Demonstrating Student Learning and Growth Goals in Family and Consumer Sciences

(Adapted from ODE PowerPoint from Spring Webinar 2015)

OACTE 2015
### Achievement Goals vs. SLG Goals

<table>
<thead>
<tr>
<th>Achievement Goal</th>
<th>Student Learning Growth Goal</th>
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<tbody>
<tr>
<td>Does not consider baseline data</td>
<td>Starts with baseline data</td>
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<td>Student goals are a “one-size-fits-all” and do not include ALL students</td>
<td>Includes ALL students, regardless of ability level</td>
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<td>Students are expected to cross the same finish line regardless of where they start</td>
<td>Students can show various levels of growth – students may have individualized finish lines</td>
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GOAL 1 - Student Learning and Growth
SLG 1:
By the end of the Positive Discipline versus Punishment unit, all students will improve their ability to identify, analyze and understand differences between positive discipline techniques, punishment and parenting styles.
· Students who did not meet on the pretest will move up to meet or exceeds on the post test.
· Students who are emerging in the pretest will move up to meets or exceeds on the post test.
· Students who met on the pretest will move into the exceeds category on the post test.
Example: Goal II

SLG 2:
By the end of 2nd semester, all students will have more base knowledge of the realities of parenting. Especially in the early stages of a child's life:

- Expenses of a child
- How a child affects a parent's relationship (positive & negative)
- The effects of sleep, mood, friendships
- The personal growth - as a new parent, employee, how life changes.

Students who did not met on the pretest will move up to meet or exceeds on the post test.

Students who are emerging on the pretest will move up to meets or exceeds on the post test.

Students who met on the pretest will move into the exceeds category on the post test.
Required Components of SLG Goals

- Content (Standards)
- Assessment
- Context
- Baseline Data
- Student Growth Goals (Targets)
- Rationale
- Strategies
- Professional Learning & Support

www.ode.state.or.us/wma/teachlearn/educationeffectiveness/slgg-guidance.doc
Requirements for SLG Goals

- Minimum of 2 SLG goals each year
  - Quality Review Checklist used for goal setting
  - Scoring protocols for Category 1 vs. Category 2

- Statewide assessments (Category 1) not required for SLG goals in 2014-15
  - Category 1 measures are required in 2015-16

- Districts must use Oregon Matrix to
Scoring SLG Goals

- **Category 2 goals** scored using state SLG Scoring Rubric

- ODE is developing guidance on using Student Growth Percentiles (SGPs) for measuring **Category 1 goals**

www.ode.state.or.us/search/page/?id=3475
Regardless of “on cycle” or “off cycle” year, all teachers and administrators set and score two goals every year.

Clarifying “a few points, a few percentage points, or a few students”
Recommendations

- Content is focused, not everything you teach
- Context can help ascertain instructional needs
- Tier goals/targets where appropriate
- Include the support YOU need
Tiered Targets

- Students enter the classroom with a range of knowledge and skills
- Tiered targets help ensure that each student is appropriately challenged
- Tiers typically set for groups of students with similar performance
- Tiered targets allow for more realistic expectations for goal attainment
Role of SLG Goals in Evaluation

- Districts required to use the Oregon Matrix in determining summative scores
  - Y axis represents combined performance on PP and PR
  - X axis represents combined performance on 2 SLG goals
  - Use X and Y thresholds outlined in the Oregon Framework for Evaluation and Support
- Informs plan for professional growth
Common Questions

- Where does goal setting originate?
- Who has to set SLG goals?
- Who are SLG goals set for?
- What kinds of assessments can be used?
Where does goal setting originate?

- Goal setting begins with the individual educator and is based on data
  - a part of a collaborative process within their school and/or district and with the evaluator
Who has to set SLG goals?

As defined by law:

- **Teacher** – anyone holding TSPC license or registration, employed as an instructor at .5 FTE and at least 135 consecutive days

- **Administrator** - any teacher the majority of whose employed time is devoted to service as a supervisor, principal, vice principal or director of a department or the equivalent in a fair dismissal district
  - Exceptions: superintendents, non-TSPC licensed personnel, teachers who do not instruct students directly (e.g., TOSAs, instructional coaches)
Roles: Requirements for Goal Setting

- **Teachers, Principals, and Vice Principals**
  - Goals specific to subject and/or grade level standards
    - Must use direct measures for those standards

- **Specialized Instructional Support Personnel**
  - Goals focused on academic standards OR the standards they use to guide their practice
    - Can use direct measures specific to subject OR social, emotional, behavioral, or skill development
    - Can use indirect measures (attendance, graduation, discipline)
  - Instructional period and intact group may be different due to nature of instruction
Roles: Requirements for Goal Setting

- **Non-Building Administrators**
  
  - Broad discretion based on the individual circumstances and assignment of the administrator
  
  - Goals can focus on groups of schools, groups of students, or subjects most relevant to the administrator’s job responsibilities, or on district-wide student outcomes related to district priorities and Achievement Compacts
  
  - They may use direct or indirect measures that reflect the supervisory foci of the administrator
    - Can use direct measures specific to subject OR social, emotional, behavioral, or skill development
    - Can use indirect measures (attendance, graduation, discipline)
Who are SLG goals set for?

- Teachers
  - Course or class
  - Intact group

- Administrators
  - Targeted goals rather than school wide
  - All goals must be focused on academic growth
What assessments can be used?

- **Category 1** – statewide assessments
  - ELA and math grades 4-8 ONLY*
  - Required beginning in the 2015-16 SY
    - SGP guidance under development

- **Category 2** – school-wide or district-wide
  - Purchased or developed
  - Include pre and post measures
  - Aligned to assessment criteria

*Pending USED approval of Oregon’s 2015 waiver
Requirements for Assessments

Teachers

- Tested Grades/Subjects
  - Goal 1: Category 1
  - Goal 2: Category 1 or 2

- Non-tested Grades/Subjects
  - Goal 1: Category 1 or 2
  - Goal 2: Category 1 or 2

Administrators

- Principals/VPs
  - Goal 1: Category 1
  - Goal 2: Category 1 or 2

- Other Administrators
  - Goal 1: Category 1 or 2
  - Goal 2: Category 1 or 2
Resources

- Toolkit
  - Guidance Documents
    - FAQs, SLG Guidance, Oregon Matrix, Assessment Guidance, Who is Evaluated under SB 290
  - Sample SLG Goals
- Resources from Districts
  - Additional technical assistance from ODE
Questions?
Contacts

Educator Effectiveness Team:

- Tanya Frisendahl
tanya.frisendahl@state.or.us
- Sarah Martin
sarah.martin@state.or.us
- Sarah Phillips
sarah.phillips@state.or.us
- Brian Putnam
brian.putnam@state.or.us