**A Health Science Teacher’s Story of Goal Setting for Student Growth**

Ms. Fields is a health science teacher who teaches Principles of Health Science at an area technology center (ATC). Her class of 24 represents a diverse population, a small number of gifted students, four special education students and a large number of students meeting free and reduced lunch criteria.

Because this was the introductory course in her program area and Ms. Fields had limited access to students’ educational history, she knew that she must spend intentional time getting to know her students. She began by asking: *What do I know about my students and their abilities? What can I use to gauge student readiness? What does that data tell me?* She started assessing her students in a variety of ways. First, she surveyed the class to determine their career interests and found that 70% of her class had chosen the pre-nursing career cluster on their ILP.

**Identifying the Essential/Enduring Skills**

Ms. Fields began asking herself the question, “What are the enduring skills students need to be successful in this program?” She knew that to earn an industry certification and to prepare for post-secondary nursing programs, students must successfully pass the Kentucky Medicaid Nursing Assistant exam. So she began reviewing those standards. From experience, she knew that students typically had difficulty in two areas, implementing standard precautions and measuring and recording vital signs. With that in mind, she introduced these two topics of study and began to collect evidence in a variety of ways. She asked questions, observed student discussions, collected and analyzed student responses to prompts, reviewed answers to multiple-choice questions, and observed her students’ skills performance.

**Standards**

**Collecting Data**

She continued to reflect. *How do I pull this information and evidence together to determine my student growth goal? Are there greater areas of need for which I should focus my goal?*She noticed that, even in the classroom/lab setting, her students made little progress in measuring and recording vital signs. Ms. Fields decided she would use the district Health Science rubric*. She would give students performance assessments; students would respond to prompts; and answer a set of multiple-choice questions.* This collection of evidence would result in a baseline grounded in the state rubric.

**Sources of evidence**

**Collecting Data**

**Baseline**

Data revealed that 95% of students scored at level 1 on the district rubric and 5% performed at level 2. Ms. Fields was now ready to write her student growth goal. *I know that the growth goal should address growth for all my students. So, how do I make sure that all students show growth this year? How can I be sure that my goal represents meaningful and significant growth for my students in the enduring skills and concepts?*

**Using Results to Write a Goal**

These questions continued to float in Ms. Fields’ mind as she drafted her student growth goal and shared it with her principal. Ms. Fields thought it would be reasonable for students to move up at least 1 level in the rubric. After discussing past years’ trends and considering where students should perform at the end of the course, they concluded that movement of 1 or more levels on the rubric is doable, yet stretches the boundaries to create a rigorous goal. They also agreed that it is reasonable to expect 20% of students to reach level 3. Together, Ms. Fields and her principal decided on the following student growth goal for this year:

**Rationale**

*This school year, all of my 4th period Principles of Health Science students will demonstrate measurable growth in their ability to measure and record vital signs. Each student will improve by one or more levels on the district Health Science rubric in the areas of measuring and recording vital signs.* *In addition,* 2*0% of students will perform at level 3 on the 4-point science rubric.*

**She also identifies the following strategies to help students reach the goal:**

* Share and analyze the enduring skill with students
* Incorporate goal setting with students by having students track progress toward their goals.
* Maintain a skills checklist to target specific areas for improvement.
* Incorporate mini-tasks based on students’ needs into the instructional plan.

**Mid-course review:**

By mid-course, students have had multiple opportunities to develop their skills in measuring vital signs. Both the students and Ms. Fields have kept a running list to document their progress. She decides to create an extended response as a formative assessment. She also invites members from her advisory committee to assist in a performance assessment. Findings reveal that 40% of her students have progressed by one level, and only 5% scored at level 3.

**Reflecting on & Adjusting Strategies**

After the mid-course review, she planned to:

* Strategically group students for mini-lessons in areas of weakness
* Provide additional opportunities for students to apply skills in a variety of contexts/settings.
* Build student competency by strategically pairing weaker students with stronger students while performing skill in the lab.

Ms. Fields plans to continue to reflect on the data to guide instructional practice throughout the remainder of the school year. She believes that with attention to this data and implementing appropriate strategies, she can ensure that all students will demonstrate growth.

**An Automotive Technology Instructor’s Story of Goal Setting for Student Growth**

Mr. Jones is an Automotive Technology Instructor who teaches a 4th period Automotive Maintenance and Light Repair Section C course at an area technology center (ATC). His class of 18 represents a diverse population, a small number of gifted students, five special education students and a large number of students meeting free and reduced lunch criteria.

Because this was one of the introductory courses in his program area and Mr. Jones had limited access to students’ educational history, he knew that he must spend intentional time getting to know his students. He began by asking: *What do I know about my students and their abilities? What can I use to gauge student readiness? What does that data tell me?* He found that 70% of the students planned to earn their ASE certification.

**Standards**

**Identifying the Essential/Enduring Skills**

Mr. Jones began asking himself the question, “What are the enduring skills students need to be successful in this course, and which skills will be important to all aspects of the program?” He began by consulting the ASE/NATEF Certification Manual. He chose a “P1” task, which is the highest priority for all technicians to know – the ability to evaluate electronic/electrical systems for maintenance and repair.

To check the students’ knowledge of automotive electrical/electronic systems, he first surveyed the class to see if students knew the importance of proper battery operation and diagnosis, the different ways to check the battery, and how to analyze the results. He asked questions, observed student discussions, collected and analyzed student responses to prompts, and reviewed answers to multiple-choice questions dealing with battery operation. He reflected on his results, and asked himself, “How do I pull this information and evidence together to determine my student growth goal?”

**Sources of evidence**

**Collecting Data**

**Baseline**

He found that the majority of his students had little to no knowledge of automotive electrical/electronic systems. Approximately 80% of his students had no knowledge of how the systems functioned, while 20% had some limited knowledge.

**Using Results to Write a Goal**

After determining baseline data, and comparing his findings with the district *Automotive Technology rubric*, Mr. Jones was ready to write his student growth goal. While meeting with his principal, they discussed where students should perform at the end of the course and concluded that movement of 1 or more levels on the rubric was doable, yet stretched the boundaries to create a rigorous goal. They also agreed that it was reasonable to expect 40% of students to reach level 3 and decided on the following Student Growth Goal:

**Rationale**

*During the 2014/2015 school year, students will improve in their ability apply electrical/electronic skills in maintenance and repair. Each student in the 4th period class will improve their ability by at least one level on the Automotive Technology rubric. Furthermore, 40% of the students will be able to apply their electrical/electronic skills at the “3” level listed on the rating rubric.*

**He identified the following strategies to help students reach the goal:**

**Instructional Strategies**

* Share and analyze the enduring skill with students.
* Incorporate goal setting with students by having students track progress toward their goals.
* Use a variety of learning modalities, e.g., text, videos, demonstrations, hands-on practice, etc.
* Provide scenarios to illustrate real word situations.
* Maintain a skills checklist to target specific areas for improvement.
* Incorporate mini-tasks based on students’ needs into the instructional plan.

**Mid-course review:**

By mid-course, students have had multiple opportunities to apply electrical/electronic maintenance and repair skills. Mr. Jones has kept a running list to document each student’s progress. He decides to create an extended response scenario as a formative assessment. Findings from this assessment reveal that all but 5% of his students are making progress.

**Reflecting on & Adjusting Strategies**

After the mid-course review, he:

* Strategically grouped students for mini-lessons to review areas of weakness.
* Build student competency by strategically pairing weaker students with stronger students while performing tests in the lab.
* Plans to administer another on-demand-like assessment for continued progress monitoring and determining effectiveness of instructional strategies.

He plans to continue to reflect on the data to guide instructional practice throughout the remainder of the school year. Mr. Jones believes that with attention to this data, he can ensure that all students will demonstrate growth.

Ms. Fields is anxious to find strategies to help students attain the goal as well as on-going processes for monitoring students’ progress. She is looking forward to reflecting on the data throughout the school year and seeing if this process gives her the meaningful results that were a missed opportunity last year.