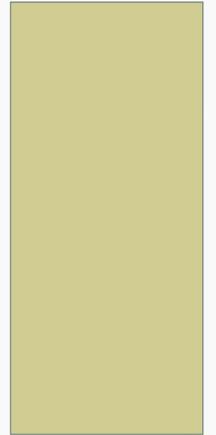# THE GOAL-SETTING PROCESS

WALKING THROUGH THE PROCESS, STEP BY STEP.

WHY DO I HAVE TO DO THIS?

- Reflective practice is necessary for professional growth.

- Evidence of student growth is powerful data by which to make school wide and instructional decisions.

- You are required by the State of Oregon to do so. Senate Bill 290 and our Federal Waiver intensified the evaluation process and requires a more rigorous student growth goal model.

- Our PGEM (Professional Growth and Evaluation Model) was developed by teachers and administrators in 2009 and built upon in 2012. Our district follows the Danielson model of evaluation.

WHAT IS BEING MEASURED?

- The Oregon Department of Education is measuring "multiple measures" of educator effectiveness:

- 1) Professional Practice
- 2) Professional Responsibilities
- 3) Student Learning Outcomes

WHAT YOUR THREE GOALS NEED TO BE:

- **Student Learning Goal #1:**
  - Measures student learning GROWTH
  - Use a common assessment (standards-based)
  - Should be "rigorous" enough to meet the content standards (reaching higher levels of learning)
- **Student Learning Goal #2:**
  - See Above - should use a different measure
- **Professional Practice Goal**
  - Goal related to your practice and where your self-evaluation may have shown some need for growth.

WHERE THE GOALS ORIGINATE:

- **Student Learning Growth Goals:**
  - Originate from baseline data in one or more courses that you teach.
  - **You can have both goals based on the same group of students (different subject areas OR a split class based on data).**
- **Professional Practice Goal**
  - Originates from the Fall self-reflection checklist.

BEGIN THE GOAL-SETTING PROCESS.

- The next several slides will walk you through the goal setting process.
- Keep this presentation to refer back to, or use your PGEM III to follow the process throughout the year.

1) SELF-EVALUATION CHECKLIST

- Complete the TalentEd self-evaluation checklist. Be thoughtful and refer to the **rubric language** so that your evaluation is accurate. You will re-visit this in the Spring.

- This should drive your **Professional Practice** goal.

2) DECIDE ON A PROFESSIONAL PRACTICE GOAL

- Your Professional Practice goal should center on areas of need determined by your self-assessment.

- Professional Responsibilities are embedded within this goal and should drive your course of professional learning, PLCs and professional development throughout the course of the year.

3) GIVE YOUR ASSESSMENT TO STUDENTS

- You should assess your students with enough time to grade the assessments, enter the data into either Performance Tracker* or a spreadsheet, and set your goals…remember, you need to meet with your administrator by October 15/31 to give your goals the "OK." Allow for enough time!

- You should assess ALL of the students in a class.

Assessment Information can be found on the next few slides. READ CAREFULLY.

*For help with Performance Tracker, contact a TOSA!

ASSESSMENT CRITERIA (ODE REQUIREMENTS):

- Visit the assessment link on the help page for assistance in choosing an appropriate assessment.

SET YOUR GOALS – SEE BELOW FOR **EXAMPLE** OF GROWTH TARGET

Tier	Growth	Targeted Level
Tier 1: Lowest group, Not Yet Met, Progressing.	Increase two levels of proficiency	Not Yet Met becomes Approaching Proficiency Progressing becomes Proficient
Tier 2: Middle group, Approaching Proficient	Increase one level of proficiency	Approaching Proficient becomes Proficient
Tier 3: Proficient, Mastery	Increase one level of proficiency or remain at mastery with increased complexity	Proficient becomes Mastery Mastery remains Mastery *but* shows additional growth or takes a more complex assessment (if available)

WRITE YOUR GOAL STATEMENT

- The goal statement should be time-bound, include tiers of performance, and include goals specific to each tier.

- For examples of Goal Statements, click on the Student Learning and Growth Goal Statement link on the support page.

"NON-EXAMPLE" FOR A GOAL

- "80% of students will accomplish "proficient" status on the post-assessment."
- "All of my students will show growth from Fall to Spring."

- Your goal must include *all* students showing growth.

ORGANIZE YOUR DATA BY STUDENT.

Name	Fall Score	Fall Proficiency Level	Goal Proficiency Level	Spring Score	Spring Proficiency Level	Met?
Haley	1.5	Not Yet Met	Approaching			
Liam	3.1	Progressing	Proficient			
Jesus	4.7	Mastery	Mastery +			
Tyra	4.1	Proficient	Mastery			
McKenzie	3.6	Approaching	Proficient			
Ibrahim	3.1	Progressing	Proficient			

FINISH YOUR QUESTIONS!

- Fill out the forms on TalentEd.

- Included are your *rationale* for goals, *strategies* for attaining your goals, and the *professional learning* that you will focus on to reach your goals.

- Click on the links on the support page for help in each of the above listed areas.

REPEAT FOR SLG #2!

- Use another measure for SLG Goal #2.
- You can write a goal for a same group, assessing a different skill.

- SET YOUR GOALS BASED ON THE DATA – WHERE DO YOUR KIDS NEED TO GROW?

COMMON QUESTIONS:

- Do I have to assess all students in my class?
  - Yes! However, at the goal setting stage, you COULD split your class into two to create each of your goals. What is the data telling you?
- Can I assess them on one unit?*
  - No. The assessments should span "the length of the course." Keep in mind that you may be evaluated in March or May, so include learning targets taught within that timeframe.
- Will my scores be compared to other teachers?
  - Within your PLC (grade level/content area team), you may compare data to help each other grow and problem solve.
- What if I don't meet my goals?
  - Think about what you could have done to increase growth, and you and your evaluator will have a conversation around support that you may find helpful. You may have to adjust "rigor" as you figure out new standards, curriculum, and assessments.
- See the ODE FAQ sheet included on the help site for more info.

THE REST OF THE PROCESS

- Keep an eye on due dates for your mid-year check in.
- Use frequent assessment in your classroom to inform your instruction.
- After your mid-year check-in, you may want to slightly alter your strategies and professional learning.
- Re-assess your students to determine your goal attainment.*
  - *Students who are no longer in your class can be ignored and removed from your baseline data.
- Complete your goal summary and fill out all remaining TalentEd forms, *including* your Spring self-assessment.

- Your evaluator will walk through the summative matrix with you in detail.

MID-YEAR REVIEW

- For your mid-year check-in, you will meet with your evaluator to discuss progress.

- You should have student data or artifacts to present to your evaluator. This may mean a bit of pre-planning to give an interim assessment or have a work sample ready.

- At this time, you may come to consensus with your evaluator to modify your goal. This is usually done in an extenuating circumstance or if your data is showing a great need for modification of your goal.

DELIVER YOUR POST-TEST

Your students will take a post-test to provide you with end-of-course data. This test could be part of your instruction and assessment and entered into the grade book, or it could be stand-alone.

AFTER YOUR POST-TEST, COMPLETE YOUR DATA AND ANALYSIS

Name	Fall Score	Fall Proficiency Level	Goal Proficiency Level	Spring Score	Spring Proficiency Level	Met?
Haley	1.5	Not Yet Met	Approaching	3.1	Proficient	Y
Liam	3.1	Progressing	Proficient	3.2	Proficient	N
Jesus	4.7	Mastery	Mastery +	5.0	Mastery +	Y
Tyra	4.1	Proficient	Mastery	4.6	Mastery	Y
McKenzie	3.6	Approaching	Proficient	4.1	Proficient	Y
Ibrahim	3.1	Progressing	Proficient	3.6	Approaching	N

SUMMATIVE MATRIX

- So, I didn't meet my goal! What is my "summative score?!"

- See the link for Summative Matrix on the support site.