

# Student Learning Goals Template & Mid-Course and End of Course Reflections and Conversation

Summary of Evaluation				
Performance Indicator	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
1a: Demonstrating Knowledge of Content and Pedagogy	☐	☐	☐	☐
1b: Demonstrating Knowledge of Students	☐	☐	☐	☐
1c: Setting Instructional Outcomes	☐	☐	☐	☐
1d: Demonstrating Knowledge of Resources	☐	☐	☐	☐
1e: Designing Coherent Instruction	☐	☐	☐	☐
1f: Designing Student Assessments	☐	☐	☐	☐
2a: Creating an Environment of Respect and Rapport	☐	☐	☐	☐
2b: Establishing a Culture for Learning	☐	☐	☐	☐
2c: Managing Classroom Procedures	☐	☐	☐	☐
2d: Managing Student Behavior	☐	☐	☐	☐
2e: Organizing Physical Space	☐	☐	☐	☐
3a: Communicating with Students	☐	☐	☐	☐
3b: Using Questioning Prompts and Discussion	☐	☐	☐	☐
3c: Engaging Students in Learning	☐	☐	☐	☐
3d: Using Assessment in Instruction	☐	☐	☐	☐
3e: Demonstrating Flexibility and Responsiveness	☐	☐	☐	☐
4a: Reflecting on Teaching	☐	☐	☐	☐
4b: Maintaining Accurate Records	☐	☐	☐	☐
4c: Communicating with Families	☐	☐	☐	☐
4d: Participating in a Professional Community	☐	☐	☐	☐
4e: Growing and Developing Professionally	☐	☐	☐	☐
4f: Showing Professionalism	☐	☐	☐	☐
4g: Contributing to school and district goals	☐	☐	☐	☐
<b>Add up all indicators and divide by 23:</b> 1-1.4 = 1(N) 1.5-2.4 = 2(L) 2.5-3.4 = 3(G) 3.5-4 = 4(E)				
<b>Overall level of progress combining both Student Goals</b>	<b>No Progress (N)</b>	<b>Limited Progress (L)</b>	<b>Good Progress (G)</b>	<b>Exceptional Progress (E)</b>
- 2 E = E      - 2 G = G      - 2 L = L				
- 1 E & 1 G = E      - 1 G & L = G      - 1 L & 1 N = L	☐	☐	☐	☐
- 1 E & 1 L/N = G      - 1 G & 1 N = L      - 2 N = N				

<b>SUMMATIVE RATING ON RUBRIC *</b> *Via measures of Professional Practice and Professional Responsibilities:	<b>Distinguished</b>	<b>INDEPENDENT PLAN</b> 2-YEAR SELF-DIRECTED PROFESSIONAL GROWTH PLAN : -Professional Growth Goals based on improving Student Goals' outcomes	<b>INDEPENDENT PLAN</b> 2-YEAR SELF-DIRECTED PROFESSIONAL GROWTH PLAN: -Teacher has total autonomy to guide his or her own professional growth plan.	
	<b>Proficient</b>			
	<b>Basic</b>	<b>COLLABORATIVE PROFESSIONAL GROWTH PLAN:</b> Educator meets annually w/ Evaluator and collaboratively develop Professional Growth Goals based on improving Student Goals' outcomes & targeted growth areas indicated in summative rating	<b>COLLABORATIVE PROFESSIONAL GROWTH PLAN:</b> Educator will annually meet with Evaluator and collaboratively develop Professional Growth Goals based on improving targeted growth areas as indicated in summative rating	
	<b>Unsatisfactory</b>	<b>PLAN OF AWARENESS:</b> Supervisor/Evaluator immediately develops Plan of Awareness based on improving Student Goals' outcomes & targeted growth areas as indicated in summative rating. Pre-step before a formal Plan of Assistance; monthly check-in required.	<b>DIRECTED IMPROVEMENT PLAN:</b> Supervisor/Evaluator will quarterly develop Professional Growth Goals based on improving targeted growth areas as indicated in summative rating; 2x quarterly check-in required.	
		<b>No Progress</b>	<b>Limited Progress</b>	<b>Good Progress</b>
<b>STUDENT LEARNING GOALS' OUTCOMES</b>				

<b>Application to matrix</b>	☐ <b>Directed Improvement Plan</b> ☐ Professional Growth Goals are also based on improving Student Growth Goals' outcomes ☐ <b>Plan of Awareness</b>	☐ <b>Collaborative Plan</b> ☐ Professional Growth Goals are also based on improving Student Growth Goals' outcomes	☐ <b>Independent Plan</b> ☐ Professional Growth Goals are also based on improving Student Growth Goals' outcomes
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