ARLINGTON Public Schools

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**Student Growth Goal Setting Form
Teacher's Comprehensive Evaluation**

Name _____   School Year _____

Building _____   Evaluator _____

State Criterion: _____

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

Student Growth Goal 3.1:

Unsatisfactory -1	Basic - 2	Proficient - 3	Distinguished - 4
Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).

Critical Attributes

*Does not establish student learning goal(s) *Does not specify assessment(s) to monitor progress towards goal(s)	*Identification of sub groups is partially aligned to data that identifies students not reaching full learning potential (i.e. achievement/ opportunity gaps, ELL, special education, highly capable) *Goals may be missing one or more of the following qualities: specific, measurable and time-bound *Goals are not based on prior available student learning *Goals partially aligned to content standards *Grain size of goal may be missing one or more of the following: appropriate for the context, instructional interval and content standard(s) *Goal is not connected to a significant impact on student learning of content. Identified formative and summative assessments unable to monitor progress toward specified goals.	*Identification of subgroups uses data that identifies students not reaching full learning potential(i.e. achievement/ opportunity gaps, ELL, special education, highly capable) *Goals are specific, measurable and time-bound *Based on multiple sources of available data that reveal prior student learning *Goals aligned to content standards *Grain size of goal is appropriate for the context, instructional interval and content standard(s) *Goal demonstrates a significant impact on student learning of content (transferable skills) within the content area *Identifies formative and sumative measures aligned to learning targets to monitor progress towards goals	*Proficient Attributes and: *Establishes multiple two-way communication paths to collaborate with families, students and/or other staff to establish goals specific to individual learning needs *Students reflect on their own learning and articulate their understanding of their goals and progress toward goals

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Student Growth Goal 3.2: Achievement of Student Growth Goal

Unsatisfactory -1	Basic - 2	Proficient - 3	Distinguished - 4
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 snow 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.

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

Student Growth Goal 6.1:

Unsatisfactory -1	Basic - 2	Proficient - 3	Distinguished - 4
Does not establish student growth goal(s) or establishes inappropriate goal(s) for whole classroom. goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for whole classroom. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for students in collaboration with students and parents. These whole classroom goals align to school goal(s). Goal(s) identify multiple, nigh-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).

Critical Attributes			
*Does not establish student learning goal(s) *Does not specify assessment(s) to monitor progress towards goal(s)	*Goals may be missing one or more of the following qualities: specific, measurable and time-bound *Goals are not based on prior available student learning *Goals partially aligned to content standards *Grain size of goal may be missing one or more of the following: appropriate for the context, instructional interval and content standard(s) *Goal is not connected to a significant impact on student learning of content. Identified formative and summative assessments unable to monitor progress toward specified goals.	*Goals are specific, measurable and time-bound *Based on multiple sources of available data that reveal prior student learning *Goals aligned to content standards *Grain size of goal is appropriate for the context, instructional interval and content standard(s) *Goal demonstrates a significant impact on student learning of content (transferable skills) within the content area *Identifies formative and summative measures aligned to learning targets to monitor progress towards goals	*Proficient Attributes and: *Effort to Communicates (two-way)/ Collaborates with other staff, families and/or students to establish goals specific to whole class learning needs *Students articulate their understanding of their goals and progress toward goals

Student Growth Goal 6.2: Achievement of Student Growth Goals

Unsatisfactory -1	Basic - 2	Proficient - 3	Distinguished - 4
Growth or achievement data from at least two points in time snows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least tow 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 tow points in time show evidence of high growth for all or nearly all students.

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Student Growth 8.1:

Unsatisfactory -1	Basic - 2	Proficient - 3	Distinguished - 4
Does not collaborate or reluctantly collaborates with 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.	Does not consistently collaborate with 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.	Consistently and actively collaborates with 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 to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.

Critical Attributes			
*Team does not establish goal(s) for student learning *Team does not specify assessments to monitor progress towards goal(s) and/or goal is neither specific or time-bound *Teacher does not communicate with team regarding team goals or plans *Teacher rarely shares student data, student work or suggestions for strategies to achieve team goal(s) *Teacher undermines team's ability to make and implement team decisions and/or does not follow through with team decisions regarding instruction and assessment	*Team goal(s) or measures are established without consensus *Team goal is missing one or more of the following qualities: specific, measurable, time-bound *Team goal is missing one or more of the following qualities: appropriate for context, instructional interval or content standard(s) *Team goal is not connected to a significant impact on student learning or content *Teacher's communication with team is inconsistent regarding team goals and plans *Teacher occasionally shares student work or suggestions for strategies to achieve team goal(s) *Teacher rarely shares reflection on instruction to achieve team goal(s) *Teacher demonstrate inconsistent follow-through with team decisions regarding instruction and assessment	*Team goal(s) and measures are decided collaboratively *Team goal(s) are specific, measurable and time-bound *Team goal(s) are appropriate for context, instructional interval and content standard(s *Team goal(s) demonstrates significant impact on student learning of content (transferable skills) *Teacher communicates responsibly with team regarding team goals and plans for measuring and monitoring *Teacher consistently and actively contributes multiple sources of data to collectively determine evidence of student learning *Teacher engages in data-based reflection with team and adjusts practice accordingly *Teacher implements team decisions regarding instruction and assessment	*Team goal(s) and measures are decided collaboratively *Team goal(s) are specific, measurable and time-bound *Team goal(s) are appropriate for context, instructional interval and content standard(s) *Goal demonstrate significant impact on student learning of content (transferable skills) *Teacher helps develop other team members' capacity to b e effective *Teacher regularly makes his/her practice public by sharing models and facilitating data processes *Teacher promotes reflective analysis among team *Teacher shares a wide range of resources to build and sustain support for team goals

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