**Guiding Questions for Student Growth**

(For teacher reflection; For conversations with principals)

**STEP 1: DETERMINE NEEDS**

**Identify the essential skills, concepts, and processes for my content area.**

* Based on my content standards, what are the essential/enduring skills, concepts and processes students should master by the end of the school year/course?
* Do the identified skills, concepts and processes represent essential knowledge that will endure beyond a single test date, be of value in other disciplines, and/or necessary for the next level of instruction?
* What does it look like for students to be performing at mastery level on these skills, concepts and processes? How do I know?
* How can I collaborate with my content area colleagues to determine these essential skills, concepts and processes and to determine what mastery looks like?

**Learn about students’ abilities in my content.**

* What does last years’ data tell me about my students? What can previous year teachers tell me about my students’ abilities?
* What are my students’ abilities? How have I collected and analyzed evidence/data to determine patterns, trends, strengths and weaknesses for all students? (eg., formative processes, analysis of student work, anecdotal notes)

**Pinpoint areas of need.**

* Are there any essential/enduring skills, concepts or processes my students lack overall? What are the biggest areas of need?

**Decide on sources of evidence. After identifying an area or areas of need, choose the evidence sources (e.g., rubrics, classroom assessments, performances, products, portfolios, projects, district learning checks) for collecting baseline data for the student growth goal.** Note: At least three sources of evidence are recommended for contributing to baseline data.

* 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?
* Can the measures be used to provide both baseline data and end of year/course data? Can comparable mid-term data be collected?
* Are the measures rigorous? Do the measures ask student to demonstrate mastery of the identified grade-level concepts, skills, and/or processes at the level of rigor intended in the standard(s)?
* Are the measures comparable? Do the measures used to show growth expect students to demonstrate mastery of the standard at the intended level of rigor? Do my selected measures reach the level of rigor expected across the district?
* Is there a good match between the rigor of the standard to be assessed and the method used to collect evidence? (For instance, if the best way to determine if students are meeting the rigor of a standard is a performance, then the task should be a performance that demonstrates where students are in meeting mastery of that standard. See *Classroom Assessment for Student Learning* resources on Target-Method Match.)
* Are descriptive rubrics available? Does the rubric accurately describe performance levels aligned with meeting mastery (the rigor) of the identified standards?
* Do the evidence sources (e.g., rubrics, classroom assessments, performances, products, portfolios, projects, district learning checks)include questions/indicators/tasks that match a variety of cognitive levels and include a sufficient number of items to provide data on the identified targets?
* Do the measures allow high- and low-achieving students to adequately demonstrate their knowledge?

**Use baseline data to determine area(s) of need for the goal**

* What did I learn from collection of baseline data?
* Does analysis of baseline data show high need areas that could be used for student growth goal-setting?
* What areas of need have I identified that are appropriate for a year-long/course-long student growth goal?
* Are the identified areas of need aligned with grade level/course enduring skills, concepts or processes in the standards?

**STEP 2: CREATE A SPECIFIC LEARNING GOAL**

**Decide on a student growth goal (SGG) that meets the SMART criteria.**

SPECIFIC

* Does the goal identify a specific area of need for student growth within the content?
* Is the identified area of need significant enough for year-long/course-long instructional focus?
* Does the content selected represent essential skills, concepts and/or processes that will endure beyond a single test date, be of value in other disciplines, and/or necessary for the next level of instruction?

MEASURABLE

* Does the goal identify the sources of evidence/measures that will be used to show student growth?
* Are the sources of evidence/measures appropriate for demonstrating growth for the identified area of need?
* Which criteria were used for determining what amount of growth is rigorous for students? Why was this criteria selected?
* Does the goal show how all students will demonstrate growth?

APPROPRIATE

* Is the goal standards-based and directly related to the subject and students taught?

REALISTIC

* Is the goal doable, but rigorous enough to stretch the outer bounds of what is attainable?
* Does the growth goal challenge students to exceed typical expectations?
* Is there a good match between the goal and the level of rigor expected in the standards addressed?

TIMEBOUND

* Is the goal designed to stretch across the school-year or course?
* Is there sufficient time within the interval of instruction to determine goal attainment?

**Reflect on professional learning**

* Where do I need to grow in order to maximize student growth?
* What professional learning do I need to support the SGG?
* How can my professional learning community support me? How can I use my colleagues’ expertise to support my learning?

**STEP 3: CREATE AND IMPLEMENT TEACHING AND LEARNING STRATEGIES**

**Decide on instructional strategies for goal attainment**

* How do I identify the instructional strategies that will most effectively support students in attaining the SGG?
* What resources and supports do I need to implement these strategies with my students?

**STEP 4: MONITOR STUDENT PROGRESS THROUGH ONGOING FORMATIVE ASSESSMENT**

**Plan for progress monitoring**

* How and when will I monitor progress towards the SGG throughout the year/course?
* What formative assessment processes will I use for progress monitoring?
* How will I involve students in progress monitoring?
* How will feedback occur regularly to move students forward in their learning?

**Reflect on progress**

* How are students doing in meeting the goal? Are they progressing enough to meet the goal by the end of the term?
* How are the instructional strategies working? Do I need to adjust my instructional strategies?

**STEP 5: DETERMINE WHETHER THE STUDENTS ACHIEVED THE GOAL**

**Analyze results: Analyze the summative/post-assessment data to determine goal attainment and reflect on next steps.**

* Did students attain the goal? How do I know?
* What does the end of year/course data tell me about students’ abilities?
* What does the data tell me about my instructional strategies? How can these results inform my practice?
* How can these results inform my professional growth plan?