

## Comprehensive Student Growth Goal Criterion 3, 6 and 8



Student Growth Goal rubrics purpose is to promote instructional practice that is culturally responsive, socially, and emotionally literate, and inclusive of each and every student.

Teacher: \_\_\_\_\_ Grade Level(s): \_\_\_\_\_ Date: \_\_\_\_\_  
 Evaluator: \_\_\_\_\_ School:  School Year: \_\_\_\_\_

### SGG Criterion 3: Recognizing individual learning needs and developing strategies to address those needs.

	Unsatisfactory	Basic	Proficient	Distinguished
<b>Student Growth 3.1:</b> <b>Establish Student Growth Goal-</b> <i>Alignment of this goal with Criterion 3 provides educators the opportunity to attend to a small group of individual students and to monitor progress of each and every student in the identified group.</i>	<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 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'</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</b></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</b></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><b>cognitive and emotional engagement.</b></p> <p>The teacher communicates the goal to students' families.</p>	<p><b>engagement.</b></p> <p>The teacher seeks and considers, when provided, input from students' families in developing the goal.</p>	<p><b>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>
<b>Notes:</b>				
<p><b>Student Growth 3.2: Achievement of Student Growth Goal- <i>The intention is for an educator to learn and reflect on how to adjust instruction to advance student learning.</i></b></p>	<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</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 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 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>

	OR the next steps are uninformed by information about students' progress.	The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.	The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.	The teacher uses information from student progress and students' experience of learning to: <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>
Notes:				

### Reflective Conversation Notes:

SGG Criterion 3.1 overall rating:	Select rating ▾
SGG Criterion 3.2 overall rating:	Select rating ▾

## SGG Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

	Unsatisfactory	Basic	Proficient	Distinguished
<b>Student Growth 6.1:</b> <b>Establish Student Growth Goal-</b> <i>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.</i>	<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' cognitive or emotional engagement.</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>. 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>
<b>Notes:</b>				
<b>Student Growth 6.2:</b> <b>Achievement of Student Growth Goal-</b> <i>The intention is for an educator to learn and reflect on how to adjust instruction to advance student learning.</i>	<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</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</b></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></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></p>

	<p>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><b>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>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 uses information from student progress and students' experience of learning to guide their next steps for instruction.</p>	<p>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> <li>Effect changes in instructional practice or professional learning beyond their own classroom or context.</li> </ul>
	Notes:			

## Reflective Conversation Notes:

SGG Criterion 6.1 overall rating:	Select rating ▾
SGG Criterion 6.2 overall rating:	Select rating ▾

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

	Unsatisfactory	Basic	Proficient	Distinguished
<b>Student Growth 8.1: Establish Student Growth Goal-</b> <i>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</i>	<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</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'</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'</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'</p>

<i>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.</i>	implement team decisions and/or does not follow through with team decisions regarding instruction and assessment.	<b>cognitive and emotional engagement.</b>	<b>cognitive and emotional engagement.</b>  The teacher follows through with team decisions regarding instruction and assessment.	<b>cognitive and emotional engagement.</b>  The teacher follows through with team decisions regarding instruction and assessment.  The teacher helps develop other team members' capacity to be effective.
<b>Notes:</b>				

**Reflective Conversation Notes:**

SGG Criterion 8.1 overall rating:

Select rating ▾

\*\*The Student Growth Goal document needs to be attached with comprehensive evaluation form.