CLASSROOM EDUCATOR

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| DOMAIN 5: STUDENT LEARNING AND GROWTH  *Not all areas will be applicable to all educators.*  Component 5a: Student Growth on Formative/Summative Assessments | | | | |
|  | **LEVEL OF PERFORMANCE** | | | |
| **ELEMENT** | **UNSATISFACTORY** | **EMERGING** | **PROFICIENT** | **EXEMPLARY** |
| A | The teacher demonstrates little or no student growth over the course of an academic year. | The teacher demonstrates growth but does not meet the collaboratively established student growth goal. | The teacher demonstrates growth that meets the collaboratively established student growth goal. | The teacher demonstrates growth that exceeds the collaboratively established student growth goal. |
| B | The teacher makes no attempt to establish goals using the goal setting process. | The teacher makes little effort to set rigorous goals as a part of the goal setting process. | The teacher sets rigorous goals as a part of the goal setting process. | The teacher sets rigorous goals as a part of the goal setting process and supports other staff in the setting of rigorous student growth goals. |
| C | The teacher does not complete the goal setting process. | The teacher makes little effort to adjust strategies throughout the school year as a part of the goal setting process. | The teacher continuously monitors student progress, adjusting strategies as needed as a part of the goal setting process. | The teacher continuously monitors student progress, adjusting strategies as needed as a part of the goal setting process and supports other staff to adjust strategies to achieve student growth goals. |