



Kentucky Department of Education
Professional Growth and Effectiveness System

Student Growth Goals (SGGs) for Coaching Conversations

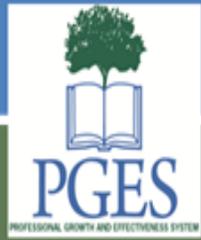




Student Growth Goals for Coaching Conversations

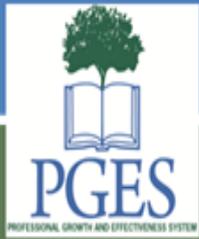
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Introduction and Purpose

To help develop professional learning opportunities around writing SGGs a set of annotated goals has been developed. This Student Growth Goals for Coaching Conversations document contains goals that have been annotated with questions and comments that would guide a principal and teacher through a conversation around the goal. The goals *are not* examples of goals that can be used *as is*. They are samples of incomplete or first draft goals that need further development. The annotations with each goal *are not* exhaustive. They do not necessarily address every area of the goal that needs further consideration. The goals are to be used as teaching tools to aid in the development of the SGG writing process. The samples focus on one or more of the following and are grouped by these elements: Enduring Learning, Assessment and Proficiency/Growth Targets. Educators may wish to use this resource in combination with the Think and Plan Guidance for Developing Student Growth Goals to enhance conversations about Student Growth Goals. The last page of this document provides a format to add your own goal samples and annotations.



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Professional Growth and Effectiveness System

Student Growth Goals for Coaching Conversations: Enduring Learning

Student Growth Goals for Coaching Conversations

Missing Enduring Learning Math Draft

Do the sources of evidence provide the data needed to accurately measure where students are in mastering the grade level standards for the identified area(s) of need?

From the 2013 – 2014 school year, 100% of my students will make measureable progress in **mathematical reasoning skills**. Each student will improve by one performance level on the Mathematical Reasoning Category of **the Brief Justification Rubric**. **Students at the highest level on the baseline assessment will focus on incorporating higher level vocabulary**. Furthermore, 80% of the students will score 3 or better overall.

I appreciate the focus on meaningful learning. How could you articulate the enduring learning in terms of the standards?

Based on the content standards, what enduring skills, process, concepts should students master by the end of the school year/course?

What does it look like for students to be performing at proficiency level on the skills, concepts and processes? How do you know?

I see that you are thinking about how all students will grow. Does this opportunity allow high achieving students to adequately demonstrate their knowledge? Deepen their understanding of the enduring learning?

Note: These are sample discussion questions. Please use the *Think and Plan Tool* as a place for teachers to include additional explanatory information.

The goals in this set are incomplete/draft goals that need further development. The Think and Plan Tool should also be used to guide supervisors in coaching teachers/other professionals in SGG development.

Student Growth Goals for Coaching Conversations

Missing Enduring Learning Science Draft

For the current school year, all of my students will make measurable progress in their ability to obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment (KCAS, 5-ESS3-1). All students will improve one level from the pre to the post assessment and 75% of students will meet expectations for the standard.

Does the goal address learning that is representative of the enduring skills, concepts or processes that:

- Endures beyond a single test date
- Is of value in other disciplines
- Is worthy of embedded course long focus
- May be necessary for the next level of instruction.

Based on the content standards, what enduring skills, process, concepts should students master by the end of the school year/course?

Is the goal designed to stretch across the interval of instruction (e.g., trimester, semester, one school year)?

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Student Growth Goals for Coaching Conversations

Missing Enduring Learning Math Draft

You have highlighted an important experience for students within the standards.

Do the sources of evidence provide the data needed to accurately measure where students are in mastering the grade level standards for the identified area(s) of need?

During the 2014-2015 school year, 100% of my 6th grade students will improve their ability to make sense of problems and persevere in solving them. Each student will improve by at least one level on at least two indicators on the Mathematics Problem Solving rubric. In addition, 80% of my students will perform at the proficient level on all three indicators on the rubric.

Based on the content standards, what enduring skills, process, concepts should students master by the end of the school year/course?

A rubric can be a strong measure of growth.

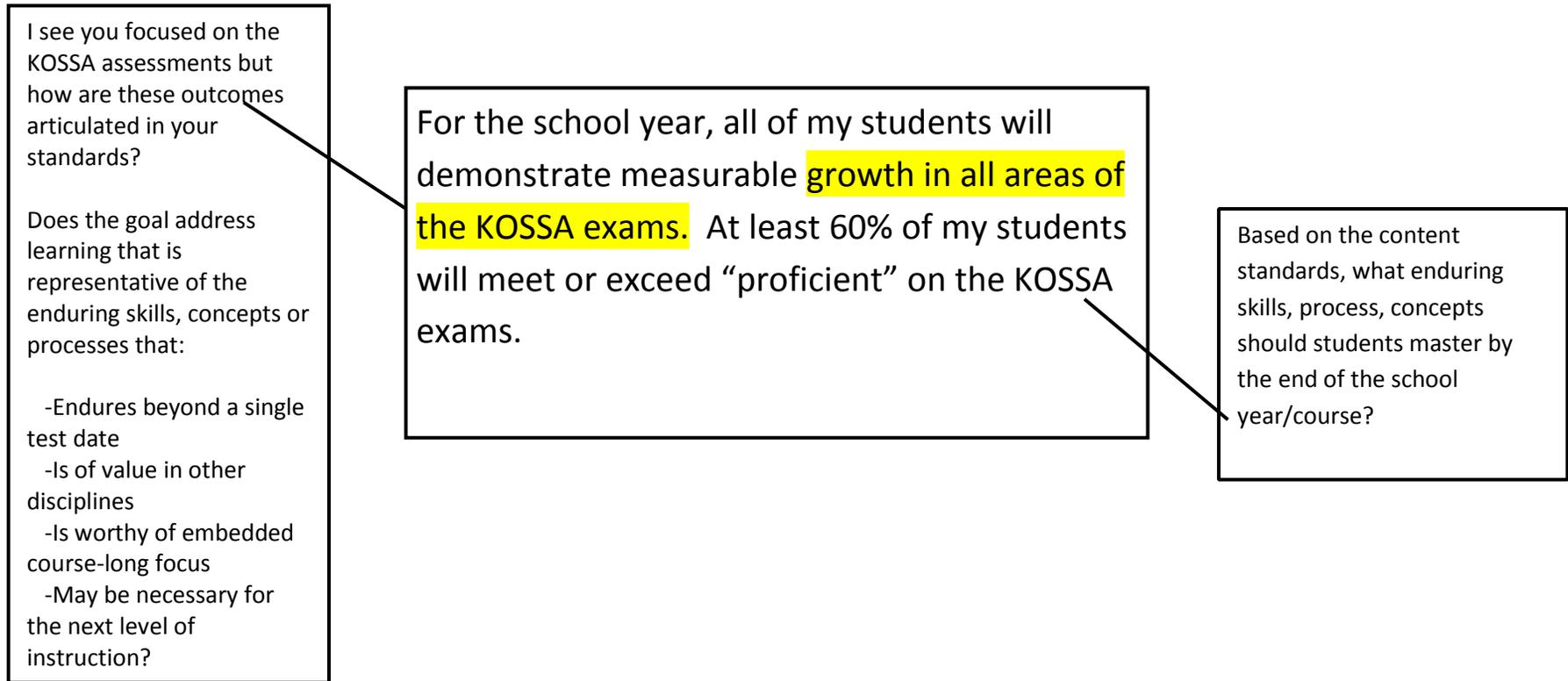
What does it look like for students to be performing at proficiency level on the skills, concepts and processes? How do you know?

NOTE: These are sample discussion questions. Please use the Think and Plan Tool as a place for teachers to include additional explanatory information.

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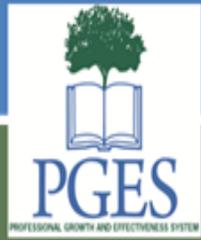
Student Growth Goals for Coaching Conversations

Missing Enduring Learning CTE Draft



Note for administrator: These are sample discussion questions. Please use the Think and Plan Tool as a place for teachers to include any additional explanatory information.

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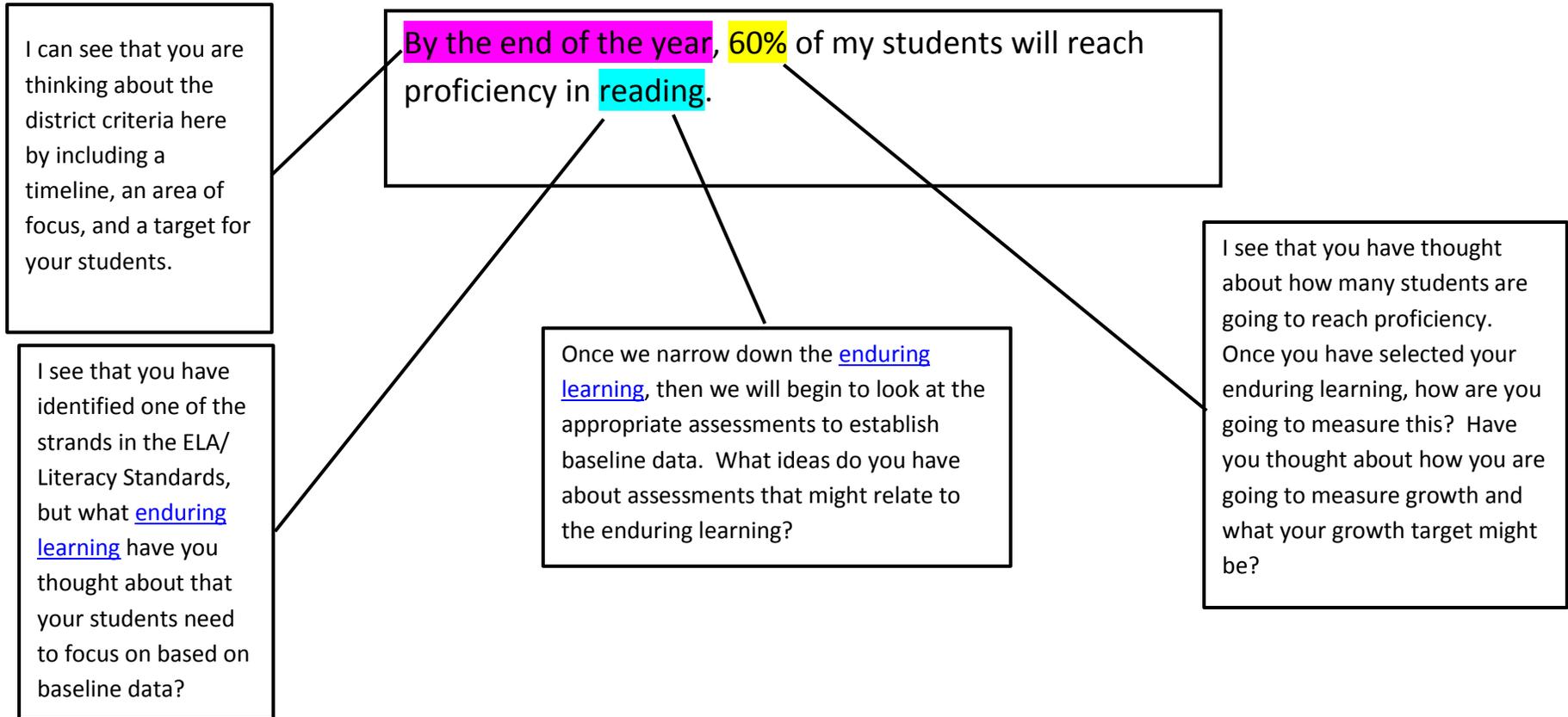


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Student Growth Goals for Coaching Conversations: Assessments

Student Growth Goals for Coaching Conversations

Missing Assessment Reading Draft



Note for Administrator: The next steps for this teacher might include reviewing [sample student growth goals](#) and sample ideas for [enduring learnings](#).

The goals in this set are incomplete/draft goals that need further development. The [Think and Plan Tool](#) should also be used to guide supervisors in coaching teachers/other professionals in SGG development.

Student Growth Goals for Coaching Conversations

Use of Assessments 1st Grade Reading Draft

You've gotten off to a great start by setting a time frame for the goal and saying that 100% of your kids will grow, but I see that your growth goal is about one standard. What enduring learning does this standard align with, and what other standards can you pair with this one?

If students are not at the specified text levels (14-16), will this be appropriate/accessible for them? Will they be able to show growth?

During the 2013-14 school year, 100% of students will improve their ability to describe characters, setting and major events in a grade level story using key details from the text (RL.1.3). By the end of the year, 85% of the students will demonstrate this ability in response to texts at level 14 or 16 according to the Developmental Reading Assessment (DRA2) and the "Independent" area of the DRA2 Continuum/rubric for Comprehension.

Do you have any ELL students in your class? If so, is this assessment appropriate and does it provide access for all students?

What scoring elements in the rubric are appropriate for measuring the enduring skill/learning identified?

Note for Administrator: The rubric chosen to show growth measures retelling (RL.1.2) and other skills not addressed in the goal. The reviewer assumes that the rubric found here: http://www.mypersontraining.com/pdfs/TG_DRA2_K3_ScoringAssessment.pdf is the one used for the above goal. If a rubric is chosen, there are several critical elements that the teacher must consider before using it. Please refer to Chapter 7 of *Classroom Assessment for Student Learning* by Stiggins, Charter, Chappuis, and Chappuis for further information on how to use rubrics for classroom assessment.

This goal does not have clear proficiency and growth targets, but you can tell that the teacher is thinking about those two elements. S/he states that all students will grow, but the goal does not tell us how much. In the end, an administrator can't make a decision about growth if there is not a target present. However, the proficiency target is there because s/he says that 85% will reach the independent level with texts at levels 14-16.

The goals in this set are incomplete/draft goals that need further development. The Think and Plan Tool should also be used to guide supervisors in coaching teachers/other professionals in SGG development.

Student Growth Goals for Coaching Conversations

I can see that you've limited this goal to a time period and are thinking about the school's goal of College and Career Readiness. When we are thinking about growth goals, we want to make sure that we are ensuring that every student grows.

Missing Assessment CCR in Reading Draft

For the 2014-15 school year, 33 of 39 students in the Class of 2015 will achieve College Readiness in Reading on an appropriate college entrance exam such as ACT, KYOTE, or Compass. Students will achieve this by participating in summer reading, by out of class reading assignments, and by learning to speed read. This will impact student learning by improving reading vocabulary, comprehension, speed, and fluency. My measures of success will be the ACT scores for reading indicating improvement in College Readiness.

What is the [Enduring Learning](#) that aligns with the standards? What might enduring learning look like for this class based upon the standards?

The assessments that we use for student growth goals should be instructionally sensitive to what is occurring in your classroom. These assessments should also allow you to determine where your students are at the beginning of the course and where they are at the end.

Let's think about some appropriate measures for the enduring learning that you might use for this goal.

While you do not need to include this in the goal statement, what best practice strategies will you, the teacher, use to help the students master the enduring learning? How will you track progress?

Note: The ACT, Plan, Explore, Compass, KYOTE, KPREP, or EOC are not appropriate measures for the local student growth goals (no pre/post data in a year, not instructionally sensitive, questions are not limited to an enduring learning, etc.). After an [Enduring Learning](#) is identified, you will need to determine an assessment/measurement that aligns with the growth goal.

A teacher might take the [Think and Plan Tool](#) to work through when revising the goal. Also, you might consider reviewing the Enduring Learnings with the teacher.

The goals in this set are incomplete/draft goals that need further development. The [Think and Plan Tool](#) should also be used to guide supervisors in coaching teachers/other professionals in SGG development.

Student Growth Goals for Coaching Conversations

Use of Assessments Reading Draft

I can see that you are thinking about the criteria for a student growth goal. You've got the length of the course, the area of focus, and you've even thought about assessments. We need to work together to make it more explicit so we both know what the targets are and how they will be measured.

During the 2013-2014 school year, all students will show improvement with 80% of my students scoring 80% or higher on weekly selection test assessments. This school year, all of my students will demonstrate measurable growth in reading comprehension.

Students will perform on Rubric level 3 or higher.

Students will continually show growth on weekly assessments. Students not showing mastery will be given extra assistance as needed through RTI instruction or the after school tutoring program.

I see that you included multiple assessments, but I'm wondering how you obtained your baseline data and how you will track growth on this skill. Will you use these weekly assessments to track growth on an [enduring learning](#)?

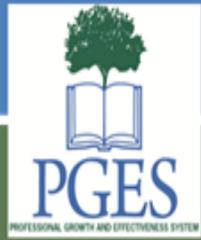
I see you are looking to use a rubric. Can you tell me a little bit about how you developed it and the standards and enduring learning that it is based upon?

How will you use the rubric to monitor and establish growth and proficiency of an identified enduring learning?

I see that you have identified ways to address students' needs and the connection you make to the RTI framework, but tell me more about the specific strategies you plan to use when students are/are not showing progress. Let's include these in the [Think and Plan Tool](#) and not in the goal statement. We also want to make sure that these are in-classroom interventions or enrichments.

Note for Administrator: The next steps for this teacher would be to identify the enduring learning, establish baseline data, and set both growth and proficiency targets based upon the enduring learning. The [Think and Plan Tool](#) will help to guide the planning.

The goals in this set are incomplete/draft goals that need further development. The [Think and Plan Tool](#) should also be used to guide supervisors in coaching teachers/other professionals in SGG development.



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Student Growth Goals for Coaching Conversations: Proficiency/Growth Targets

Student Growth Goals for Coaching Conversations

Missing Growth Target Music Draft

I notice that you have clearly articulated a proficiency target in your goal. That's important.

Have you decided how you will determine the students' ability to sight read at the beginning of the course? What evidence will you gather so you can determine baseline performance? That data will help you accurately set your proficiency target.

Is sight reading music your enduring skill? If so, I still don't see a growth target for **all** of your students that includes how you will know when you've met the growth target.

For this school year, 75% of my **ADVANCED CHOIR CLASS** will **sight read music** at a proficient level as dictated by the rubric used for the KMEA All State and KMEA Group Festival annual competitions.

I see you are using a rubric to aggregate your sources of evidence and determine your students' performance level at the beginning of the year.

Can you tell me how the criteria specified in the KMEA rubric align with your standards?

Are all of the scoring elements in the rubric appropriate for measuring the enduring skill identified in your goal?

Note to administrator: An explanatory note about the rubric criteria does not need to be included in the goal statement. These are simply clarifying questions a principal might ask.

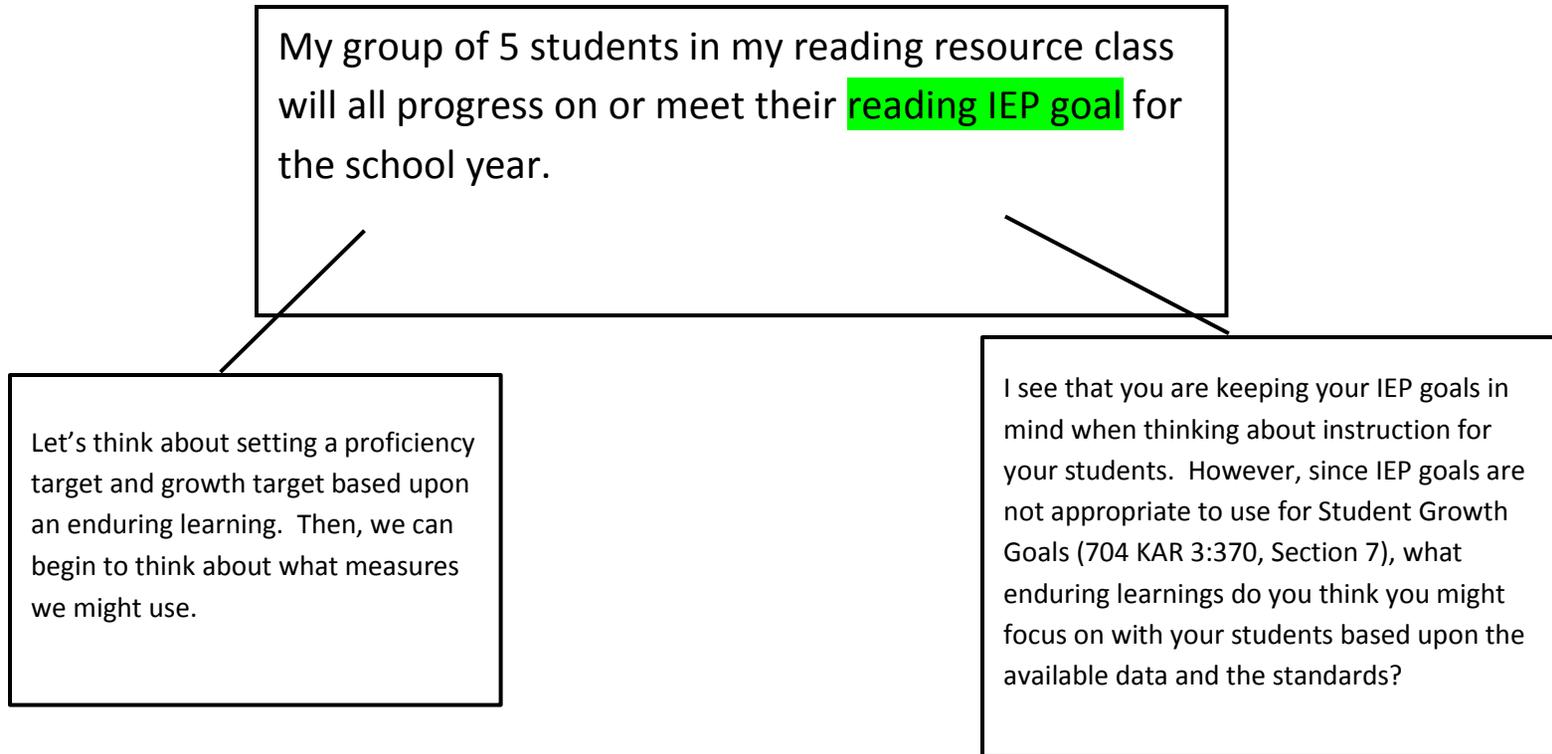
This goal has a clear proficiency target and an enduring skill, but the goal still lacks a growth target and it does not indicate how growth will be measured. Next steps will be for the teacher to use the *Think and Plan Tool* to plan the goal; the tool will make the need for both targets apparent to the teacher so the revised goal will meet all the criteria.

If a teacher chooses to use a rubric, there are several critical elements that they must consider before using it. Please refer to Chapter 7 of *Classroom Assessment for Student Learning* by Stiggins, Charter, Chappuis, and Chappuis for further information on how to use rubrics for classroom assessment.

The goals in this set are incomplete/draft goals that need further development. The [Think and Plan Tool](#) should also be used to guide supervisors in coaching teachers/other professionals in SGG development.

Student Growth Goals for Coaching Conversations

Missing Targets Special Education Goal



Note for Administrator: The teacher will set a goal for the students in the selected class; there is not a minimum number required for a teacher to write a Student Growth Goal. The next steps for the teacher would be to review students' needs, identify baseline data, and set both a growth and proficiency target for the students around an enduring skill/learning/understanding.

The goals in this set are incomplete/draft goals that need further development. The [Think and Plan Tool](#) should also be used to guide supervisors in coaching teachers/other professionals in SGG development.

Student Growth Goals for Coaching Conversations

You started your goal well by identifying the length of the course, the enduring skill and by stating that you expect 100% of your students to show growth. However, it is not clear what you mean by “measurable growth”. How much growth? How will you know?

You indicate you plan to use pre and post tests for each unit, which will work for formatively *monitoring* student growth during the course, but how will you determine the students’ ability at the beginning of the course, so you can set the baseline for the goal?

Growth Target Middle School Health Draft

100% of my 7th grade health students in this 9 week course will show measurable growth in healthy decision making. Students will take pre and post-tests for each unit, 4 unit pre and post-tests throughout the 9 weeks course. At least 95% of students will be able to make a healthy decision based on information given.

I see that you thought about how many students are going to reach proficiency. How are you going to measure this? How will the criteria, components, or aspects of growth for the standards for this enduring skill be measured?

At the end of the course, how will you know if the students met the goal? It is unclear what “based on information given” means.

Note to Administrator: These are sample questions. Please use the *Think and Plan Tool* to add clarifying details.

This teacher does understand some of the important criteria for a goal because s/he has included a proficiency target, the course length and an enduring skill. The next steps for this teacher would be to determine the sources of evidence that will be used to establish the baseline for the goals. Right now the teacher has only identified assessments that can be used formatively through the course, but has not identified how baseline data will be determined, or matched at the end of the course. It will be important for a principal to know the baseline for the goal in order to make a summative decision at the end of the year.

The goals in this set are incomplete/draft goals that need further development. The [Think and Plan Tool](#) should also be used to guide supervisors in coaching teachers/other professionals in SGG development.

Student Growth Goals for Coaching Conversations

You've started your goal correctly by setting a time frame for the goal, and indicating that all students will "improve"/grow. However, I have some questions about your enduring skill and about how you will measure growth.

I see that Reading Comprehension is your enduring learning. Because different people define it in different ways, can you tell me the standards that you have aligned with the enduring learning? By doing this, I will have a greater understanding of what you will be focusing on during this year. It will also help me to check for alignment between the goal and the assessments used.

Right now, I see that you plan to monitor students' progress by using weekly assessments. However, it is still unclear how you will determine baseline performance for the enduring skill you identified?

Missing Growth Target Reading Draft

During the 2013-2014 school year, all students will show improvement, with 80% of my students scoring 80% or higher on weekly selection test assessments. This school year, all of my students will demonstrate measurable growth in reading comprehension. Students will perform on rubric level three or higher.

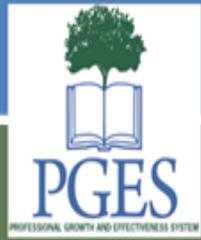
You mention a rubric, but you do not indicate what rubric that is? It is one developed collaboratively with your grade/content team?

What criteria will the rubric measure? You want to be sure that criteria align with the standards associated with the enduring skill you identify.

Note to administrator: These are sample questions. Please use the *Think and Plan Tool* to add clarifying details.

While this goal still needs clear proficiency and growth targets, it is apparent that the teacher is thinking about those two elements. S/he states that all students will improve, but the goal does not tell us how much or how it will be measured. In order for an administrator to make a decision about growth, the targets must be clear. Next steps for this teacher will be identifying an enduring skill based on the standards and then determining how to assess that skill. If the teacher chooses a rubric, s/he must consider several critical elements before using it. Please refer to Chapter 7 of *Classroom Assessment for Student Learning* by Stiggins, Charter, Chappuis, and Chappuis for further information on how to use rubrics for classroom assessment.

The goals in this set are incomplete/draft goals that need further development. The *Think and Plan Tool* should also be used to guide supervisors in coaching teachers/other professionals in SGG development.



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Student Growth Goals for Coaching Conversations: Other Professionals

Student Growth Goals for Coaching Conversations

Library/Media Specialist Draft

I see you have identified a skill that will support students' ability to find sources (1.1.4).

Does the goal address learning that is representative of the enduring skills, concepts or processes that:

- Endures beyond a single test date
- Are of value in other disciplines
- Are worthy of embedded course long focus
- Are necessary for the next level of instruction.

During the 2014-2015 school year, students will show growth in locating non-fiction books for research and enjoyment by using the Dewey Decimal System. Each student will show growth by locating at least 2 non-fiction books. Students will use a rubric based assessment at the beginning and end of the school year. Growth will also be measured through an observation checklist. 90% will be proficient at locating non-fiction materials.

Based on [the content standards](#), what are the enduring skills, processes, or concepts students should master by the end of the school year/course?

Does the goal identify the sources of evidence/measures that will be used to show how all students will demonstrate growth?

Do the sources of evidence provide the data needed to accurately measure where students are in mastering the grade level standards for the identified area(s) of need?

Notes: These are sample discussion questions. Please use the [Think and Plan Tool](#) as a place for librarians to include additional explanatory information.

Note: The [Standards for the 21st-Century Learner](#), developed by the American Association of School Librarians, provides four anchor standards that define how learners will use skills, resources and tools. In addition, the publication [Standards for the 21st-Century Learner In Action](#) provides grade-level benchmarks "to facilitate the coherent and continuous development of 21st-century skills, specific benchmarks to be achieved by grades 2, 5, 8, 10, and 12 have been identified for every skills indicator under all four standards". (Standards for the 21st-Century Learner, AASL 2009)

The goals in this set are incomplete/draft goals that need further development. The [Think and Plan Tool](#) should also be used to guide supervisors in coaching teachers/other professionals in SGG development.

Student Growth Goals for Coaching Conversations

Guidance Counselor Draft

I see you have identified a goal with 100% proficiency.

A few questions to consider:

- Does the goal identify the sources of evidence/measures that will be used to show how all students will demonstrate growth?
- Which criteria were used for determining what amount of growth is rigorous for students? Why was this criteria selected?
- Does the goal include a growth target and proficiency target?

During the 2014-2015 school year, students will show growth in their ability to employ strategies to achieve future career goals with success and satisfaction. (ASCA, Standard C:B1). By the end of 2015, 100% of 10th grade students will complete their Individual Learning Plan (ILP).

I see you included a reference to your standards, but I'm wondering how you plan to obtain your baseline data and how you will track growth on this skill.

Notes: These are sample discussion questions. Please use the [Think and Plan Tool](#) as a place for counselors to include additional explanatory information.

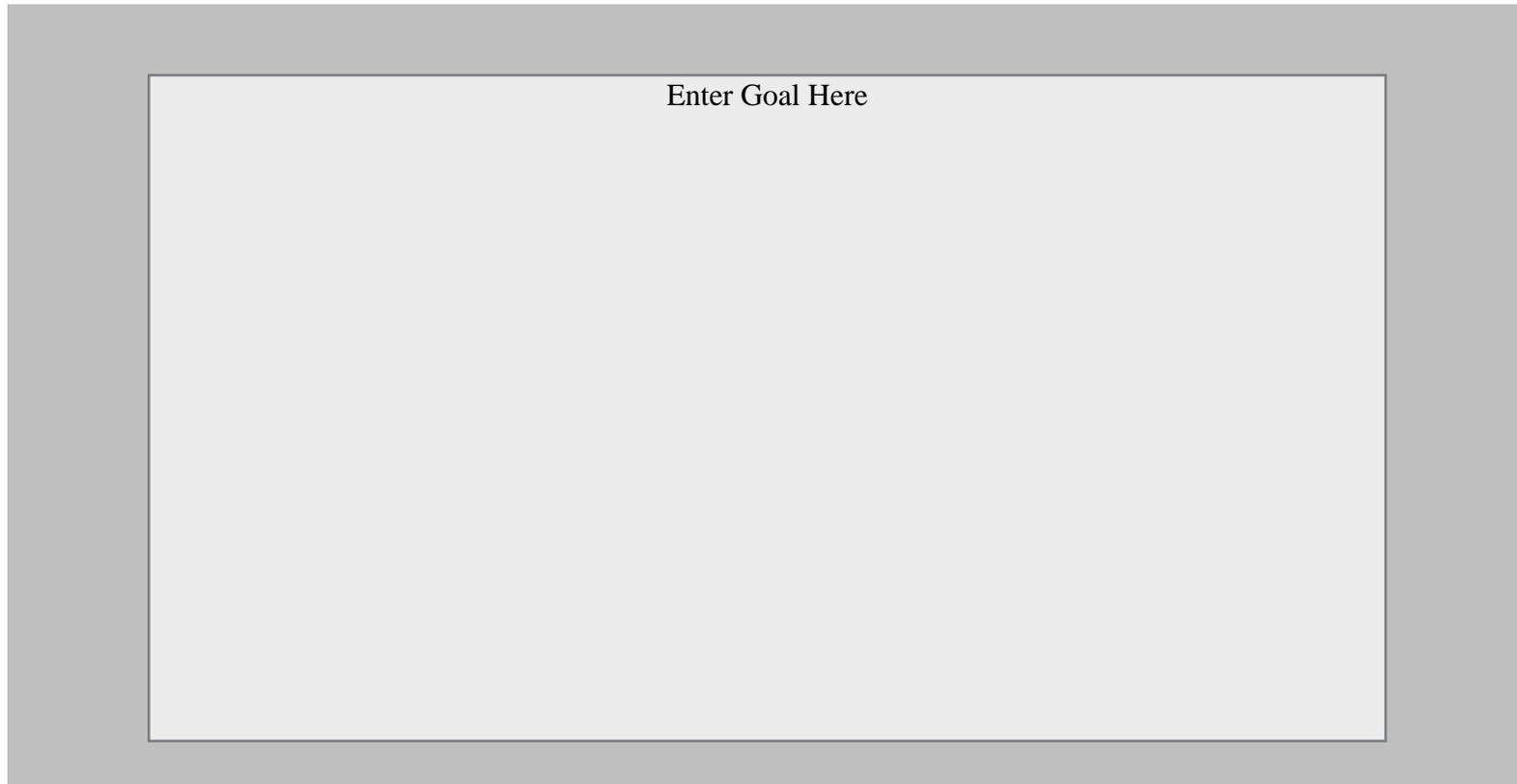
Note: The [ASCA National Standards for Students](#), developed by the American School Counselor Association, provides three Academic Domains (Academic Development, Career Development, and Personal/Social Development) that define how "to prepare today's students to become tomorrow's adults". The 9 standards that support each of the three Academic Domains provide the enduring skills needed by students.

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Student Growth Goals for Coaching Conversations

Draft Goal Sample # _____

What feedback and reflective questions would you have for a teacher working on this draft goal?



Enter Goal Here

What are the strengths of this goal? What are the needs for the goal?