

Teacher Student Growth Goal-Setting Form

Teacher: _____ School: _____ School Year: _____

Focused Evaluation: _____ Comprehensive Evaluation: _____

Student Growth Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

Identified academic area	<i>A specific academic area needs to be identified. For example the goal area could be reading or math. If a teacher or a grade were focused on the development of specific skill the goal could be as specific as reading fluency or the ability to complete the 4 basic mathematic operations with fractions.</i>
Identify the subgroup of students	<i>The sub group needs to be "students not reaching their full learning potential". For the goal they may be identified as students below the 40th percentile on the Fall MAP assessment. The group needs to be identified specifically so we know whose results we're seeing.</i>
What is the student growth goal for this subgroup of students?	<i>This statement should clearly define the expected growth for this goal. (A proficient score requires most of the students to make the goal. A distinguished score requires the principal and teacher to agree on a required level of achievement. The specific language for distinguished is that all or nearly all of the students make high growth.)</i>
What is your first high quality source of data to measure student growth?	<i>The measure must include two points in time, essentially a pre- and a post-test, provide information on student performance in the specific goal area and identify the target growth for students.</i>
What is your second high quality source of data to measure student growth?	<i>This is a second measure of the same goal with the same requirements as above. Because this is a high-stakes assessment two measures of the same goal are required in case there are any irregularities in one of the measures.</i>
How will you monitor progress toward the student growth goal?	<i>The rubric specifically calls for data to be used to monitor progress toward the goal. This section should simply state how progress will be monitored. It is assumed that during monitoring of progress toward the goals, instructional adjustments will be made as needed. For example, "a review of daily work will be used to monitor student progress", or "several writing samples from the reporting period will be collected to monitor student progress".</i>
Describe collaboration of students, parents and other school staff if appropriate.	<i>Collaboration is required for a rating of distinguished in this area. Please include specific information about how such collaboration will be achieved. Examples: working with team to create curriculum map to implement Common Core Standards; giving students input into rules, procedures, and projects; developing communication strategies with parents and families.</i>
Final results: (To be inserted end of the year)	<i>This is where the data would be included from the first and second growth measures. The data should be phrased in terms of what was actually achieved.</i>

Student Growth Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

Identified academic area	<i>A specific academic area needs to be identified. For example the goal area could be reading or math. If a teacher or a grade were focused on the development of specific skill the goal could be as specific as reading fluency or the ability to complete the 4 basic mathematic operations with fractions.</i>
Identify the class of students	<i>Goal 6 focuses on the growth of an entire class. For example, my 5th grade class or my 4th hour Algebra class.</i>
What is the student growth goal for this group of students?	<i>This statement should clearly define the expected growth for this goal. (A proficient score requires most of the students to make the goal. A distinguished score requires the principal and teacher to agree on a required level of achievement. The specific language for distinguished is that all or nearly all of the students make high growth.)</i>
What is your first high quality source of data to measure student growth?	<i>The measure must include two points in time, essentially a pre- and a post-test, provide information on student performance in the specific goal area and identify the target growth for students.</i>
What is your second high quality source of data to measure student growth?	<i>This is a second measure of the same goal with the same requirements as above. Because this is a high-stakes assessment two measures of the same goal are required in case there are any irregularities in one of the measures.</i>
How will you monitor achievement of the student growth goal?	<i>The rubric specifically calls for data to be used to monitor progress toward the goal. This section should simply state how progress will be monitored. It is assumed that during monitoring of progress toward the goals, instructional adjustments will be made as needed. For example, "a review of daily work will be used to monitor student progress", or "several writing samples from the reporting period will be collected to monitor student progress".</i>
Describe collaboration of students and parents if appropriate.	<i>Collaboration is required for a rating of distinguished in this area. Please include specific information about how such collaboration will be achieved. Examples: working with team to create curriculum map to implement Common Core Standards; giving students input into rules, procedures, and projects; developing communication strategies with parents and families.</i>
Final results: (To be inserted end of the year)	<i>This is where the data would be included from the first and second growth measures. The data should be phrased in terms of what was actually achieved.</i>

Student Growth Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Identify grade, school or district team members with whom you are collaborating:	<i>List the names of those with whom you will be collaborating.</i>
What is the student growth goal(s)?	<i>This statement should clearly define the expected growth for this goal.</i>
What is your first high-quality source of data to measure student growth?	<i>The measure must include two points in time, essentially a pre- and a post-test, and provide information on student performance in the specific goal area.</i>
What is your second high-quality source of data to measure student growth?	<i>This is a second measure of the same goal with the same requirements as above. Because this is a high stakes assessment two measures of the same goal are required in case there are any irregularities in one of the measures.</i>
How will you consistently and actively develop and implement the measures to monitor the growth and achievement during the year?	<i>The student growth component in Criterion 8 emphasizes the development and implementation of the growth measures. Please describe how these measures will be used to monitor growth. For example, "after each assessment period our team will share the results, discuss the implications for instruction, and adjust instruction as appropriate."</i>
Describe your role on the team in the development and implementation of the goal(s): (leader, collaborator, participant, etc.)	<i>This description should include how you will work with your team. Do you see yourself as a leader on the team? How will you actively participate? Does that participation include attending meetings, developing materials, working with a partner on the development of teacher resources? Be as specific as possible.</i>