



# *Student Growth* within the Teacher Professional Growth and Effectiveness System (TPGES)

*Rebecca Woosley*  
Effectiveness Coach

Office of Next Generation Learners  
18<sup>th</sup> floor CPT  
Kentucky Dept. of Education  
500 Mero St.  
Frankfort, KY 40601  
phone (859) 552-6741  
[rebecca.woosley@education.ky.gov](mailto:rebecca.woosley@education.ky.gov)

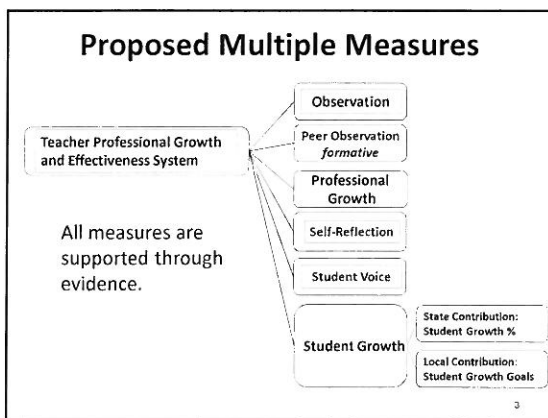



ISLN  
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KENTUCKY'S FRAMEWORK  
FOR TEACHING

Domain 1: Planning & Preparation  
Domain 2: Classroom Environment  
Domain 3: Instruction  
Domain 4: Professional Responsibilities  
Domain 5: Student Growth

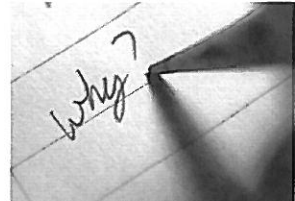
**Student Growth**  
within the Teacher Professional Growth and Effectiveness System (TPGES)

**Targets**



- I can discuss why student growth goals are included in the new teacher effectiveness system.
- I can communicate and support the student growth goal setting process.
- I can use available resources to determine next steps for my district.

**Why Measure Student Growth?**



### Next Generation Professionals

**OBJECTIVE**

▶ Every student is taught by an effective teacher; every school led by an effective leader.

**EVERY CHILD**  
UNBROKEN LEARNING  
College/Career Readiness for All

**EVERY CHILD**  
Pursuing the Promise for  
**SUCCESS**  
Kentucky Department of Education

## Elementary and Secondary Education Act (ESEA) Flexibility Waiver

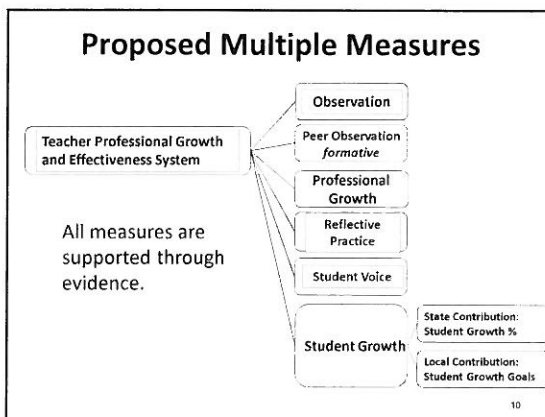
**UNBROKEN LEARNING**  
College/Career Readiness for All

**EVERY CHILD**  
Pursuing the Promise for  
**SUCCESS**  
Kentucky Department of Education

*“If a goal of evaluating teachers is to ensure student learning, then student learning must be a major part of what’s measured.”*

~MET Study

*Measures of Effective Teaching (MET)*  
[www.metproject.org](http://www.metproject.org)



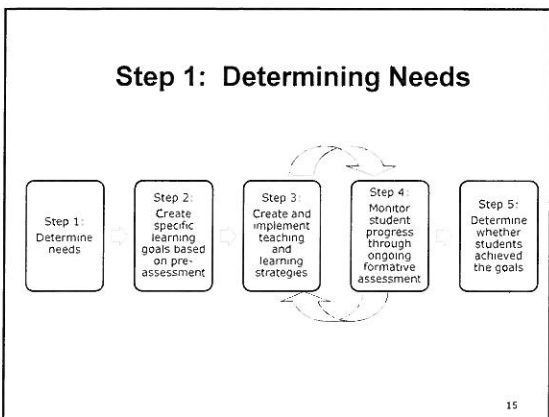
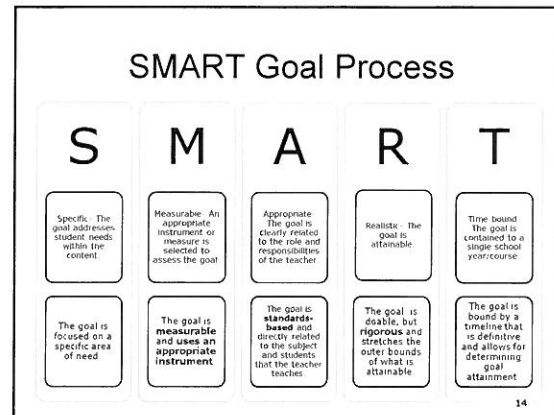
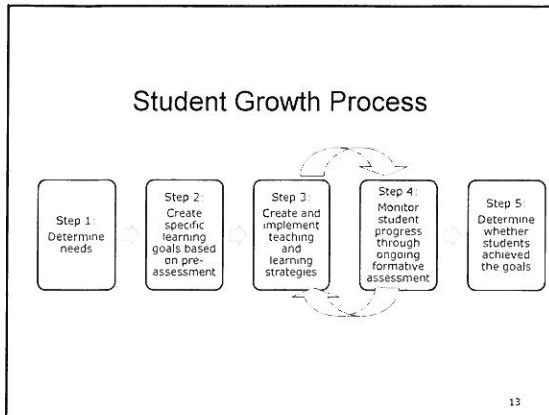
### Student growth measures in Kentucky’s field test

**State Contribution**  
**Student Growth Percentiles** – applies to grades 4 – 8 reading & math

**Local Contribution**  
**Student Growth Goal** – applies to **all** teachers

### Goal Setting for Student Growth: Honoring *Progress* and Getting *Results*

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### Determining Needs

**Step one begins** with looking at data to get to know your students

- Previous years' data
- Conversations with previous teachers
- Formative assessment processes
- Student work

**This is not**  
Baseline data used for developing a student growth goal

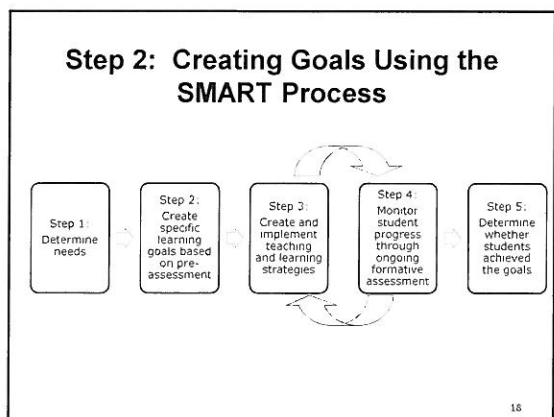
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### Getting Baseline data

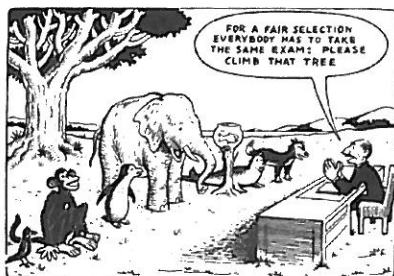
**Once you know your students**

- Decide upon an assessment that can provide pre-, mid-course, and post-assessment data

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### Which assessments work best for goal setting for student growth?



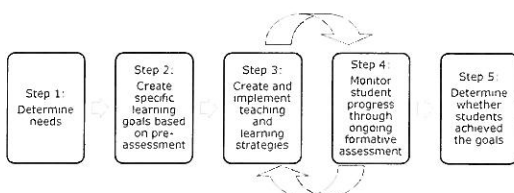
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“Just about everyone realizes that if a teacher does a great instructional job, that teacher’s students will usually perform better on tests.

It’s the other side of the equation that’s less often understood, namely that how a teacher tests — **the way a teacher designs tests and applies test data** — can profoundly affect how well that teacher teaches.”

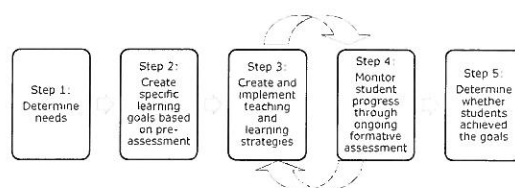
*From Test Better, Teach Better*  
 W. James Popham  
 Association for Supervision and Curriculum Development, 2003

### Step 3: Creating and Implementing Strategies



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### Step 4: Monitoring Student Progress and Making Adjustments



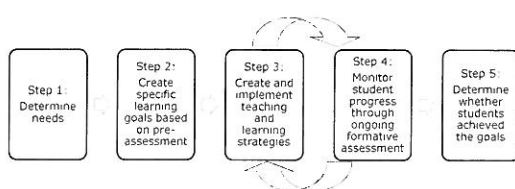
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### Monitoring Student Progress: An ongoing formative assessment process

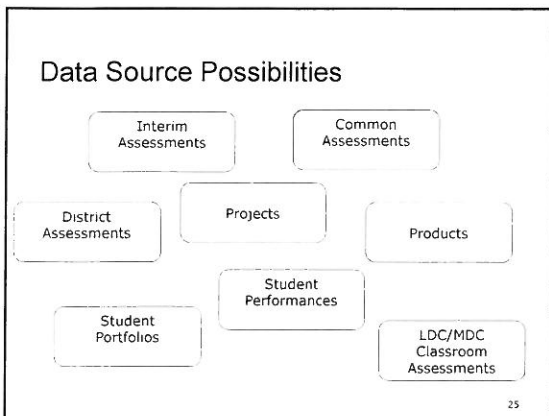
- Monitor both student progress toward goal attainment AND strategy effectiveness through formative assessment processes.
- Make adjustments to strategies as needed.
- Goals are not adjusted.

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### Step 5: Determining Goal Attainment



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### Assessment Inventory Worksheet: Which assessments might your teachers use for goal-setting?

ASSESSMENT INVENTORY WORKSHEET

School/District:

Which assessments are we using now? What grade levels are being assessed?	Which student knowledge is being assessed?	Which reasoning skills, abilities, or concepts are being assessed?	How often is the assessment given? How is practice given? How often, and how long?	How is student growth measured? What data can be collected to measure student progress? How are assessment results used to measure growth for a student/grade?

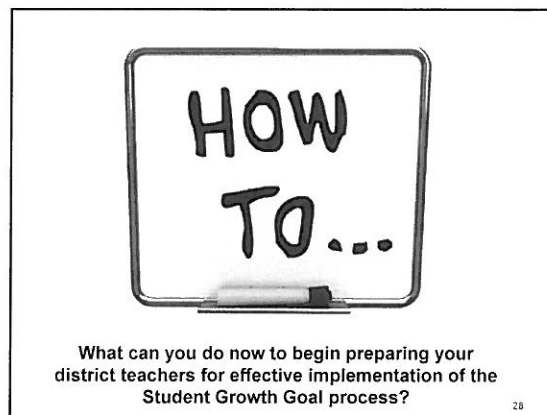
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to be  
continued

**Continue the discussion in your district.**

*Which assessments might your teachers use for goal-setting for student growth?*

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- ### Begin District Conversations Now by...
- Examining Assessments:**
    - Do we have quality assessments that
      - provide data to measure student growth?
      - meet the waiver criteria?
        - rigorous and comparable
        - two data points in time
  - Planning for inclusion of all subject/content areas:**
    - Common assessments
    - Unique circumstances
  - Providing Training:**
    - Assessment Literacy
      - Identifying needs/choosing appropriate assessments
      - Analyzing Data
      - Using formative assessment effectively
    - SMART Goal Process
  - Using PLCs to support Teacher Effectiveness System**
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### Next Steps...

**Use your District Planning Sheet to begin your discussion**

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## NEXT STEPS

Use your District Planning Sheet to begin your discussion



How can you deepen your understanding?

### KDE Resources

KDE Home Page

Search, TPGES--Overview-Series  
<http://education.ky.gov/teachers/hieffteach/pages/pges--overview-series.aspx>

### **Means to an End**

[http://education.ky.gov/commofed/msqs/documents/means to and end templates \(5\).doc](http://education.ky.gov/commofed/msqs/documents/means_to_and_end_templates_(5).doc)

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How can you deepen your understanding?

- **Winter Summit**
  - February 2013, Specific dates vary by location
- **Other Research-Based Resources**
  - *The Power of SMART Goals: Using Goals to Improve Student Learning*
    - Jan O'Neill and Anne Conzemius
  - *Student Achievement Goal Setting: Using Data to Improve Teaching and Learning*
    - James Stronge and Leslie Grant

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## QUESTIONS



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### Contact Information

- [Cathy.White@education.ky.gov](mailto:Cathy.White@education.ky.gov)  
Branch Manager, Office of Next Generation Professionals
- [Rebecca.Woosley@education.ky.gov](mailto:Rebecca.Woosley@education.ky.gov)  
Effectiveness Coach, CKEC region

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## *Choosing the Right Assessments for Student Growth Setting*

Having the right assessment is key in identifying what skills and concepts students need to develop across the school year. Therefore, the assessment for goal setting is not a unit assessment. This pre-assessment is used to determine the needs of students in a teacher's classroom and provide baseline data for goal setting for student growth.

### **What kinds of assessments work for student growth goal setting?**

As Kentucky field tests and pilots the student growth measure, there are many assessment choices when goal setting for student growth (see list below). Assessments may be computer generated, teacher generated, developed as a district or teacher team, or generated by regional or national organizations. All should be aligned with content standards. Products, portfolios, projects, or performances should also have descriptive rubrics for scoring student work.

Interim assessments	Common assessments
District assessments	Teacher generated assessments
Projects	Performances
Student portfolios	LDC/MDC classroom assessments
Products	

### **Assessments for student growth goal setting should . . .**

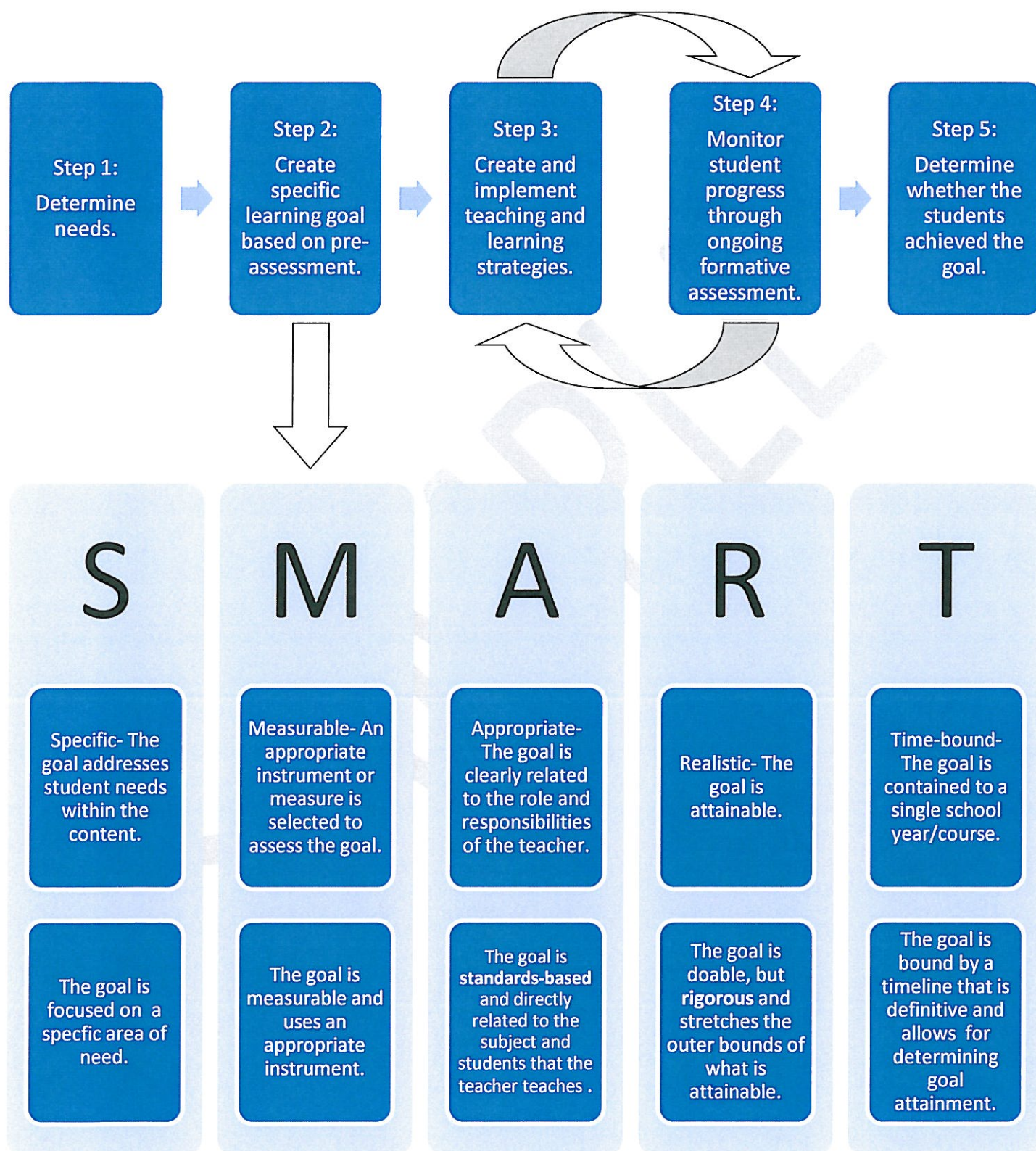
- Have high expectations for progress toward college and career readiness
- Provide data toward mastery of overarching skills/concepts based on standards
- Provide data between two points in time (pre-/post-assessment)
- Provide baseline data in the pre-assessment
- Be comparable across classrooms within or across districts to ensure validity

### **What does comparable across classrooms/districts really mean?**

- Assessments used in non-tested grades and subjects are just as rigorous as those in tested grades and subjects (Example: The social studies assessment is as rigorous and challenging in meeting standards as the state assessments for math or reading.)
- Assessments used are collaboratively developed by teachers in the school, district, or region (Example: Art teachers across the region collaborate to develop an art performance assessment and rubric based on standards.)
- Assessments are scored with state or nationally designed rubrics (Example: A school uses a LDC rubric or the state writing rubric for scoring student writing assessments.)
- Assessments used are computer based assessments aligned with standards (Example: MAP, ThinkLink, DIBELS, Literacy First, and many others)



## STEP-BY-STEP SMART GOAL PROCESS



\*Adapted for Kentucky from Stronge, J. H., & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning*. Larchmont, NY: Eye on Education, Inc.

# STUDENT GROWTH GOAL SETTING TEMPLATE SAMPLE

<b>Teacher</b>	Jane Doe
<b>EPSB ID#</b>	
<b>School</b>	ABC Middle School
<b>Administrator</b>	Mr. Smith

<b>Initial Conference</b>	<b>Content</b>	I have a total of 98 students in four heterogeneously grouped classes of 8 <sup>th</sup> grade English.		
	<b>Context</b>	20% of my students have IEP's in reading and writing. A collaborating teacher works with me daily. 58% of the students in the school scored 3 or better on the school-wide writing assessment. Writing has been identified as a school improvement area. Each teacher is expected to incorporate writing into the curriculum.		
	<b>Baseline Data</b>	30% of my students scored a 3 or better on audience & purpose, idea development, and organization and structure on the writing sample. Organization & structure had the lowest average score 1.9 followed by idea development at 1.95. The highest area was audience & purpose at 2.25.		
	<b>Student Growth Goal Statement</b>	For the 2011-2012 school year, 100% of students will make measureable progress in writing. Each student will improve by one performance level in two or more areas of the rubric (audience & purpose, idea development, organization & structure). Furthermore, 80% of the students will score a "3" or better overall.		
	<b>Strategies for Improvement</b>	Students will use a writer's notebook for writing practice, specifically developing ideas and focusing on specific audiences for specific purpose. Students will analyze organizational structure of information and explanatory and argumentative writing and apply to their own writing. Students will participate in peer response groups to give/receive feedback on audience awareness, purpose, and idea development.		
Teacher Signature:		Date:	Administrator Signature:	Date:

<b>Mid-Course Review</b>	<b>Collaborative Mid-Course Data Review</b>	50% of the students have made a 3 or better on each part of the rubric. 50% of the students are should measureable improvement on their scores.
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	<p><b>Strategy Modification</b></p> <ul style="list-style-type: none"> <li>What adjustments need to be made to my strategies?</li> </ul>	<p>I will incorporate opportunities for peer response groups to write collaboratively using writer's notebook activities, assessing specifically for idea development using the rubric criteria.</p> <p>I will model decision-making about suggested revisions as students provide feedback on my writing samples. I will provide students more intentional practice making revisions in peer response groups.</p> <p>I will model thinking aloud, and ask students to do the same, to think through characteristics expected to narrative, informational/explanatory, and argumentative writing.</p> <p>I will incorporate opportunities to student to write for specific audiences and purposes using digital technologies. Students will collaborate to write, share ideas and will provide and receive feedback using digital tools.</p>			
	Teacher Signature:	Date:	Administrator Signature:	Date:	

Post-Conference	<p><b>End-of-Year Data</b></p> <ul style="list-style-type: none"> <li>What does the end of the year data show?</li> <li>Attach data</li> </ul>	<p>78% of the students made a 3 or better on each part of the rubric.</p> <p>85% of the students made measureable progress on their writing samples.</p>				
	<p><b>Reflection on Results</b></p> <ul style="list-style-type: none"> <li>Overall, what worked, or what should be refined?</li> </ul>	<p>My students' writing ability has grown; however, the data shows that the 80% goal was missed by 2% and the 100% goal by 15%. Increased differentiation of my instruction focusing on those having difficulty in different areas might have helped my students meet the goals. More examples and non-examples could have been shown. The peer response group could have been monitored more closely to determine the effectiveness of the feedback students are giving and receiving. These strategies will be incorporated into future instruction.</p>				
	<p><b>Connection to Framework for Teaching</b></p>	5A – Student Growth	I	D	A	E
	<p><b>Professional Growth Plan Implications</b></p> <ul style="list-style-type: none"> <li>How can I use these results to support my professional growth?</li> </ul>	<p>Differentiating writing instruction is an area of need for me. I would like to attend training on this subject as well as begin a PLC group on differentiated writing.</p>				
	Teacher Signature:	Date:	Administrator Signature:	Date:		

## *TPGES Resources*

### **Web Resources –**

To learn more about the Teacher Professional Growth and Effectiveness System

<http://education.ky.gov/teachers/hieffteach/pages/pges--overview-series.aspx>

To learn specifically about the student growth measure, scroll down the page to “Student Growth” to view the video or PowerPoint.

To learn more about Student Growth Percentiles in the Accountability Model (presented by Associate Commissioner Ken Draut)

<http://education.ky.gov/AA/distsupp/Pages/K-PREP.aspx>

### **Book Resources –**

O’Neill, J., and Conzemius, A. (2006). *The Power of SMART Goals: Using Goals to Improve Student Learning*. Bloomington, IN: Solution Tree.

Stronge, J., and Grant, L. (2009). *Student Achievement Goal Setting: Using Data to Improve Teaching and Learning*. Larchmont, NY: Eye On Education.

### **Planning Resources –**

*Means to an End: A Guide to Developing Teacher Evaluation Systems that Support Growth and Development* (Search “Means to an End” on KDE website)

## ASSESSMENT INVENTORY WORKSHEET

School/District \_\_\_\_\_

<p><i>What assessments are we using now?</i></p> <ul style="list-style-type: none"> <li>▪ <i>What grade levels are being assessed?</i></li> </ul>	<p><i>What content knowledge is being assessed?</i></p>	<p><i>What overarching skills, abilities, or concepts are being assessed?</i></p>	<p><i>How often is the assessment given?</i></p> <ul style="list-style-type: none"> <li>▪ <i>Does it provide pre-, mid-course, and post-data?</i></li> </ul>	<p><i>How is student growth measured?</i></p> <ul style="list-style-type: none"> <li>▪ <i>What data can be analyzed to confirm student progress?</i></li> <li>▪ <i>Does the assessment identify typical student gains for a school year?</i></li> </ul>

*District planning time: Considering our next steps*

<b>Possible next steps</b>	<b>My Notes</b>
<ul style="list-style-type: none"><li>○ Finish Assessment Inventory Worksheet; consider if/how the assessments might be used for student growth goal setting</li><li>○ Assess/support teacher understanding of assessment literacy in our district</li><li>○ Review student growth on-line modules to learn more about goal setting for student growth (local contribution)</li><li>○ Review student growth percentiles PowerPoint by Ken Draut (state contribution)</li><li>○ Do a book study (The Power of SMART Goals or Student Achievement Goal Setting)</li><li>○ Attend (or learn from the team who attends) the February Winter Summit where the scaling process will begin</li><li>○ Begin “laying the groundwork” for the TPGES through sharing the Kentucky Framework for Teaching</li><li>○ Talk to colleagues who are currently field testing the TPGES</li></ul>	