Student Growth Goals: Promoting Reflective Conversations

Effective conversations are a highly efficient way to draw out evidence of a teacher's student growth goal process. While some "naturally occurring" artifacts might support the process, nothing compares with effective conversation. The following example prompts might be useful for propelling *conversation* around a teacher's student growth goals.

General Purpose Invitational Question Stems: What are some ways you might ...? What might be a strategy you'd use to ...? What sorts of things did you notice when ...? Tell me more about ...

Student Growth Goals 3.1: Subgroup student growth goal	What observations or assessments helped you decide	Student Growth Goals 6.1: Whole class growth goal
Proficient	who to include in your subgroup?	Proficient
The teacher develops a student growth goal for a group of students, within a class, who are not yet	Which class or roster of students will be the focus of this particular growth process?	The teacher develops a student growth goal for students in one grade level or class.
reaching full learning potential. The teacher explains how the knowledge of individual students informed the goal	What did you observe about your students (individually or as a group) that helped you identify their assets? What assets do your student possess that you feel will help them succeed at the goal you've identified?	The teacher uses multiple data elements to explain how the knowledge of students informed the goal.
in specific ways. The goal addresses an essential standard for the teacher's content and	How has your knowledge of your students' assets influenced the way you plan to design/provide instructional experiences to promote student success on your goal?	The goal addresses an essential standard for the teacher's content and grade level.
grade level. The goal requires students cognitive and emotional engagement.	What influenced your decision to select this standard/goal for these students at this point in their educational experience?	The goal requires students' cognitive and emotional engagement.
The teacher seeks and	In what ways might students build on prior knowledge in order to be cognitively engaged?	
considers, when provided, input from students' families in developing the	In what ways will this process demand appropriately challenging cognitive complexity?	What about Criterion 8? Collaboration around student growth goals
goal.	In what ways will this process empower students to take ownership of their own learning?	Possible Prompts: What feedback from your
What approach did you find most successful for connecting with families	In what ways might this goal process draw upon the interests and talents students bring?	team has been most helpful as you designed your growth goal process?
about their student's skills and assets?		In what ways is your growth goal process similar to or
What information from families was most helpful to you when getting to know your students?	NOTE: The purpose of these prompts is to promote and support interactive, two way conversations	different from how your teammates are approaching student growth?
your students:	interactive, two-way conversations to probe practice and prompt reflection. (Please don't turn them into a form!)	Describe the ways you have collaborated with peers to develop or design the student growth processes you plan to implement



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Student Growth Goals 3.2: Subgroup student growth goal

Proficient

The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.

There is evidence of student engagement in assessment and student monitoring of their own progress.

There is evidence of opportunities for students to share feedback on how they experienced the learning.

The teacher reflects with supervisor on the learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional decisions impacted student progress.

The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction. In what ways did you use information from formative assessments to adjust instruction moving students toward your goal?

What strategies for providing formative feedback to students did you find most impactful in promoting their learning and growth?

What factored into your decision to use this particular summative assessment for these students on this particular goal?

In what ways did input from students help you decide on (or design) the assessments you used?

In what ways did students monitor their own progress and learning along the way?

What tools or strategies did you use to gather feedback from students on their experience of the learning?

What trends or patterns emerged when you looked at the performance of each student in your subgroup?

To what do you attribute each students' success or struggle, and how will you use this knowledge to plan your next steps with each student? What trends or patterns emerged when you looked at the performance of students who exceeded, met, or did not yet meet the learning goal?

What do the trends or patterns you've observed help you better understand about your students, their needs, and their assets?

To what do you attribute your students' successes or struggles, and how will you use this knowledge to plan your next steps with these students?

What sorts of things did you observe about students' performance that will influence your next steps with these students?

What information or trends from your student feedback will most influence your future planning for work with these students? Student Growth Goals 6.2: Whole class growth goal

Proficient

The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.

There is evidence of student engagement in assessment and student monitoring of their own progress.

There is evidence of opportunities for students to share feedback on how they experienced the learning.

The teacher reflects with supervisor on the learning progress for three groups of students: Students who • exceeded the learning goal

- met or nearly met the learning goal
- did not yet meet the learning goal

The reflection includes analysis of why students did or did not make progress, and next steps for each group.

The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.

NOTE: The purpose of these prompts is to promote and support *interactive*, *two-way conversations to probe practice and prompt reflection*. (Please don't turn them into a form!)