

3.1 Recognizing individual student learning needs and developing strategies to address those needs.

Distinguished:

Establishes appropriate student growth goals for subgroups of students not reaching full potential in collaboration with student parents and other school staff. Goals identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goals.

Identify the reasoning for the goal's appropriateness

What is the significant or essential learning you will monitor in this goal?

Identify the subgroup of students not meeting their full learning potential?

Who are these students and how have you identified them as not meeting their full learning potential?

Identify how you are collaborating with student parents and staff.

How will you collaborate with students, parents, and staff with this goal?

Identify multiple, high sources of data to monitor.

What rubric or assessments will help you monitor, adjust, and evaluate achievement?

How often will you assess? (more than twice)

What data will you collect look like?

6.1 Using multiple student data elements to modify instruction and improve student learning.

Distinguished: Establishes appropriate student growth goal(s) for students in collaboration with students and parents. These whole classroom goals align to schools goal(s). Goals identify multiple, high quality sources of data to monitor, adjust, and evaluate achievement of goal(s).

Identify the reasoning for the goal's appropriateness

What is the significant or essential learning you will monitor in this goal?

Identify who you are collaborating with and how.

Who are you collaborating on this goal with?

How are you going to collaborating with them?

Identify how these goals align with school goals.

How does your goal support a building goal?

Identify multiple, high quality sources of data to monitor.

What rubric or assessments will help you monitor, adjust, and evaluate achievement?

How often will you assess? (more than twice)

What will the data you collect look like?

8.1 Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Distinguished:

Leads other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.

Leads other grade, school, or district team members

Whom will you collaborate with?

to develop and implement common, high-quality measures,

What common high quality measure will you use?

How will you implement it?

and to monitor growth and achievement during the year.

When will you collaboratively meet to discuss growth and achievement?

3.2 Achievement of Growth Goal 3.1			
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least <u>two points in time</u> show some evidence of growth for <u>some students</u> .	Multiple sources of growth or achievement data from at least <u>two points in time</u> show clear evidence of growth for <u>most students</u> .	Multiple sources of growth or achievement data from at least <u>two points in time</u> show evidence of high growth for <u>all or nearly all students</u> .
<p>Identify the two points in time: When will you give the first assessment?</p> <p>When will you give your last assessment?</p>			
How are you defining...	Some students:	Most students:	Nearly all students:

6.2 Achievement of Growth Goal 6.1			
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.
<p>Identify the two points in time: When will you give the first assessment?</p> <p>When will you give your last assessment?</p>			
How are you defining...	Some students:	Most students:	Nearly all students: