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| District Learning Progression for Student Growth Goal Setting and Outcomes | | | | |
| Question and Big Ideas | Components of the Big Ideas | Basic District Implementation | Proficient District Implementation | Distinguished District Implementation |
| **Use: Nested goals**  **Approach** | **Use: Modified or Full Template** | **Use: Full Template** |
| What are the main components of the Student Growth Goal and Outcomes? | Student Growth:   * Focus for Learning * Aligned Assessments * Targets for Growth * Achievement of Growth | * Goals may be missing one or more of the following qualities: specific, measurable and time-bound * Goals are not based on prior available student learning * Goals partially aligned to content standards * Grain size of goal may be missing one or more of the following: appropriate for the context, instructional interval and content standard(s) * Goal is not connected to a significant impact on student learning of content. Identified formative and summative assessments unable to monitor progress toward specified goals. | * is specific, measureable and time-bound * is based on multiple sources of available data that reveal prior student learning * is aligned to content standards * is appropriate for the context, instructional interval and content standard(s) (grain size) * demonstrates a significant impact on student learning of content (transferable skills) * identifies formative and summative measures aligned to learning targets to monitor progress towards goals | * Proficient Attributes *and*: * Establishes multiple two-way communication paths to collaborate with , families, students and/or other staff to establish goals specific to individual learning needs * Students reflect on their own learning and articulate their understanding of their goals and progress toward goals |
| Where will we focus for the 2013-2014 school year? What are our educators ready for? | |  |  |  |