

Aberdeen School District No. 5  
and the  
Aberdeen Education Association

Letter of Agreement

The Aberdeen School District and the Aberdeen Education Association agree to replace Student Growth Goal Rubrics appendices, 3.1, 3.2, 6.1, 6.2, and 8.1 for the 2024-25 school year.

These revised rubrics are required to replace the existing rubrics for the 2024-25 school year. The purpose of these Student Growth Goal rubrics is to promote instructional practice that is culturally responsive, socially, and emotionally literate, and inclusive of each and every student. Student Growth as part of the evaluation process is required per RCW 28A.405.100.

For the Union:

*Carrie A. Erwin* 10/18/2024  
Carrie A. Erwin (Oct 18, 2024 18:34 PDT)  
Carrie Erwin, Co-President, AEA Date

*Maria Mays* 10/21/2024  
Maria Mays (Oct 22, 2024 09:17 PDT)  
Maria Mays, Co-President, AEA Date

For the District:

*Lynn Green*  
Lynn Green (Oct 20, 2024 15:10 PDT)  
Lynn Green, Co-Superintendent Date

*Traci Sandstrom* 10/20/2024  
Traci Sandstrom, Co-Superintendent Date

*Christi Clinkingbeard* 10/18/2024  
Christi Clinkingbeard (Oct 18, 2024 16:44 PDT)  
Christi Clinkingbeard, HR Director Date

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

**Student Growth 3.1: Establish Student Growth Goal – Alignment of this goal with Criterion 3 provides educators the opportunity to attend to a smaller group of individual students and to monitor progress of each and every student in this identified group.**

<b>Unsatisfactory – 1</b>	<b>Basic – 2</b>	<b>Proficient – 3</b>	<b>Distinguished – 4</b>
<p>The teacher does not develop a student growth goal for a group of students within a class who are not yet reaching full learning potential.</p> <p>OR</p> <p>The teacher does not explain how the <b>knowledge of individual students</b> informed the goal.</p> <p>The goal does not address an <b>essential standard</b> for the teacher’s content and grade level.</p> <p>The goal does not require students’ <b>cognitive or emotional engagement</b>.</p> <p>The teacher does not communicate with students’ families about the goal.</p>	<p>The teacher develops a student growth goal for a group of students within a class who are not yet reaching full learning potential.</p> <p>The teacher explains how the <b>knowledge of students</b> informed the goal for the students as a group, but not as individuals.</p> <p>The goal addresses an <b>essential standard</b> for the teacher’s content and grade level.</p> <p>The goal requires students’ <b>cognitive and emotional engagement</b>.</p> <p>The teacher communicates the goal to students’ families.</p>	<p>The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.</p> <p>The teacher explains how the <b>knowledge of individual students</b> informed the goal in specific ways.</p> <p>The goal addresses an <b>essential standard</b> for the teacher’s content and grade level.</p> <p>The goal requires students’ <b>cognitive and emotional engagement</b>.</p> <p>The teacher seeks and considers, when provided, input from students’ families in developing the goal.</p>	<p>The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.</p> <p>The teacher explains how the <b>knowledge of individual students</b> informed the goal in specific ways.</p> <p>The goal addresses an <b>essential standard</b> for the teacher’s content and grade level.</p> <p>The goal requires students’ <b>cognitive and emotional engagement</b>.</p> <p>The teacher seeks and considers, when provided, input from students’ families in developing the goal.</p> <p>The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.</p>

\*Terms in bold are explained on pages 1-2 of this document under “Critical Attributes”

Last Updated 8/1/2022

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

**Student Growth 3.2: Achievement of Student Growth Goal – *The intention is for an educator to learn and reflect on how to adjust instruction to advance student learning.***

<b>Unsatisfactory – 1</b>	<b>Basic – 2</b>	<b>Proficient – 3</b>	<b>Distinguished – 4</b>
<p>The teacher provides evidence of student progress on the stated learning goal from only summative assessments.</p> <p>There is no evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is no evidence of opportunities for students to share <b>feedback on how they experienced the learning.</b></p> <p>The teacher does not provide evidence of reflecting on how the learning activities and instructional decisions impacted student learning progress.</p> <p>The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments.</b></p> <p>There is limited evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is limited or no evidence of opportunities for students to share <b>feedback on how they experienced the learning.</b></p> <p>The teacher reflects with supervisor on student learning progress overall, but not for specific students. The reflection may not establish how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments.</b></p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning.</b></p> <p>The teacher reflects with supervisor on the learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments.</b></p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning.</b></p> <p>The teacher reflects with supervisor on learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher uses information from student progress and students' experience of learning to:</p> <ul style="list-style-type: none"> <li>• Guide their next steps for instruction, and</li> <li>• Effect changes in instructional practice or professional learning beyond their own classroom or context.</li> </ul>

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**Last Updated 8/1/2022**

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

**Student Growth 6.1: Establish Student Growth Goal – Alignment of this goal with Criterion 6 provides educators the opportunity to use multiple data elements, including knowledge of students, to plan instruction and advance their learning.**

<b>Unsatisfactory – 1</b>	<b>Basic – 2</b>	<b>Proficient – 3</b>	<b>Distinguished – 4</b>
<p>The teacher does not develop a student growth goal.</p> <p>OR</p> <p>The teacher does not explain how the <b>knowledge of students</b> informed the goal.</p> <p>The goal does not address an <b>essential standard</b> for the teacher’s content and grade level.</p> <p>The goal does not require students’ <b>cognitive or emotional engagement</b>.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses a single data element to explain how the <b>knowledge of students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher’s content and grade level.</p> <p>The goal requires students’ <b>cognitive and emotional engagement</b>.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses multiple data elements to explain how the <b>knowledge of students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher’s content and grade level.</p> <p>The goal requires students’ <b>cognitive and emotional engagement</b>.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses multiple data elements to explain how the <b>knowledge of students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher’s content and grade level.</p> <p>The goal requires students’ <b>cognitive and emotional engagement</b>.</p> <p>The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.</p>

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

**Student Growth 6.2: Achievement of Student Growth Goal – *The intention is for an educator to learn and reflect on how to adjust instruction to advance student learning.***

<b>Unsatisfactory – 1</b>	<b>Basic – 2</b>	<b>Proficient – 3</b>	<b>Distinguished – 4</b>
<p>The teacher provides evidence of student progress on the stated learning goal from only summative assessments.</p> <p>There is no evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is no evidence of opportunities for students to share <b>feedback on how they experienced the learning.</b></p> <p>The teacher does not provide evidence of taking responsibility for student learning progress.</p> <p>The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments.</b></p> <p>There is limited evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is limited or no evidence of opportunities for students to share <b>feedback on how they experienced the learning.</b></p> <p>The teacher reflects with supervisor on student learning progress generally. The reflection may be missing an analysis of why students did or did not make progress, and/or next steps for groups of students or individuals.</p> <p>The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments.</b></p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning.</b></p> <p>The teacher reflects with supervisor on the learning progress for three groups of students: Students who</p> <ul style="list-style-type: none"> <li>• exceeded the learning goal</li> <li>• met or nearly met the learning goal</li> <li>• did not yet meet the learning goal</li> </ul> <p>The reflection includes analysis of why students did or did not make progress, and next steps for each group.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments.</b></p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning.</b></p> <p>The teacher reflects with supervisor on the learning progress for three groups of students: Students who</p> <ul style="list-style-type: none"> <li>• exceeded the learning goal</li> <li>• met or nearly met the learning goal</li> <li>• did not yet meet the learning goal</li> </ul> <p>The teacher uses information from student progress and students' experience of learning to:</p> <ul style="list-style-type: none"> <li>• Guide their next steps for instruction, and</li> </ul>

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**Last Updated 8/1/2022**

		The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.	<ul style="list-style-type: none"><li>• Effect changes in instructional practice or professional learning beyond their own classroom or context.</li></ul>
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Last Updated 8/1/2022

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

**Student Growth 8.1: Establish Student Growth Goal** – Alignment of this goal with Criterion 8 provides educators the opportunity to learn together how to impact student learning and advance their knowledge and practice of teaching as a profession. Since the focus is on learning together by setting the goal, there is no rubric associated with reflecting on the progress students made. However, reflective discussion about student progress in this collaborative setting aligns with many professional educator practices and is an opportunity to further deepen the learning.

<b>Unsatisfactory – 1</b>	<b>Basic – 2</b>	<b>Proficient – 3</b>	<b>Distinguished – 4</b>
<p>The teacher does not collaboratively develop the student growth goal.</p> <p>OR</p> <p>Collaboration does not yield a goal that:</p> <ul style="list-style-type: none"> <li>• Is informed by <b>knowledge of students</b></li> <li>• Addresses an <b>essential standard</b> for the teacher’s content and grade level</li> <li>• Require <b>cognitive or emotional engagement</b></li> </ul> <p>The teacher undermines team’s ability to make and implement team decisions and/or does not follow through with team decisions regarding instruction and assessment.</p>	<p>The teacher collaborates with other grade, school, or district team members to develop the student growth goal.</p> <p>The team uses a single data element to explain how <b>knowledge of students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher’s content and grade level. (Goal may not necessarily be the same for all team members.)</p> <p>The goal requires students’ <b>cognitive and emotional engagement</b>.</p>	<p>The teacher collaborates with other grade, school, or district team members to develop the student growth goal.</p> <p>The team uses multiple data elements to explain how <b>knowledge of students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher’s content and grade level. (Goal may not necessarily be the same for all team members.)</p> <p>The goal requires students’ <b>cognitive and emotional engagement</b>.</p> <p>The teacher follows through with team decisions regarding instruction and assessment.</p>	<p>The teacher collaborates with other grade, school, or district team members to develop the student growth goal.</p> <p>The team uses multiple data elements to explain how <b>knowledge of students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher’s content and grade level. (Goal may not necessarily be the same for all team members.)</p> <p>The goal requires students’ <b>cognitive and emotional engagement</b>.</p> <p>The teacher follows through with team decisions regarding instruction and assessment.</p> <p>The teacher helps develop other team members’ capacity to be effective.</p>