

**The Sound School Regional Vocational Aquaculture
Center**

**Goal and Setting And Determination Within
The New Haven Teacher
Evaluation Process 2008-2009 Cycle 3, 4, 5**

Timothy C. Visel - November 2008

The New Haven evaluation process for Cycle 3 (4, 5) is based upon goal setting and goal attainment. The goal setting process has two evaluation components one linked to attaining goals (are goals realistic, achievable and finally measurable) and the other is how appropriate are the goals, are they based upon reflection and research. More and more instruction is being equated with the use of school based data - thus the data decision making process discussion linked to instructional goals in the summary evaluation components. Is instruction linked to student needs and how are these needs determined? This evaluation method is very different from the past methods based on observation of teacher behaviors while "covering the course." Cycle 3 asks the question was instruction appropriate and did it reflect appropriate instructional practices of assessment and evidence of achievement by students. This paradigm shift transfers the focus to teaching practices as they affect student learning. Finally, the new teacher evaluation process is organized around the systematic collection of multiple sources of student data over a period of time.

Determining goals - goals should reflect an opportunity - the opportunity to improve student learning, professional practices and school effectiveness. A goal needs to be clear, attainable within defined resources and have measurable benchmarks (timelines how, when, etc) written in a logical format. They are to be negotiated between the teachers and administrators.

The Goal Setting Process -

Evaluation research has shown a direct connection between the goal setting process and accomplishments. Just as authentic performance helps students see a reason for their learning teachers also need to invest in the goal setting process to commit the necessary time and energy required to accomplish their goals. Goals must be seen as relevant and

meaningful not just of going through the motion of continuous instructional improvement but seen as reviewing analyzing and synthesizing all pertinent data to improve student learning. Teachers therefore are now asked to both provide evidence of curricular planning and reflection upon instructional practices based on student achievement data. The district also asks each school to set goals which may or may not reflect instructional practice, professional improvement, or other school and community needs. Teachers need to take these goals into consideration when formulating individual goals.

One of the largest differences is that the new evaluation process asks how a course curriculum reflects changes in instructional practices especially regarding LRE and student learner styles. Instructional evidence (assessments, surveys, test scores, student work) that the student is making individual educational progress as compared to classroom achievement. No Child Left Behind seeks to identify those students who as a group haven't achieved and what responses educational community is making to improve it. If anything has changed in the classroom it is the incorporation of data to determine or "drive" instruction. District evaluation initiatives are focused upon evidence of student learning rather than covering chapters in a textbook. Was the instruction both appropriate and effective and how you as the teacher can provide evidence that supports your curriculum in terms of school goals, district goals/standards, state goals/standards and finally national standards.

The Sound School has 2 school goals this year.

Goal #1 "To improve academic achievement for all students"

Goal #2 "To decrease the achievement gap with identified sub groups"

Source - The Sound School Regional Vocational Aquaculture Center

Comprehensive School Plan 2006-2007

The Cycle 3 Evaluation Process -

Cycle 3 Evaluation (multi year) provides tenured teachers with opportunity to plan for professional growth/exploring activities over a 3 year period (can be less).

Some possible (but not all) goals could include;

- 1) Is your classroom curriculum is aligned to district standards/initiatives?
- 2) Does the curriculum has study guides that provide specific instructional evidence of inclusion; differentiated instruction and cross disciplinary study?
- 3) Will the curriculum identify essential learning outcomes - essential questions, or power standards?
- 4) Is the curriculum is organized around district and state assessments?
- 5) Does the curriculum include appropriate instructional strategies based upon available research/best practices?
- 6) Has the curriculum been aligned to state and national standards that are subject to national assessments such as CAPT/NOCTI? This is usually reflected in responding to strands - or standard upon which the assessment was based.

Utilizing the two Sound School goals, the professional growth plan description emailed to all Cycle 3 staff in advance of reviewing measurable objectives.

Goal Development Process and Measurable Objectives -

Some measurable objectives result indicators for Cycle 3 plans include,

Increased assigned writing in all CTE classes

Increased assigned mathematics/applications

Direct instructional in school-wide writing rubric

Increased vocabulary development - all classes

To assist in the goal development process I have put together a one-page fact sheets outlining some of Tier II Indicators for the 2008-2009 school year. Please use them in our discussions around the evaluation process.

AttachmentGoal Development Process
Fact Sheets (2)

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Goal Development Process

"To improve academic achievement for all students"

Student Attitudes and Aspirations Regarding Instructional Practice

Research on instructional practice has shown that students engaged (participating) in the education process tend to:

- Be more responsive to instruction and remain on task for longer periods
- Complete long and short term assignments within the due date
- Remain current in reading and homework expectations
- Have better attendance and fewer "cuts".

The students "engaged" often report that the curriculum (courses) interests them or that they value it for a variety of reasons. It may be something that they feel is helpful or necessary, and view the process as meaningful, rather than just something that is imposed on them. These indicators point to students' perception to the education process, how they react to new approaches, and how educators deliver content in unique ways.

- To capture the interest and the imagination of students
- Non-traditional approaches to instructional delivery formats - such as simulations, situations, direct application based lessons with higher order reasoning and thinking skills.
- Documentation of reflection/feedback from students, survey data, student questionnaires.
- Peer observations and teacher team responses to standards based assessments. Creation of thematic

formative assessments rather than standardized assessments.

- Develop ways to link lessons, homework and writing assignments to prior knowledge.

Some of the ways that homework, formative assessments and the keeping of class/lab notes helps academic achievement is that they support (connect) to each other and students can quickly see the connection. Homework that is linked to class notes can provide an almost diagnostic like approach that allows monitoring of progress and insight whether students are drawing from several resources, class notes and textbook or reading assignments. Weekly reading and writing assignments that incorporate "key words" as vocabulary development provides opportunities to see how individual students are keeping current with daily class tasks.

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Goal Development Process**

To increase the number of students who demonstrate mastery or to make continuous and measurable progress toward closing the achievement gap for sub group(s).

1. Explanation of need or problem - how do you know it's a concern - data reviews needs assessments, class survey or data, etc. This needs to detail the problem in terms of research data, or school community data.
2. A goal statement that seeks to correct or eliminate problem refers to need statement. Can refer to District initiatives, State initiatives or School Profile Data (St. Dept of Education). If you have an identified subgroup(s).
3. Action plan - strategies that seek to meet the goal or goals outlined - action plans usually describe steps in sequence, or detail events. This is what we plan to do to close the achievement gap.

4. Measurable Objectives (Benchmarks) - A series of checks that can be measured as indicators of progress - by such (date) or by the 6th week, etc. Can describe work products - assessments that use of data in altering instruction, or the creation of specific lessons (topics). Measurable Progress reports, etc.
5. Results - This is usually referred to as "evidence" of accomplishment or completion of Action Plan. Can be in a narrative format or listed as number of meetings, number of instruction fact sheets created, number students assessed. Also, evidence can be hard copies or a finished product. Also, describe what worked or didn't work. Some include sections on barriers, my supplies didn't arrive on time, the books were out of print, etc. It can be a multiyear evaluation plan if dependent upon curriculum development.
6. Data Reports - Based upon quarterly assessments. Did the data (grade/records/assessments) show improvement in any defined achievement gap.
Specific goals and supporting evidence -

7- Student engaging instructional activities that relate to applying knowledge to real world applications, interdisciplinary approaches to mathematics and science documentation of student work products to critical thinking, problem solving exercises and other higher level questions.

8- Situational writing prompts that incorporates CAPT protocols for expository writing - ie., taking a stance, a point of view, compare/contrast, synthesizing, compiling, summarizing, note taking / outlines, questioning, explaining, etc.

