



Growth Plan Guidance Session (PGP + SLO)

Utilizing PIVOT (5D+ system) to create a PGP
and SLO as part of the growth process.

by
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SC



Why We Love Sports Today:
During the women's 5,000m semi

3,000 meters into the
race, Abbey D'Agostino
(USA) and Nikki Hamblin
(New Zealand) trip.



Rio 2016™



Development or Measurement?

What should be the focus of your teacher evaluation system?

1. Purely to develop teachers
2. Emphasize development but also measure
3. Equal emphasis on measurement and development
4. Emphasize measurement but also develop
5. Purely to measure teachers

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Section 3: Quality of Evidence and Reflection

This section will be completed towards the end of the interval of instruction. Reflection and Feedback are key aspects in the process surrounding the Growth Plan (both Teacher Action and Student Impact goals). John Dewey profoundly stated “We don’t learn from experience. We learn from reflecting on experience.” Therefore, the function of the Evidence section is to reflect on teaching and learning while referring to the data collection. There is no need to paste the data in this section, the process is more about the dialogue around the data and less about the actual data.



Growth Plan (PGP/IDP + SLO) Criteria

A collaborative initiative by the Ottawa Area Superintendents to create a meaningful, simple and compliant process and documentation that will meet state law §1248 and §1249 on teacher performance goals and educator evaluations.

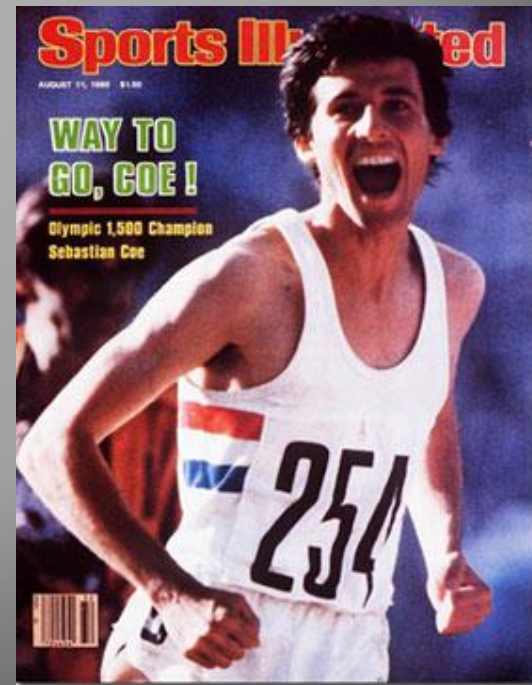
Can we make student growth...

1. Meaningful
2. Simple
3. Yet Compliant

2-time Olympic Gold Medalist

“The overall goal was always to be a better athlete than I was at that moment, whether next week, next month or next year. The medal was simply the reward for achieving the goal.”

– Sebastian Coe



OASA Growth Plan in short

Teachers will create a Growth Plan that contains at least:

- ▶ One Teacher Action Goal based in the evaluation framework (5D+)
- ▶ Two Student Impact Goals:
 - Priority Content
 - Baseline Data or Information
 - Set rigorous and attainable goals
 - Provide rationale for goals
- ▶ Reflection on evidence



Growth Plan (PGP/IDP + SLO) Criteria

A collaborative initiative by the Ottawa Area Superintendents to create a meaningful, simple and compliant process and documentation that will meet state law §1249 and §1249 on teacher performance goals and educator evaluations.

State Law requires a Teacher Growth Plan and allows for Student Impact Goals

According to state law (§1249(2)(a)(iii)), "for each teacher, there must be specific performance goals and any recommended training that would assist the teacher in meeting these goals." These can be teacher generated goals based on research based instructional strategies, likely to align with the district adopted evaluation framework. For probationary teachers and any teachers rated less than "Effective," districts will assign an individualized Development Plan (IDP). The primary difference between an IDP and PGP is that "the school administrator shall develop the IDP in consultation with the teacher and in conjunction with the year-end evaluation." Several districts across the state simply call all growth plans IDPs, since the term PGP is not found in the law. We will simply refer to both as "Growth Plans" and will be the section referred to as the Teacher Action Goal(s).

State assessment results are not required to be used until 2018-19 and only apply to teachers with a direct connection with the standards being tested. In 2018-19, "student growth also may be measured by student learning objectives or nationally normed or locally adopted assessments that are aligned to the state standards." Currently, the state law calls for educator evaluations to "take into account *student growth and assessment data*... using multiple measures that may include student learning objectives." Within the Growth Plan, we will refer to this portion as the Student Impact Goals. The Growth Plan may constitute multiple measures if there are two or more goals associated with student growth and assessment data. States such as Indiana and Rhode Island require two while limiting teachers to four goals. Therefore, we recommend a minimum of three total goals (1 Teacher Action and 2 Student Impact Goals) and a maximum of 5 total goals (i.e. 3 Teacher Action and 2 Student Impact Goals).

Section 1: Teacher Action Goal(s)

After reviewing the evaluation framework, in whole or part, and any district priorities for instructional strategies, select one to three element(s), indicator(s) or strategy(ies) to monitor. These are teacher actions that will be observed, supported and reflected upon through the course of the year. Set a rigorous yet attainable Teacher Goal, describe the action steps to achieve the goal and how progress will be measured. In general, teacher action goals may count towards the overall evaluation but not likely to count towards the student growth and assessment portion.

Requirements include:

- Goal(s) address professional growth aligned to the evaluation framework or district priorities
- Describes specific action steps associated with the professional growth goal(s)
- Include specific ways the teacher needs to be supported to achieve the goals
- Attain administrative approval of growth plan, IDP requires development by the administrator.

Additional considerations (optional):

- Describes how goal(s) will be monitored, what evidence will be provided which will allow for teacher reflection (NOTE: Section 3 addresses Quality of Evidence and Reflection).
- Self-assess on a number of elements within the educator evaluation framework that the district has prioritized for the school year
- NOTE: Districts may elect to also assign a teacher a Plan of Assistance which when combined with the Teacher Action Goal(s) may constitute an individual Developmental Plan.

Teacher Action Goal(s) (1-3)

pivot

DATA WAREHOUSE CURRICULUM MAPPING INTERVENTIONS DAILY ASSESSMENTS **EVALUATIONS**

My Evaluations

SLOs

Growth Plan

PD

Growth Plan Information

Growth Plan Name: Guidance Template (Descriptive Name)

Area Of Focus **REMOVE**

Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3
Dimension	Assessment for Student Learning
Indicator	Student self-assessment
Comments	<p>Teacher Action Goal(s):</p> <ul style="list-style-type: none">- Describe your goal for improving the indicator chosen.- Choose at least one element, consider an assessment data focused element.- Note any requested support needed <p>(Use the Action Steps in the next section to articulate the plan and any support needed.)</p>

SAMPLE Teacher Action Goal

Area Of Focus REMOVE

Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3 ▾
Dimension	Assessment for Student Learning ▾
Indicator	Student self-assessment ▾
Comments	<p>I intend to reach a level of proficiency on this element (level 3) described as: "students frequently assessing their own learning in relation to the success criteria for the learning targets"</p> <p>I don't require any administrative support.</p>

Note: You must select v.3 as it is not the default. CHOOSE an indicator from the 30 indicators contained in version 3, not the 36 in the default.

• If teacher uses scaffolds, he or she does not release responsibility to students.

4.A. Assessment for Student Learning Number of Indicators: 5

Dimension Description: Assessment: Self-assessment of learning connected to the success criteria

4.A.1. Indicator Student self-assessment	Distinguished	<ul style="list-style-type: none"> Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.
	Proficient	<ul style="list-style-type: none"> Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s).
	Basic	<ul style="list-style-type: none"> Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that may not deepen student understanding of progress toward the target(s).
	Unsatisfactory	<ul style="list-style-type: none"> Teacher does not provide an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s).
4.A.2. Indicator Student use of formative assessments over time	Distinguished	<ul style="list-style-type: none"> Students use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.
	Proficient	<ul style="list-style-type: none"> Students use formative assessments at least two to three times per year/course and use formative assessments within a unit or two to assess their own learning, determine learning goals, and monitor progress over time.
	Basic	<ul style="list-style-type: none"> Students use formative assessments at least two to three times per year/course to assess their own learning, determine learning goals, and monitor progress over time.
	Unsatisfactory	<ul style="list-style-type: none"> Students do not use formative assessments to assess their own learning.
4.A.3. Indicator Quality of formative assessment methods	Distinguished	<ul style="list-style-type: none"> Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.
	Proficient	<ul style="list-style-type: none"> Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides limited information about student thinking and needs.
	Basic	<ul style="list-style-type: none"> Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides no information about student thinking and needs.
	Unsatisfactory	<ul style="list-style-type: none"> Assessment tasks are not aligned with the learning target(s).
4.A.4. Indicator Teacher use of formative assessments	Distinguished	<ul style="list-style-type: none"> Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives targeted feedback aligned with the learning target(s) to individual students.
	Proficient	<ul style="list-style-type: none"> Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives general feedback aligned with the learning target(s).
	Basic	<ul style="list-style-type: none"> Teacher uses formative assessments to modify future lessons or makes in-the-moment instructional adjustments based on completion of task(s).
	Unsatisfactory	<ul style="list-style-type: none"> Teacher does not use formative assessments to modify future lessons, make instructional adjustments, or give feedback to students.
4.A.5. Indicator Collection systems for formative assessment data	Distinguished	<ul style="list-style-type: none"> Teacher has an observable system and routines for recording formative assessment data and uses the system to inform day-to-day instructional practice.
	Proficient	<ul style="list-style-type: none"> Teacher has an observable system and routines for recording formative assessment data and periodically uses the system to inform instructional practice.

Teacher Action Goal(s) (1-3)

Growth Plan: Teacher Action (PGP) and Student Impact (SIO) Goals

Teacher:

Administrator:

Grade Level/Content Area:

Date/Time of Initial Meeting

Teacher Action Goal (or PGP)	
Professional growth goal	
Specific Support Need, if applicable	

NOTE: Specific Action Steps are articulated under the goals. Teachers may duplicate fields to have up to three teacher actions or up to a combination of five goals between Teacher Action and Student Impact Goals.

Discuss (Process) ...
QUESTIONS ...
Due in October



Student Impact Goals (2)

Section 2: Student Impact Goals using student growth and assessment data

After meeting with department or grade level about priority knowledge and skills to measure student achievement, consider collaborating together to write two or three Student Impact Goals. The Student Impact Goals are based on the essential components of Student Learning Objectives (SLO).

Required components include (For all teachers, probationary and tenured):

- **Priority Content:** What are the most important knowledge/skills students must attain?
 - Identify essential standards or competencies to be measured for this goal, standards should align to state or national standards adopted by the district.
 - Baseline Data/Information: Where were my students prior to my class with respect to the standards or foundational standards needed for the priority content?
 - Consider student achievement in previous grade/course or information from previous teacher(s). Pre-test data is not required but may be used as an option.

Student Impact Goal #1 (or SLO)	
Priority Content: What are the most important knowledge/skills student must attain and where are they at currently?	
Essential	

Student Impact Goal #2 (or SLO)	
Priority Content: What are the most important knowledge/skills student must attain and where are they at currently?	
Essential	

Growth Plan Information

Growth Plan Name:	<input type="text" value="Write a descriptive name (course/content)"/>
Teacher:	Heather Noll
School Year:	<input type="text" value="2016-2017"/>
Growth Plan General Comments:	<p>Growth Plans should be written in collaboration with "similarly situated teachers."</p> <p>Use this section to note the educators who you collaborated with to write this growth plan.</p>
Start Date:	<input type="text" value="09/06/2016"/>
End Date:	<input type="text" value="06/09/2017"/>

Area Of Focus

[REMOVE](#)

Rubric	<input type="text" value="5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3"/>
Dimension	<input type="text" value="Assessment for Student Learning"/>

Algebra 1 Sample language

Growth Plan Information

Growth Plan Name:	Sample Growth Plan: Algebra 1 using Interim Assessments
Teacher:	Heather Noll
School Year:	2016-2017 ▾
Growth Plan General Comments:	Collaboration around the Algebra 1 Growth Goals with Mike Klavon, Ben Lewakoski, Dan Jonker, Tom Livsey, Rolfe Timmerman and Mat Rehkopf.
Start Date:	09/06/2016
End Date:	01/20/2017

Student Impact Goals (1 of 2)

▶ PRIORITY CONTENT

- What are the most important knowledge/skills student must attain?
- Where are my students prior to my class with respect to foundational knowledge/skills?

▶ Rigor of Student Impact Goal

- What will students be expected to know/do and how will they demonstrate their knowledge/skills?

▶ Quality of Evidence

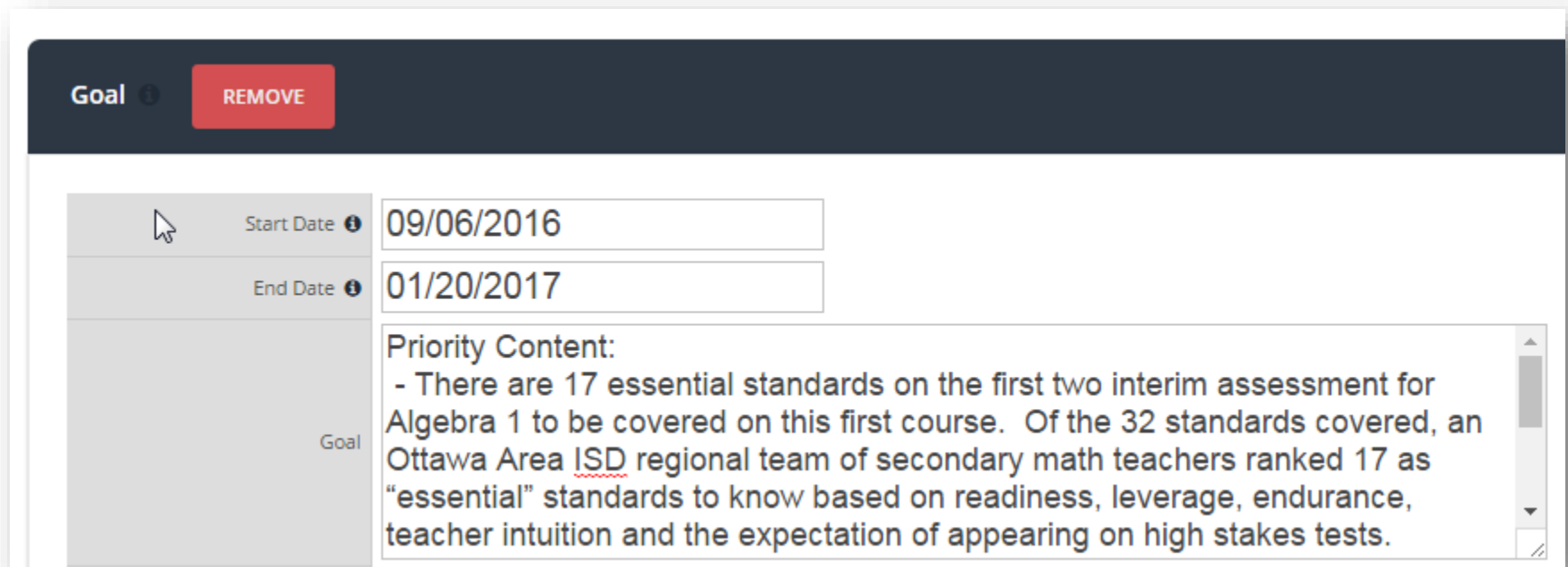
- What evidence will be collected (not uploaded), utilized and reflected upon?



Student Impact Goals (1 of 2)

▶ PRIORITY CONTENT

- What are the most important knowledge/skills student must attain?



Goal ⓘ REMOVE

Start Date ⓘ	09/06/2016
End Date ⓘ	01/20/2017
Goal	<p>Priority Content:</p> <ul style="list-style-type: none">- There are 17 essential standards on the first two interim assessment for Algebra 1 to be covered on this first course. Of the 32 standards covered, an Ottawa Area <u>ISD</u> regional team of secondary math teachers ranked 17 as “essential” standards to know based on readiness, leverage, endurance, teacher intuition and the expectation of appearing on high stakes tests.

Student Impact Goals (1 of 2)

- ▶ PRIORITY CONTENT
 - What are the most important knowledge/skills student must attain?



Need more examples, see Objective, Rationale and Standards [here](#).

Student Impact Goal continued

Required components include (For all teachers, probationary and tenured):

- **Priority Content:** What are the most important knowledge/skills students must attain?
 - Identify essential standards or competencies to be measured for this goal, standards should align to state or national standards adopted by the district.
 - Baseline Data/Information: Where were my students prior to my class with respect to the standards or foundational standards needed for the priority content?
 - Consider student achievement in previous grade/course or information from previous teacher(s). Pre-test data is not required but may be used as an option.
- **Rigor of Student Impact Goal (or Rigor of Target):** Based on what is known about the current students, what will they be expected to know/do and how will they demonstrate their knowledge/skills?
 - Write a student goal for groups of students or individual students that is specific, measurable, rigorous yet attainable for the specified interval of instruction.
 - Goal is broad enough to capture the major content of an extended instructional period yet focused enough that it can be measured
 - Provides rationale on how the goal(s) is both rigorous yet attainable for this group of students

Worrying gets you nowhere. If you turn up worrying about how you're going to perform, you've already lost. Train hard, turn up, run your best and the rest will take care of itself.

— Usain Bolt —



Student Impact Goal continued

Section 3: Quality of Evidence and Reflection

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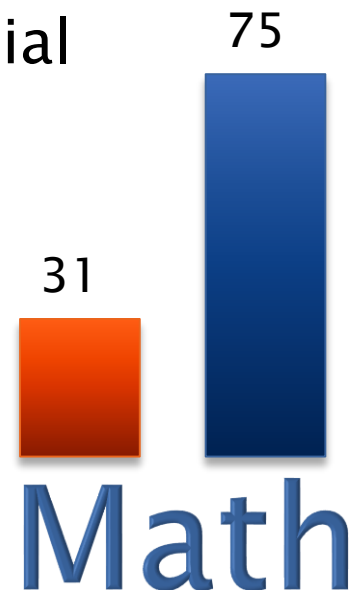
- (Benchmark Students)
- (Strategic or “At Risk” Students)
- (Intensive Students)

- OR: Advanced, Ready to Learn & Struggling

Student Impact Goal continued

Baseline Data and Growth Goal:

- (Benchmark Students) – Looking at previous data, there were only 31 of 90 students who were either proficient on the most recent M-STEP or met benchmark criteria on at least 5 of the 6 Algebra 1 Readiness Standards using Delta Math. The goal is to increase this number to at least 75 of 90 who demonstrate proficiency on all 17 essential standards within Units 1 and 2.
- (Strategic Students)...
- (Intensive Students)...



Student Impact Goal continued

Baseline Data and Growth Goal:

- (Benchmark Students) ...
- (Strategic Students) – Baseline data showed 47 students "minimally proficient" on the recent M-STEP or were missing two or three of the Delta Math Readiness Standards. The goal is to move at least 44 students to "Benchmark" by demonstrating proficiency on all 17 essential standards.
- (Intensive Students)...

Student Impact Goal continued

Baseline Data and Growth Goal:

- (Benchmark Students) ...
- (Strategic Students)...
- (Intensive Students) – Baseline data showed 12 students "not proficient" on the recent M-STEP or missing at least half of the Delta Math Readiness Standards. The goal is to move at least 9 of the students to "Strategic" by demonstrating proficiency on at least 13 of the 17 essential Algebra 1 Standards and showing growth on the Algebra 1 Readiness Standards.



Math

More Samples ([Link](#))

Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?

Baseline Data / Information

I reviewed students' summer reading projects, which required them to write an analytical response to one of their summer reading books, to gauge their preparedness for my course. 3 students failed the assignment and 5 students passed with a D (Group I), 22 students passed with a C (Group II), and 16 students passed with a B or better (Group III). Based on these scores, I have created three tiers of targets.

Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?

Target(s)

1. All students (46) will pass the final exam.
 - a. The 8 Group I students will pass the final exam with a score of 70% or better.
 - b. The 22 Group II students will pass the final exam with a score of 80% or better
 - c. The 16 Group III students will pass the final exam with a score of 88% or better.

More Samples ([Link](#))

Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
	Baseline Data / Information	<p>In order to gauge students' incoming content knowledge, I administered the Chemical Concepts Inventory during the first week of school. It is a multiple choice instrument composed of one- and two-tiered non-mathematical conceptual questions based on common student misconceptions about general chemistry topics (ex. Does the rust from a completely rusted iron nail weigh more, less, or the same as the nail it came from?). I adapted the inventory from one that was created for first year college students, so I expected student scores to be quite low. Not surprisingly, the average across my three sections of CP Chemistry was 36%. From these results I was able to determine that most students are coming into this course with limited knowledge of concepts central to chemistry as well as some misconceptions about properties of matter, behavior of atoms and molecules, etc. However, I did find that 9 students scored significantly higher than their peers (scores of 60% or better) and that 12 students scored significantly lower than their peers (scores of 10% or lower). Based on this, I have created three groups:</p> <p>Group A = 12 students who scored <10% on chemistry inventory Group B = students who scored between 11% and 49% on chemistry inventory Group C = students who scored > 50% on chemistry inventory</p>
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?		
Rigor of Target	Target(s)	<ol style="list-style-type: none"> 1) Unit tests: <ol style="list-style-type: none"> a. Group A = students will pass 4 out of 5 unit tests with a score of 70% or better. b. Group B = students will pass 4 out of 5 unit tests with a score of 80% or better. c. Group C = students will pass 4 out of 5 unit tests with a score of 90% or better. 2) Performance task: <ol style="list-style-type: none"> a. Group A = students will demonstrate basic proficiency (a score of 3 or better) b. Group B = students will demonstrate proficiency (a score of 4 or better) c. Group C = students will demonstrate advanced understanding (a score of 5 or better)

More Samples ([Link](#))

Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
	Baseline Data / Information	<p>We administered the President's Challenge Physical Fitness Test during the first two weeks of school in order to establish a baseline on each student. There are three fitness levels delineated by the Challenge:</p> <ol style="list-style-type: none">1) Participant Physical Fitness Award (scoring below the 50th percentile on at least one activity)2) National Fitness Award (scoring at or above the 50th percentile on all five activities)3) Presidential Physical Fitness Award (scoring at or above the 85th percentile on all five activities)

Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
		<p><i>Reading Music:</i> The first week of class I administered a basic test in reading music that included:</p> <ul style="list-style-type: none">• reading whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8 meters• reading melodies in both the treble and bass clefs• identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression <p>Students could score between 0-10. 26 students (58%) scored between 7-10 points (showing proficiency), 9 students (20%) scored between 4-6 points, and 10 students</p>

More Samples ([Link](#))

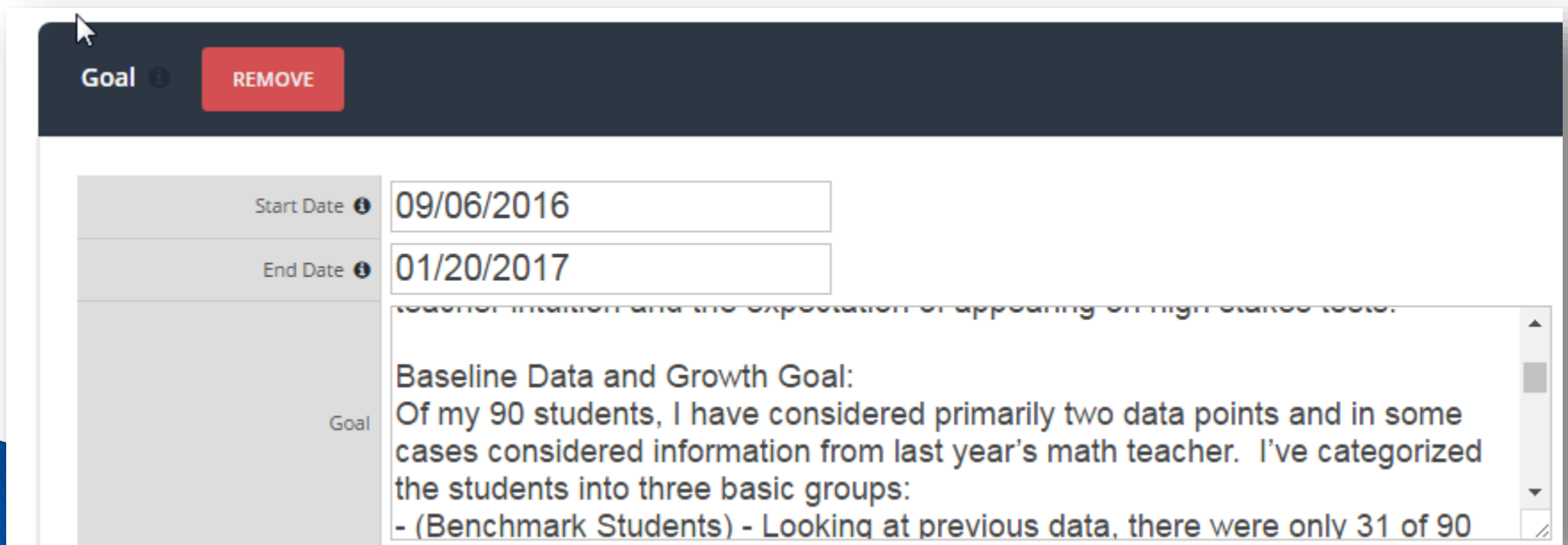
Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
	Baseline Data / Information	<p>All 56 students successfully passed 9th grade Ancient Civilizations course. However, given the vastly different content, I do not think that their grades from that course are a meaningful baseline for this course. Therefore, I will base my targets on the performance of similar groups of students in past years.</p>
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?		
Rigor of Target	Target(s)	<ol style="list-style-type: none"> 1) End-of-Unit Tests: All students (56/56) will pass at least 6 out of 7 tests with a score of 65% or better. In addition, half of all students (approximately 28/56) will pass at least 6 out of 7 tests with a score of 80% or better. 2) Final Research Paper: 25% of students (14/56) will score Approaching Expectations (a passing score) on the research paper. 50% of students (28/56) will score Meeting Expectations on the research paper. 25% of students (14/56) will score Exceeding Expectations on the research paper.
	Rationale for Target(s)	<p>These targets are based on the performance of similar groups of students on this same curriculum and assessments in past years. The lower tier reflects the minimal expectation for students to be proficient in the course. However, I want to also set a higher tier to ensure that I push those students for whom the minimal expectation is not sufficiently rigorous.</p>

More Samples ([Link](#))

Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
	Baseline Data / Information	I administered a pre-test both as a formative assessment of students' knowledge coming into the course, and to create tiered targets for my SLO. Based on the pre-test, all students will be able to access the course content and achieve a basic level of proficiency. Some students (approximately 35% or 21/59) are entering the course with solid foundational knowledge, as evidenced by their pre-test, and so I expect that they will be able to achieve a higher level of proficiency.
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?		
Rigor of Target	Target(s)	<ol style="list-style-type: none"> 1) All students (59/59) will pass all 6 unit tests (70% is a passing score). In addition, 50% of the students (approximately 21/59) students will pass 5 out of 6 unit tests with an 85% or better. 2) All students will complete an end-of-course final project. All students (59/59) will score at least a 70% (Approaching Expectations) on the final project. Approximately 60% of students (30/59) will score at least an 80% (Meeting Expectations) on the final project rubric.

Student Impact Goals (1 of 2)

- Where are my students prior to my class with respect to foundational knowledge/skills?
- ▶ Rigor of Student Impact Goal
 - What will students be expected to know/do and how will they demonstrate their knowledge/skills?



The screenshot shows a web interface for creating a Student Impact Goal. At the top, there is a dark header with the word "Goal" and a red "REMOVE" button. Below this, there are two input fields for dates: "Start Date" with the value "09/06/2016" and "End Date" with the value "01/20/2017". The main "Goal" field contains the following text:

teacher inaction and the expectation of appearing on high-stakes tests.

Baseline Data and Growth Goal:
Of my 90 students, I have considered primarily two data points and in some cases considered information from last year's math teacher. I've categorized the students into three basic groups:
- (Benchmark Students) - Looking at previous data, there were only 31 of 90

Student Impact Goals (1 of 2)

- Where are my students prior to my class with respect to foundational knowledge/skills?
- ▶ Rigor of Student Impact Goal
 - What will students be expected to know/do and how will they demonstrate their knowledge/skills?



Rationale (Rigorous & Attainable)

Final statement(s) under the Goal area is the rationale why the goal is both rigorous and attainable for groups of students.

Goal	
Start Date	09/06/2016
End Date	01/20/2017
Goal	Standards and showing growth on the Algebra 1 Readiness Standards. (Rationale): Students are entering my class with various levels of foundational knowledge and skills required in Algebra 1. I do not have trend data on the use of these interim assessments so the rigor and attainability is yet to be determined.



Action Plan & Evidence

- ▶ How might you achieve your goals over the course of the year, what actions are required?
- ▶ What evidence will you collect to demonstrate student growth or achievement?
 - NOTE: Do not upload into the system.
- ▶ What evidence, if any beyond observations, will you collect to support your teacher action goal?

Action Plan & Evidence

- ▶ How might you achieve your goals over the course of the year, what actions are required?

Goal ⓘ REMOVE

Start Date ⓘ	<input type="text" value="09/06/2016"/>
End Date ⓘ	<input type="text" value="01/20/2017"/>
Goal	<p>(Rationale): Students are entering my class with various levels of foundational knowledge and skills required in Algebra 1. I do not have trend data on the use of these interim assessments so the rigor and attainability is yet to be determined.</p>
Action Steps ⓘ	<p>Action 1 - The math department and I will look into the best ways for our students to track their own progress on the essential standards. Action 2 - I will provide formative assessments opportunities for students to monitor their progress on essential standards. Action 3 - Students will monitor their progress on the essential standards.</p>

Action Plan & Evidence

- ▶ What evidence will be collected?

determined.

monitor their progress on essential standards.
Action 3 - Students will monitor their progress on the essential standards.

Action Steps ⓘ
Evidence - Sample student monitoring will be collected. Reports will be generated showing which students met the success criteria on each of the interim assessments for units 1 and 2.

Evidence of Achievement ⓘ This section will be filled in by the Teacher after Growth Plan has been Approved.



Summarize Evidence Later ...



Evidence of Achievement

Evidence Box is created once the Growth Plan is approved. There is one "Evidence of Achievement" text box for each Student Impact Goal:

- What does my data tell me about the progress of student achievement?
 - How might I respond?
- How has the data driven process impacted teaching and learning?
 - How might the process have a greater impact or what are the essential components to share with others?

Completed ⓘ

MARK AS COMPLETED

ADD A GOAL DOCUMENT



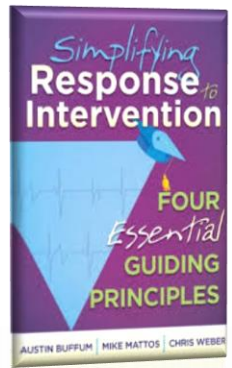
PLC Critical Questions:

1. What do we expect students to learn?
Essential Standards

2. How do we know when they have learned it?
Standard Based Assessments

3. How will we respond when students don't learn?
Analysis, Dialogue, Respond

4. How will we respond when students have learned?
Dialogue re: Growth Targets



Simplifying Response to Intervention



IN PRAISE OF
**American
Educators**



And How They Can Become Even Better

Dr. Richard DuFour



**It is time for us, as a profession,
to become wise**

Richard DuFour

3:30

Fixed Mindset vs. Growth Mindset

Based on the work of Dr. Carol Dweck

I believe that my **[Intelligence, Personality, Character]** is inherent and static. Locked-down or fixed. My potential is determined at birth. It doesn't change.

Fixed
Mindset



Avoid failure
Desire to Look smart
Avoids challenges
Stick to what they know
Feedback and criticism is personal
They don't change or improve

I believe that my **[Intelligence, Personality, Character]** can be continuously developed. My true potential is unknown and unknowable.

Growth
Mindset



Desire continuous learning
Confront uncertainties.
Embracing challenges
Not afraid to fail
Put lots of effort to learn
Feedback is about current capabilities

