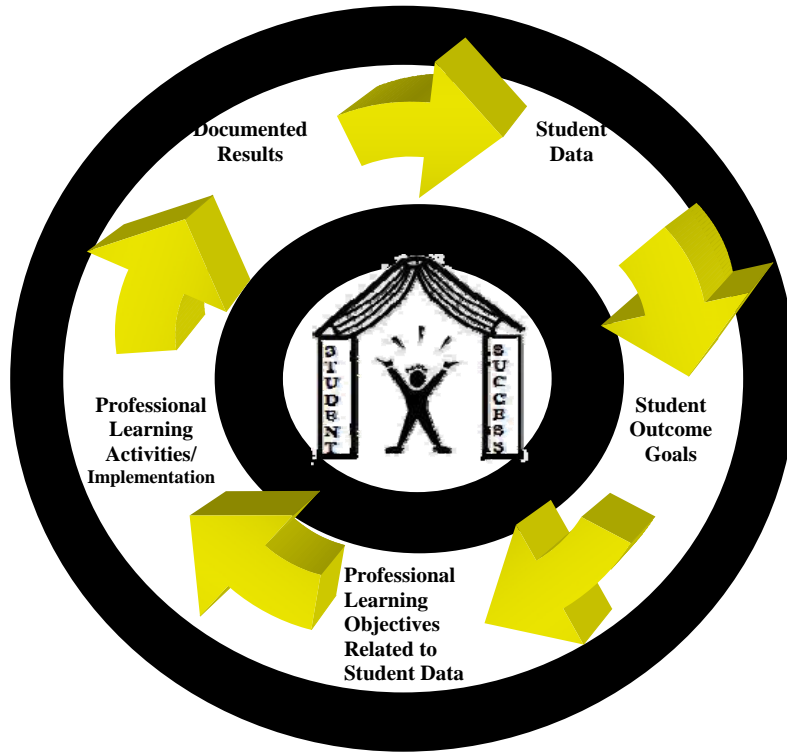




Polk County School District Quick Reference TARGET:



Teachers' Action Research Goals and Educational Timeline*

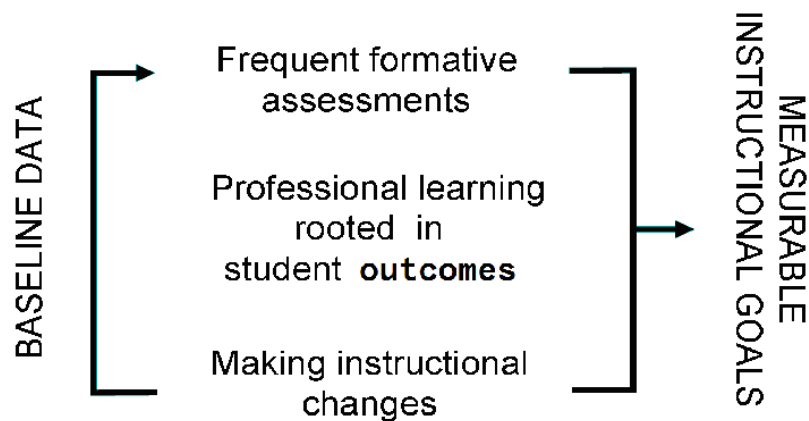


The Mission of Polk County Public Schools is to ensure rigorous, relevant learning experiences that result in high achievement for our students.

*This is a requirement as per Florida Statute 1012.98 and is not affiliated with Polk County School Board Pay for Performance.

A TARGET (TEACHERS' ACTION RESEARCH GOALS AND EDUCATIONAL TIMELINE - IPLP):

- Defines explicit learning goals in a plan specific to the teacher and learning gains for students at the school
- Requires gathering and disaggregating student data for broad and specific patterns of need for students directly or indirectly assigned to the teacher
- Involves the teacher in determining the learning objectives that will help students become successful based upon disaggregated data
- May necessitate professional learning activities to support implementation of instructional strategies to help students become successful
- Entails the development of student outcome goals that will provide the teacher with ongoing targets for instructional strategies to implement at the school
- Provides opportunities to demonstrate that professional learning strategies have helped students become successful based upon disaggregated data



INTRODUCTION

Focus - School Improvement Goal: Identified in the School Improvement Plan.

Student Data: *What specific student performance data indicates the need for improvement? Include disaggregated classroom level data. Focus on subgroups in which school did not make AYP. ESE Alternate Assessment.*

It is important to examine student data to identify the areas of need for your students. You will want to review data that is related to the students to whom you are assigned. Much will depend upon the subject area taught and the age of the students. The important thing is to review the measures that are available to obtain information about the achievement of the students in meeting the Next Generation Standards for the subject area taught. Some possible data sources may be screening instruments used school or district-wide. You may choose to use curriculum-based materials that give an indicator for your students' placement at the beginning of the year. There are some textbook publishers that provide pre-assessment instruments that may help to determine an area of need for students. Your challenge is to find the most valid and reliable sources to give you the most accurate objectives to help your students be successful. Other data sources include: FAIR, FAA, teacher developed pre- and post- assessments, reading inventories, physical fitness tests, etc.

Your school may want to consider developing some professional learning communities (PLCs) to work collaboratively throughout the school year toward the success of students in your grade level or subject area or other possible groupings. Brainstorm the possible data sources, gather that data, and then examine the data first for large trends. What are the areas of near success in achieving student expectations? Are there areas in which students are not performing to expectations? Are there some areas in which a few students are demonstrating serious needs? Remember that the key focus for each teacher will be the specific students each teacher will teach. Identify subgroups to determine if they are performing at or below expectations. Examine the differences perhaps between male and female performance. You will need to disaggregate the data in this manner to determine the area of most need for your students and establish that current instruction has not met the needs of these students. This will be the area that you will want to focus on changes in instruction to help all students be successful in your classroom.

STUDENT DATA

How will you know that your students have benefited from your professional learning? Indicate measurable results on specific assessment instruments. Include S.M.A.R.T. goals for progress monitoring.

Student outcome goals are based upon student achievement needs developed from disaggregating student data. The following mnemonic device has been developed to help individuals write student oriented SMART goals:

S	Specific (Who? What?)	How will you know if you were successful? Use specific outcomes for a data source to show that students have met your outcome goals.
M	Measurable (How?)	Terms such as "better, higher, etc." cannot be measured. However, specific targets of percentages, raw scores, etc. are measurable to help you determine if you have met an outcome goal.
A	Attainable	Setting an unrealistic goal will only frustrate both the teacher and the students. While you do not want to set goals too low, you do not want the outcomes to be so high you have set yourself and your student up to fail. Balance is the key!
R	Relevant (Results-Oriented)	The disaggregated data that focuses on curriculum standards will help you to develop relevant as well as results-oriented outcome goals.
T	Timebound (When?)	This involves pacing learning, monitoring learning progress, and setting deadlines to help progress toward outcome goals.

Examples:	
By the end of the year, 95% of my 9 th grade students will use expository writing strategies to produce a 4 or above written essay as measured by the grade level rubric (scored 1-5). (Could be demonstrated by student products, graded rubrics, etc.)	
The percentage of my third grade students scoring at Level 3 or higher on the state mathematics test will increase from 64% in Spring 2009 to 82% in Spring 2010. (Could be demonstrated by a graph or chart.)	
All K-5 students in physical education will increase content area vocabulary by 95% as measured on a pre- and post-test assessment in March. (Documentation could be photos of a word wall, written documents demonstrating student use of vocabulary, etc.)	
95% of 8 th grade English students will demonstrate knowledge of cause and effect through differentiated products ongoing throughout the school year. (Documented through products, videos, PowerPoints, sharing with other grade level classrooms, etc.)	

STUDENT OUTCOME GOALS

What professional practice(s) will you enhance/develop in order to improve student performance in this area? Indicate what you need to know and be able to do?

You will now need to write a professional learning objective that is related to the area of need identified by the disaggregated data. As you write your objectives, it is essential that you:

1. base your selection on the data that you examined.
2. be as specific as possible in forming your objective(s).

Examples:

Grade level reading assessment (formal and informal) indicate a need to learn new vocabulary-building strategies that will engage students and aid them in comprehending non-fiction text that has new and unfamiliar vocabulary which is aimed at raising achievement progress and success for the subgroups.

5th grade classroom walk throughs align with FCAT data indicating a need to learn how to integrate hands-on science activities into weekly lesson plans to engage more students and make learning more relevant and authentic which is aimed at raising achievement progress and success for the subgroups.

Students' data reveals a wide range of academic abilities in my social studies classes which stresses the need to implement differentiated instruction in social studies which is aimed at raising achievement progress and success for the subgroups.

PROFESSIONAL LEARNING OBJECTIVES RELATED TO STUDENT DATA

What will you do to improve your knowledge and skills that you will implement to improve student performance? List evidence-based activities for knowledge acquisition and implementation. Plan should evidence sustained professional learning.

It is now time to determine what professional learning you will need in order to meet the specific needs identified by the data for your students. There are some possible professional learning activities that are designed to help teachers to learn instructional strategies to help students based on the data provided. You may be familiar with some of them, while not with others. Below are some brief definitions but broader definitions are available at: <http://www.polk-fl.net/staff/professionaldevelopment/default.htm>

Learning Design	Definition
Action Research 30 total inservice points	Educators examining their own practice taking an involved role as a participant in planning and implementing change. Action research was originated by Kurt Lewin, and it involves conducting experiments by making changes while simultaneously observing the results. MIP#1007007: Professional Growth through Individual Research
Lesson Study Group 30 total inservice points	Group of teachers planning a lesson, observing one present the lesson to students and then reflecting on it afterwards. MIP# 8512001: Professional Growth for School Improvement
Peer Coaching 30 total inservice points	Two or more colleagues working together to reflect on practice. MIP# 7406002: Advanced Coaching (PD must be met before inservice is granted)
School Coaching 30 total inservice points	School coaches working school-wide or on a team basis. +MIP# 7406002: Advanced Coaching (PD must be met before inservice is granted)
Professional Learning Community (PLC) 60 total inservice points	A group of educators working collaboratively using research-based, data-driven best practices and incorporating them into the classroom. Each PLC is organized into teams or cluster groups which meet regularly to focus on student learning. The teams work to achieve a common goal (increasing student performance) for which the group is held accountable. MIP# 7408002.: Developing Learning Communities
PD360 60 total inservice points	Online innovative professional development tool that is ideal for teachers, as well as school and district leaders. This tool provides instant and unlimited access to research-based professional development that addresses education's most pertinent topics. MIP# 8512001: Professional Growth for School Improvement
Other Web-Based Learning Varies	Online courses offered through Polk Blackboard, FOR-PD, NEFEC, etc. Varied MIP #s depending upon web-based learning
Independent Study Varies	A self-directed learning strategy where the teacher plays a more active role in designing and managing his or her own learning. MIP#1007007: Professional Growth through Individual Research
Workshop Varies	Meetings where participants are involved in-group discussions and are normally organized around one or more theme areas. Workshops allow participants with differing values and priorities to build a common understanding of the problems and opportunities confronting them. The intent of most workshops is to either identify problems and expectations, or to recommend solutions. Varied MIP #s depending on workshop

PROFESSIONAL LEARNING ACTIVITIES

What is the evidence that your students have improved their performance? Update throughout year as measures become available. This section must be completed prior to final review.

Documentation of progress toward the desired outcome goals for students can be demonstrated by student post-assessment data or classroom artifacts. Below are some suggestions, but teachers are welcome to provide relevant documentation to demonstrate success for students. Suggestions are:

- pre- and post-assessments
- gradebooks
- graphs or charts of ongoing, progressive data
- samples of student work
- photos of student projects
- videos of student demonstration of outcomes
- recordings of student demonstration of outcomes
- individual portfolios demonstrating progressive improvement
- electronic storage with student developed PowerPoint, writing, etc.
- rubrics