

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.

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|------------|-------|-----------------|----------|--------------|-------|
| Teacher: | _____ | Grade Level(s): | _____ | Date: | _____ |
| Evaluator: | _____ | School: | School ▾ | School Year: | _____ |

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

| | Unsatisfactory | Basic | Proficient | Distinguished |
|---|--|---|---|---|
| Student Growth 8.1: Establish Student Growth Goal- <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</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"> Is informed by knowledge of students Addresses an essential standard for the teacher's content and grade level Require cognitive or emotional engagement <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 knowledge of students informed the goal.</p> <p>The goal addresses an essential standard 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' cognitive and emotional engagement.</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 knowledge of students informed the goal.</p> <p>The goal addresses an essential standard 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' cognitive and emotional engagement.</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 knowledge of students informed the goal.</p> <p>The goal addresses an essential standard 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' cognitive and emotional engagement.</p> <p>The teacher follows through with team decisions regarding instruction and assessment.</p> <p>The teacher helps develop other team</p> |

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| <i>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.</i> | | | | members' capacity to be effective. |
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Reflective Conversation Notes:

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| SGG Criterion 8.1 overall rating: | Select rating ▾ |
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**The Student Growth Goal document needs to be attached with focus evaluation form.