

## APPENDIX 12C INITIAL STUDENT GOAL SETTING / DATA CONFERENCE TEMPLATE

Teacher Mr. Staff

Evaluator Ms. Rod

Growth Goal Setting Conference Date: 10/13/2013

1. What are the learning goal(s) and standards to be increased? Students in my 5<sup>th</sup> period 8<sup>th</sup> grade US History class are working on analyzing author bias in primary source documents. My goal is for each student to be able to read a historical piece of writing and to write an analytical paragraph of five to seven sentences that explains the bias of the author and cites at least three excerpts from the text as evidence to support their analysis of the writing. Growth will be measured by using our rubric for written work and by specifically looking for three excerpts and support for the position taken by the student.
2. Which students will be measured? For goal area 3, I have identified three students in my class who have IEP goals in written language. For goal area six, I have identified my entire 5<sup>th</sup> period class composed of 28 students. For goal area 7, the analysis of primary source documents for bias and supporting arguments through text citation has been a department goal that we have identified as an area of focus in our PLC.
3. What is the timeline for measuring growth between two points in time for these students? As a PLC team, we have selected two common assessments in this area, set for mid November and mid January. We will analyze student results at PLC meetings within a week of the assessments being given.
4. What data will be used to measure progress? Students will be provided primary source documents that are written at or near their reading level. The prompt will be the same for each of the assessments although because we will be working on different units, the November assessment will be from an earlier time period than the January assessment. However, the prompt will be the same for each assessment as will the rubric used.
5. How will my instructional strategies support academic growth in these students? As we work through our units, I will begin by modeling my thinking about primary source documents and providing some anchor analytical paragraphs. Next, students will have guided practice in analyzing documents and annotating text that supports their position on the bias of the author. During this time, students will also be discussing their thinking in small groups and sharing their citations.

Follow up Student Growth Conference

1. Did the students meet the goal(s)? ☐ Yes ☐ No
2. What data indicates the goals were met? \_\_\_\_\_
3. What will I do next as a result of this area of focus? \_\_\_\_\_

III. Establishes student growth goal(s) for subgroups (SG 3.1)  
Achieves student growth goal(s) for subgroups (SG 3.2)

VI. Establishes classroom student growth goals (SG6.1)  
Achieves classroom student growth goals (SG6.2)

VII. Establishes student growth goals and monitors student achievement as a collaborative team (SG8.1)