

Jefferson County School District: Individual Educator Growth Goals Guidance

Background

In 2010, the Colorado state legislature enacted the [Educator Effectiveness Act \(SB10-191\)](#) changing the statutory context for K-12 educator evaluation in Colorado. SB10-191 requires districts to base at least 50% of educator evaluation on the educator's contribution to student learning growth, using multiple measures of student learning aligned to the Colorado Academic Standards. State rules provide the following information regarding what measures districts must include for each educator (1 CCR 301-87.5.01):

- Statewide Summative Assessment results (when available);
- Results from the Colorado Growth Model (when available);
- A measure of collectively-attributed Student Academic Growth, meaning that outcomes on that measure are attributed to at least two licensed personnel; and
- A measure of individually-attributed Student Academic Growth, meaning that outcomes on that measure are attributed to an individual licensed person.



[Rules for the Administration of a Statewide System to Evaluate the Effectiveness of Licensed Personnel](#)

The following categories of “educators” are included in the evaluation system:

- Teachers – licensed personnel with instructional responsibilities, including those with individual classroom responsibilities, those with responsibilities across more than one classroom and those with responsibilities not associated with specific classrooms (e.g. instructional coaches, teacher librarians, etc.).
- Specialized Service Professionals (SSPs)— including school audiologists, psychologists, nurses, physical therapists, occupational therapists, counselors, social workers, speech language pathologists, and orientation and mobility specialists. In Jeffco, some SSPs will be evaluated based on a Central model.
- Principals/ Assistant Principals and other school-based licensed administrators (e.g., administrative interns).

Jeffco History

Over the past two years, the Jefferson County School district (Jeffco) has actively participated in the design of different approaches to implementing the Educator Effectiveness Act (*SB-191*), participating in state-wide pilot programs and implementing field tests in selected schools. The district approach to implementing the Educator Effectiveness Act for school year 2013-14 incorporated input gathered from key stakeholders through a district wide teacher survey and the SB191 advisory group. Districts were required to adopt an educator evaluation system progressing towards the new statutory requirements by July 2013. However, educator performance ratings for the 2013-14 school-year do not lead to loss of non-probationary status. Thus, the 2013-14 school-year was an opportunity for Jeffco educators to try-out a process for setting and evaluating attainment of individual educator growth goals. The district conducted

an evaluation of the implementation during the 2013-14 school-year to inform modifications for future years.

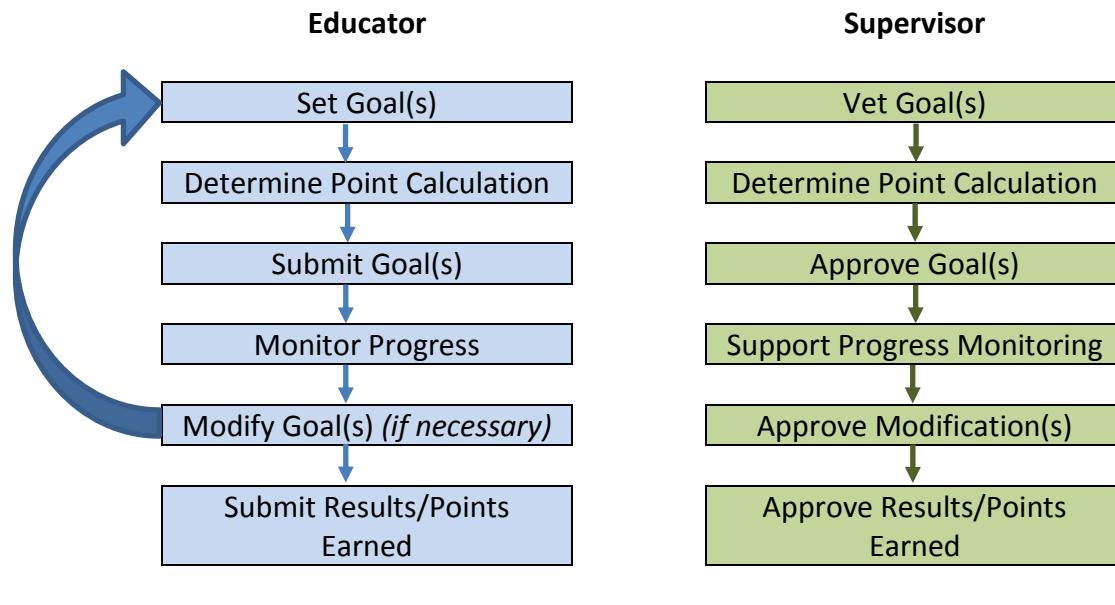
This document addresses the district's approach to individual educator growth goals. In Jeffco, individual educator growth goals meet the state requirement for including a measure of individually-attributed Student Academic Growth. The remaining state required measures are included in other aspects of the Jeffco educator evaluator system.

Several guiding assumptions form the basis for this guidance:

- The measurement of individual educator goals should not cause massive assessment development in classrooms across the district. Extensive time and resources are required to develop an assessment that can meet the technical requirements necessary for demonstrating student growth for the purposes of educator evaluation. Instead, existing assessments designed for this purpose should be used as well as a body of evidence.
- Individual educator goal setting should be systematic.
- The process of setting individual educator goals should align with current instructional practices of Jeffco educators (e.g. many educators already assess what their students know, understand, and can do at the beginning of the year to plan instruction; instruction is already aligned with the Colorado Academic Standards).
- For evaluation to be authentic, it must be a documented process that is transparent, rigorous and unambiguous.
- The level of specification for goal vetting, submission, and approval should ensure that educators and supervisors have an explicit understanding of each goal and how that goal translates to points earned.

Guidance Organization

Specifying and evaluating the degree of attainment of individual growth goals necessitates the following critical actions for educators and their supervisors:



The organizational structure for this guidance follows the actions outlined above, including a section for each action educators and their supervisors must take, with one or more suggested approaches to completing the process provided in each section. Each section also includes *choice points*, *considerations*, and *links*.



Choice points indicate choices that schools and/or individual educators need to make as part of the process of setting and specifying individual educator growth goals.



Considerations indicate cautions or issues to be aware of at different points in the process.



Links provide hyperlinks to additional resources related to a topic(s) addressed at that point in the guidance.

Set Goal(s)

All licensed personnel are required to set individual educator growth goals pertaining to the performance outcomes that are the focus of her/his position. The focus varies by job category. **State regulations require all licensed personnel to identify one individual growth goal measured by something other than TCAP.**

Teachers. State statute and rules specify teachers, or licensed personnel with direct instructional responsibilities, must set goals that pertain directly to gains in student learning in reference to the Colorado Academic Standards and districts must use student assessment results to measure attainment of these goals.

Licensed personnel with instructional responsibilities that cut across multiple classrooms or whose responsibilities are school-wide may consider the approach suggested for principals and assistant principals (below). This would include aggregating the results of the individual growth goals from each of the classrooms for which they have responsibility. Alternatively, licensed personnel with specific instructional responsibilities outside the context of a classroom such as teacher librarians, or English as a Second Language (ESL) resource teachers, could consider an academically focused goal that pertains to their responsibilities. For example, teacher librarians may focus on Growth Goal(s) related to increasing the technological literacy of all the students he/she serves. ESL resource teachers could consider Growth Goal(s) related to the English language development of students. In both cases, he/she would then follow the processes identified below for teachers.

Specialized Service Professionals (SSPs). The Colorado Department of Education (CDE) has not yet provided rules related to individual educator growth goals for specialized service professionals (SSPs). Until CDE and the State Board of Education provide rules related to this category of educators, SSPs should consider setting goals related to student outcomes they have the potential to impact given the nature of their position. For example, SSPs could set goals about reduced student behavioral incidents (suspension/expulsions) or increased student engagement outcomes (attendance/truancy). High school counselors may consider increasing the percentage of students on track to graduation, increasing the percentage of students graduating, or decreasing the percentage of student drop-outs. In these instances, the measures used to evaluate attainment of the goal(s) would need to relate directly to the goal that was set and be quantifiable. SSPs can choose to use data other than student assessment results to measure their individual educator goal attainment.

Principals/ Assistant Principals. CDE and the State Board of Education have established rules that apply to individual educator growth goals for principals and assistant principals (1 CCR 301-87-5.01). The individual educator growth goals for this category of licensed educators must include the following:

- A measure of student academic growth consistent with the Measures of Student Academic Growth used for the evaluation of teachers in her/his school.
- Measures of Student Academic Growth that reflect the growth of students in all subject areas and grades, not only those in subjects and grades that are tested using Statewide Summative Assessments, and reflect the broader responsibility a principal has for ensuring the overall outcomes of students in the building.

Individual principal or assistant principal goals cannot duplicate the other three components of the 50% student growth (e.g. not district goal, school goal or SPF).

Principals and assistant principals in collaboration with their supervisors should identify individual educator growth goals and set associated performance targets consistent with these requirements. Examples of measures that would allow principals or assistant principals to meet these state requirements include:

- The percentage of goals met by all licensed personnel in the school,
- The mean of the individual goal points for every teacher in the school, or
- Growth goals focused on a specific set of students such as catch up students or students with a significant reading deficiency.



Choice Point: What will be the focus of individual educator growth goals for educators without individual classroom responsibilities?

Number of Goals

All educators must set at least one, and up to five, individual educator growth goals for the 2014-15 school year. Educator attainment of all of his/her individual growth goals will make up 15% of his/her annual overall performance evaluation rating. The reporting results section includes options for combining data regarding multiple goals.

Examples of population by school level:

- An elementary teacher may choose two year-long goals for homeroom students.
- A secondary teacher may choose a goal for two different courses across the year or by semester/trimester.



Choice Points:

- *How many individual growth goals will each educator within the school set? Will this be the same for every educator?*
- *Each educator may want to consider setting more than one goal, so she/he has more than one opportunity for success.*
- *Educators should consider the time involved in setting, vetting and monitoring progress towards goals when considering the number of goals to identify. Time needs to be reserved to monitor each goal throughout the class or course.*
- *School leadership may want to choose to establish a consistent number of goals for all educators in the building.*

Measuring Student Learning Gains

State rules define Student Academic Growth Objectives as “a participatory method of setting measurable goals, or objectives, for a specific assignment or class, in a manner aligned with the subject matter taught, and in a manner that allows for the evaluation of the baseline performance of students and the measureable gain in student performance during the course of instruction.” (1 CCR 301-87 -1.23)

Educators, in collaboration with their supervisors, will determine the student population and instructional interval (defined below) to which the goal(s) will apply, and specify a Student Growth Goal.

The measurement of student growth is embedded within the process of establishing performance targets for groups of students depending on some rough sense of where they start. This approach places emphasis on an educator's instructional practice rather than on the selection of assessment instruments.

Student Academic Growth Objectives

- Analyze baseline data (multiple sources that include classroom assessments or assignments) to identify 2-4 student performance groups (students with similar performance at the beginning of the instructional interval).
- Describe the assessment instrument(s) the educator will use to measure student progress towards the Growth Goal at the end of the instructional interval, the alignment of the assessment instrument(s) to the Growth Goal, and how the educator will score the assessment(s).
- Set performance targets, or expected gains in student learning at the end of the instructional interval in relationship to the Growth Goal for each student performance group. Justify any proposed differentiated targets.
- Determine how many (or what percentage of) students from each performance group met the established performance targets at the end of the instructional interval.

Educator Individual Learning Goal(s) Components

The information educators must provide about their individual educator growth goals is shown below.

Individual Educator Growth Goal Components

Subject, Grade(s), Standard(s)

Instructional Interval

Student Population (and rationale for exclusions, if applicable)

Growth Goal(s) Statement (and rationale for goal selection)

Measurement Approach (Assessment Instruments and Data Sources, Alignment to Learning Goal, and Scoring)

Baseline Data and Student Performance Groups

Growth Definition

Monitoring Progress

Performance Targets for Student Performance Groups

Point Calculation (Distribution of Points)

Goal Weight

Steps for Setting and Specifying Goal(s)

Step One: Specify the Student Population and Instructional Interval

The first step involves determining the student population and instructional interval during which the Growth Goal will apply. For most educators, this would include the full term of the class or course (year, semester, and trimester) and all students for which the educator has responsibility during that course/class. In general, elementary educators who teach the same class for an entire school year should specify the school year as the instructional interval. Secondary educators who may change the content and/or students in their class each semester or trimester should specify the semester or trimester as the instructional interval and the student population as the students in a class during each interval. Educators may choose to limit student population further if there is a rationale for doing so (e.g. eliminating a sub-group of students from inclusion in the student population because this teacher was not the primary instructor for them during the instructional period). Educators should provide a strong rationale for identifying a student population that excludes any of the students in their course/class.

Examples of instructional period and student population by school level:

- An elementary teacher may choose to set a learning goal for his/her entire class for the full school year.
- A secondary teacher may choose to set a learning goal for all of the students in one course he/she teaches for the semester.



Consideration: Ensure that eliminating students from inclusion in the student population does not serve to institutionalize lower expectations for some students.



Choice Point: Will requirements be established at the school level regarding the instructional interval and student population to which individual educator goals will refer?

Step Two: Specify the Student Growth Goal(s)

Growth Goals describe what students should know, understand or be able to do by the end of the instructional period. Growth Goals are a statement of intended learning that is broad enough to capture the major content of the instructional interval, focused enough to be

measurable, and based upon the Colorado Academic Standards. Identifying Student Growth Goals involves the following:

- Identify the “big ideas” for the grade level and content area.
- Identify growth goals associated with at least one “big idea” that would be achieved across several units, and/or which contain related objectives in prior or subsequent grade levels using the Collaborative Curriculum Alignment Process (C-CAP). These become candidates to be the Growth Goal.
- Determine which standards (from the Colorado Academic Standards) are associated with each candidate Growth Goal.
- Prioritize possible Growth Goals based on the learning needs of the student population (identifying two or three top priorities).
- Determine the Depth of Knowledge (cognitive complexity) of the priority Growth Goals. Eliminate candidate Growth Goals with a Depth of Knowledge less than 2 for elementary and less than 3 for middle or high school.
- Select the Growth Goal(s) and describe each in a format that includes a verb and a noun or noun phrase. The verb should describe the intended cognitive process and the noun or noun phrase generally describes the knowledge students are to acquire or construct.



Depth of Knowledge Resources:

National Center for the Improvement of Educational Assessment [Toolkit for Exploring Cognitive Rigor](#)



Considerations:

- *Some educators may struggle identifying the “big ideas” for a grade level and content area. Keep in mind that determining the Growth Goal should be the focus of time and effort rather than determining the big ideas.*
- *Educators should consider how the Jeffco C-CAP identifies “big ideas.” Which big ideas cut across an entire year, semester, or trimester?*
- *Identifying a Growth Goal of appropriate grain size is critical. If Growth Goals are too narrow, they can lead to discrete and piecemeal instruction; if Growth Goals are too broad, they can be difficult to measure. The ‘just right’ Growth Goal addresses the “big idea” and associated content standards.*
- *Educators may want to link areas of development from the action plan from the professional practices evaluation rubric to student growth goals in order to align both teacher and student learning.*

Growth Goal Examples:

2nd Grade Writing: Students will write a narrative paragraph that develops real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

4th Grade Math: Students will explain why two fractions are equivalent using visual fraction models and generate equivalent fractions.

High School Social Studies: Students will independently use primary and secondary sources to explain, generalize, connect, and/or form an argument based on historical and contemporary issues related to civics.

Step Three: Measurement Approach

Educators, with support from their supervisor or designee, must describe the body of evidence they will collect about student learning gains in relationship to the Growth Goal at the end of the instructional interval. This specifically includes identifying the assessment instruments or tasks they will use to collect student learning data and describing how they know the assessment instruments they are using accurately measure student learning in relationship to their Growth Goal.

The alignment of the evidence source (assessment or task) to the Growth Goal is a necessary condition for educators to make accurate inferences about the growth in their students' learning. Alignment is the key to the assessments being valid for that use. The body of evidence is likely to include classroom-administered assessments/tasks, it is critical for educators to check on the alignment of the assessment instruments to the Growth Goal. CDE adopted a process for evaluating alignment that involves comparing the content coverage and the Depth of Knowledge of assessment tasks to the Growth Goal(s).



Resources related to evaluating the alignment of assessment instruments and Learning Goals using the Depth of Knowledge framework (first developed by Norman Webb in 2002) include:

- [CDE Assessment Review Tool](#) and [Directions](#) for using it.
- National Center for the Improvement of Educational Assessment [Toolkit for Exploring Cognitive Rigor](#)

The Measurement Approach description of the body of evidence (and assessment instruments used) also includes how each assessment instrument will be scored. Scoring includes aggregating or summarizing information across multiple items or the attributes of a single task, and contextualizing the aggregated information by providing a point of comparison. The point of comparison in this case should be criterion referenced rather than norm referenced. The educator should indicate if a rubric or some other type of scoring guide or answer key will be used, and should specify what metrics (or scores) he/she will use to summarize student growth in relationship to the Growth Goal.

Score Definitions

- A score is numeric scale indicating the level of some variable of interest or a rating indicating a level of performance. Each student receives a scale score on TCAP and a performance rating (e.g. proficient, partially proficient). Both are scores.
- Criterion referenced scores are those for which an individual's performance is compared to a specific learning objective or performance standard and not to the performance of other students.
- Norm referenced scores compare student performance to a larger group, usually a national sample representing a wide and diverse cross-section of students.



Considerations:

- *Ensure the assessment instruments educators use actually measure student learning in relationship to the Growth Goal.*
- *Educators should not assume assessment instruments included as part of instructional resources or provided in a resource bank align with a particular Growth Goal. Educators should evaluate the alignment of each instrument and the tasks included in the instrument.*
- *Scoring of assessment tasks that have one right answer differs from scoring of assessment tasks where student responses could have varying degrees of quality. Educators should use a rubric in scoring student responses when degrees of quality are part of the task, such as for extended written tasks or performances. A scoring guide is sufficient for tasks with one right answer.*
- *A rubric is a coherent **set of criteria** for students' work that includes **descriptions of different levels of performance** on the criteria.*
- *Any scoring guides or rubrics educators use should differentiate student performance levels based on the evidence collected by the assessment instruments.*



The following references provide information about what constitutes a high quality rubric:

Arter, J. and McTighe, J. (2001). *Scoring Rubrics in the Classroom*. Thousand Oaks, CA: Corwin Press.

Brookhart, S. (2013). *How to Create and Use Rubrics for Formative Assessment and Grading*. Alexandria, VA: ASCD.

Hampton, S., Murphy, S. and Lowry, M. (2009) *Using Rubrics to Improve Student Writing*.

[CDE Assessment Review Tool](#) and [Directions](#) for using it.



Choice Points:

- *Educators and leaders should determine if educator developed, or only vendor produced assessment instruments and/or rubrics can be used.*
- *Educators and administrators should consider how they will ensure assessment instruments will be appropriately administered, avoiding all situations with the possibility of appearing to be "gaming".*



The National Center for the Improvement of Educational Assessment developed a report that documents different types of growth scores, [Approaches and Considerations for Incorporating Student Performance Results from "Non-tested" Grades and Subjects into Educator Effectiveness Determinations](#)



The National Center for Research on Evaluation, Standards & Student Testing has developed a guide, [Developing and Selecting Assessments of Student Growth for Use in Teacher Evaluation Systems](#)

Measurement Approach Examples:

Growth Goal	Assessment Instrument(s)	Scoring
<p><i>2nd Grade Writing:</i> Students will write a narrative paragraph that develops real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>At the end of the year, students will write paragraphs based on the following prompts:</p> <ul style="list-style-type: none"> • Describe what it is like to eat lunch at school. • Write about what you did during recess one day this week. <p>Note these prompts will not be administered on the same day.</p>	<p>A rubric will be used to evaluate both paragraphs, and generate a rating (unsatisfactory, partially proficient, proficient, or advanced) for each student on each paragraph. The student’s over-all rating will be the best of the two ratings. The rubric was adapted from our instructional resource and evaluated based on the criteria for effective rubrics identified in the book, <i>Using Rubrics to Improve Student Writing</i>.</p>
<p><i>4th Grade Math:</i> Students will explain why two fractions are equivalent using visual fraction models and generate equivalent fractions.</p>	<p>Students will complete a test on equivalent fractions that was adapted from our math program to add some more tasks. The test includes identification of equivalent and non-equivalent fractions (10 tasks), and three tasks which prompt them to draw visual models of fractions (using blocks, a pan of brownies, and pizza) illustrating and labeling two equivalent fractions for each model, and explaining why the fractions are equivalent. The alignment of the test to the growth goal was evaluated using the Depth of Knowledge framework.</p>	<p>Students will receive two ratings on the test, one for recognizing equivalent fractions and one for using a visual model to illustrate and explain why fractions are equivalent. The first rating will be based on number of correct responses to the first 10 tasks on the test. The second will be based on an aggregation of points assigned as follows for each of the 3 modeling problems: 1 for correct identification of equivalent fractions, 1 for accurate illustration, 1 or 2 points for partial or full explanation. Ratings will include: not proficient, partially proficient or proficient.</p>
<p><i>High School Social Studies**:</i> Students will independently use primary and secondary sources to explain, generalize, connect, and/or form an argument based on historical and contemporary issues related to civics and government.</p>	<p>Students will complete a research project the last few weeks of the semester. They will select from several different options on which to focus their project based on a current policy debate. The resulting product will be an essay in which they take a position, defend the position and cite several primary and secondary sources.</p>	<p>A school-wide analytical 4-point argumentative writing rubric will be used to score student responses. This rubric was created by the school Social Studies committee and the quality of the rubric was evaluated using criteria for quality rubrics available from the National Center for the Improvement of Educational Assessment.</p>

** Note: High school example drawn from the Center for Assessment Student Learning Objective toolkit, available at <http://www.nciea.org/slo-toolkit/>

Step Four: Baseline Data and Performance Groups

Educators should identify multiple data sources they will use to establish the starting point for measuring student learning progress towards the Growth Goal. Educators already collect baseline data about their students' learning at the beginning of the school year to inform their instructional plans and to group students for more intensive instructional interventions. This represents an additional use of that same data. Educators will use these data to group students based on their performance. For example, student performance groups could be as simple as low, medium and high, or universal, strategic and intensive. The baseline data could include state assessment scores from the prior year, district administered assessments, and/or classroom assessments or assignments completed at the beginning of the instructional interval.

Next educators should analyze the baseline data for all the students included in their student population and describe the results for each baseline data source. This includes describing the performance of the student population or class as a whole (e.g. what percent were proficient?), considering the range of student performance (low to high), and determining if students can be grouped by their performance on each baseline data source.

Educators should use the student performance results across all of their baseline data sources to group students who have similar performance. This grouping process should result in educators identifying 2-4 student performance groups, and specifying which students they included in each group using their results on the baseline data sources.

Student Performance Group Examples

Low – Students rated as unsatisfactory on the writing Transitional Colorado Assessment Program (TCAP) from the prior year, below proficient on the district writing prompt, and scored as “below grade level” on the initial writing sample done as a class assignment at the beginning of the school year.

Medium – Students rated as partially proficient or proficient on the writing TCAP from the prior year, rated as proficient on the district writing prompt and scored as “at grade level” on the initial writing sample done as a class assignment at the beginning of the school year.

High – Students rated as proficient or advanced on the writing TCAP from the prior year, rated as proficient or advanced on the district writing prompt, and scored as “above grade level” on the initial writing sample done as a class assignment at the beginning of the school year.



Considerations:

- *Different grade levels and content areas will have different types of baseline data available to them.*
- *Teachers of content areas and grade levels for which state assessments (TCAP) results are available from the prior year should consider using those results as **part** of their baseline data.*
- *Establishing student performance groups requires educator judgment, but is similar to how many educators evaluate student performance at the beginning of the year to adjust instruction.*
- *Educators should not rely on a single assessment or indicator.*

Step Five: Growth Definition

Educators should specify how much growth is expected in relationship to the baseline data and performance groups. A minimum of one year's growth is recommended. The determination of one year's growth should be based on the assessment specifications or standard for the type of assessments or data being used. The growth definition might be stated in terms of an increase in performance level, percent increase in scores or some other reasonable method.

Step Six: Monitoring Progress

Educators should specify how they will monitor student progress toward their Growth Goal. Monitoring progress can occur in many different formats and combinations such as unit assessments, work samples, conferences, formative assessments, grades, anecdotal notes, exit tickets, checklists, Acuity, YPP, running records, informal reading inventories, essays, etc. Educators will also want to consider how they will track the data (e.g. grade book, Excel, etc.) and how and when they will analyze the data to inform instruction (e.g. PLCs, data team meetings, team meetings, etc.).

Step Seven: Set Performance Targets

The final step in specifying an individual educator growth goal involves educators writing an expected target for each performance group by the end of the instructional period based on the identified body of evidence. Educators must start by specifying the level of performance that constitutes meeting the Growth Goal(s). Educator targets should specify what number or percent of students in each performance group will score at each level on the final evidence source(s). Establishing expected performance targets for these different student groups for one Growth Goal is part of setting a single growth goal.

Example Performance Targets for an individual educator growth goal based on the example student performance groups described above:

Low - 50%-79% will meet the Growth Goal, less than 50% will partially meet the Learning Goal

Medium – 80-89% will meet the Growth Goal, less than 20% will partially meet the Learning Goal

High –90%-100% will meet the Growth Goal



Considerations:

- *Some of the students in every performance group should have a target of mastering or meeting the Growth Goal.*
- *The performance target for the students in the highest performance group should be 100% meeting the Growth Goal.*
- *Be careful the performance targets set don't establish lower expectations for some groups of students.*

Determine Point Calculation

Educators in collaboration with their supervisors must specify how to assign the 15 possible points for individual educator growth goals based on educator attainment of their performance targets. How points are distributed is a local decision. However, the approach taken should be explained and reasonably justified, and a consistent approach for calculating individual educator growth goal points should apply across the entire school. This calculation depends on two factors: how many individual educator growth goals the educator has set, and the approach taken to measure the goals.

First, if educators set more than one goal, educators must then determine how to weight the goals. In general, the calculation should distribute points as evenly as possible across each goal. For example, if an educator sets three goals, each goal could be worth a total of 5 points (5+5+5=15).

Then, educators and their supervisors must establish the distribution of points within each goal based on the performance targets. Consider the following example of the potential scoring for one of three equally weighted goals (worth 5 points).

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- 0 No performance targets met
 - 1 One performance target met
 - 3 More than one but not all performance targets met
 - 5 All performance targets met
-



Choice Point: Educators and leaders must determine how points will be assigned across individual educator growth goals. A common approach should apply across the school.

Vet and Approve Goal(s)

The principal or designee(s) must approve all individual educator goals by October 15th. If modifications are needed for goals that reference second/third semester teaching assignments, educators will use the modification process early in the semester/trimester. Goal vetting and approval include the following:

- The school leadership team helping educators make connections to school/team goals and the Unified Improvement Plan to ensure integration of efforts at the school;
- The supervisor or designee(s) making connections to the goals from the professional practice rubric evaluation for the educator to align with the outcomes those instructional practices will accomplish in student academic measures;
- The supervisor or designee(s) interacting with the educator regarding his/her individual growth goal, and providing feedback regarding any needed improvements during the goal development process;
- The educator responding to feedback about his/her individual growth goals;
- The educator submitting each individual educator growth goal to the district using Jeffco SOARS (described below); and
- The supervisor electronically approving the goal.



Choice Point

- *School leaders in collaboration with their staffs will design the goal vetting and approval process at the school level, consistent with local structures and needs.*



Consideration

- *School leaders may want to consider the following:*
 - *Establishing and communicating school goals as context for setting individual educator goals*
 - *Using a shared leadership approach*

- *Incorporating peer or team vetting of goals*
- *Providing a clearly defined process for educators to receive and respond to any feedback they receive about their goals*
- *Ensuring educators are clear regarding required vs. recommended changes as part of any feedback*

Submit Goal(s)

Every licensed personnel will submit his/her individual educator growth goal(s) using a common goal submission form through Jeffco SOARS. The required submission elements include the following: subject(s), grade(s), standard(s), instructional interval, growth goal statement, rationale for goal selection, student population, measurement approach, baseline data and performance groups, growth definition, monitoring progress, performance targets, points calculation, and goal weight. All educators will enter individual educator goals in Jeffco SOARS.

Monitor Progress

Regardless of the approach taken to measure student learning gains, educators should use student learning data to monitor student progress towards their Growth Goal(s) throughout the instructional interval. This is a key formative assessment practice. Monitoring student learning includes the following:

- Determine how student learning is likely to progress towards meeting the Growth Goal. This involves identifying several critical junctures for student learning in relationship to the Growth Goal that will occur during the instructional period. These are points at which the educator can check on student progress.
- Determine what data source(s), or assessments, the educator will use to measure the progress of student learning in relationship to the Growth Goal, at each critical juncture during the instructional process. Identifying data sources in advance increases the likelihood that timely progress monitoring will occur.
- Collect data from students using the identified data sources. Analyze and interpret the data and make a determination whether or not students are on track to meet the Growth Goal at the end of the instructional period.
- If not, make adjustments to the instructional approach to get students on track to meet the Growth Goal.



Consideration: Not all progress monitoring data requires a test, educators should use formative assessment practices regularly to monitor student learning.

Modify Goal(s)

There may be certain instances where school principals or designee(s) will make determinations regarding educator modifications to their individual educator growth goals during the instructional interval. All educators will submit their goals via Jeffco SOARS by October 15th. Modification of goal(s), if needed and approved, would follow submission. Educator requests to modify their goal(s) should reference a change occurring in conditions within which the goal(s) was/were set. Examples of reasons why goal modification could be necessary include the following: changes in class assignments, substantial changes in student population (significant influx of additional students), or the proposed evidence sources no longer being available.



Choice Point:

- *The evidence educators will need to provide in order to support modification to their goals will be determined at the school site.*



Considerations:

- *School leaders may want to establish criteria in advance for goal modification in order to maintain transparency and comparability.*
- *Criteria should include appropriate times frames for modification (e.g. in advance of final goal attainment results).*
- *Criteria should be consistent across the school site.*

After initial Growth Goal approval, educators who wish to modify a goal need to negotiate that change with their principal who will unlock the goal in order to allow the educator to enter the modification. The principal(s) or designee(s) will then be required to approve all modifications through Jeffco SOARS.

Report Results

At the end of the instructional interval, educators will report their results to their supervisors through Jeffco SOARS. Results include providing information about the degree to which goals were met (targets met) and the individual educator growth goal points attained (points earned). After educators enter the targets met and points earned for each goal in Jeffco SOARS, supervisors or designee(s) must approve each educator's results. The District recommends a conversation takes place regarding Growth Goal attainment as part of the goal points approval process.