## Celebrate



August 28, 2012