

TPGES EL FINAL Long V Document



PGES Student Growth Goal Subcommittee Recommendations

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Kentucky Department of
Education

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I. Introduction

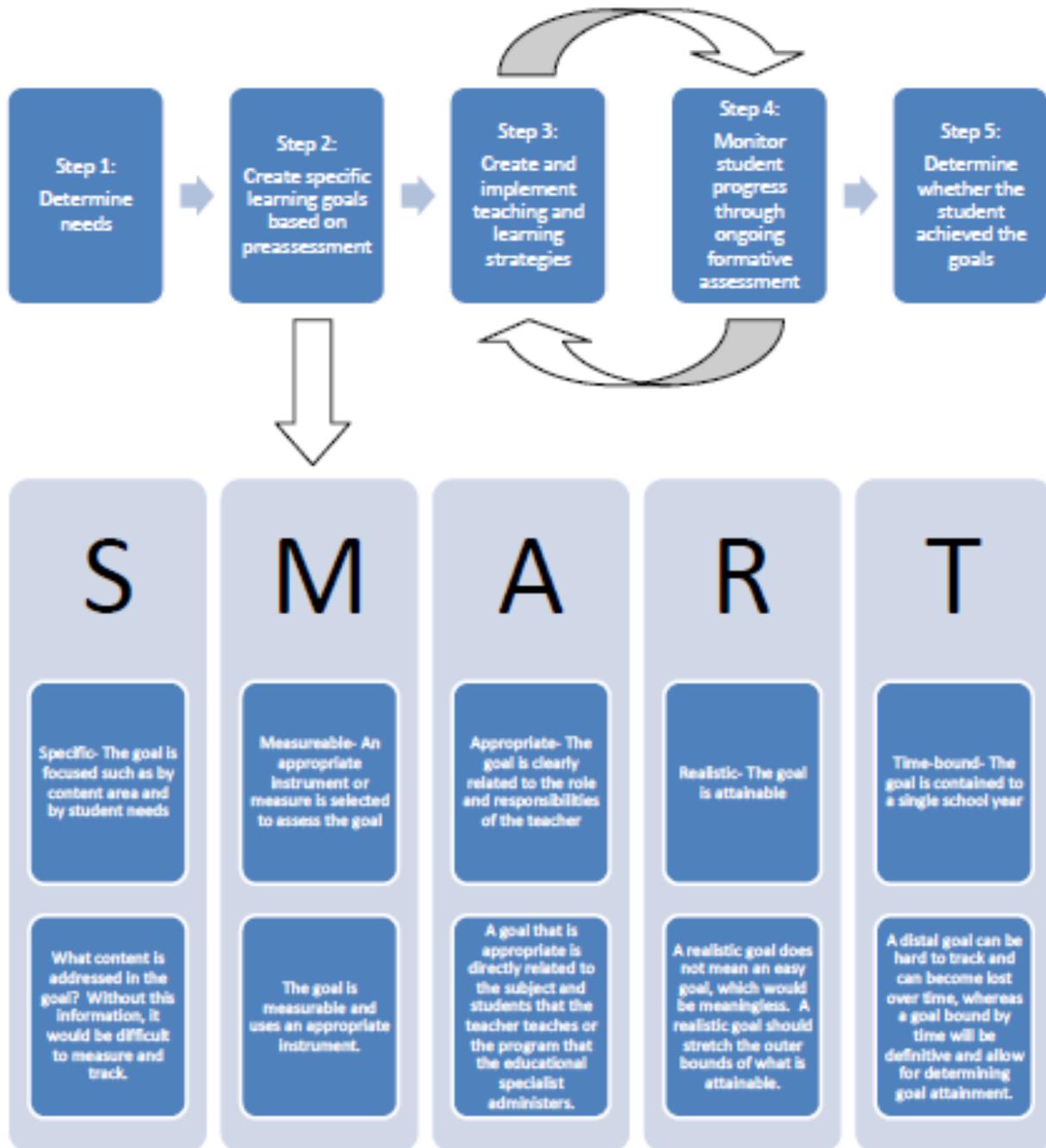
Teacher Effectiveness Background

The Elementary and Secondary Education Act (ESEA) Waiver requires student growth as a measure of teacher effectiveness. The Amendment to 704 KAR 3:345, Evaluation Guidelines, stipulates that “both state assessment data, if available, and formative growth measures that are rigorous and comparable across schools in a Local Education Agency (LEA), shall be a significant factor in determining the effectiveness of teachers and principals.” In response, the Teacher Effectiveness Steering Committee charged two sub-committees with recommending guidelines for measuring student growth in the areas of non-tested grades and subjects. The Special Education and EL learner sub-committee was composed of classroom teachers, district representatives, and Special Education and English Learner (EL) specialists. The non-tested subject sub-committee was composed of teachers, district representatives and teachers from the non-tested grades and subjects.

A process has been developed through a partnership with Dr. James Stronge and his work on Student Growth Goals (SGG). Student growth goals focus on student progress and learning. Developing, monitoring, and meeting the SGGs means teachers will use data from both formal and informal assessments intentionally to make instructional decisions as they continuously monitor student learning needs. Creating and measuring student growth goals directly involves teachers and gives them the opportunity to determine how their practice will be evaluated and how their students’ learning will be assessed. SGGs provide the opportunity to utilize multiple measures of student assessment. All assessments must be rigorous and standards-based, established with clear criteria to maintain validity and comparability across schools and districts. This process is currently being field tested across the state in 54 pilot districts.

Kentucky’s Core Academic Standards identify the knowledge and skills all students will need in order to be college/career ready. Within the Teacher Effectiveness System, all teachers, including Special Education Teachers, EL teachers, and those who teach non-tested grades and subjects will establish Student Growth Goals (SGGs) for the students they teach.

STEP-BY-STEP SMART GOAL PROCESS



*Adapted from Stronge, J. H., & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning*. Larchmont, NY: Eye on Education, Inc.

II. English Learners

Factors to Consider for English Learners

English Learners are a diverse group and a variety of factors must be considered when setting student growth goals (SGGs) for these students. It is essential that all teachers of English learners, both ESL teachers and content teachers understand the impact of various factors on EL student growth. These contributing factors include:

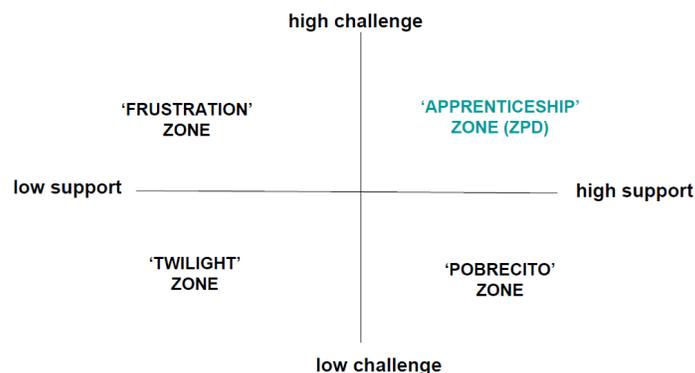
- The age at which the student initially entered school and the English language proficiency level on entry.
- The amount of prior formal schooling and native language proficiency level.
- Language distance – How different from or similar to English is the student’s first language?
- Current English language proficiency level in listening, speaking, reading, and writing
- Sociocultural factors such as
 - Language status of the student’s first language
 - Length of time in the United States
 - Immigrant, migrant, refugee status of the student

This information discussed above is provided in the student’s Program Services Plan and should be reviewed by all teachers including content teachers to assist in the goal setting process. Although the Program Services Plan for English Learners does not contain individual goals it should be used as a tool to assist teachers in setting group SGG goals. The PSP contains English language development progress data (ACCESS Scores and W-APT scores), demographic data, as well as appropriate instructional and assessment accommodations that correspond to the student’s current level of English proficiency. These resources should be used in setting SGGs.

English learners benefit from a classroom apprenticeship teaching model, rich with opportunities for interaction and cooperative learning, which provides both high challenge and high support during the language acquisition process. The matrix below illustrates the learning environment most beneficial for English learners.

Four spaces in which education for ELLs takes place

(Walqui, 2007, adapted from Mariani, 1997 and Hammond & Gibbons, 2007)



EL Program Types

All teachers of English Learners must set goals that are differentiated, rigorous, yet attainable. In Kentucky the approaches to working with English learners vary by district and school. The Program types below describe the variety of settings in which English Learners are taught. The program types available in Kentucky are listed below to assist teachers in identifying the best approach for establishing SGGs for English Learners. An EL Teacher is a teacher with an ESL Endorsement/Certification.

1. **Structured English Immersion** –This program type serves ELs in the mainstream classroom. ELs are enrolled in a content class taught by a teacher certified in the content area being assessed.

In creating EL group SGGs in this context, it is essential that teachers develop student goals that are rigorous and attainable, but differentiated based on state and district assessment data, including data from the EL students' English language proficiency assessments. Current EL proficiency level information is available via the Infinite Campus LEP Assessment tab. The LEP Assessment tab provides teachers with EL students' most recent ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) scores, which can then be cross-referenced to the corresponding WIDA (World Class Instructional Design and Assessment) CAN-DO Descriptors domain and grade level cluster. (http://www.wida.us/standards/CAN_DOs/)

- a. **Co-Teaching** – One type of Structured English Immersion is the co-teaching model. With this model the class is co-taught by a content teacher and an EL teacher.

In this model, the EL teacher and the content teacher should review standards and data together and agree upon a set of SGGs for all students they teach. They should monitor student progress together and both are responsible for the academic achievement of all students.

- b. **Collaboration/Push-In** - to provide linguistic and academic support to ELs in the general education classrooms.

The EL teacher may provide instruction in the regular education classroom but is only responsible for the English Learners in the class. It is not a co-teaching model in which the EL teacher and content teacher share responsibility for all students. The EL teacher and content teacher should only collaborate around setting goals for and monitoring the progress of students with limited English proficiency (for whom they are both responsible).

2. **Pull-out EL/Resource** – EL teachers who remove ELs from general education classes to pre-teach, teach or re-teach English language skills and/or academic content covered by the classroom teacher. Instruction is provided by an EL teacher with an ESL endorsement/certification and made up solely of English learners.

EL teachers in this setting should collaborate with content teachers to develop SGGs based on needs identified through review and analysis of district and school data from both the content area *and* the English learners' current EL proficiency levels. Communication between the content teacher and the EL teacher is essential, including sharing of times and dates of any planning meetings which the EL teachers needs to attend. The EL teacher must use both English language proficiency assessment data and state and district assessment data from the content area being taught to develop differentiated, rigorous, attainable SGGs. These goals should align with the content teacher's SGGs and focus on enabling students to develop their academic literacy in the content area being taught.

3. **Content-based EL Instruction** – EL Teachers who teach language through content by contextualizing English with the goals of proficiency in English and academic achievement in the content areas of mathematics, English language arts, science, and social studies. The class is taught by an EL teacher with an ESL Endorsement/Certification and a certification in the content area being taught and is made up solely of English learners.

EL teachers in this setting are solely responsible for the content and language development of their ELs. SGGs should be set based on content and language standards, enabling students to develop their academic literacy in the content area being taught. The EL teacher should use both English language proficiency assessment data and state and district assessment data from the content area being taught to develop differentiated, rigorous, attainable SGGs.

4. **Sheltered English Instruction** – ELs from more than one language background receive instruction in English from a teacher with an ESL Endorsement/Certification. Instruction is adapted to students' English proficiency levels and provides modified curriculum based content. Teachers enhance context by providing visual props, hands-on learning experiences, drawings, pictures, graphic organizers, and small-group learning opportunities. Sheltered English Instruction programs offer instruction to ELs at lower English proficiency levels. The goal of the program is English and academic content acquisition.

EL teachers in this setting focus on English language development. SGGs should be set based on language standards, enabling students to develop their social and instructional language as well as academic literacy in the content areas of English Language Arts, Math, Science, and Social Studies. The EL teacher should use both English language proficiency assessment data and state and district assessment data from the content areas to develop differentiated, rigorous, attainable SGGs.

Differentiating Student Growth Goals for English Learners

SGGs for English Learners should be created using the SMART goal process. SMART goals are Specific, Measurable, Appropriate, Realistic and Time Bound.

For English Learners, SGGs are meant to measure student progress and mastery of academic skills and standards. Growth for all students, including English Learners, is to be accounted for in the SGG process. SGGs should focus on specific goals that the students will be able to do, and monitoring of these goals should utilize either student growth percentiles for grades 4-8 or district approved common assessments or rubrics for grades 1-3 and 9-12. To measure EL progress and establish realistic but rigorous goals when differentiating SGGs for ELs, the students' current English language proficiency levels should be identified. Current EL proficiency level information is available via the Infinite Campus LEP tab. The LEP Assessment tab provides teachers with the EL students' most recent ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) scores, which can then be cross-referenced to the corresponding WIDA (World Class Instructional Design and Assessment) CAN-DO Descriptors domain and grade level cluster. (http://www.wida.us/standards/CAN_DOs/)

It is essential that all teachers of ELs are aware of their EL students' levels of English proficiency and understand how to access this information for themselves.

Differentiating Student Growth Goals for English Learners prompts teachers to answer three key questions:

1. What are the most important skills and knowledge my students must learn?
2. How will I determine if students have learned them?
3. Based on what I know about my students current level of English proficiency, what is a rigorous attainable goal for how much my students should learn?

EL teachers who have students also qualifying for Special Education Services should collaborate with the Special Education teacher to develop differentiated SGGs which address the EL student's disability as well as language proficiency levels.

What does it look like to differentiate Student Growth Goals for EL student groups?

The sample goals below are relevant to any of the EL program types. They follow the SMART goal process, but are differentiated and attainable because they provide rigorous and uniform expectations of growth across a group of students that begin at various levels of language proficiency.

Reading in Any Content Area Class

1. For the 2012-2013 school year, all EL students will improve, at minimum, by one grade level in reading fluency on the district approved progress assessment (ie...DIBELS assessment).
2. For the 2012-2013 school year, all EL students will make measurable progress in reading. Each student will improve in fluency, comprehension level, and vocabulary knowledge on the district approved progress assessment.

Math in Any Content Area Class

For the 2012-2013 school year, all EL students will make measurable progress in their ability to reason abstractly and quantitatively to demonstrate growth in mathematics as evidenced through an individual student district approved progress assessment (ie...MAP scores)

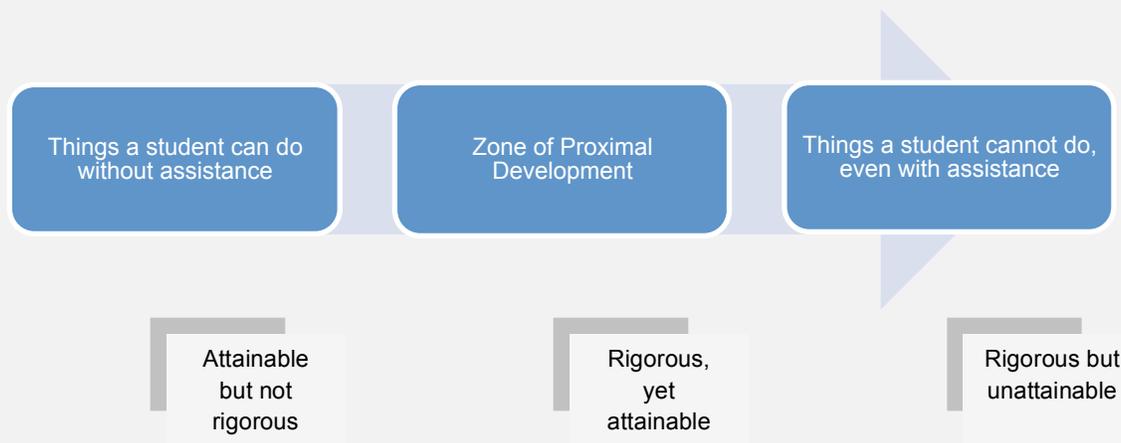
Guiding Questions when Developing SGGs

The following diagram presents a model to assist teachers in conceptualizing how they should differentiate SGGs to ensure goals are rigorous while also being attainable.

SGGs should be written to address these three criteria:

1. **Priority of Content:** Is the goal focused on the right material?
2. **Rigor of Goal:** Does the numerical target represent an appropriate amount of student learning for the specified interval of instruction?

Rigor can be conceptualized by Vygotsky's Zone of Proximal Development, which describes the range between a task that can be completed without instructional guidance (independently) and a task that cannot be completed, even with guidance. The most effective instruction aims at the space within this zone because it provides challenge that causes students to learn without frustrating them by being completely unattainable (see figure below).



3. **Quality of Evidence:** Will the evidence source provide the information needed to determine if the goal has been met and ensure validity and comparability across schools and districts?