

GOAL SETTING FOR TEACHERS: CASE STUDY (Foundation Elementary School)

DISCUSSION GUIDE: PART 1

INSTRUCTIONS

1. Use the guiding questions to review **Sections 1- 5** of the [Elementary Case Study](#) and record your responses.
2. **Teachers:** For each of the five components, think about your role and consider the guiding questions. Include your responses in the section titled "CONNECTION."
3. **Principals/Administrators:** Consider how you would use the case study to support teachers at each step.

1-3: PRIORITY CONTENT/SKILLS & END-OF-YEAR ASSESSMENT

CONNECTION: Given my role...

what would be similar about the process I would use?

what would differ?

what resources would I access to guide this step?

4: BASELINE & DIAGNOSTIC DATA

CONNECTION: As I prepare to set goals in 2015-2016,

what knowledge/skills are most critical for student success?

how would the baseline/diagnostic assessment process differ?

5: FOCUS STUDENT POPULATION

CONNECTION: As I prepare to set goals in 2015-2016,

how will I consider groups of students when setting my annual goals? How does this differ from last year?

what data is available to identify student focus groups?

DISCUSSION GUIDE: PART 2

INSTRUCTIONS

1. For the same case study, review **Sections 6-11**.
2. For each of the six components respond to the guiding questions.

6: TARGET STATEMENT

GUIDING QUESTIONS

How does the target statement reflect the focus student population?

7: SCORING PLAN

GUIDING QUESTIONS

What evidence of the following is reflected in the scoring plan?

- Ambitious and grounded in student achievement
- Determined using appropriate student diagnostic data
- Measured using quality aligned assessments

8: MONITORING PROGRESS

GUIDING QUESTIONS

What other methods could be used to monitor progress?

How would unit assessment data provide information about progress toward the goals set?

9-10: ENGLISH TEACHER'S GOALS & EVALUATOR COMMENTS

GUIDING QUESTIONS

Does the explanation provided by the teacher support “considerable impact” and “outstanding impact”? Explain.

Does this example lead you to change the way you approach the goal setting process? Explain.

11: END OF YEAR REFLECTION

GUIDING QUESTIONS

In the End of Year Conversation, what evidence is provided related to the goals the teacher set at the beginning of the year?

How do the end of year reflection questions influence the way you approach this process of goal setting in 2015-2016?

Teacher Goal Setting Case Study: Elementary

Mrs. Johnson: Foundation Elementary

Grade-Subject(S): 4th – ELA and Math

Experience: 2 years (teaching)

Evaluator: Mrs. Allen, Principal

Years at this school: 2

1. Beginning of the Year

At the beginning of the year, the Instructional Leadership Team shared school-wide progress toward goals and the targets set for the next school year. This set the expectations for individual goal setting and the teacher collaborated with her evaluator throughout the process to arrive at the following.

2. Priority Content/Skills: Math

Grade: 4th

Interval of Instruction: Full-Year

The following statements helped me to prioritize my 4th grade math content:

- 1) "While student fluency with math skills is critical, even more important is a student's ability to show mastery of a mathematical concept.
 - 2) State assessments will no longer demand that students simply perform based on memorized basic procedures. Rather, just as in real life, students are asked to solve complex problems based on their mathematical understanding."
- Source: [Louisiana Mathematics Guidebook](#)

[CCSS Mathematics for Grade 4](#) indicate that instructional time should focus on three critical areas:

- (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends;
- (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers;
- (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

3. End-of-Year Assessment Method and Name: 4th Grade Math

I am using a 4th grade common end of year district developed assessment. This assessment includes 30 items that will determine student mastery of 4.OA.1-3, 4.NBT.1-6, and 4.NF.1-7. These tasks are aligned to the task types described in the [4th Grade Assessment Guide](#) and assess students' mastery of Priority Content. Various sources were used to create the assessment including EAGLE and the [3-5 LDE Guidebook](#). Student responses will be scored during teacher collaboration sessions using correct responses and exemplars for each item.

4. Baseline & Diagnostic Data: English II

I administered a teacher developed 4th grade math readiness assessment. This assessment included 30 items (25 selected response items and 5 extended constructed response tasks) that assess student mastery of necessary skills for aligned to the major clusters of 4th grade Math as outlined in the [4th Grade Remediation Guide](#). I administered the assessment in 2 sessions on separate days.

Based on these results summarized in the chart below, I can conclude:

- 1) All students will need targeted practice with prerequisite skills in the major clusters of Number and Operations in Base Ten & Number and Operations – Fractions in order to achieve success in 4th grade math.
- 2) 5 students scored in the 0-50% correct range in 2/3 of the categories and will need additional support

Readiness to Master Major Content Grade 4 Mathematics Prior Grade Standards	# of Items	# and % students scoring: 0-30% Correct	# and % students scoring: 31-50% Correct	# and % students scoring: 51-70% Correct	# and % students scoring: 71-90% Correct	# and % students scoring: 91-100% Correct
Operations and Algebraic Thinking (3.OA.A.1, 3.OA.A.3, 3.OA.D.8)	6	0 0%	2 8%	10 40%	10 40%	3 12%
Number and Operations in Base Ten (3.NBT.A.1, 3.NBT.A.2, 3.NBT.A.3, 3.NBT.A.2, 3.OA.B.5, 3.OA.C.7)	12	2 8%	5 20%	8 32%	7 28%	3 12%
Number and Operations - Fractions (3.NF.A.1, 3.NF.A.2, 3.NF.A.3, 3.OA.A.1, 3.OA.A.3)	12	3 12%	9 36%	11 44%	1 4%	1 4%

5. Focus Student Population

Population: All 25 students will require targeted remedial support in order to be successful with current grade level standards. Therefore, all of my students (25) are the focus of this Student Learning Target.

Identified Population: Five students have been identified as needing additional individualized support in order to be successful. My goal for these students is for them to meet or exceed 80% on the EOY assessment. If one or more students from this group score 80% or higher, I will consider that outstanding.

6. Target Statement: Math

80% of my students will achieve a score of 80% or higher on the end of year common assessment focused on the major math content for 4th grade (4.OA.1-3, 4.NBT.1-6, and 4.NF.1-7).

7. Scoring Plan: English II

Insufficient Attainment of Target (1 point):	Partial Attainment of Target (2 points):	Full Attainment of Target (3 points):	Exceptional Attainment of Target (4 points):
The teacher has demonstrated an insufficient impact on student learning by falling far short of the target.	The teacher has demonstrated some impact on student learning, but did not meet the target.	The teacher has demonstrated a considerable impact on student learning by meeting the target.	The teacher has demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
Achievement range: 0 – 67% of my students score 80% or higher.	Achievement range: 68% - 79% of my students score 80% or higher.	Achievement range: 80% (20) of my students score 80% or higher.	Achievement range: >80% (21 or more) of my students score 80% or higher.

8. Monitoring Progress: Math

Ongoing

As I plan, instruct, and assess throughout the year, I will:

- 1) use the 4th Grade Remediation Guide to determine student readiness for the grade level content standards
- 2) assess mastery of the major content for 4th grade using Instructional and Extended Constructed Response Tasks located in the 4th Grade Math Guidebook and other teacher developed tasks
- 3) administer mid and end of unit assessments that include tasks aligned to the appropriate unit standards
- 4) administer 3 checkpoint assessments to determine mastery of 4.OA.1-3, 4.NBT.1-6, & 4.NF.1-7 (those taught at the point of each checkpoint)

Checkpoint 1 I will assess student progress in October using a common assessment developed by the 4 th grade team.	Checkpoint 2 I will assess student progress in December using a common assessment developed by the 4 th grade team.	Checkpoint 3 I will assess student progress in February using a common assessment developed by the 4 th grade team.
9. Teacher's Additional Goals:		
Goal 2: 84% of students who scored non-proficient on the 3rd grade PARCC Math assessment will meet or exceed their expected transitional student growth score as determined by the 4th Grade state administered Math assessment.		
Goal 3: The average ELA Assessment Index, as determined by my students' performance on the state administered assessment in Spring 2016, will be 97.6 or higher.		
10. Evaluator Comments: Accepting Targets and Scoring Plan		
The evaluator reviewed the goals submitted by the teacher, accepted them and provided the following comments		
Goal 1: The lowest subject area Assessment Index (A.I.) is Mathematics. Focusing on the major content and engaging in regular formative assessment practices support achievement of the school-wide math target. Exceptional attainment of will be reflected when one or more of the five students who previously struggled scores an 80%.		
Goal 2: Foundation Elementary did not receive progress points the prior year meaning we did not bring students to the expected level of achievement as measured by TSGD. This goal is evidence that the teacher recognizes the importance of focusing on the specific needs of groups of students.		
Goal 3: A target of 97.6 aligns to the school-wide ELA Target Assessment Index.		
11. End of Year Reflection		
STUDENT GROWTH RATING		
Considerations	At the beginning of the year, the teacher set three goals (SLTs). The end of year results related to these goals, were used to determine the final rating.	
Rating	3.0	
Evidence	Goal 1 Results: Math - 82% of my students scored 80% or higher on the end of year common assessment. This is a 3 on the scoring plan and reflects a considerable impact on student learning	
	Goal 2 Results: Math - 92% of students, who scored non-proficient on the 3rd grade PARCC math assessment, met or exceeded their Expected Score on the 4th Grade PARCC math assessment. This is a 4 on the scoring plan and reflects that I exceeded my target by a meaningful margin	
	Goal 3 Results: ELA - The average ELA assessment index for my students as measured by the PARCC assessment given in Spring 2016 was 91.7. This is a 2 on the scoring plan and reflects that I did not meet my target of 97.6.	
END OF YEAR CONVERSATION: Mrs. Allen and Mrs. Johnson met at the end of the year to discuss evidence of teacher practice and student outcomes collected throughout the year. Their conversation centered on a set of questions related to the teacher's impact on student learning.		
What led to/hindered student success?	It was noted that the student outcomes score (as measured by the SLTs) increased from 1.5 in the previous year to 3.0 this year. The following points were discussed: <ul style="list-style-type: none"> • Daily targeted intervention with students who were non-proficient in math led to a substantial increase in student proficiency rates. • The teacher notes that she did not focus as much time planning for ELA lessons. This was reflected in an SLT rating of (2). The number of students who were mastery or advanced in ELA decreased this year. 	
What changes in practice took place this year? What additional changes need to take place?	Observation and feedback, peer observations, and mentoring activities led to a change in practices throughout the school year. Specific changes in practice included: <ul style="list-style-type: none"> • Intervention planning • Use of math manipulative to encourage discovery learning • The use of formative assessment to gauge student understanding 	

	<p>Areas noted as evidence and opportunities for future growth include:</p> <ul style="list-style-type: none"> • Provide students with more extensive choices during lessons. • On benchmark assessments, students consistently scored lower on writing tasks when compared to other 4th grade students in the school and district. • Increase the frequency of activities that require students to write in response to the texts they read and engage in self and peer assessments.
<p><i>What resources are available or needed to support teacher and student success?</i></p>	<ul style="list-style-type: none"> • Grade level planning sessions during the summer with other staff members and appropriate professional development sessions • Writers Workshop PD sessions hosted by the district • LDE ELA Summer Institute • Teacher Leader Regional Meetings (held throughout the year) focusing on use of benchmark assessments in ELA
<p><i>How did data inform your instruction this year? How will the data collected this year help you plan for future instruction?</i></p>	<p>The following data was used this year:</p> <ul style="list-style-type: none"> • Prior student spring test scores and TSGD were used to set goals and develop instructional plans for the beginning of the school year • Daily exit tickets and weekly assessments used to develop math intervention groups and respond to individual student learning needs • District math benchmark assessments were used to progress monitor student learning and further guide decisions to respond to support individual needs. <p>Plans for next year:</p> <ul style="list-style-type: none"> • Expand the use of data as described above to the subject area of ELA so that student achievement in ELA increases.