

Listening Guide:

Student Growth Goal (SGG) Conversation Videos

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Purpose

The [SGG Module 6 \(Formative and Summative Assessment\)](#) includes two videos that model conversations between an administrator and teacher¹. In [video #1](#), they choose a critical standard and set a student growth goal. In [video #2](#), they discuss the instructional design that supported student growth and then review evidence of growth. This listening guide provides stopping points and questions that support reflection and discussion of each video.

NOTE: *Patricia leads the conversation using question stems provided in [Student Growth Goals: Promoting Reflective Conversations](#). Patricia's use of these question stems is so creative, flexible, and responsive to the context of the conversation that the original question stems may be difficult to recognize. To assist viewers, these question stems are embedded in the videos as text overlays.*

Video #1 – Student Growth Goal Conversation #1 Before the Unit: Choosing a Class, Focus, and Essential Standard

In this video, a teacher (Maja) and administrator (Patricia) have their first conversation about the student growth goal process. Maja shares a conversation with a student and explains how the student's comments led to a student growth goal and focus on a critical standard.

Stop video at 5:22:

1. What might it have felt like in the moment for the teacher when student stated that she doesn't listen to feedback or revise?
2. How does the teacher use the [CFRA questions](#) as a tool to understand and respond productively to the student's statement?
3. What might it have felt like for the student to have a teacher respond to this statement with non-judgmental curiosity and deep listening?

Stop video at the end:

4. How is the conversation in the video similar to or different from your experiences with student growth goal conversations?
5. What questions are coming up for you after watching the rest of the video?



Video #2 – Student Growth Goal Conversation #2 After the Unit: Artifacts and Evidence of Growth

In this video, a teacher (Maja) describes teaching strategies she implemented to support the student growth goal she set earlier. She also analyzes artifacts of learning that show evidence of growth. Since this evidence of growth does not involve a pre-test and post-test (or any score at all), she and her administrator (Patricia) discuss how and why this fits into the revised student growth goal process.

Stop video at minute 5:50:

1. How did the teacher design learning experiences based on what lies beneath the surface? (See the iceberg image.)

Stop video at 10:20:

2. How is feedback demonstrated in different ways in this segment of the video?




Stop video at 14:30:

3. In your own practice, what could summing up (describing) the learning look like? (artifacts, conversations, reflections and observations)

Stop video at end.

4. Personal reflection: How might this story open up possibilities in your own practice for student growth goals?

NOTE: The conversations in these videos illustrate possibilities and areas of emphasis in the revised student growth goal rubrics: culturally responsive instruction, students' assets, and assessment that is authentic to the learning goal. However, these videos should not be viewed as the only enactment or interpretation of the revised student growth goal process.

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ⁱ While the classroom story, teaching ideas, and artifacts in these videos are all authentic to Maja's teaching experience, Patricia is not Maja's administrator in real life; they are role-playing to provide an illustration of the possibilities and values embedded in the revised student growth goal rubrics.