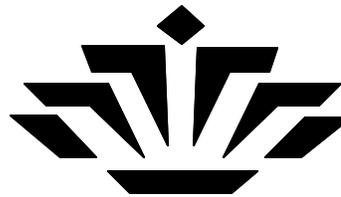


Student Growth Indicator

**A Tool for Linking Student Learning to
Teachers' Efforts**



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Student Growth Indicator

Purpose

GS 115C-335 requires development of performance standards and criteria for certified employee training and remediation programs. These standards and criteria shall include improving student achievement, employee skills, and employee knowledge. The North Carolina student accountability program, the ABCs of Public Education, created high stakes testing of students. Since the ABCs are based on a growth model for student performance, the role of the classroom teacher in improving student performance is more critical than ever. The current method of experienced teacher evaluation involves the use of the Teacher Performance Appraisal Instrument (TPAI) and/or portfolio assessments or alternative assessments in cyclical formats. Currently, there is no direct reference to student performance in the North Carolina teacher appraisal process.

Therefore, it is suggested that teachers who are having difficulty improving student achievement include the Student Growth Indicator (SGI) as a part of the total experienced teacher performance appraisal process. The purpose of including student growth as one measure of teacher effectiveness supports both the research base that clearly equates improved student performance with prescriptive teaching, and school-wide performance improvement called for in the ABCs. Additionally, by examining student growth, educational leaders can be assured of compliance with minimal standards and student accountability at the individual teacher level.

Procedures

The principal or designee should meet with selected experienced teachers in the teacher's classroom during the first month of the school year to discuss the components of the Student Growth Indicator (SGI). Prior to this initial meeting, the teacher should receive a copy of the scoring rubric for the SGI and be given an opportunity to ask clarifying questions. If teachers are not familiar with the terminology included in the rubric or need additional help regarding specific parts of the rubric, assistance must be given.

Information to assist the administrator in evaluating teacher performance on the SGI should be gathered through a minimum of **3 conferences and 4 TPAI Snapshot visits per year**. It is suggested that administrators evaluate the SGI on all teachers who are performing below standard.

Interview Protocol

CONFERENCES

Initial Conference

1. Show me your system of determining student strengths and weaknesses for your classroom/subject.
2. How did you establish a baseline for learning this year?
3. How do you determine where your students are prior to teaching them new material?
4. How do you know what your students have learned after you have taught a particular concept or unit of study?
5. Show me how you determine what students should know by when.
6. Show me how you are checking to be sure you are following the NC Standard Course of Study and that your students will be exposed to the NC End-of-Grade/End-of-Course tests.
7. Show me an example of one of the written tests or other type of assessment that demonstrates how you are addressing learning styles and higher order thinking skills.
8. Show me or talk to me about a lesson, concept, or unit that you have taught thus far in the school year and answer the following questions:
 - 8.a. How did the students perform?
 - 8.b. Was the performance of your students what you expected? Why or why not?
 - 8.c. How did what you taught relate to previous learning?
 - 8.d. If you were teaching the lesson again, what would you do differently?
 - 8.e. If you were sharing this lesson with a colleague, what would you stress as being critical components to student understanding?

Mid-Year Conference

1. Show me how your students are performing relative to their strengths and weaknesses for what you have taught thus far.
2. How has your baseline data for student performance changed at this point in the year?
3. How have your students performed on preassessments you have administered?
4. How have your students performed on postassessments you have administered?
5. Where are your students compared to where they should be at this point in the school year? Why are they where they are?
6. How are you progressing in your teaching relative to the NC Standard Course of Study and the NC End-of-Grade/End-of-Course tests?
7. Show me an example of one of the written tests or other type of assessment that demonstrates how you are addressing learning styles and higher order thinking skills.
8. Show me or talk to me about a lesson, concept, or unit that you have taught thus far in the school year and answer the following questions:
 - 8.a. How did the students perform?
 - 8.b. Was the performance of your students what you expected? Why or why not?
 - 8.c. How did what you taught relate to previous learning?
 - 8.d. If you were teaching the lesson again, what would you do differently?
 - 8.e. If you were sharing this lesson with a colleague, what would you stress as being critical components to student understanding?

Year-End Conference

1. Show me how your students are performing relative to their strengths and weaknesses for what you have taught thus far.
2. How has your baseline data for student performance changed at this point in the year?
3. How have your students performed on preassessments you have administered?
4. How have your students performed on postassessments you have administered?
5. Where are your students compared to where they should be at this point in the school year? Why are they where they are?

6. How are you progressing in your teaching relative to the NC Standard Course of Study and the NC End-of-Grade/End-of-Course tests?
7. Show me an example of one of the written tests or other type of assessment that demonstrates how you are addressing learning styles and higher order thinking skills.
8. Show me or talk to me about a lesson, concept, or unit that you have taught thus far in the school year and answer the following questions:
 - 8.a. How did the students perform?
 - 8.b. Was the performance of your students what you expected? Why or why not?
 - 8.c. How did what you taught relate to previous learning?
 - 8.d. If you were teaching the lesson again, what would you do differently?
 - 8.e. If you were sharing this lesson with a colleague, what would you stress as being critical components to student understanding?

SNAP-SHOT VISITS

During Snap-Shot Visits to the classroom, the principal should look for these key indicators regarding student growth:

- Student growth performance charts on bulletin boards.
- Student notebooks or portfolios that chart performance over time either by a matrix, graph, dated material, application of rubrics to actual work
- Handouts that include rubrics for student performance relative to assignments.
- Parent letters that contain references to End-of-Grade, End-of-Course or grade/subject level expectations for student performance.
- Talk to students about what they are studying and what they studied prior to today.
- Ask students to explain to you what they are doing.
- Ask students how they know how they are doing in the class.

Suggested Sample Evidences (the list below contains suggestions and are NOT a requirement)

- Lesson plans
- Tests
- Teacher-made, grade level, school or district assessments
- Testlets
- Goal summaries from EOC tests
- Class summaries from EOG tests
- Writing samples
- Video tapes
- Projects
- Notebooks
- Student portfolios (representative of the entire class's abilities)
- Grade books
- Individual records
- Checklists
- Running records

EVALUATION

Evaluation of individual teachers should be based upon where the individual is in relationship to the knowledge and application level expected of experienced teachers. The scoring rubric (see attached) for each of the seven components of the SGI listed below should serve as adequate documentation.

- 1. A system is in place to determine student strengths and weaknesses on specific skills and concepts identified in the NC Standard Course of Study.**
- 2. Evaluation of student learning involves pre and post assessment.**
- 3. A baseline for learning has been established.**
- 4. Student progress is recorded and/or graphed on a regular basis to determine appropriate pacing of instruction.**
- 5. Desired results for student learning are clearly defined and in agreement with the NC Standard Course of Study and appropriate End-of-Grade or End-of-Course tests.**
- 6. Assessments and in-class questioning techniques address various learning styles and higher order thinking skills.**
- 7. The teacher analyzes, interprets, and reflects on student growth.**

Student Growth Indicator - Scoring Rubric

1. A system is in place to determine student strengths and weaknesses on concepts identified in the NC Standard Course of Study			
Above Standard	At Standard	Below Standard	Unsatisfactory
A system is in place, students are instructed according to needs, and individual student progress is being charted.	A system is in place and students are instructed according to needs.	A system is available, but not being used by the teacher.	No system is in place.
2. A baseline for learning has been established			
Above Standard	At Standard	Below Standard	Unsatisfactory
Previous scores on state administered tests, standardized and/or local/teacher-made benchmark testing that encompasses learning levels on at least a 9 week basis are recorded and utilized to determine modifications for instruction.	Previous scores on state administered tests or standardized tests are recorded in a class profile. Where these instruments are not available, an assessment for placement is administered to determine current level of student performance at the beginning of the year.	Teaching is directed by the <u>NC Standard Course of Study</u> as well as the textbook with no reference to prior student performance.	Teaching is directed by the textbook with no reference to the <u>North Carolina Standard Course of Study</u> or prior student performance.
3. Evaluation of student learning involves pre and post assessment			
Above Standard	At Standard	Below Standard	Unsatisfactory
Pre and post assessments are used to provide group and individual instruction where needed.	Pre and post assessments are a part of on-going classroom instruction.	Preassessments are not used. Postassessments are administered at the end of the instructional period.	Pre and post assessments are not used.
4. Student progress is recorded and/or graphed on a regular basis to determine appropriate pacing of instruction			
Above Standard	At Standard	Below Standard	Unsatisfactory
Pacing of instruction is in agreement with state and local goals, allows for flexible grouping and individual student mastery of benchmarks	Pacing of instruction is directed toward the total group and/or sub-groups and is in agreement with state and local goals or benchmarks	Pacing of instruction has been identified, but not in sequence with school or district goals	Pacing of instruction is not identified
5. Desired results for student learning are clearly defined and in agreement with the NC Standard Course of Study and appropriate End-of-Grade or End-of-Course tests			
Above Standard	At Standard	Below Standard	Unsatisfactory
Groups of students and/or individual student progress on specific <u>North Carolina Standard Course of Study</u> indicators are followed until mastery is achieved	Unit of study from the <u>North Carolina Standard Course of Study</u> are referenced in plan book and identified on assessments	Teacher can identify sections of the <u>North Carolina Standard Course of Study</u> for which he/she is responsible but cannot translate into lesson plans or student assessment	Teacher cannot find or does not use the <u>North Carolina Standard Course of Study</u>
6. Assessments and in-class questioning techniques address various learning styles and higher order thinking skills			
Above Standard	At Standard	Below Standard	Unsatisfactory
The teacher consistently questions students by addressing various learning styles and higher order thinking skills and uses students to facilitate questioning	The teacher consistently questions students by addressing various learning styles and higher order thinking skills	The teacher seldom questions students by addressing various learning styles and higher order thinking skills	The teacher directs all questions toward the total group or individual students at the knowledge/recall levels
7. The teacher analyses, interprets and reflects on student growth			
Above Standard	At Standard	Below Standard	Unsatisfactory
The teacher consistently analyzes, interprets, or reflects on student growth and is refining instruction according to analyses	The teacher consistently analyzes, interprets, or reflects on student growth	The teacher seldom analyzes, interprets, or reflects on student growth	There is no evidence of teacher analysis, interpretation or reflection on student growth

Student Growth Indicator

Teacher: _____

Academic Year: _____

Initial Review:

	Above Standard	At Standard	Below Standard	Unsatisfactory
1. A system is in place to determine student strengths and weaknesses on specific skills and concepts identified by the NC Standard Course of Study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. A baseline for learning has been established.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Evaluation of student learning involves pre and post assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Student progress is recorded and/or graphed on a regular basis to determine appropriate pacing of instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Desired results for student learning are clearly defined and in agreement with the NC Standard Course of Study and appropriate End-of-Grade or End-of-Course tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Assessments and in-class questioning techniques address various learning styles and higher order thinking skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The teacher analyzes, interprets, and reflects on student growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Mid-Year Review:

	Above Standard	At Standard	Below Standard	Unsatisfactory
1. A system is in place to determine student strengths and weaknesses on specific skills and concepts identified by the NC Standard Course of Study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. A baseline for learning has been established.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Evaluation of student learning involves pre and post assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Student progress is recorded and/or graphed on a regular basis to determine appropriate pacing of instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Desired results for student learning are clearly defined and in agreement with the NC Standard Course of Study and appropriate End-of-Grade or End-of-Course tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Assessments and in-class questioning techniques address various learning styles and higher order thinking skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The teacher analyzes, interprets, and reflects on student growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

End-of-Year Review:

	Above Standard	At Standard	Below Standard	Unsatisfactory
1. A system is in place to determine student strengths and weaknesses on specific skills and concepts identified by the NC Standard Course of Study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. A baseline for learning has been established.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Evaluation of student learning involves pre and post assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Student progress is recorded and/or graphed on a regular basis to determine appropriate pacing of instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Desired results for student learning are clearly defined and in agreement with the NC Standard Course of Study and appropriate End-of-Grade or End-of-Course tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Assessments and in-class questioning techniques address various learning styles and higher order thinking skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The teacher analyzes, interprets, and reflects on student growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Examples for Student Growth Indicator

1. A system is in place to determine the strengths and weaknesses on concepts identified in the NC Standard Course of Study

At Standard

Mrs. Smith has spoken and written knowledge of indicators that define student performance on objectives identified in the NC Standard Course of Study (SCS). In conversation with her, she can describe what students should be able to do if they are meeting the identified objective. Mrs. Smith can identify a specific method of assessing student understanding of identified objectives. She can identify the relationship between teacher-made tests and objectives on the SCS. She can also identify weaknesses in the state adopted textbook related to the grade level or subject objectives on the SCS. Mrs. Smith is familiar with how objectives are assessed on the End-of-Grade or End-of-Course tests. In other words, she knows the test taking skills required on these specific tests. If Mrs. Smith is in a grade or subject not tested in the state testing program, she has developed an assessment that relates directly to the objectives required in the SCS.

Mrs. Smith may be able to fulfill the expectations mentioned in the previous paragraph. The key to working toward improvement is that the teacher can demonstrate an ability to perform these same instructional tasks in repeated intervals of one to two weeks and she can share information with the evaluator. Two-week follow-ups should be scheduled until there is a consistency in the classroom observations and teacher demonstration of learned behavior related to performance expectations. Observations in Mrs. Smith's classroom reflect what she has described to the evaluator.

Above Standard

Once Mrs. Brown has met the "At Standard" designation, the evaluator should work with her to concentrate on *individual or small groups* of students in meeting the requirements of the NC Standard Course of Study. Follow-up should be continued at least every two weeks. Observations in Mrs. Brown's classroom reflect what she has described to the evaluator.

2. A baseline for learning has been established

At Standard

Mrs. Smith has access to the previous year's EOG or EOC test information and has reviewed this information and charted the class performance based upon recorded scores. If Mrs. Smith is assigned to a grade level or subject that does not have a corresponding EOG or EOC test, she has developed a test at the beginning of the year that is geared to the NC Standard Course of Study. Specific test items are composed to determine what students already know as well as what is to be learned. Since the SCS covered an entire year or course, Mrs. Smith has determined what objectives need to be taught when and has designed her assessments into units that address appropriate pacing. Mrs. Smith is able to verbalize where students should be when during the course of the year.

Above Standard

Once Mrs. Brown has met the At Standard designation on the previous page, the evaluator should work with her to concentrate on *individual or small groups* of students. Emphasis should be placed upon determining what students already know as well as what is to be learned in order to meet the requirements of the NC Standard Course of Study.

3. Evaluation of student learning involves pre and post assessment

At Standard

Mrs. Smith has designed assessments that are given to students at the beginning of a unit or chapter of study. Student performance is documented and resulting instruction reflects adherence to *classroom* needs. When unit, chapter, or skill tests are administered to students, Mrs. Smith evaluates the *classroom* level of understanding before moving on to the next lesson. Observations show evidence of assignments that are modified based upon *classroom* performance.

Above Standard

Mrs. Brown has designed assessments that are given to students at the beginning of a unit or chapter of study. Student performance is documented and resulting instruction reflects adherence to *individual and group* needs. When unit, chapter, or skill tests are administered to students, Mrs. Brown evaluates the *individual and group* level of understanding before moving on to the next lesson. Observations show evidence of assignments that are modified based upon *individual or group* performance.

4. Student progress is recorded and/or graphed on a regular basis to determine appropriate pacing of instruction

At Standard

Mrs. Smith can explain and demonstrate in her teaching where her *class* is in relationship to where they need to be at a given point in the year. In other words, Mrs. Smith has examined the NC Standard Course of Study and has mapped out a plan for the entire instructional year or course. Mrs. Smith does not let the class be held back due to a few students lacking understanding; however, efforts are extended to help struggling students gain understanding of concepts as the *class* moves forward during the year. The back of Mrs. Smith's plan book has a chart that identifies by month where her *class* should be in relationship to the SCS. The chart contains dates when material was introduced or when assessments were made.

Above Standard

Mrs. Brown can explain and demonstrate in her teaching where *individual students and groups of students* are in relationship to where they need to be at a given point in the year. In other words, Mrs. Brown has examined the NC Standard Course of Study and has mapped out a plan for the entire instructional year. Mrs. Smith does not let the class be held back due to a few students lacking understanding; however, efforts are extended to help struggling students gain understanding of concepts as the *class* moves forward during the year. Equal efforts are extended to provide for students who already know the objectives or concepts being introduced. Mrs. Brown is very familiar with the previous and succeeding grade level or subject so she

knows what is taught at various levels. The back of Mrs. Brown's plan book has a chart that identifies by month where *individual students or groups* should be in relationship to the SCS. The chart contains dates when material was introduced or when assessments were made. She also has recorded what students should have known when they came to her and what they will need to know the following year. Mrs. Brown has a working relationship with teachers below and above her grade level or subject. She may have also had experience in various grade levels or subjects.

5. Desired results for student learning are clearly defined and in agreement with the NC Standard Course of Study and appropriate End-of-Grade (EOG) or End-of-Course (EOC) tests

At Standard

Mrs. Smith has a working knowledge of the EOG or EOC tests. She can tell you what the performance expectations are for the test itself as well as what concepts are tested. She utilizes EOG or EOC test simulations in class to help prepare her class for the annual testing program. For example, bubble sheets are used to record student answers. Timed tests are a part of classroom assessment. Reading passages are included in classroom tests that are then analyzed for student misunderstanding. Testlets or retired tests are used to guide test-taking skills throughout the year. Emphasis is placed on moving the *class* to a higher level of performance.

Above Standard

Mrs. Brown can show evidence in her graded student work as well as in classroom observations that she has a working knowledge of EOG and EOC objectives and how they are tested in the annual testing program. In addition, she has pinpointed *individual students or groups* who need particular help with certain concepts or test taking skills. Classroom or homework assignments are given to *individual* students based upon diagnosed needs. Emphasis is placed on moving *all students* to a higher level of performance.

6. Assessments and in-class questioning techniques address various learning styles and higher order thinking skills

At Standard

During classroom visits, Mrs. Smith can be observed asking questions on a continuum of questions above the knowledge and recall level. *Class* assignments reflect opportunities for students to use their five senses and to work alone or in groups. When seatwork is assigned, Mrs. Smith moves throughout the room asking students clarifying or synthesizing questions. Student work also reflects responses to questions that call for interpreting or synthesizing information to draw conclusions or establish justification for answers that are given.

Above Standard

During classroom visits, Mrs. Brown can be observed *frequently and consistently* asking questions on a continuum of questions above the knowledge and recall level. Instruction is fast paced and causes students to stay alert to upcoming questions. Questions are geared toward *individual student's* level of understanding or learning modes. *Individual* assignments reflect

opportunities for students to use their five senses and to work alone or in groups. When seatwork is assigned, Mrs. Smith moves throughout the room asking students clarifying or synthesizing questions. Student work also reflects responses to questions that call for interpreting or synthesizing information to draw conclusions or establish justification for answers that are given. Emphasis is placed upon raising *individual student's* level of performance in class, on homework assignments, and tests that are given. Students may be observed experiencing some anxiety over not knowing the answer to specific questions; however, Mrs. Brown's reassuring manner and adjustment to levels of questions leads to student success.

7. The teacher analyzes, interprets, and reflects on student growth

At Standard

Mrs. Smith has multiple charts or record-keeping systems that compare *classroom* performance to identified instructional objectives. She has developed a coding system that identifies which students have mastered required objectives and which students are still needing additional instruction. Mrs. Smith can explain to the evaluator where her *class* is, how she knows, and what she is doing about students who have not met expected growth. She also knows what her *class* needs to do in order to make expected growth as defined by the state if she is teaching an EOG or EOC level. If she is not affected by the state testing program, she still has a working knowledge and has evidence to show where her *class* is and what she is doing to correct deficiencies.

Above Standard

Mrs. Brown has multiple charts or record-keeping systems that compare *individual* performance to identified instructional objectives. She has developed a coding system that identifies *individual student mastery* of required objectives and which students still need additional instruction. Mrs. Brown can explain to the evaluator where *individual students* are, how she knows, and what she is doing about students who have not met expected growth. She also knows what accelerated students need to be doing and why. Mrs. Brown knows what *individual students* need to do in order to make expected growth as defined by the state if she is teaching an EOG or EOC level. If she is not affected by the state-testing program, she still has a working knowledge and has evidence to show where her *individual students* are and what she is doing to correct deficiencies and challenge achievers. When students demonstrate one level of understanding, she knows what it takes to move them to the next level. Parent complaints concerning appropriateness of student work are rare except for occasional complaints that Mrs. Brown is expecting too much, especially if the student has documented ability but is reluctant to work hard at school.