STUDENT GROWTH OBJECTIVE AND MONITORING PROCESS

ELEMENTARY/ECE–GRADE 8/SECONDARY

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INTRODUCTION
AND
DISTRICT GUIDELINES

WELCOME LETTER: STUDENT GROWTH OBJECTIVE-SETTING AND MONITORING PROCESS

INTRODUCTION
Denver Public Schools is committed to attaining our three district goals. To successfully attain them, we must build on the tremendous talents and potential of all of our students, teachers, staff, and administrators.

DISTRICT GOALS
For the past several years, principals, teachers and building leaders have worked collaboratively to diagnose students' learning needs and to set objectives for expected student growth. These efforts contribute to our students' achievement trends and will continue to be one strategy we use to become the high-performing urban district we all envision.

This handbook contains background information, guidelines, instructions, and tools to support the objective-setting and monitoring process.

BACKGROUND AND OVERVIEW: PROFESSIONAL COMPENSATION SYSTEMS FOR TEACHERS (PROCOMP)
In spring 2004, the Denver Public Schools' Board of Education and the Denver Classroom Teachers Association (DCTA) ratified a nine-year labor agreement instituting the Professional Compensation Systems for Teachers (ProComp). ProComp is a compensation system in which teachers are rewarded throughout their careers for their professional accomplishments, including the improvement of their students' academic growth. This system builds on five years of experience, learning, and results from the DPS/DCTA Pay for Performance pilot.

Experience and research from the pilot show that the student growth objective process gets results. Teachers and principals report that it builds positive focus on instruction supported by student learning data. Independent objective-setting research has found that teachers who write highly rated objectives experience significantly higher rates of student learning. ProComp is an option for all current DPS teachers, and it is a requirement for all new teachers hired after January 1, 2006.

ProComp pays teachers for demonstrated accomplishment in four areas:
- **STUDENT GROWTH**: meeting high expectations for student growth every year.
- **KNOWLEDGE AND SKILLS**: acquiring and demonstrating new knowledge and skills.
- **PROFESSIONAL EVALUATION:** demonstrating satisfactory or better performance in the classroom.
- **MARKET INCENTIVES**: committing to work in schools with the neediest students and in challenging and difficult to fill assignments.

The issues addressed by ProComp are central to the mission of Denver Public Schools. ProComp will do more than transform the way DPS teachers are paid. In coupling teacher pay with

measured results in student growth, DPS and DCTA not only reorganize and realign the district's largest expenditure, they make a commitment to sustain broad reforms necessary to attain our district goals. Therefore, the ultimate constituency includes all of Denver's teachers, principals, and administrators, and the students and public they serve.

WHAT IS AN OBJECTIVE?

The following details relate to the district guidelines for objective setting. **All other teachers, including those in elective areas, specials, and professional staff** will write *two* objectives focused on the expected growth of their students in areas identified in collaboration with their principal. Each of the phrases below has special bearing on how faculty members collaborate with principals to set their objectives.

- Job-based
- Measurable
- Focused on growth in student learning
- Based on learning content and teaching strategies
- Discussed collaboratively at least three times during the school year
- May be adjusted during the school year
- Are not directly related to the teacher evaluation process
- Recorded online

OBJECTIVES ARE JOB BASED. A job-based objective reflects the type of work the faculty member performs with their students. In other words, the objectives of third grade teachers are to reflect the work they do with students in their classroom; the objectives of the music teacher are to be based on the work they do with their students; and the objectives of specialists, like school nurses, are based on the work they do with students they serve in their capacity as a specialist.

OBJECTIVES ARE MEASURABLE. A measurable objective predicts quantifiable growth in student learning. It is important that teachers and principals reach consensus.

OBJECTIVES FOCUS ON GROWTH IN STUDENT LEARNING. By focusing on student growth, objectives help teachers pay attention to how much students learn under their instruction, which means that teacher objectives are set using baseline data and written with the expectation that student learning will be measured against baseline data. Only those topics that clearly state a teacher's expectations for student learning growth are to be included in objective setting. A teacher's professional growth objectives are not to be included.

OBJECTIVES ARE BASED ON LEARNING CONTENT AND TEACHING STRATEGIES. Objectives do more than establish a measurable "finish line." They also help frame learning content, the instructional priorities for the year, and teaching strategies—the significant practical steps a faculty member must take to meet objectives. The objective, therefore, becomes a means for faculty members and

principals to discuss the most basic of all educational questions: "What are students going to learn this year, and how will they be taught?

PROGRESS TOWARD OBJECTIVES IS DISCUSSED COLLABORATIVELY AT LEAST THREE TIMES DURING A SCHOOL YEAR. Teachers and principals work collaboratively to set objectives. They are the result of an ongoing collegial discussion about student growth expectations, how those expectations will be met, and progress that has been made during the school year to meet them. Teachers discuss their objectives with a principal or their designee at least three times during the school year : once in the fall when the objectives are set; once at the midpoint of instruction to check for progress and make adjustments in learning content, teaching strategies, and expected student growth; and once at the end of the school year.

OBJECTIVES MAY BE ADJUSTED DURING THE SCHOOL YEAR. The objective-setting process is not a crystal ball; rather, it is a vehicle for teachers and principals to have ongoing collegial conversations about student growth expectations. Therefore, objectives may be adjusted throughout the year based on instructional circumstances. As teachers assess student progress, they may need to revise learning content, teaching strategies, and even growth expectations. Keeping with the professional commitment to reach consensus on the objective, changes must be agreed to by both teacher and principal.

OBJECTIVES ARE NOT DIRECTLY RELATED TO THE TEACHER EVALUATION SYSTEM. Teacher performance is evaluated independently from whether teachers meet their annual objectives. The teacher evaluation process asks principals to judge whether faculty members "make a concerted effort to meet their objectives." The objective-setting process replaces the annual objective-setting process required by the evaluation procedure.

In the interest of efficiency, the timeline for setting objectives is aligned with the timeline for teacher evaluation. Principals are to hold the conversations about objectives during evaluation (pre- and post-) conferences. They are not to hold additional, redundant meetings to conduct these important discussions.

OBJECTIVES ARE RECORDED ONLINE. To minimize paperwork, all objectives are recorded online at a secure Web site used only by teachers, principals, and their supervisors.

PROCEDURE AND TIMELINE FOR TEACHER OBJECTIVE SETTING

Teacher objective setting is a collaborative activity between principals and teachers. While both state law and the district's teacher evaluation process require some form of objective setting, its value is instructional. It creates an opportunity for teachers and their principals to have an ongoing conversation about student expectations throughout the year.

Experience and research show that the objective-setting process has the greatest impact on student learning when teachers and principals use it to think through the classroom practices that are having a positive impact on student growth. Initially, the conversation creates focus. Throughout the year, it leads to reflection on student academic progress and classroom practice. At the end of the year or semester, it provides an opportunity for teachers and their principals to sum up how well students have done.

When teachers and principals collaborate to set objectives, the process is based on a reasonable and routine procedure. Principals are to make every effort to ensure that it is uniform for all faculty members, and through professional conversation with faculty members, focused on educational expectations for the upcoming year.

The objectives setting procedure has seven steps.

1. **SET SCHOOL PRIORITIES BASED ON DATA.** *At the beginning of the year*, principals and school instructional leaders revise the school improvement plan, relevant student achievement data, and district programs to set the school's instructional priorities.

2. **REVIEW SCHOOLWIDE OBJECTIVE-SETTING PROCEDURES WITH THE FACULTY.** In the *first two weeks* of school, principals and members of the Building Support Team review the school's instructional priorities and the procedure and timeline for setting objectives and the evaluation process.

3. **COLLECT BASELINE DATA.** In the *first four weeks* of school, faculty members collect and analyze baseline student data and, when they are available and relevant, review student assessment histories.

4. **FACULTY MEMBERS WRITE AN INITIAL DRAFT OF THEIR TWO OBJECTIVES.** *By the end of the first quarter*, faculty members draft their objectives. Objectives are drafted online, using the DPS Web-based objective-setting system. Faculty members and principals are to use the Checklist for Setting Objectives for guidance when setting their objectives.

5. **REACH CONSENSUS ON THE OBJECTIVES.** *By the end of the first quarter*, faculty members meet with their principal to discuss and finalize their draft objectives. All finalized objectives must be recorded online using the DPS Web-based objective-setting system. Principals must indicate when consensus has been reached on a faculty member's objectives using the DPS Web-based objective-setting system. For teachers on appraisal, the objective-setting process can be combined with the evaluation process.

6. **CHECK PROGRESS TOWARD MEETING THE OBJECTIVE(S).** *At least once during the year*, faculty members and principals are to meet to discuss mid-term progress toward meeting the objective(s). In the course of this midpoint conversation, they may reach consensus to adjust the objective(s). Adjustments must be made based on student achievement data. Adjustments must be entered on the Web-based objective-setting system and reflect consensus of the principal and faculty member. This conference can be combined with the mid-year structured conference for teachers on appraisal.

7. **ASSESS WHETHER THE OBJECTIVE(S) HAS BEEN MET.** *After May 15,* faculty members and principals must meet to ascertain whether the teacher's objectives have been met. Faculty members are responsible for providing student achievement data that demonstrate the status of their objectives. The final objective-setting meeting and the final evaluation meeting may be combined.

USING THE CHECKLIST FOR DEVELOPING OBJECTIVES

Faculty members and principals are to use the Checklist for Developing Objectives (located in online tools) for guidance when setting their objectives. They are to also refer to the specific supports and assessments called for by their instructional program.

Faculty members draft and submit to their principal their objectives using the Web-based objective-setting system. After reaching consensus on a faculty member's objectives, principals indicate the consensus using the Web-based objective-setting system.

Objectives are divided into seven parts. Each one is described in detail below to help faculty members and principals achieve a common understanding of what is expected. Objectives are more than an assemblage of parts, however. Read together, the parts reflect a cohesive view of what a teacher will do to meet the expectation he or she sets for students. Ultimately, the objective is more than a document of expectations. It should help focus practice throughout the school year.

COMPONENT ONE: RATIONALE
The objective's rationale articulates the fundamental instructional purpose of an objective. Objectives are written in alignment with the district's goals or school improvement planning objectives or strategies.

RATIONALE—EXAMPLES	
Based on School Improvement Plan	Supports School Improvement Plan Objective to increase underrepresented gifted and talented students' reading test scores
Based on District Goals	Full implementation of the Elementary Literacy Program

COMPONENT TWO: POPULATION

The population section of the objective identifies the group of students it addresses. It is possible that the entire class, team, or grade level is not the population the objective addresses. The population named in the objective is to meet the following criteria.

- Addresses a teacher's entire student population unless teacher and principal agree otherwise

- Targets a number of students based on specific and named criteria

- Includes students who attend at least 85% of the time named in the interval

- Includes only students in attendance for the pretest

- Expresses quantity in percents, not actual numbers

Teachers and principals may make changes to these standards if they reach consensus to do so.

POPULATION—EXAMPLES	
Middle School Special Education	Special Education with Reading Objectives
Arts	Twenty-five fourth grade visual arts students

COMPONENT THREE: INTERVAL OF INSTRUCTIONAL TIME
The interval is the amount of time the teacher has to complete the objective. Typically, the interval is the duration of a course of instruction. In elementary schools, it is usually a school year; in high schools, it is often a semester.

COMPONENT FOUR: ASSESSMENT
The assessment is the test or other measure used to measure student growth. Assessments measure the learning content of the objective and be closely tied to the curriculum. When available, teachers select DPS-approved assessments that reflect what students are expected to learn in the courses they teach.

Assessment	
Third Grade Music	Teacher-made assessment focused on key learnings for the course
Fifth Grade Physical Education	District draft physical education assessment

COMPONENT FIVE: EXPECTED GROWTH
Expected growth is the amount of measurable student growth anticipated by the objective. It has two parts: baseline data and expected growth.

Baseline data is gathered to show the point at which students start. It may be standardized tests scores, students' assessment history, or student achievement data gathered at the beginning of the objective's interval. Baseline data may be recorded on the Baseline Data Table located in the online tools section of the Web-based objective-setting system and at the end of this handbook.

Expected growth is the amount students are expected to grow from their recorded baseline. Student growth is based on individual student growth, not class averages that mask high and low performance.

At the end of the interval of instructional time, baseline data is compared to post-test data to determine whether the objective has been met.

COMPONENT SIX: LEARNING CONTENT

Learning content is the instructional focus of the objective. In other words, it is the portion of the curriculum the teacher addresses to meet his or her objective. While teachers are always expected to address the entire curriculum, the learning content helps teachers prioritize the academic focus for their students.

The learning content of an objective demonstrates an understanding of pretest results and assessment history. Faculty members make instructional adjustments for their class and individual students based on this information. Ongoing formal and informal assessment of student growth throughout the year can lead to revision of learning content. All written changes in the objective can be made only after the faculty member and principal reach consensus.

The Web site for the DPS Department of Curriculum and Instruction is an excellent resource to turn to when setting objective learning content. The department's home page at http://curriculum.dpsk12.org/ serves as a directory to many DPS curriculum resources.

COMPONENT SEVEN: STRATEGIES

Strategies are teaching practices the teacher intends to use to address the learning content of the objective. These practices should engage students in the learning process and allow the teacher to formally or informally assess progress toward a lesson's goal. Strategies are also observable in the classroom and contribute to a varied instructional format for both the teacher and students.

This description of how to use the checklist is supported by these two online tools found in the Web-based objective-setting system and at the end of this handbook:

- Checklist for Developing Objectives
- Baseline Data Table

Guiding Principles

This handbook focuses directly on student growth as measured in the objective-setting and monitoring system. The following guiding principles lay the foundations for how objectives will be set and measured.

- **KEY CONCEPTS.** The objective-setting and monitoring process will be embedded within the curriculum program in terms of content and assessments. This seamless connection will help strengthen program implementation while simultaneously building skill knowledge and key concept understandings.

- **GRADE-LEVEL EXPECTATIONS.** The objective-setting and monitoring process will support teachers' efforts to monitor student progress toward grade-level expectations. Students need access to grade-level content as opposed to remedial content.

  - *In mathematics*, teacher objectives will measure student growth on content at grade level or above.

  - *In reading*, teacher objectives will measure student growth that meets or exceeds reading level expectations.

- **MONITOR PROCESS.** Routine assessments that monitor student progress during the year are designed to inform the teacher and help ensure that by year end, progress has been made. Assessments will be administered and scored according to applicable standards, so results will be accurate and fair for all students. Additionally, professional development sessions will be focused on needs based on student performance analysis.

- **WEB SUPPORT.** Information and student learning data for both objective-setting and monitoring will be available for teacher use on the DPS Web site and will support the iterative process of reviewing student progress, and if necessary, adjusting classroom instruction.

- **Elementary: TARGET POPULATION.** Teachers are responsible for establishing classroom systems that support the academic growth of all students, including those that receive special services such as English Language Acquisition support, special education, etc. Accordingly, teachers will write objectives based on a collaborative decision with their administrator to determine target populations and growth objectives.

- **Secondary: TARGET POPULATION.** Teachers are responsible for establishing classroom systems that support the academic growth of all students, including those that receive special services such as English Language Acquisition support, special education, etc. Accordingly, teachers will write objectives based on a collaborative decision with their administrator to determine the target populations and growth objectives.

- **ECE–Grade 8: TARGET POPULATION.** Teachers are responsible for establishing classroom systems that support the academic growth of all students, including those that receive special services such as English Language Acquisition support, special education, etc. Accordingly, teachers will write objectives based on a collaborative decision with their administrator to determine the target populations and growth objectives.

DISTRICT GUIDELINES—ELEMENTARY: —

1. All <u>**Facilitators—Literacy and Mathematics**</u> will write *two* objectives:

   a. one objective based on teacher growth resulting from professional development as measured by district best practices;

   (Facilitators and teachers are to work together to assess the implementation level of best practices.)

   and

   b. one objective based on teacher attainment of student growth objective(s) as measured by student growth on teacher-selected assessments.

2. All <u>**Administrative Assistants**</u> will write *two* objectives:

   a. one objective focused on increasing student achievement;

   and

   b. one objective focused on improving school environment by *one* of the following strategies:

      i. improving communication between and among faculty, parents, and students;

      ii. creating a more civil and safe learning environment;

         or

      iii. improving student success indicators such as fewer referrals or suspensions, improved study habits and attendance, and/or fewer tardies.

3. All <u>**Arts Teachers—Elementary**</u> (those who teach vocal music, instrumental music, visual arts, dance, or drama) will write *two* objectives:

   a. one objective focused on student growth *within the course content area*;

   and

   b. one objective focused on student growth *within a specific unit in the content area*;

      or

   c. one objective focused on student growth *within a specific student subgroup* (e.g., one class, one section of a class).

4. All <u>**Classroom Teachers—ECE–Grade 5 and Special Educators—Mild/Moderate**</u> will write *two* objectives:

   a. one objective focused on expected student reading growth;

   and

   b. one objective focused on expected student mathematics growth.

   .

5. All <u>**Educational Technology Teachers—Kindergarten–Grade 5**</u> will base objectives on student learning outcomes.

6. All <u>**Itinerant Gifted and Talented (GT) Teachers and Teachers Whose Positions Are Entirely GT**</u> will write *two* GT/high-achiever student growth objectives.

All **GT .5 Teachers with Another .5 Responsibility** will write *at least one* GT objective and the second objective will address the other .5 responsibility.

All **GT School Representatives Who Are less than .5 GT and Have Other Responsibilities** *may be able to write GT objectives in collaboration with principals*.

Percentages of students used in both objectives, written as *X*% in the sample examples, will range from 80% to 95%. The time period for any objective must be at least eight weeks.

Objectives will be met by measuring GT/high-achieving student academic growth resulting from one or more of the following activities:

a. supporting classroom teacher student growth objectives;

b. providing professional development for classroom teachers;

c. planning, supporting, and evaluating appropriate acceleration or curriculum compacting for students in specific academic strength areas; and

d. providing direct services to students in implementing specific units independently or in collaboration with a classroom teacher.

7. All **Library Media Specialists (LMS)** whose positions are described as *1.0 LMS* must write *two* growth objectives. Library media student growth objectives are designed to directly affect student achievement in *both* of the following areas:

a. attainment of at least one Information Literacy and Technology Proficiency;

   and

b. attainment of literacy/literature appreciation skills.

ALL **Library Media Specialists** whose positions are described as *.5 LMS with another .5 responsibility* will write at least *one* student growth objective. Library media student growth objectives are designed to directly affect student achievement in *either* of the following areas:

a. attainment of at least one Information Literacy and Technology Proficiency;

   or

b. attainment of literacy/literature appreciation skills.

8. All **Physical Education Teachers—Elementary** will write *two* objectives:

a. one objective focused on student growth *within the course content area*;

   and

b. one objective focused on student growth *within a specific unit in the content area*;

   or

c. one objective focused on student growth *within a specific student subgroup* (e.g., one class, one section of a class).

9. All **Special Educators—Center Programs ONLY** will write *two* objectives. They may choose to:

a. write *two* academic objectives academics;

   or

b. *one* academic objective and *one* affective objective (behavioral, life skills, or transitional).

10. All **Other Educational Professionals: Teachers in Elective Areas, Specials, and Professional Staff** will write *two* objectives focused on expected student growth in areas identified in collaboration with their principal (see All Other Educational Professionals).

DISTRICT GUIDELINES—ECE–GRADE 8: –

1. **All Facilitators—Literacy and Mathematics** will write *two* objectives:

   a. one objective based on teacher growth resulting from professional development as measured by district best practices;

   (Facilitators and teachers are to work together to assess the implementation level of best practices.)

   and

   b. one objective based on teacher attainment of student growth objective(s) as measured by student growth on teacher-selected assessments.

2. **All Administrative Assistants** will write *two* objectives:

   a. one objective focused on increasing student achievement;

   and

   b. one objective focused on improving school environment by *one* of the following strategies:

      i. improving communication between and among faculty, parents, and students;

      ii. creating a more civil and safe learning environment;

         or

      iii. improving student success indicators such as fewer referrals or suspensions, improved study habits and attendance, and/or fewer tardies.

3. **All Arts Teachers—Elementary** (those who teach vocal music, instrumental music, visual arts, dance, or drama) will write *two* objectives:

   a. one objective focused on student growth *within the course content area*;

   and

   b. one objective focused on student growth *within a specific unit in the content area*;

   or

   c. one objective focused on student growth *within a specific student subgroup* (e.g., one class, one section of a class).

4. **All Career and Technology Education Teachers—Grades 6–12** will write *two* objectives:

   a. one objective focused on student growth *within the course content area*;

   and

   b. one objective focused on student growth *within a specific unit in the content area*;

   or

   c.   one objective focused on student growth *within a specific subgroup* (e.g., one class, one section of a class).

5. **All <u>Classroom Teachers—ECE–Grade 5 and Special Educators—Mild/Moderate</u>** will write *two* objectives:

   a.   one objective focused on expected student reading growth;

   and

   b.   one objective focused on expected student mathematics growth.

6. **All <u>Classroom Teachers—Middle School: Literacy</u>** will write *two* objectives:

   a.   one objective focused on expected student reading growth;

   and

   b.   one objective focused on expected student reading/writing growth *within a specific unit of study or reading in a content area*;

   or

   c.   one objective focused on expected student reading/writing growth *within a specific student subgroup* (e.g., a second period class, students reading below or above grade level);

   or

   d.   one objective focused on expected student reading/writing growth *in a content area* (for those teachers who teach courses other than language arts courses); see <u>What is an Objective?</u>.

7. **All <u>Classroom Teachers—Middle School: Connected Mathematics</u>** will write *two* objectives:

   a.   one objective focused on expected student mathematics growth;

   and

   b.   one objective focused on expected student mathematics growth *within a specific Connected Mathematics unit*;

   or

   c.   one objective focused on expected student mathematics growth *within a specific student subgroup* (e.g., a second period class, students performing below or above grade level).

8. **All <u>Counselors</u>** will write *two* objectives based on the three counseling domains of academic, career, and personal/social growth:

   a.   one objective focused on increasing student achievement for a subgroup of students;

   and

   b.   one objective focused on student academic, career, and personal/social growth.

9. **All <u>Educational Technology Teachers—Kindergarten–Grade 5</u>** will base objectives on student learning outcomes.

10. **All Itinerant Gifted and Talented (GT) Teachers and Teachers Whose Positions Are Entirely GT** will write *two* GT/high-achiever student growth objectives and the second objective will address the other .5 responsibility.

    All GT .5 Teachers with Another .5 Responsibility will write *at least one* GT objective.

    All GT School Representatives Who Are less than .5 GT and Have Other Responsibilities *may be able to write two GT objectives in collaboration with principals*.

    Percentages of students used in both objectives, written as *X*% in the sample examples, will range from 80% to 95%. The time period for any objective must be at least eight weeks.

    Objectives will be met by measuring GT/high-achieving student academic growth resulting from one or more of the following activities:
    a. supporting classroom teacher student growth objectives;

    b. providing professional development for classroom teachers;

    c. planning, supporting, and evaluating appropriate acceleration or curriculum compacting for students in specific academic strength areas; and

    d. providing direct services to students in implementing specific units independently or in collaboration with a classroom teacher.

11. **All Library Media Specialists (LMS)** whose positions are described as *1.0 LMS* must write *two* growth objectives. Library media student growth objectives are designed to directly affect student achievement in *both* of the following areas:

    a. attainment of at least one Information Literacy and Technology Proficiency;

        and

    b. attainment of literacy/literature appreciation skills.

    All Library Media Specialists whose positions are described as *.5 LMS with another .5 responsibility* will write at least *one* student growth objective. Library media student growth objectives are designed to directly affect student achievement in *either* of the following areas:
    a. attainment of at least one Information Literacy and Technology Proficiency;

        or

    b. attainment of literacy/literature appreciation skills.

12. **All Physical Education Teachers—Elementary** will write *two* objectives:

    a. one objective focused on student growth *within the course content area*;

        and

    b. one objective focused on student growth *within a specific unit in the content area*;

        or

    c. one objective focused on student growth *within a specific student subgroup* (e.g., one class, one section of a class).

13. **All Physical Education Teachers—Secondary** will write *two* objectives:

    a. one objective focused on student growth *within the course content area*;

and

b. one objective focused on student growth *within a specific unit in the content area*;

or

c. one objective focused on student growth *within a specific student subgroup* (e.g., one class, one section of a class).

14. **All Special Educators—Center Programs ONLY** will write *two* objectives. They may choose to:

a. write *two* academic objectives academics;

or

b. *one* academic objective and *one* affective objective (behavioral, life skills, or transitional).

15. **All Student Advisors** will write *two* objectives:

a. one objective focused on increasing student achievement;

and

b. one objective focused on improving school environment by *one* of the following strategies:

i. improving communication between and among faculty, parents, and students;

ii. creating a more civil and safe learning environment;

or

iii. improving student success indicators such as:

⬧ fewer referrals or suspensions;

or

⬧ improved study habits and attendance and/or fewer tardies.

16. **All Teachers in Alternative Classrooms, Schools, and Institutions** will write *two* objectives:

a. one objective focused on student growth in the content area of instruction;

and

b. one objective focused on the personal/social/emotional development of students (e.g., increased attendance, collaborative/cooperative group work, accountable talk);

or

c. one objective focused on the reading growth of students:

i. using an appropriate pre-post assessment such as SRI; and

ii. basing it on a desired growth of more than one year.

17. All **Other Classroom Teachers and Educational Professionals: Teachers in Elective Areas, Specials, and Professional Staff** will write *two* objectives focused on expected student growth in areas identified in collaboration with their principal (see All Other Educational Professionals).

DISTRICT GUIDELINES—SECONDARY: –

1. All **Facilitators—Literacy and Mathematics** will write *two* objectives:

   a. one objective based on teacher growth resulting from professional development as measured by district best practices;

   (Facilitators and teachers are to work together to assess the level of implementation of best practices.)

   and

   b. one objective based on teacher attainment of student growth objective(s) as measured by student growth on teacher-selected assessments.

2. All **Career and Technology Education Teachers—Grades 6–12** will write *two* objectives:

   a. one objective focused on student growth *within the course content area*;

   and

   b. one objective focused on student growth *within a specific unit in the content area*;

   or

   c. one objective focused on student growth *within a specific subgroup* (e.g., one class, one section of a class).

3. All **Classroom Teachers—Middle School:** and **Classroom Teachers—High School: Literacy** will write *two* objectives:

   a. one objective focused on expected student reading/writing growth;

   and

   b. one objective focused on expected student reading/writing growth *within a specific unit of study*;

   or

   c. one objective focused on expected student reading/writing growth *within a specific student subgroup* (e.g., a second period class, students reading below or above grade level);

   or

   d. one objective focused on expected student reading/writing growth *in another course* (for those teachers who teach courses other than language arts courses); see What is an Objective?.

4. All **Classroom Teachers—Middle School: *Connected Mathematics*** will write *two* objectives:

   a. one objective focused on expected student mathematics growth;

   and

   b. one objective focused on expected student mathematics growth *within a specific Connected Mathematics unit*;

   or

    c. one objective focused on expected student mathematics growth *within a specific student subgroup* (e.g., a second period class, students performing below or above grade level).

5. **All <u>Classroom Teachers—High School: *Discovering Algebra*</u>** will write **two** objectives:

    a. one objective focused on expected student mathematics growth;

    and

    b. one objective focused on expected student mathematics growth *within a specific Discovering Algebra unit*;

    or

    c. one objective focused on expected student mathematics growth w*ithin a specific student subgroup* (e.g., a second period class, students performing below or above grade level, students in another district mathematics course);

    or

    d. one objective focused on the expected mathematics growth of their students *in another course* (for those teachers who teach *Discovering Algebra* and other mathematics courses); see <u>What is an Objective?</u>.

6. **All <u>Classroom Teachers—High School: *Interactive Mathematics*</u>** will write **two** objectives:

    a. one objective focused on expected student mathematics growth;

    and

    b. one objective focused on expected student mathematics growth *within a specific Interactive Mathematics unit or on an identified Big Idea*;

    or

    c. one objective focused on expected student mathematics growth *within a specific subgroup* (e.g., a second period class, students performing below or above grade level, students in another district mathematics course);

    or

    d. one objective focused on expected student mathematics growth *within another course* (for those teachers who teach *Interactive Mathematics* and other mathematics courses); see <u>What is an Objective?</u>.

7. **All <u>Counselors</u>** will write **two** objectives based on the three counseling domains of academic, career, and personal/social growth:

    a. one objective focused on increasing student achievement for a subgroup of students;

    and

    b. one objective focused on student academic, career, and personal/social growth.

8. **All <u>Itinerant Gifted and Talented (GT) Teachers and Teachers Whose Positions Are Entirely GT</u>** will write **two** GT/high-achiever student growth objectives.

    All <u>GT .5 Teachers with Another .5 Responsibility</u> will write **at least one** GT objective.

    All <u>GT School Representatives Who Are less than .5 GT and Have Other Responsibilities</u> *may be able to write GT objectives in collaboration with principals*.

Percentages of students used in both objectives, written as *X*% in the sample examples, will range from 80% to 95%. The time period for any objective must be at least eight weeks.

Objectives will be met by measuring GT/high-achieving student academic growth resulting from one or more of the following activities:

a. supporting classroom teacher student growth objectives;

b. providing professional development for classroom teachers;

c. planning, supporting, and evaluating appropriate acceleration or curriculum compacting for students in specific academic strength areas; and

d. providing direct services to students in implementing specific units independently or in collaboration with a classroom teacher.

9. **All Library Media Specialists (LMS)** whose positions are described as *1.0 LMS* must write *two* growth objectives. Library media student growth objectives are designed to directly affect student achievement in *both* of the following areas:

a. attainment of at least one Information Literacy and Technology Proficiency;

and

b. attainment of literacy/literature appreciation skills.

All Library Media Specialists whose positions are described as *.5 LMS with another .5 responsibility* will write at least *one* student growth objective. Library media student growth objectives are designed to directly affect student achievement in *either* of the following areas:

a. attainment of at least one Information Literacy and Technology Proficiency;

or

b. attainment of literacy/literature appreciation skills.

10. **All Physical Education Teachers—Secondary** will write *two* objectives:

a. one objective focused on student growth *within the course content area*;

and

b. one objective focused on student growth *within a specific unit in the content area*;

or

c. one objective focused on student growth *within a specific student subgroup* (e.g., one class, one section of a class).

11. **All Special Educators—Center Programs ONLY** will write *two* objectives. They may choose to:

a. write *two* academic objectives academics;

or

b. *one* academic objective and *one* affective objective (behavioral, life skills, or transitional).

12. **All Student Advisors** will write *two* objectives:

a. one objective focused on increasing student achievement;

and

b. one objective focused on improving school environment by *one* of the following strategies:

   i.   improving communication between and among faculty, parents, and students;

   ii. creating a more civil and safe learning environment;

   or

   iii. improving student success indicators such as:

   ⬧ fewer referrals or suspensions;

   or

   ⬧ improved study habits and attendance and/or fewer tardies.

13. **All Teachers in Alternative Classrooms, Schools, and Institutions** will write *two* objectives:

   a. one objective focused on student achievement in the content area of instruction;

   and

   b. one objective focused on the personal/social/emotional development of students (e.g., increased attendance, collaborative/cooperative group work, accountable talk);

   or

   c. one objective focused on the reading achievement of students:

   i.   using an appropriate pre-post assessment such as SRI; and

   ii. basing it on a desired growth of more than one year.

14. **All Other Classroom Teachers and Educational Professionals: Teachers in Elective Areas, Specials, and Professional Staff** will write *two* objectives focused on expected student growth in areas identified in collaboration with their principal (see All Other Educational Professionals).

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Teachers will be setting and monitoring objectives based on information collected and analyzed on pre- and post-benchmark assessments, as well as on information collected during classroom instruction. Both benchmark and classroom data will be entered into OASIS so the information that many classroom teachers already collect in the form of anecdotal records in assessment notebooks, math journals, and writers' notebooks will be considered as part of the objective-setting and monitoring process.

Determining what students already know and planning for the attainment of the content standards included in our curriculum programs is important work for teachers. We look forward to ongoing collaboration to give our teachers the support they need to be successful!

SAMPLE OBJECTIVES
AND
ONLINE TOOLS

FACILITATORS—LITERACY AND MATHEMATICS

DISTRICT GUIDELINES

All Facilitators—Literacy and Mathematics will write *two* objectives:

a. one objective based on teacher growth resulting from professional development as measured by district best practices;

(Coaches and teachers are to work together to assess the implementation level of best practices.)

and

b. one objective based on teacher attainment of student growth objective(s) as measured by student growth on teacher-selected assessments.

ONLINE TOOLS

All online tools for this section were not available at the time of publication. Additional, updated online tools will be added as they become available.

Best Practices   Facilitators (Literacy and Mathematics)

Elementary—Literacy and Mathematics

Best Practices   Early Childhood Education
Reading Workshop Instruction for Elementary Literacy Teachers
Writing Workshop Instruction for Elementary Literacy Teachers
Everyday Mathematics Instruction
Small Group Reading Instruction

Literacy Assessments   Status of the Class in Reading
Developmental Reading Assessment (DRA)
Evaluación del desarrollo de la lectura (EDL)
Qualitative Reading Inventory (QRI)
Observation Survey (OS)
Instrumento de Observacíon (IO)
Language Assessment Scales (LAS)

Math Assessments   Grade-Level Status of the Class

Middle School—

Best Practices   Reading
Writing

Literacy Assessments

Middle School—Connected Mathematics

Best Practices   *Connected Mathematics* Instruction

Math Assessments	Grade-Level Status of the Class
	Connected Mathematics—Grade 6
	Connected Mathematics—Grade 7
	Connected Mathematics—Grade 8

High School—Discovering Algebra

Best Practices	*Discovering Algebra*
Math Assessments	Status of the Class
	Discovering Algebra

High School—Interactive Mathematics

Status of the Class	Interactive Mathematics Program (IMP) 1
	Interactive Mathematics Program (IMP) 2

ADMINISTRATIVE ASSISTANTS

DISTRICT GUIDELINES

All Administrative Assistants will write *two* objectives:

a. one objective focused on increasing student achievement;

   and

b. one objective focused on improving school environment by *one* of the following strategies:

   i. improving communication between and among faculty, parents, and students;

   ii. creating a more civil and safe learning environment;

      or

   iii. improving student success indicators such as fewer referrals or suspensions, improved study habits and attendance, and/or fewer tardies.

SAMPLE OBJECTIVES—SPECIFIC GUIDELINES

- A clearly delineated subgroup of at least 40 students will be used for the objective-setting and monitoring process.

- The objective-setting and monitoring process will measure student growth as demonstrated by increased achievement. Administrative assistants will base their written objectives on the expectation that all students in the subgroup will increase achievement.

SAMPLE OBJECTIVES—INCREASING STUDENT ACHIEVEMENT

- The administrative assistant, a team of teachers, and/or the school support/resource staff member will work collaboratively with the principal or an assistant principal to identify a subgroup of students who failed two or more courses the previous year and develop a learning plan that results in 95% of these students passing the current grade.

- The administrative assistant and the literacy or mathematics Facilitators will work collaboratively with the principal or an assistant principal to identify students who are two or more grade levels behind in reading or mathematics and provide weekly learning support sessions in objective setting, study skills, and behavior management that result in 95% of the students increasing their reading or mathematics levels by more than one year on a state- or district-approved English language arts assessment (e.g., SRI, end-of-course exam).

SAMPLE OBJECTIVES—IMPROVING SCHOOL ENVIRONMENT

- The administrative assistant will work with a subgroup of 40 or more at-risk (e.g., over-age for grade, struggling readers, and/or truant) students, their teachers, and parents or guardians to develop and communicate school success strategies that will improve school performance as measured by promotion to the next grade, improved reading levels, or improved attendance of at least 95% of the students.

- The administrative assistant will conduct weekly sessions with subgroups of students totaling 40 or more to address student behavior that contribute to safe and civil schools resulting in 95% of students developing strategies to contribute positively to school climate and culture.

- The administrative assistant and a school support/resource staff member, in collaboration with the principal or an assistant principal, will identify a subgroup of at least 40 students with learning challenges (e.g., poor attendance or multiple tardies, multiple referrals and/or suspensions, poor study habits) and meet weekly with them to develop and monitor individual learning plans that include strategies to improve school performance resulting in at least 95% of the students developing "school success" strategies.

- The administrative assistant, the mathematics Facilitators, and the literacy Facilitators will work in collaboration with the principal or an assistant principal to identify a subgroup of 40 or more students who need additional support and meet monthly with them and their parents to help develop strategies for school success resulting in 95% of the students being promoted to the next grade.

ARTS TEACHERS—ELEMENTARY

DISTRICT GUIDELINES

All Arts Teachers (those who teach vocal music, instrumental music, visual arts, dance, or drama) will write *two* objectives:

   a. one objective focused on student growth *within the course content area*;

   and

   b. one objective focused on student growth *within a specific unit in the content area*;

   or

   c. one objective focused on student growth *within a specific student subgroup* (e.g., one class, one section of a class).

The following objectives are samples of the different types of targeted objectives teacher might set in different grade levels in vocal music, visual arts, dance, and drama.

SAMPLE OBJECTIVES—VOCAL MUSIC

 • 80% of students with an 85% attendance rate will be able to move their bodies appropriately to describe tempo, mood, and dynamics while listening to various styles of music.

 • 80% of students in second grade will be able to sing a song on sol/mi/la while using the appropriate Curwen hand signals or will be able to play a song on barred instruments using sol/mi/la.

 • 80% of students with an 85% attendance rate will be able to read and play three 8-beat rhythm patterns using ta (quarter notes), ti-ti (two eighth notes), and sh (quarter rest).

 • 80% of students in fifth grade will be able to identify and describe the differences between three pieces of music from the Middle Ages, the Classical period, and/or 20th century.

SAMPLE OBJECTIVES—VISUAL ARTS

 • 80% of students in second grade will create an artistic example ("composition") using the element of line and other elements of design, shape, value, texture, color, form, space, and time, etc.

 • 80% of students with 85% attendance rate will demonstrate proficiency in a minimum of three or more visual media (e.g., paints, chalk, pastels, pencil, and crayon).

 • 80% of students with 85% attendance will identify visual images in works of art with multicultural themes (e.g., King Tut, Nefertiti, Mt. Fuji, Sumo wrestler, samurai, Aztec, Mayan and Incan symbols).

 • 80% of students in fifth grade will be able to recognize predominant elements of design in a work of art.

SAMPLE OBJECTIVES—DANCE

- 80% of students with 85% attendance will identify and demonstrate movement elements and skills while performing a simple dance.

- 80% of students in second grade will demonstrate their understanding of dance as communication of meaning.

- 80% of students with 85% attendance will demonstrate dances from three different cultures.

- 80% of students in fifth grade will create a dance to demonstrate understanding of the scientific concepts of force and motion.

SAMPLE OBJECTIVES—DRAMA

- 80% of students with 85% attendance will assume roles of characters in folk tales and interact through improvisation.

- 80% of students in second grade will design an environment for a classroom dramatization of a story.

- 80% of students with 85% attendance will demonstrate acting technique by portraying characters in scripted scenes.

- 80% of students in fifth grade will research cultural and historical information to support scripted scenes.

CAREER AND TECHNOLOGY EDUCATION TEACHERS—GRADES 6–12

DISTRICT GUIDELINES

All Career and Technology Education Teachers—Grades 6–12 will write *two* objectives:

    a.   one objective focused on student growth *within the course content area*;

       and

    b.   one objective focused on student growth *within a specific unit in the content area*;

       or

    c.   one objective focused on student growth *within a specific student subgroup* (e.g., one class, one section of a class).

ONLINE TOOLS

    Best Practices   Middle School Career and Technology Education Teachers
                          High School Career and Technology Education Teachers

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CLASSROOM TEACHERS—ECE–GRADE 5 AND SPECIAL EDUCATORS—MILD/MODERATE

DISTRICT GUIDELINES

All Classroom Teachers—ECE–Grade 5 and Special Educators—Mild/Moderate will write *two* objectives:

    a. one objective focused on expected student reading growth;

       and

    b. one objective focused on expected student mathematics growth.

Teachers who participated in the Writing Assessment Pilot Project during 2004– may choose to write their first objective based on expected writing growth instead of expected reading growth.

SAMPLE OBJECTIVES—SPECIFIC GUIDELINES

Teachers may set objectives for students that reflect reasonable but high expectations for specific gains, such as "80% of students will gain at least one" or "85% of students will show a gain of at least one proficiency level However, it is expected that students not included in these objectives will still show progress

Teachers will enter their objectives by the end of the first quarter.

ONLINE TOOLS

Best Practices	Early Childhood Education
	Reading Workshop Instruction for Elementary Literacy Teachers
	Writing Workshop Instruction for Elementary Literacy Teachers
	Everyday Mathematics Instruction (ECE/Pre-K and Kindergarten)
	Everyday Mathematics Instruction (Grades 1–5)
	Small Group Reading Instruction
Literacy Assessments	Developmental Reading Assessment (DRA)
	Evaluación del desarrollo de la lectura (EDL)
	Qualitative Reading Inventory (QRI)
	Observation Survey (OS)
	Instrumento de Observacíon (IO)
	Language Assessment Scales (LAS)
Math Assessments	Grade-Level Status of the Class—Everyday Mathematics
	ECE
	ECE Year-End Learning Goals
	ECE Guideposts for Checking Progress: Traditional Year Calendar (August–January)
	ECE Guideposts for Checking Progress: Traditional Year Calendar (February–April)
	ECE Guideposts for Checking Progress: Continuous Year Calendar (–December)
	ECE Guideposts for Checking Progress: Continuous Year Calendar (January–

CLASSROOM TEACHERS—MIDDLE SCHOOL: *LITERACY*

DISTRICT GUIDELINES

All Classroom Teachers—Middle School: will write *two* objectives:

    a.   one objective focused on expected student reading growth;

       and

    b.   one objective focused on expected student reading growth *within a specific unit of study*;

       or

    c.   one objective focused on expected student reading growth *within a specific student subgroup* (e.g., a second period class, students reading below or above grade level);

       or

    d.   one objective focused on expected student reading growth *in another course* (for those teachers who teach courses other than language arts courses); see [What is an Objective?](#).

SAMPLE OBJECTIVES—SPECIFIC GUIDELINES

Teachers may set objectives for students that reflect reasonable but high expectations for specific gains, such as "80% of students will gain 80 points on." However, it is expected that students not included in these objectives will still show progress

Teachers will enter their objectives by the end of the first quarter.

CLASSROOM TEACHERS—MIDDLE SCHOOL: *CONNECTED MATHEMATICS*

DISTRICT GUIDELINES

All Classroom Teachers—Middle School: *Connected Mathematics* will write **two** objectives:

    a. one objective focused on expected student mathematics growth;

       and

    b. one objective focused on expected student mathematics growth *within a specific Connected Mathematics unit*;

       or

    c. one objective focused on expected student mathematics growth *within a specific student subgroup* (e.g., a second period class, students performing below or above grade level).

SAMPLE OBJECTIVES—SPECIFIC GUIDELINES

The expected growth is the amount of measurable student growth defined by the objective. The teacher and the teacher's evaluator collaborate on the amount of expected growth written into the objective by taking into account baseline performance, student profiles,

Teachers may set objectives for students that reflect reasonable but high expectations for specific gains, such as "85% of students will gain at least one proficiency level." However, it is expected that the students not included in these objectives will still show progress on the indicators in *Connected Mathematics*.

Teachers will enter their objectives by the end of the first quarter.

CLASSROOM TEACHERS—HIGH SCHOOL: *LITERACY*

DISTRICT GUIDELINES

All Classroom Teachers—High School-Literacy: will write **two** objectives:

  a. one objective focused on expected student reading growth;

   and

  b. one objective focused on expected student reading growth *within a specific unit of study;*

   or

  c. one objective focused on expected student reading growth *within a specific student subgroup* (e.g., a second period class, students reading below or above grade level);

   or

  d. one objective focused on expected student reading growth *in another course* (for those teachers who teach courses other than language arts courses); see What is an Objective?.

SAMPLE OBJECTIVES—SPECIFIC GUIDELINES

Teachers may set objectives for students that reflect reasonable but high expectations for specific gains, such as "80% of students will gain 80 points on the." However, it is expected that students not included in these objectives will still show progress on the indicators in Reading.

Teachers will enter their objectives by the end of the first quarter.

Classroom Teachers—High School: *Discovering Algebra*

DISTRICT GUIDELINES

All Classroom Teachers—High School: *Discovering Algebra* will write *two* objectives:

    a. one objective focused on the expected student mathematics growth;

        and

    b. one objective focused on expected student mathematics growth *within a specific Discovering Algebra unit*;

        or

    c. one objective focused on expected student mathematics growth *within a specific subgroup* (e.g., a second period class, students performing below or above grade level, students in another district mathematics course);

        or

    d. one objective focused on expected student mathematics growth *within another course* (for those teachers who teach *Discovering Algebra* and other mathematics courses); see [What is an Objective?](#).

SAMPLE OBJECTIVES—SPECIFIC GUIDELINES

The expected growth is the amount of measurable student growth defined by the objective. The teacher and the teacher's evaluator collaborate on the amount of expected growth written into the objective by taking into account baseline performance, student profiles, and End-of-Year Algebra Assessment Scoring Guides.

Teachers may set objectives for students that reflect reasonable but high expectations for specific gains, such as "85% of students will score proficient or above on the end-of-year algebra test." However, it is expected that the students not included in these objectives will still show progress on the indicators in *Discovering Algebra*.

Teachers will enter their objectives by the end of the first quarter.

CLASSROOM TEACHERS—HIGH SCHOOL: *INTERACTIVE MATHEMATICS*

DISTRICT GUIDELINES

All Classroom Teachers—High School: *Interactive Mathematics* will write **two** objectives:

a. one objective focused on the expected student mathematics growth;

   and

b. one objective focused on expected student mathematics growth *within a specific Interactive Mathematics unit or on an identified Big Idea*;

   or

c. one objective focused on expected student mathematics growth *within a specific subgroup* (e.g., a second period class, students performing below or above grade level, students in another district mathematics course);

   or

d. one objective focused on expected student mathematics growth *within another course* (for those teachers who teach *Interactive Mathematics* and other mathematics courses); see What is an Objective?.

SAMPLE OBJECTIVES—SPECIFIC GUIDELINES

The expected growth is the amount of measurable student growth defined by the objective.

The teacher and the teacher's evaluator collaborate on the amount of expected growth written into the objective by taking into account baseline performance, student profiles, and Status of the Class indicators.

Teachers may set objectives for students that reflect reasonable but high expectations for specific gains, such as "85% of students will score proficient or above on the end-of-year department test."

Teachers will enter their objectives at by the end of the first quarter.

ONLINE TOOLS

Math Assessments   Interactive Mathematics Program (IMP) 1
                                          Interactive Mathematics Program (IMP) 2

COUNSELORS

DISTRICT GUIDELINES

All Counselors will write *two* objectives based on the three counseling domains of academic, career, and personal/social growth:

a. one objective focused on increasing student achievement for a subgroup of students;

   and

b. one objective focused on student academic, career, and personal/social growth.

SAMPLE OBJECTIVES—SPECIFIC GUIDELINES

One objective must be focused on academic, career, and personal/social growth of students.

- A clearly delineated subgroup of at least 40 students (negotiable) will be used for the objective-setting and monitoring process.

- The objective-setting and monitoring process will measure student growth as demonstrated by increased achievement. School counselors will base their written objectives on the expectation that all students in the subgroup will increase achievement.

SAMPLE OBJECTIVES—INCREASING STUDENT ACHIEVEMENT FOR A SUBGROUP OF STUDENTS

- The school counselor, a team of teachers, and a student advisor will work collaboratively with the principal or an assistant principal to identify a subgroup of at least 40 students who failed two or more courses the previous year and develop a learning plan that results in 95% of the students passing all courses.

- The school counselor will identify a group of at least 40 students who have deficient credits for their age (high school) or over-age for their grade (been retained at least one time) and provide weekly learning support sessions in objective setting, study skills, and behavior management that result in 95% of the students improving their grade-point average from the previous semester by at least 1.0 (high school) or passing at least five courses (middle school).

- The school counselor and the literacy or mathematics Facilitators will work collaboratively with the principal or an assistant principal to identify 40 or more students who are two or more grade levels behind in reading or mathematics and provide weekly learning support sessions in objective setting, study skills, and behavior management that result in 95% of the students with 85% or higher attendance rate increasing their reading or mathematics levels by more than one year on a state or district assessment.

SAMPLE OBJECTIVES—STUDENT ACADEMIC, CAREER, OR PERSONAL/SOCIAL GROWTH

- The school counselor will conduct weekly sessions with a subgroup of 40 students or more to address personal/social issues, such as family challenges or changes (separation/divorce), bullying, grief or loss, resulting in 95% of students identifying strategies to address personal/social issues.

- The school counselor will work with a subgroup of 40 students or more who are over-age for grade, struggling readers, and/or truant students to explore careers and career interests, complete a career inventory, and develop an activity or project to share with other students in conjunction with a career fair organized by the school counselor and at least 95% of the students.

- The school counselor and a student advisor, in collaboration with the principal or an assistant principal, will identify a subgroup of 40 students with learning challenges (e.g., poor attendance, multiple referrals and/or suspensions, poor study habits) and meet weekly with them to develop and monitor individual learning plans that include strategies to improve school performance resulting in at least 95% of the students developing "school success" strategies.

- The school counselor, a student advisor, the mathematics Facilitators, and the literacy Facilitators will work in collaboration with the principal or an assistant principal to identify a subgroup of 40 or more students who need additional support and meet monthly with them and their parents to help develop strategies for school success resulting in 95% of the students graduating or being promoted to the next grade.

EDUCATIONAL TECHNOLOGY TEACHERS—KINDERGARTEN–GRADE 5

DISTRICT GUIDELINES

All Educational Technology Teachers—Kindergarten–Grade 5 will base objectives on student learning outcomes.

SAMPLE OBJECTIVES

- X% of first grade students will use age-appropriate software to demonstrate growth of their ability to blend text and self-produced graphics to create a demonstration of what they learned as measured by a teacher-created rubric with 0% baseline data.

- The educational technology teacher will collaborate with X% of teachers in the building on at least one classroom project where technology is used as a mode of production. As a result, the responsibilities for that project's work will be shared equally between the classroom and technology teacher. Baseline data is determined by the number of teacher collaborations held during the previous evaluation period.

- The educational technology teacher will have X% of all fourth graders reach X level of proficiency (e.g., words per minute, proper hand positioning) in keyboarding using a prescribed method (e.g., Critters Keyboarding, Type to Learn). Baseline data is determined by a keyboarding pretest.

- 90% of fifth grade students will be proficient in the use of an Internet search engine or a DPS subscription database to find three quality sites ("quality" defined by a teacher-created rubric focused on appropriate reading level, accurate information, defined subject matter, etc.). Baseline data is determined by a student Internet search pretest.

- The educational technology teacher will coordinate with the principal to present four, one-hour after-school professional development sessions to the school's teachers on the integration of Information Literacy and Technology (ILT) into classroom instruction. Baseline data is determined by other offerings provided during a previous evaluation period.

Refer to DPS ILT Proficiencies (http://ilt.dpsk12.org/) for additional objective possibilities related to Internet-based research (refer to the Elementary ILT Matrix for technology proficiencies):

- Discerning quality/accurate Web sites (Internet literacy)
- Synthesizing information into original work
- Conducting precise/focused Internet searches
- Using DPS subscription databases
- Demonstrating the ability to properly cite Internet resources

ONLINE TOOLS

Best Practices   Elementary Educational Technology Teachers

GIFTED AND TALENTED EDUCATION REPRESENTATIVES AND ITINERANT TEACHERS

DISTRICT GUIDELINES

All Itinerant Gifted and Talented (GT) teachers and teachers whose positions are entirely GT will write *two* GT/high-achiever student growth objectives.

All GT .5 teachers with another .5 responsibility will write *at least one* GT objective.

All GT school representatives who are less that .5 GT and have other responsibilities *may be able to write GT objectives in collaboration with principals*.

SPECIFIC GUIDELINES

Percentages of students used in both objectives, written as *X*% in the examples below, will range from 80% to 95%. The time period for any objective must be at least eight weeks.

Objectives will be met by measuring GT/high-achieving student academic growth resulting from one or more of the following activities:

  a. supporting classroom teacher student growth objectives;

  b. providing professional development for classroom teachers;

  c. planning, supporting, and evaluating appropriate acceleration or curriculum compacting for students in specific academic strength areas; and

  d. providing direct services to students in implementing specific units independently or in collaboration with a classroom teacher.

SAMPLE OBJECTIVES—SPECIFIC GUIDELINES

  • *The measurement of GT/high-achiever academic growth will be determined through collaboration between the classroom teacher, GT teacher, and the principal.* The GT teacher will support GT or high-achieving student growth by collaborating in the development and implementation of strategies that support a goal/objective determined by the classroom teacher.

  • *GT/high-achiever academic growth will be measured by increasing achievement in one academic area as revealed by district- or teacher-made pre- and post-assessments.* The GT teacher will provide professional development in differentiating instruction for GT and/or high-achieving students to one or more teachers through presentations, modeling, and/or co-teaching/co-planning. Any assessments used will include some items from district curriculum assessments.

  • *GT/high-achiever academic growth will be measured by X% of students with 80% attendance demonstrating at least one year's growth as revealed by district pre- and/or post-assessments.* The GT teacher will collaborate with the principal, the classroom teacher, and the leadership team in a school to develop and implement a plan for the appropriate, specific academic area acceleration and/or curriculum compacting for 100%

of the students needing such a plan, based on previous-year CSAP scores and/or other specific academic student data or pretests.

- *GT/high-achiever academic growth will be measured by X% of the students having 80% attendance improving at least X% as revealed by district- or GT-teacher-made pre- and post-assessments.* Assessments used will be based on district standards and include some items from district curriculum assessments. The GT teacher will implement a unit of instruction emphasizing a specific academic area taught independently or in collaboration with a classroom teacher for GT students and/or students displaying strengths on CSAP scores in that academic area from the previous year.

SAMPLE OBJECTIVES

- *GT/high-achiever academic growth will be measured by X% of students with 80% attendance achieving X% or higher on district- or teacher-made post-assessments.* Teacher-made assessments will be based on district standards and include some items from district assessments. The GT teacher will directly instruct a group of GT/high-achiever and/or teacher-recommended students on a concept relating to mathematics (e.g., Hands-on-Equations, pre-algebra, probability) for at least eight weeks. Baseline data will be collected using a district- or GT-teacher-made pre-assessment.

- *GT/high-achiever academic growth will be measured by X% of students with 80% attendance advancing at least one level in the area of reading comprehension as revealed by district assessments.* The GT teacher will provide support in reading instruction using material from CSAP released items and other materials for high-achieving students based on CSAP reading subtest results from the previous year that, for example, emphasize inference, cause and effect, main ideas, and/or using context to understand vocabulary.

- *GT/high-achiever academic growth will be measured by X% of students with 80% attendance achieving X% or higher on GT-teacher- and/or classroom-teacher-made rubrics based on district standards or assessments including some items from district assessments.* The GT teacher will provide extensions and/or in-depth research opportunities that are either student-selected or related to a classroom unit in collaboration with the classroom teacher for GT or academically advanced students.

LIBRARY MEDIA SPECIALISTS

DISTRICT GUIDELINES

All Library Media Specialists (LMS) whose positions are described as *1.0 LMS* must write *two* growth objectives. Library media student growth objectives are designed to directly affect student achievement in *both* of the following areas:

a. attainment of at least one Information Literacy and Technology Proficiency;

   and

b. attainment of literacy/literature appreciation skills.

Library Media Specialists whose positions are described as *.5 LMS with another .5 responsibility* will write at least *one* student growth objective. Library media student growth objectives are designed to directly affect student achievement in *either* of the following areas:

a. attainment of at least one Information Literacy and Technology Proficiency;

   or

b. attainment of literacy/literature appreciation skills.

SAMPLE OBJECTIVES—SPECIFIC GUIDELINES

These objectives will be measured by student growth on librarian-selected assessments. Percentages of students used in both objectives will be 75% or higher of students attending 80% of the time.

- Identify a time period.

- Make the objective appropriate for the activity or project the librarian expects to implement. The activity or project is expected to apply to more than one classroom of students.

- Make the objective appropriate for the amount of time the library media specialist is/can be scheduled with students. The objective should be broader than an activity that affects one group of students for a short period of time.

SAMPLE OBJECTIVES

- During a specified interval of time, the LMS will collaborate and co-teach with social studies teachers so X% of students in 11th grade social studies classes will improve their success rate in locating and evaluating valuable information as measured by a rubric developed by the teacher and the librarian.

- By the end of the – , X% of fourth and fifth grade students will summarize and organize information from librarian-identified reference sources at the proficient level as measured by a rubric developed through collaboration between the LMS and the classroom teacher(s).

- During a specified interval of time, the LMS will implement a series of lessons developed in collaboration with technology and science teachers in which X% of eighth grade students

will increase subscription database and Internet-search productivity by X% as measured by pre- and post-assessments.

- During the school year, the librarian will collaborate with X% of teachers in the building on at least one research-based project. As a result, the responsibilities for that project will be shared equally between the librarian and the classroom teacher. Student growth on the focus Information Literacy and Technology (ILT) Proficiencies during the collaboration project will be measured by pre- and post-assessments.

PHYSICAL EDUCATION TEACHERS—ELEMENTARY

DISTRICT GUIDELINES

All Physical Education Teachers—Elementary will write *two* objectives:

a. one objective focused on student growth *within the course content area*;

   and

b. one objective focused on student growth *within a specific unit in the content area*;

   or

c. one objective focused on student growth *within a specific student subgroup* (e.g., one class, one section of a class).

SAMPLE OBJECTIVES—FITNESS

- 80% of students who attend 85% of the time will improve at least 10% of their step count as measured by a pedometer assessment.

- 80% of students who attend 85% of the time will improve at least 10% in the cardiovascular fitness as measured by one of two assessments:
    - Pacer Test
    - 600-Yard Run Test

- 80% of students who attend 85% of the time will improve at least 10% in arm strength as measured by one of two assessments:
    - Push-Up Test
    - Flexed-Arm Hang Test

- 80% of students who attend 85% of the time will improve their core strength at least 10% as measured by one of two assessments:
    - Sit-Up Test
    - Curl-Up Test

SAMPLE OBJECTIVES—SKILLS

- 80% of students who attend 85% of the time will improve at least 10% in locomotor skills as measured by a locomotor skills assessment.

- 80% of students who attend 85% of the time will improve at least 10% in throwing accuracy skills as measured by a throwing accuracy assessment.

- 80% of students who attend 85% of the time will improve at least 10% in their jump rope skills as measured by a jump rope skills assessment.

- 80% of students who attend 85% of the time will improve at least 10% in hockey skills as measured by a shooting accuracy assessment.

PHYSICAL EDUCATION TEACHERS—SECONDARY

DISTRICT GUIDELINES

All Physical Education Teachers—Secondary will write *two* objectives:

  a. one objective focused on student growth *within the course content area;*

  and

  b. one objective focused on student growth *within a specific unit in the content area;*

  or

  c. one objective focused on student growth *within a specific student subgroup* (e.g., one class, one section of a class).

SAMPLE OBJECTIVES—FITNESS: MIDDLE SCHOOL

- 80% of students who attend 85% of the time will improve at least 10% of their step count as measured by a pedometer assessment.

- 80% of students who attend 85% of the time will improve at least 10% in cardiovascular fitness as measured by two of four assessments:

    - Pacer Test
    - Mile Run
    - Half-Mile Run
    - Walk Test

- 80% of students who attend 85% of the time will score at or above the 50th percentile on at least two or more of the five President's Council Physical Fitness Tests as measured by the standardized scores on the President's Challenge.

- 80% of students who attend 85% of the time will score at or above the target zones on at least two or more of the fitness tests as measured by the standardized scores on the FitnessGram.

SAMPLE OBJECTIVES—SKILLS: MIDDLE SCHOOL

- 80% of students who attend 85% of the time will improve at least 10% in volleyball skills as measured by a serving or modified serving-accuracy assessment.

- 80% of students who attend 85% of the time will improve at least 10% in basketball skills as measured by a timed dribbling assessment.

- 80% of students who attend 85% of the time will improve at least 10% in soccer skills as measured by a timed dribbling assessment.

- 80% of students who attend 85% of the time will improve at least 10% in hockey skills as measured by a timed dribbling assessment.

- 80% of students who attend 85% of the time will improve at least 10% in softball skills as measured by a throwing accuracy assessment.

SAMPLE OBJECTIVES—FITNESS: HIGH SCHOOL

- 80% of students who attend 85% of the time will improve at least 10% in cardiovascular endurance as measured by two of four assessments:
  - Pacer Test
  - Sprint/Recover Run
  - Mile Run
  - 1.5-Mile Run
- 80% of students who attend 85% of the time will improve at least 10% in upper body strength as measured by one of two assessments:
  - Upper Body Resistance Lifting
  - Push-Up Test
- 80% of students who attend 85% of the time will improve at least 10% in mid- or lower-body strength as measured by one of two assessments:
  - Lower Body Resistance Lifting
  - Core Strength Exercises
- 80% of students who attend 85% of the time will improve at least 10% in flexibility as measured by two of four assessments:
  - Trunk Lift
  - Sit Reach
  - Shoulder Flexibility
  - Box Jumps

SAMPLE OBJECTIVES—SKILLS: HIGH SCHOOL

- 80% of students who attend 85% of the time will improve at least 10% in volleyball skills as measured by a serving accuracy assessment.
- 80% of students who attend 85% of the time will improve at least 10% in basketball skills as measured by a timed dribbling assessment.
- 80% of students who attend 85% of the time will improve at least 10% in football skills as measured by a throwing accuracy assessment.
- 80% of students in *Dance I and II* who attend 85% of the time will improve their vocabulary and knowledge by at least 10% as measured by a dance assessment.
- 80% of students in *Dance Production I and II* who attend 85% of the time will score at least 80% as measured by a dance performance rubric.
- 80% of students in *Beginning Swimming* who attend 85% of the time will score at least 80% as measured by a swimming skills assessment.

80% of students in *Advanced Swimming* who attend 85% of the time will score at least 80% on CPR, First Aid, and Lifeguard Training assessments as required by the American Red Cross.

SPECIAL EDUCATORS—CENTER PROGRAMS ONLY

DISTRICT GUIDELINES

All Special Educators—Center Programs ONLY will write *two* objectives. They may choose to:
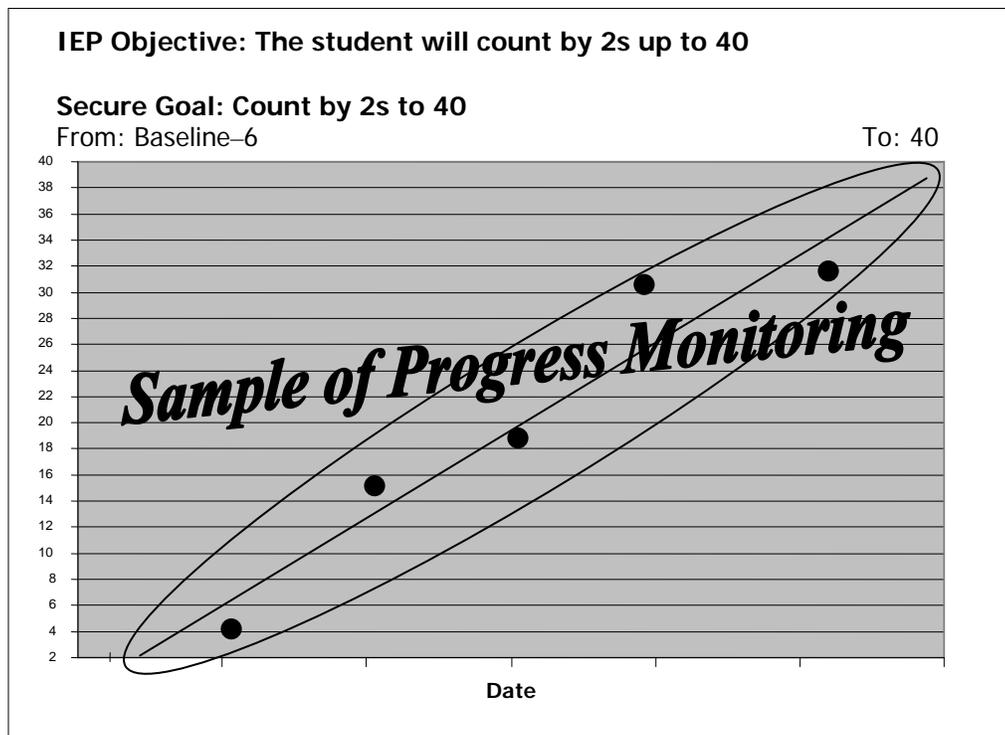
a. write *two* academic objectives;

   or

b. *one* academic objective and *one* affective objective (behavioral, life skills, or transitional).

SAMPLE OBJECTIVES—SPECIFIC GUIDELINES

Center Programs special educators will use the following guidelines.

- Objectives will be measured by using a set of predetermined assessment tools

- To address the mobility and health issues of students in this program, student progress will measured by using a progress-monitoring system that allows teachers to demonstrate growth in *all* students, regardless of the length of time the student is actually in their program.

- Successful completion of teacher objectives will be based on the following criteria:

  - Progress monitoring will be focused on student need as defined by the IEP. It will be flexible, taking into account the individual student's academic, health, and social-emotional needs.

IEP Objective: The student will count by 2s up to 40

Secure Goal: Count by 2s to 40
From: Baseline–6   To: 40

Sample of Progress Monitoring

Date

STEPS TO CREATING PROFESSIONAL OBJECTIVES

1. Choose *two* focus areas for your class:

   a. one required academic focus (reading or mathematics), ***and***

   b. one focus of your choice: academic or affective (social emotional, life skills, or transitional).

2. Choose an objective from each child's IEP that is aligned with your two focus areas. You will choose a total of two IEP objectives for each student.

3. Identify your assessment tool.

   a. Choose an appropriate assessment that allows you to measure each student's progress on your chosen IEP objectives.

   b. Progress monitor each student's progress on each of the two objectives multiple times throughout the school year.

   c. Monitor each student's progress with a beginning-of-the-year pretest, interval testing throughout the year (occurring at a minimum of every grade period; best practice would be every two to four weeks), and at the end of the year.

4. Track student progress throughout the school year by using a progress-monitoring form (see example above).

   a. Plot a baseline score for each student on the graph.

   b. Create an aim-line based on each student's projected growth for the school year.

   c. Periodically collect data and plot on the graph each student's progress toward the objective.

   d. Adjust instruction and interventions if the student is not maintaining a positive growth line.

5. Use research-based instructional strategies and interventions to support each student's growth on his or her identified instructional objectives.

   a. Use best practices rubrics to guide instruction (see online tools below).

   b. Use pacing and planning documents to identify instructional objectives aligned with the state standards.

STUDENT ADVISORS

DISTRICT GUIDELINES

All Student Advisors will write *two* objectives:

a. one objective focused on increasing student achievement;

    and

b. one objective focused on improving school environment by *one* of the following strategies:

    i.   improving communication between and among faculty, parents, and students;

    ii. creating a more civil and safe learning environment;

         or

    iii. improving student success indicators such as:

         ⬩ fewer referrals or suspensions;

           or

         ⬩ improved study habits and attendance and/or fewer tardies.

SAMPLE OBJECTIVES—SPECIFIC GUIDELINES

⬩ A clearly delineated subgroup of at least 40 students will be used for the objective-setting and monitoring process.

⬩ The objective-setting and monitoring process will measure student growth as demonstrated by increased achievement. Student advisors will base their written objectives on the expectation that all students in the subgroup will increase achievement.

SAMPLE OBJECTIVES—INCREASING STUDENT ACHIEVEMENT

⬩ The student advisor, a team of teachers, and/or the school counselor will work collaboratively with the principal or an assistant principal to identify a subgroup of students who failed two or more courses the previous year and develop a learning plan that results in 95% of the students passing all courses.

⬩ The student advisor and the literacy or mathematics Facilitators will work collaboratively with the principal or an assistant principal to identify students who are two or more grade levels behind in reading or mathematics and provide weekly learning support sessions in objective setting, study skills, and behavior management that result in 95% of the students increasing their reading or mathematics levels by more than one year on a state or district assessment.

⬩ The student advisor will identify a group of students who are over-age for their grade (been retained at least one time) and provide weekly learning support sessions in objective setting, study skills, and behavior management that result in 95% of the students improving their GPAs from the previous semester by at least 1.0 (high school) or passing at least five courses (middle school).

- The student advisor, a school counselor, and/or one or two English teachers will work collaboratively with the principal or an assistant principal to assist a subgroup of ninth grade students in the development of a learning plan that will include a four-year plan for coursework and graduation, a behavior plan that will include organizational and time-management strategies, and the identification of networks of support that result in 95% of the students increasing their achievement by 10% or more on an approved English language arts assessment (e.g., SRI, end-of-course exam).

SAMPLE OBJECTIVES—IMPROVING SCHOOL ENVIRONMENT

- The student advisor will work with a subgroup of at-risk (e.g., over-age for grade, struggling readers, truant) students, their teachers, and parents or guardians to develop and communicate school success strategies that will improve school performance as measured by promotion to the next grade or graduation of 12th grade students, improvement of reading levels, or improved attendance of at least 95% of the students.

- The student advisor will conduct weekly sessions with subgroups of students to address student behavior that contribute to safe and civil schools, resulting in 95% of students developing strategies to contribute positively to school climate and culture.

- The student advisor and a school counselor in collaboration with the principal or an assistant principal, will identify a subgroup of students with learning challenges (e.g., poor attendance or multiple tardies, multiple referrals and/or suspensions, poor study habits) and meet with them weekly to develop and monitor individual learning plans that include strategies to improve school performance resulting in at least 95% of the students developing "school success" strategies.

- The student advisor, the mathematics Facilitators, and the literacy Facilitators will work in collaboration with the principal or an assistant principal to identify a subgroup of students who need additional support and meet with them and their parents monthly to help develop strategies for school success that result in 95% of the students being promoted to the next grade or, for 12th grade students, graduating.

All Other Classroom Teachers and Educational Professionals: Teachers in Elective Areas, Specials, and Professional Staff will write *two* objectives focused on expected student growth in areas identified in collaboration with their principal. Use the following student growth objectives tools (see All Other Educational Professionals).

STUDENT GROWTH OBJECTIVE TOOLS

BASELINE DATA TABLE

Specialist Name:			School:				
Objective Number:			Assessment:				

Student Name	Student Number	Pretest Score	Midpoint Check	Post-test Score	Change	Objective Met? Yes	Objective Met? No
					0		
					0		
					0		
					0		
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Denver Public Schools
Winner - 2002 & 2003 Governor's Distinguished Improvement Award

CHECKLIST FOR DEVELOPING OBJECTIVES						
RATIONALE Why did you choose this objective?	**POPULATION** Who are you going to include in this objective?	**INTERVAL OF TIME** Weeks, quarters, semesters, one school-year	**ASSESSMENT** How are you going to measure your objective? Are you really measuring outcomes you are seeking to accomplish?	**EXPECTED GAIN/GROWTH** How much is your population going to gain/grow?	**LEARNING CONTENT** What academic skills, behavior or attitudes are you trying to support? Why is this appropriate for your students at this time?	**STRATEGIES** What methods or interventions will you use to support this objective?
❑Supports school improvement plan ❑Aligns with one or more department goals ❑Identifies one or more district goals ❑Identifies one or more team goals	❑Has a defined population ❑Includes a majority of the defined population, unless teacher and principal agree otherwise ❑Assumes 85% attendance of the defined group or writes in an agreed upon exception	❑Identifies time period ❑Appropriate for the activity or project the provider expects to implement ❑Appropriate for the amount of time at the school site	❑Uses assessment and/or measurement agreed upon by teacher and principal ❑Provides pre- and post-data ❑Measures growth, gain, or change expected ❑Trained in the administration or interpretation of the assessment if required ❑Measures appropriate academic skills, behavior, or attitudes	**Baseline** ❑Based on student growth or performance target ❑Provides summarized baseline data ❑Predicts gain based on past performance of students when available **Expected Gain** ❑Meets or exceeds standards of practice ❑Addresses growth, gain, or change of at least three-fourths of the identified population, unless teacher and principal agree otherwise ❑Appropriate for the population, assessment and/or measurement, and interval ❑Demonstrates proficiency with a Body of Evidence	❑Uses baseline data to guide instruction or intervention ❑Targets needs of the identified population ❑Aligns with DPS or department initiatives and one or more national standards of practice for the employees discipline ❑Targets specific academic skills, behaviors or attitudes	❑Identifies observable or documentable strategies ❑Appropriate for learning content identified and skill level observed in the pre-test and assessment data collected