# District Implementation Considerations and Timeline

## Planning (July – October, 2013)

### Goals

|  |  |
| --- | --- |
| * How will your district define high quality student learning goals? |  |
| * Has your district established a common format for goal setting (i.e., SMART goals)? |  |
| * Which parts of the OSPI Student Growth Module might help? |  |
| * Has your district identified a preferred or required process/timeline for teachers to complete goal setting? |  |
| * How can you guide teachers to consider district initiatives in their goal setting process? |  |
| * How can you help principals create their own student growth goals based on the goals being set by teachers in their building? |  |
| * If your district uses eVAL, has the format/process/timeline been made available to teachers and their evaluators inside eVAL? |  |
| * Will your district support a paper/pencil goal-setting format/process? |  |
| * Will individual teacher’s student growth goals connect to school or district SIP goals, PLC efforts or other initiatives (required, preferred, no position)? |  |
| * What time is being set aside for all administrators to learn about the goal-setting process? Who will teach the evaluators about goal setting? |  |
| * How can you ensure that evaluators of teachers have opportunities to dialogue about goal setting in order to assure consistency across the district? |  |
| * What time is being set aside for all evaluatees in the new system to learn about the goal setting process? Who will teach the teachers? |  |
| * Do you want evaluators or teachers (or both) to review OSPI’s goal setting module? By when? How to monitor? |  |
| * Who can help shape the communications plan to make information and decisions public and assure that messages remain consistent across the district? |  |

|  |  |
| --- | --- |
| * How will you support teachers on probation to create strong student growth goals and assess progress towards those goals. |  |
| * What opportunities and processes will teachers and principals use to calibrate goals? |  |

### Assessments

|  |  |
| --- | --- |
| * How will your district define high quality sources of student learning data? |  |
| * How will the district support teachers to assure that multiple measures are utilized, regardless of content area or student population? |  |
| * Which (if any) common assessments does the school or district want to require or encourage teachers to use when applicable and appropriate to their context? |  |
| * What district- or school-level data is available to help teachers define student subgroups for C3? |  |
| * What assessment literacy resources might be useful to evaluators? To evaluatees? |  |
| * How will the district help assure that spring learning data are available to assess achievement of goal(s)? |  |

## Identifying (October – November)

|  |  |
| --- | --- |
| * What time is being set aside/ encouraged for evaluators and evaluatees to dialogue about student growth goals? |  |
| * Will the district collect/monitor that student growth goals have been established? |  |
| * How will the district help teachers study the rubric to understand a Basic goal might become Proficient or a Proficient goal be revised to become Distinguished? |  |

## Setting Targets (November)

|  |  |
| --- | --- |
| * What time is being set aside for evaluators to dialogue about goals set in order to move towards rater agreement on the student growth rubric? |  |
| * What patterns are emerging? |  |
| * How can the evaluator / district support teachers’ efforts? |  |

## Monitoring (December – February)

|  |  |
| --- | --- |
| * How are teachers using formative assessment to monitor student progress toward the goal and to differentiate instruction for all students (Criterion 6) or students in the subgroup (Criterion 3)? |  |
| * Do teachers have timely formative data from district-level measures? |  |
| * Can teachers describe their progress towards goal(s)? |  |
| * How are the evaluator and the district supporting teachers’ efforts? |  |
| * How can other leaders (dept heads, PLCs, mentors, coaches) support teachers’ development of knowledge and skills to do this work well? |  |
| * How are teachers sharing what they are learning? |  |
| * What patterns are emerging? |  |
| * What opportunities and processes will teachers and principals use to calibrate progress towards student growth goals? |  |

## Reflecting (March – May)

|  |  |
| --- | --- |
| * How will the district help assure that spring learning data are available to evaluate achievement towards goal(s)? |  |
| * What time is being set aside for evaluators to discuss evidence of goal achievement with teachers? |  |
| * What time is being set aside for evaluators to dialogue about goals set in order to move towards rater agreement on the student growth rubric? |  |