

5b: Demonstrates ability to enhance student growth through professional practice

- Modifies instruction based on student growth
- Collaborates with colleagues to enhance student growth
- Student self-assessment and monitoring of progress

Ineffective

Teacher does not utilize student growth data to modify instruction. Teacher does not engage in collaborative practice that enhances student growth. Students do not engage in self-assessment or monitoring of progress.

Critical Attributes

- Teacher collaboration is not centered on student data.
- Teacher does not involve students in self-assessment and monitoring of growth.
- Students have no involvement in monitoring grades.
- Student assessment data may be collected, but not used to modify instruction or support student growth.

Possible Examples

- Student is shocked by grade on report card and says, “Why did I get this grade? I had no idea I was doing bad.”
- Teacher does not participate in time set aside for collaboration around student growth.
- Students do not self-reflect on their own work; but rely on teacher for all feedback.
- Teacher collaboration is focused on lesson planning, not student data to drive their instruction.

Minimally Effective

Teacher inconsistently utilized student growth data to modify instruction. Teacher demonstrates collaborative practice on a limited basis within grade level/department enhancing student growth. Students occasionally assess the quality of their own work against the assessment criteria and performance standards.

Critical Attributes

- Teacher discusses student data with colleagues, but doesn’t adjust instruction based on the findings.
- Teacher fails to accept responsibility for the learning component vs. the teaching.
- Students are provided few opportunities to reflect on learning or improve growth.
- Teacher offers little support for students who do not achieve the learning objective.

Possible Examples

- Student says, “Why are we doing this?” Teacher says, “Because we have to.”
- Student says, “I haven’t seen my grades updated lately. Can you tell me how I am doing?” Teacher says, “I will update the grades when I get a chance.”
- Teacher has students self-reflect on their work at the beginning of the year and end of the year only.

5b: Demonstrates ability to enhance student growth through professional practice

- Modifies instruction based on student growth
- Collaborates with colleagues to enhance student growth
- Student self-assessment and monitoring of progress

Effective

Teacher consistently utilizes student growth data to modify instruction. Teacher demonstrates collaborative practice within and across grade level/subject areas enhancing student growth. Students occasionally assess the quality of their work against the assessment criteria and performance standards.

Critical Attributes

- Identification of subgroups using data that identifies students not reaching full learning potential.
- Teacher makes instructional decisions based on student data for all learning levels.
- Students monitor their own learning and document growth consistently.
- Identifies formative and summative assessments aligned to learning targets to monitor progress towards goals.
- Teacher reflects and modifies instruction on a concept, based on low performing student data.

Possible Examples

- Teacher says to class, “After checking over your work I noticed that we need to review....”
- Teacher pulls a small group of students struggling with a similar concept for extra help.
- Teachers share ideas and strategies to improve student performance.
- Teacher says, “I’ve tried, but my students are still struggling. What should I try?” Another teacher says, “I’ve used ... and it really helped.”
- Teacher shares successful strategies that were helpful in promoting student growth

Highly Effective

Teacher consistently uses multiple indicators of student growth data to modify instruction. Demonstrates collaborative practice consistently within grade level/department enhancing student growth. Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

Critical Attributes

- Teacher identifies subgroups and uses data that identifies students not reaching full learning potential consistently throughout year.
- Identifies multiple formative and summative assessments aligned to learning targets to monitor progress towards goals.
- Students reflect on their own learning and articulate their understanding of their goals and progress toward goals consistently.
- Teacher meets with colleagues above and beyond required collaboration time to share student work in order to enhance student growth.
- Students are involved in their own personal goal setting and maintain documentation with guidance from the teacher.
- Students will utilize previous accomplishments, and work to set future goals.

Possible Examples

- Teacher says “Let’s go over this concept/skill/activity again because you had a hard time with it yesterday.”
- Teacher pulls out manipulatives and says “You seem to be struggling with counting that, let’s try it with these ____.”
- Teacher says, “I’m noticing many of my students are struggling with....” He/she goes to other teachers that have contact (present/past) with struggling students to seek background information.
- Teacher meets with the next grade level teacher to clarify expectations at the next level. Teacher meets with last grade level teacher, other current teachers (secondary ed.) to gather relevant background information about all “at risk” or “struggling” students.

5a: Demonstrates Student Growth

- Teacher creates appropriate growth goals based on student data.

Ineffective

Growth goal is not achieved, but few students demonstrated growth toward student learning objectives.

Critical Attributes

- Student Growth Goals are created.
- Student Growth Goals are not based on student data.
- Student Growth Goals are not aligned to content standards.
- Teacher does not have artifacts to support student growth goal.

Possible Examples

- For examples of student growth goals please visit the *Teacher Evaluation Weebly*.

Minimally Effective

Growth goal is not achieved, but some students demonstrated growth toward student learning objectives

Critical Attributes

- Student Growth Goals are created.
- Student Growth Goals are based on one source of student data.
- Student Growth Goals are not aligned to content standards.
- Teacher provides artifacts that display little evidence of student growth goals.

Possible Examples

- For examples of student growth goals please visit the *Teacher Evaluation Weebly*..

5a: Demonstrates Student Growth

- Teacher creates appropriate growth goals based on student data.

Effective

Growth goal is achieved, and all students demonstrated some growth toward student learning objectives

Critical Attributes

- Student Growth Goals are specific, measurable and time-bound
- Student Growth Goals are based on multiple sources of available data that reveal prior student learning
- Student Growth Goals aligned to content standards
- Teacher selects artifacts as evidence to show how student growth goal was achieved.
- Teacher provides strong artifacts that display growth from the beginning of the year to the end of the year.

Possible Examples

- For examples of student growth goals please visit the *Teacher Evaluation Weebly*.

Highly Effective

Growth goal is exceeded, and all students demonstrated some growth toward student learning objectives

Critical Attributes

- Student Growth Goals are specific, measurable and time-bound
- Student Growth Goals are based on multiple sources of available data that reveal prior student learning
- Student Growth Goals are aligned to content standards
- Teacher selects artifacts as evidence to show how student growth goal was achieved.
- Teacher provides strong artifacts that display growth beyond the goal and reflects the progress throughout the year.

Possible Examples

- For examples of student growth goals please visit the *Teacher Evaluation Weebly*.