## **LINCOLN COUNTY school district**

## **STUDENT LEARNING & GROWTH (SLG) GOAL SETTING**

|  |  |
| --- | --- |
| **Teacher** |  |
| **School** |  |
| **Supervisor** |  |
| **Assignment** | Elementary  Middle School  High School |
| **Goal Type** | Individual Goal  Team Goal |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Content Standards/Skills**  Based on the relevant content and skills students should know or be able to do at the end of the course/class, a clear statement of a specific area of focus is selected. These should be specific state or national standards (a statement such as “Common Core State Standards in Math” is not specific enough). | |  | |
|  | **Assessments**  Describe how student learning and growth will be measured. Assessments must be aligned to state or national standards and meet state criteria. (See Instructional Leader Evaluation & Accountability Handbook for more information.) | |  | |
|  | **Context**  *(Include number of students, gender, race/ethnicity, socioeconomic status, diverse learners, contact time)*  Description of the demographics and learning needs of all students in the class or course. This should include relevant information that could include, but is not limited to: the number of students and their gender, race/ethnicity, socioeconomic status, and any students with diverse learning needs (e.g., EL, IEP, 504 plans). For those educators who do not meet with students on a regular basis, including contact time (e.g., one 50 minute period per day, two 90 minute blocks per week, etc.) provides additional context for the goals developed by the educator. The context will affect the development of your tiered targets and instructional strategies. | |  | |
| **Initial Conference** | **Baseline Data**  *(Summary of student strengths and weaknesses based on data analysis)*   * What information did I use to set my goal? * What are the learning needs of the students? * What are the leadership needs and who are the stakeholders? * Attach supporting data. | |  | |
| **Student Growth Goal (Targets)**  *(Goals must address* ***growth*** *for* ***all*** *students, not proficiency)*   * Considering all available data and content requirements, what growth target(s) can the students be expected to reach? * What assessments(s) will be used to measure student growth for this SLGG? * Describes rigorous yet realistic growth goals or targets for student achievement that are developmentally appropriate. The targets should be rigorous yet attainable. The target can be tiered for specific students in the class/course to allow all students to demonstrate growth. | |  | |
| **Rationale**  *(Describe how the focus of the goal was determined)* | |  | |
| **Strategies**  *(Include strategies used by the educator to support meeting the needs for student growth)*   * How will I attain this goal? * What specific actions will lead to goal attainment? * What specific strategies will the administrator incorporate into his/her professional practice? * Describes the instructional strategies the educator will use relevant to learning specific content and skills to accomplish the goal. These strategies can be adjusted throughout the year based on data about student progress. | |  | |
| **Professional Learning & Support**  *(Identify areas of additional learning and support needed by the educator to meet SLG)*   * What professional development will help me accomplish my goal? * How has my self-assessment and evaluation informed my professional development needs? * How might I team with colleagues in professional development toward my goal? * How will my professional development impact my student growth goal? * Opportunity for the educator to identify areas of additional learning and support needed to meet student learning and growth goals. Self-reflection and identification of professional learning needs can help focus efforts to provide meaningful professional learning opportunities to educators. | |  | |
| **Teacher Signature:** | **Date:** | **Supervisor Signature:** | **Date:** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Mid-Course Review** | **Collaborative Mid-Course Data Review**   * What progress has been made? * Attach supporting data | |  | | |
| **Strategy Modification**   * What adjustments need to be made to my strategies? * Is there new information that impacts reaching the SLGG? | |  | | |
| **Implications for Professional Growth**   * Has my professional growth to date been relative? * How has my professional growth impacted student learning? * Have my professional growth needs changed? | |  | | |
| **Teacher Signature:** | **Date:** | | **Supervisor Signature:** | **Date:** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Post-Conference** | **End-of-Year Data**   * What does the end of the year data show? * Attach data | |  | | |
| **Reflection on Results**   * Overall, what worked, or what should be refined? | |  | | |
| **Professional Growth Plan Implications**   * How can I use the results from my goals and my self-assessment to support my continued professional growth? | |  | | |
| **Teacher Signature:** | **Date:** | | **Supervisor Signature:** | **Date:** |