

Student Growth Guidance/Revisions for 2020-21

The COVID pandemic and the clear need to grow in our capacity to address racial injustice and other opportunity gaps call us to revisit the purpose and processes involved in setting and measuring the attainment of student growth goals as a part of teacher and principal evaluation. While the tenets below are proposed for the 2020-21 school year, they foreshadow some potentially enduring changes in how student growth is addressed in Washington's growth and evaluation system for teachers and principals. These changes provide an opportunity to look deeply into teacher and principal practice, and to support their learning and that of the students and teachers with whom they work.

Evaluation Guidance: Develop One Student Growth Goal

The focus of the process is on setting a learning goal on a significant conceptual understanding, considering both formative and summative assessment, and reflecting on student progress in ways that will positively impact continued learning and growth for educators and students.

- Teachers/principals on a modified Comprehensive evaluation for 2020-21 develop one student growth goal, choosing the goal for criteria 3 or 6. Principals would choose one goal among criteria 3, 5, and 8.
- Scores for the other two criteria are assigned using the most recent Student Growth scores for those two criteria. In the event no such scores are available, the score assigned would default to Basic (2).
- The Student Growth rubrics for 3.1, 6.1 and 8.1 for teachers are unchanged. The rubrics for 3.2 and 6.2 have are being considerably modified to meet the goal of supporting reflection and growth in instruction and assessment practices.
- The Student Growth rubrics for 3, 5, and 8 for principals are being revised to support principal reflection. Principal information will be posted in early October.

General Principles for Student Growth Goals: Teachers

- The student learning goal is about a significant conceptual understanding that is in the WA state learning standards. It is a standard that inspires deep thinking for teachers and their students. It is something that students will still know,

understand, and find meaning in, three to five years from now. It should be one of the eight to ten most important things students will learn in a teacher's class this year.

- This goal exists at the unit level (several weeks of study).
- Students are involved in the assessment of their learning at the formative stages.
- Teachers explicitly seek information from students about how the students are experiencing the learning and use that information to modify their instruction.

Suggestions for Best Practice: Teachers

- The student growth goal includes a habit of mind as part of the academic goal.
- Student progress is measured using high-quality performance tasks.
- Consider the question: How are we designing instruction and assessment so that all students have an opportunity to learn and to demonstrate that learning? (See this short video from Katie Novak that illustrates the difference between differentiation and Universal Design for Learning (UDL), and how UDL provides for a more efficient use of teacher time: <https://www.novakeducation.com/udl-vs-di-dinner-party-analogy/>)

Guiding Questions for Reflection on Student Growth: Teachers

- 3.2: Reflect on growth of select group of students either individually, or in cohorts by learning progress demonstrated (little/no progress; moderate progress; met/exceeded target).
- 6.2: Reflect on students in one class, in three groups by learning progress made (little/no progress; moderate progress; met/exceeded target).
- Reflective questions for 3.2 and/or 6.2:
 - Students who made no/minimal learning progress:
 - What are the assets that each of these students brings to their learning?
 - What are some possible factors that may have impeded their learning? How do you know? Dig as deeply as you can (e.g., "Didn't attend." Why not?)
 - What do students have to say about how they experienced the instruction?
 - What do students see as factors that may have impeded their learning?

- What do they believe might be helpful?
- With these understandings in mind, what are your next steps for each of these students to ensure they access this important learning?
- What are your takeaways as a teacher for the instruction/assessments – What will you do again? Stop doing? Do differently?
- Students who made some (moderate) progress:
 - What are the assets that each of these students brings to their learning?
 - What do students have to say about how they experienced the instruction?
 - What do students see as important to their success?
 - What do they see as factors that may have impeded their learning?
 - With these understandings in mind, what are your next steps for these students?
 - What are your takeaways as a teacher for the instruction/assessments - What will you do again? Stop doing? Do differently?
- Students who met/exceeded learning standards:
 - What are the assets that each of these students brings to their learning?
 - What do you believe “worked” for students in this group about the learning experiences in this unit?
 - What do students have to say about how they experienced the instruction?
 - What do students see as important to their success?
 - What do they see as factors that may have impeded their learning?
 - With these understandings in mind, what are your next steps for them?
 - What are your takeaways as a teacher for the instruction/assessments – What will you do again? Stop doing? Do differently?

Rubrics for 3.2 and 6.2

Unsatisfactory	Basic	Proficient	Distinguished
<p>Teacher provides evidence of student progress from only summative assessments. Students are not involved in self-assessment. Teacher reflection minimally addresses learning experiences for students but does not provide analysis for different levels of progress. There is no evidence of use of student perceptions of their learning experiences to determine next steps to meet student needs regarding instruction and support.</p>	<p>Teacher provides evidence of student progress from only summative assessments. There is little evidence of student involvement in assessment of their own learning. Teacher reflection partially addresses learning experiences for students at all three levels of progress; it may be missing some components or levels. Teacher reflections on student perceptions of their learning experiences do not include adjustments in practices teacher might make to meet student needs regarding instruction and support.</p>	<p>Teacher provides evidence of student progress, which includes both formative and summative assessments. There is evidence of student engagement in assessment of their own learning. Teacher reflection addresses learning experiences for students at all three levels of progress, including success factors and barriers (where appropriate), and next steps. Teacher reflections demonstrate receptivity to student perceptions of their learning experiences, and ideas about next steps for instruction and support.</p>	<p>Teacher provides evidence of student progress, which includes both formative and summative assessments. There is evidence of meaningful student engagement in assessment of their own learning. Teacher reflection thoroughly addresses learning experiences for students at all three levels of progress, including success factors and barriers (where appropriate), and next steps. Teacher intentionally gathers extensive student perceptions of their learning experiences and clearly uses them as a key factor in determining next steps for instruction, support, and their own professional learning.</p>