

## Focus Student Growth Goal Criterion 3

Recognizing individual learning needs & developing strategies to address those needs.

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: <span style="border: 1px solid black; padding: 2px;">School ▾</span>	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>
<p><b>Student Growth 3.2: 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>	<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</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</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</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</p>

	about students' progress.	steps for instruction are uninformed by student progress and students' experience of learning.	from student progress and students' experience of learning to guide their next steps for instruction.	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>
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Reflective Conversation Notes:

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

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