

Module 2B – New SGGs 3.1 and 3.2

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

Student Growth 3.1: Establish Student Growth Goal - Alignment of this goal with Criterion 3 provides educators the opportunity to attend to a smaller group of individual students and to monitor progress of each and every student in this identified group.

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>The teacher does not develop a student growth goal for a group of students within a class who are not yet reaching full learning potential.</p> <p>OR</p> <p>The teacher does not explain how the knowledge of individual students informed the goal.</p> <p>The goal does not address an essential standard for the teacher’s content and grade level.</p> <p>The goal does not require students’ cognitive or emotional engagement.</p> <p>The teacher does not communicate with students’ families about the goal.</p>	<p>The teacher develops a student growth goal for a group of students within a class who are not yet reaching full learning potential.</p> <p>The teacher explains how the knowledge of students informed the goal for the students as a group, but not as individuals.</p> <p>The goal addresses an essential standard for the teacher’s content and grade level.</p> <p>The goal requires students’ cognitive and emotional engagement.</p> <p>The teacher communicates the goal to students’ families.</p>	<p>The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.</p> <p>The teacher explains how the knowledge of individual students informed the goal in specific ways.</p> <p>The goal addresses an essential standard for the teacher’s content and grade level.</p> <p>The goal requires students’ cognitive and emotional engagement.</p> <p>The teacher seeks and considers, when provided, input from students’ families in developing the goal.</p>	<p>The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.</p> <p>The teacher explains how the knowledge of individual students informed the goal in specific ways.</p> <p>The goal addresses an essential standard for the teacher’s content and grade level.</p> <p>The goal requires students’ cognitive and emotional engagement.</p> <p>The teacher seeks and considers, when provided, input from students’ families in developing the goal.</p> <p>The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.</p>



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

Student Growth 3.2: Achievement of Student Growth Goal - *The intention is for an educator to learn and reflect on how to adjust instruction to advance student learning.*

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>The teacher provides evidence of student progress on the stated learning goal from only summative assessments.</p> <p>There is no evidence of student engagement in assessment of their own progress.</p> <p>There is no evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher does not provide evidence of reflecting on how the learning activities and instructional decisions impacted student learning progress.</p> <p>The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is limited evidence of student engagement in assessment of their own progress.</p> <p>There is limited or no evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher reflects with supervisor on student learning progress overall, but not for specific students. The reflection may not establish how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is evidence of student engagement in assessment and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher reflects with supervisor on the learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is evidence of student engagement in assessment and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher reflects with supervisor on learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher uses information from student progress and students' experience of learning to:</p> <ul style="list-style-type: none"> • Guide their next steps for instruction, and • Effect changes in instructional practice or professional learning beyond their own classroom or context.

*Terms in bold are explained in the [full document](#) on the [Student Growth page](#) of the TPEP site