SD308 Guidebook:

Teacher Professional Practice and Measures of Student Growth

Revised by the PERA Joint Committee
August 2022

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Teacher Practice Part I
Evaluation Program for Professional Practice SD308

Charge of Committee:

A committee of representatives from the Oswego Education Association (OEA) and District 308 administrators was convened in 2010. The recommendations in this document are the result of ongoing committee work completed in spring 2014. The purpose of the committee was to review and revise the Evaluation Program for Professional Personnel to align with current legislative and Illinois School Code requirements (Senate Bills 315 and 7).
The committee reached consensus to adopt the 2013 Danielson Framework as the evaluation model for classroom teachers and the 2007 Danielson Framework for non-classroom teachers. These frameworks and guidelines included as part of this document were effective starting with the 2014-2015 school year.

Article IX: Teacher Evaluation Process
The "Evaluation Program for Professional Personnel" will be implemented in accordance with the Illinois School Code 105 ILCS 5/24A.

Teacher Appraisal Committee Members	
Katherine Barry	Plank – Teacher
Collette Campasano	Murphy – Teacher
Jamie Max	Executive Director of Secondary Education
Andrew Gothelf	OEA Co-president – Teacher
Michael Linden	Bednarcik – Teacher
Shannon Lueders	Thompson - Principal
Tami Maddox	The Wheatlands – Teacher
Georgios Nassis	Thompson – Teacher
Elizabeth Palatine	OEA Co-president – Teacher
Dr. Heidi Podjasek	Director of Professional Development
Mindy Renier	Homestead – Principal
Paul Roberts	OEHS – Teacher
Faith Scobbie	Old Post – Teacher
Dr. Lisa Smith	Executive Director of Elementary Education
Sue Tiedt	Fox Chase – Principal
Carol Williams	Thompson – Teacher

Appraisal Sub-Committee Members	
Anne Archer	Homestead – Library Media Specialist
Loretta Burke	Traughber – Library Media Specialist
Collette Campasano	Murphy – Library Media Specialist
Catherine Collins-Clarke	Southbury – School Nurse
Deborah Convey	Southbury – Speech Pathologist
Melanie Eilers	Director of Health Services
Brian Falli	Traughber – School Counselor
Teresa Fawer Buan	Thompson – Library Media Specialist
Corey Folly	Traughber – School Counselor
Maureen Gaffke	The Wheatlands – Speech Pathologist
Steven Haynes	Bednarcik – School Counselor
Karla Hoinkes	Oswego East High School – Division Chair – Guidance

Dr. Patti Marcinko	Oswego High School – Division Chair – Guidance
Kristen Mattson	Oswego East High School – Division Chair – Learning Center
Sara Meyer	Plank – Library Media Specialist
Drew Mundsinger	Oswego High School – Division Chair – Learning Center
Margaret Pack	Plank – Guidance Counselor
Erin Raleigh	Grande Park – Library Media Specialist
Jessica Seiple	The Wheatlands – Library Media Specialist
Shannon Thies	Fox Chase – Library Media Specialist
Renee Welch	Bednarcik – Library Media Specialist
Katrina Witwick	Hunt Club – Library Media Specialist
Julie Wulff	Wolf's Crossing – Speech Pathologist

Belief Statement:

We believe the District 308 appraisal process is a collaborative partnership that provides continuous constructive feedback and promotes reflection leading to sustained growth in the teaching profession and improved learning outcomes for students.

Teacher Professional Practice Rating Definitions:

Excellent: Documented observations and evidence support the most distinguished level of teaching performance behaviors throughout the four (4) domains of the Standard of Professional Practice. The teacher clearly understands the concepts underlying the components and implements them well. The teacher's classroom operates at a level where students are highly engaged, motivated and assume considerable responsibility for their own learning. The teacher is reflective and uses best instructional practices. S/he has an orientation and commitment to continuous professional growth both in and outside of the school.

*****A teacher will receive a summative professional practice rating of **Excellent** when three or more domain ratings are designated as Distinguished, with the remaining domain as Proficient or higher.

Proficient: Documented observations and evidence support a high level of teaching performance behaviors throughout each of the four (4) domains of the Standard of Professional Practice. Teachers at the proficient level know their content, know their students, and know the curriculum along with a broad repertoire of strategies and activities to use with students. Proficient teachers have developed a sophisticated understanding of classroom dynamics and are alert to events that don't conform to the expected pattern.

*****A teacher will receive a summative professional practice rating of **Proficient** when no more than one domain is rated Basic with the remaining domains as Proficient or higher.

Needs Improvement: Documented observations, evidence and performance behaviors support a basic understanding of the concepts underlying the components, but implementation is sporadic, intermittent or otherwise not entirely successful. Based on the information gathered, the building administrator responsible for the appraisal of the staff member may determine that circumstance warrants additional support of the teacher's growth.

*****A teacher will receive a summative professional practice rating of **Needs Improvement** when two or more domains are rated as Basic with the remaining domains as Proficient or higher. A Professional Development Plan (PDP) will be required of any tenured staff member rated as a Needs Improvement. A tenured teacher with a summative rating of Needs Improvement will

remain on cycle for the following school year. Professional Development Plan (PDP) framework has been included in Appendix F.

Unsatisfactory: Documented observations, evidence and performance behaviors do not support the expected level of teaching performance. The teacher does not appear to understand the concepts underlying the component. Based on the information gathered, the building administrator responsible for the appraisal of a staff member may determine that circumstances warrant a summative rating of Unsatisfactory.

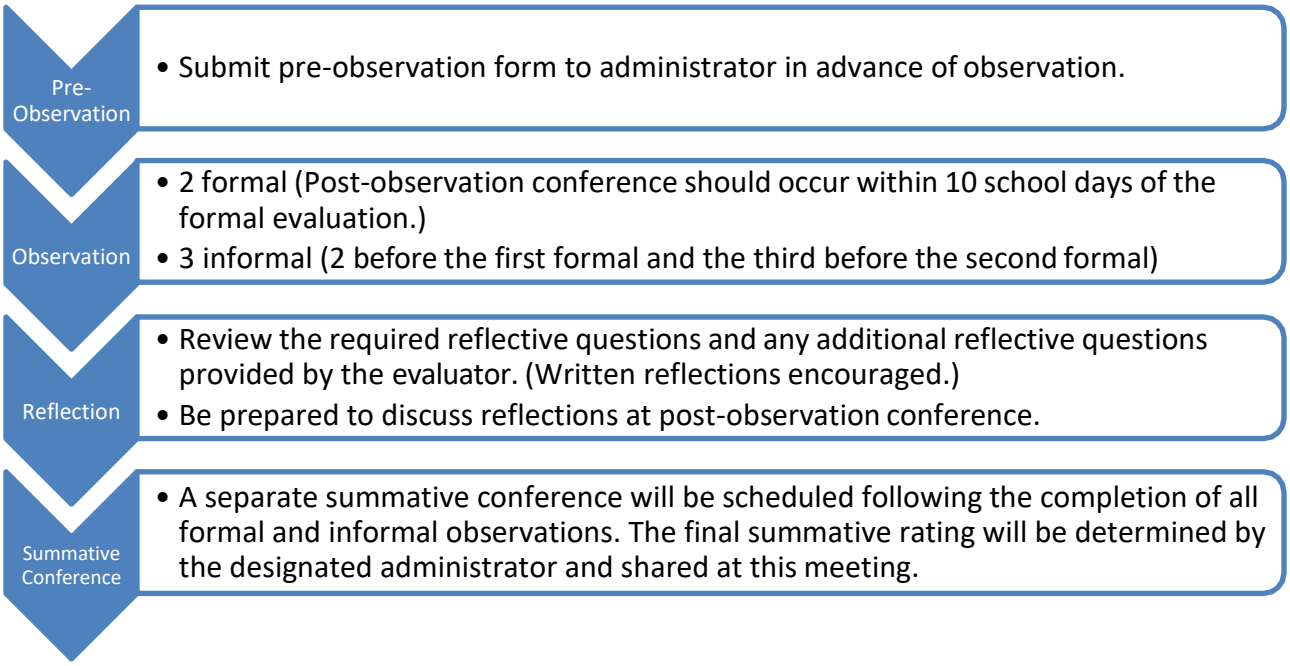
*****A teacher will receive a summative professional practice rating of **Unsatisfactory** when one or more domain ratings are designated as Unsatisfactory.

Professional Practice Rating Determinations				
Professional Practice Rating	**Domain Ratings**			
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**
Excellent	XXXX			
Excellent	XXX	X		
Proficient	XXX		X	
Proficient	XX	XX		
Proficient	X	XXX		
Proficient		XXXX		
Proficient	XX	X	X	
Proficient	X	XX	X	
Proficient		XXX	X	
Needs Improvement	XX		XX*****	
Needs Improvement	X	X	XX*	
Needs Improvement		XX	XX*	
Unsatisfactory				X**

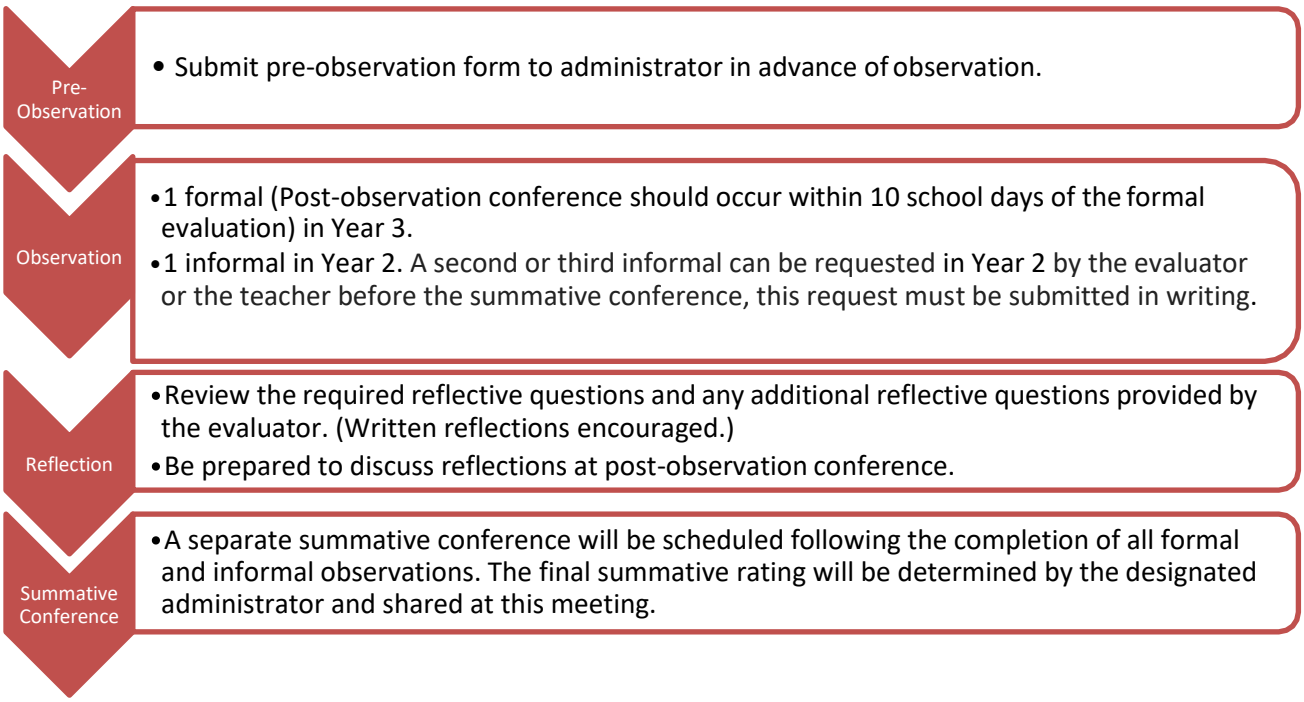
*****Two or more domains rated as Basic will result in a summative professional practice rating of Needs Improvement.

**One or more domains rated as Unsatisfactory will result in a summative professional practice rating of Unsatisfactory.

Evaluation Program for Professional Practice Diagram for Non-Tenured Teachers (Annually)



Evaluation Program for Professional Practice Diagram for Tenured (Every three years)



Student Growth Part II
Guidelines for Determining Student Growth Measures

Introduction

The Performance Evaluation Reform Act (PERA) Joint Committee was developed to adhere to Illinois School Code 105 ILCS 5/24A as well as Senate Bills 314 and 7. The PERA Joint Committee consisted of equal representatives of six teachers, selected by the Oswego Education Association, and six administrators, selected by the Superintendent designee. The purpose of the PERA Joint Committee was to:

- Develop a plan for incorporating data and indicators of student growth as a significant factor in rating teacher performance into the evaluation plan;

- Determine the types of assessments (Type I, II or III) to be used for each category of teachers as defined in the Performance Evaluation Reform Act (PERA);
    - Type I: A reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items is scored by a non-district entity and is administered either statewide or beyond IL (i.e., FASTBRIDGE)
    - Type II: Any assessment developed or adopted and approved for use by the school district and used on a district-wide basis by all teachers in a given grade or subject area (i.e., collaboratively developed common assessments, Mastery Connect)
    - Type III: Any assessment that is rigorous, aligned to the course's curriculum, and that the qualified evaluator and teacher determine measure student learning in that course (i.e., teacher created assessments)

- Determine how certain student characteristics will be used for each measurement model chosen to ensure that they best measure the impact that a teacher, school and school district have on students' academic achievement; and

- Develop a communication plan to ensure stakeholders (i.e., school board, district leaders, OEA leadership, teachers, parents) understand the purpose of the student growth component of the teacher evaluation process.

The Joint Committee met formally throughout the 2015-2016 school year starting in November 2015. The Committee also attended a number of workshops on PERA to assure that it was incorporating the relevant aspects required by law. The PERA Committee will continue to meet to review the student growth component of our teacher evaluation process throughout the upcoming school's years. On the April 22, 2016 Institute Day, the committee shared the SD308 Evaluation Plan and process, effective for the 2016-2017 school year. Teachers were provided the opportunity to review the process and the documentation that will be utilized. Additional workshops were offered throughout the summer and early fall to allow teachers to learn more about their roles and responsibilities in determining student growth goals. The Professional Development department, along with OEA, created additional support documents to help teachers as they went through the process. The student growth component was implemented throughout the 2016-2017 school year. The Joint Committee reconvened in April and Fall of 2017 to discuss the successes and challenges from the evaluation year, and suggest minor changes to the process, including a change in the number of required informal observations for tenured staff.

Setting and Approval of Student Growth Goals (SGG)

Under the SD308 Evaluation Plan, tenured and non-tenured teachers must submit, in collaboration with their evaluator, two (2) Student Growth Goals (SGGs) during their evaluation year. Teachers must choose at least one Type I or Type II assessment, if applicable. If no Type I or Type II assessment is applicable, teachers will need to submit two (2) Type III assessments, per School Code. Under this plan, every teacher will be required to write at least one (1) SGG for each assessment (See appendix: Chart of Potential Learning Assessments by Teacher Group).

Student Growth Assessment Combinations:

Type I	Type II	Type III
XX		
X	X	
X		X
	XX	
	X	X
		XX* Only when no Type I or Type II is identified (see Appendix)

Teachers will submit their SGGs to the evaluator for approval and, together, the evaluator and teacher will work collaboratively to ensure that the growth targets are feasible and attainable based on the SD308 SGG Rubric (See Appendix).

Exemptions:

Per state law (School code 50.30), the following groups are exempt from utilizing student growth: School Counselors, Psychologists, all Speech Language Pathologists (SLP's and SLP-Ns), Certified School Nurses, School Social Workers. In addition, the SD308 Joint Committee determined that the following positions are exempt from utilizing student growth: Teachers on Special Assignment and Literacy Specialists with no teaching duties (100% of teachers in this exempt group will solely be rated on professional practice).

Key process points on SGG approval:

1. The teacher and evaluator jointly convene a meeting to review the SGGs.
    - The teacher comes prepared to the Beginning-of -Year SGG Meeting with SGGs written.
        - (Note: The teacher must complete the SGG Template found in the Appendix/Evaluwise for each SGG.)

2. The agreed upon SGG's must meet the criteria of the SD308 SGG Rubric.
    - If teacher and evaluator agree that the SGG meets the criteria, the teacher moves forward with the goal.
    - There may be times when the evaluator asks the teacher to revise the SGG if it does not meet the criteria. Teacher then has the opportunity to revise the SGG, or submit an alternate SGG for approval.
    - If the teacher and evaluator cannot agree contact needs to be made to the PERA Joint Committee. Two representatives of the Joint PERA Committee (one OEA and one administrator) shall review the SGG and make a decision regarding approval.

Eligibility Criteria for Student Exclusion from Growth Score:

- Students not continuously enrolled during the student growth window
- Students with less than 85% attendance, including those who do not attend full class periods during the student growth window
- Students not present during the pre- and post-testing windows. A make-up window of one week should be allowed for each test.
- Students who suffer major changes in their personal lives
- Students who achieve a perfect score on their pre-assessment

** Exclusions must be agreed upon before the final assessment is given.
** Other exceptions are allowed upon mutual consent of evaluator and teacher.

Defining Process for Type I Student Growth Goals

Key Deadlines and Due Dates: SGGs should be submitted and approved between the first day of school and **October 1**. If teachers choose a Type I, the second measurement will occur as part of the winter benchmarking.

Creating the SGG: The teacher completes a Student Growth Goal template on Evaluwise.

Student Population in the SGG:

- As part of the development of the SGG, teachers will identify the names of students to be included in the SGG. Teachers are encouraged to include all students from their homeroom or identified class period.
- Specialized Positions: Special Education Teachers, Gifted Education, EL Teachers, Library Media Specialists, Literacy Specialists with teaching duties, and Reading Specialists will identify the names of students to be included in the SGG.
    - The recommendation for minimum number of students per each SGG is 15 for the above specialized positions; however, the teacher and evaluator may agree to identify a number below 15 based on caseloads.

Mid-Point Review (MPR) Check-In: For a Type I assessment, a mid-point check should take place to discuss any student exclusionary factors that may have occurred. This date can be set with the evaluator during the initial meeting, and may be completed digitally or face-to-face.

End-of-SGG documentation: Type I data will be available after the winter benchmark testing window to the building principal and/or the evaluator. Building administrator/evaluator will share the data with the teacher.

The FASTBRIDGE assessment is only to be administered once during the winter testing window. There will be no progress monitoring during this timeframe. If there is the need for an exception, the teachers will discuss with their evaluator.

Process	Forms and Evidence
• Teacher selects Type I Assessment. • Teacher can select one or two Type I assessments depending on grade and subject. (Refer to list in Appendix.) • Teacher inputs initial student scores on student growth chart after first Type I assessment window. (Refer to Appendix.) • Teacher and evaluator will have a Mid-Point Review (MPR) either digitally or face-to-face to discuss any exclusionary factors. • Teacher shares his/her student growth chart with evaluator (uploads into Evaluwise). • Student growth score and professional practice will be used to determine summative rating.	• Teacher completes the required portions of SGG Template for Student Growth. (Inputs via Evaluwise process.) • FASTBRIDGE test expected growth will be measured using the Student Growth Percentile (SGP). An SGP of 30 or above will constitute a student meeting the indicated growth target. • Teacher submits completed Type I assessment data.

Defining Process for Type II Student Growth Goals

Key Deadlines and Due Dates: SGGs must be submitted and approved between the first day of school and October 1. If teachers choose a Type II, **the second measurement would need to occur at least six (6) weeks after the baseline assessment.**

Creating the SGG: Teachers will need to utilize the Student Growth Goal Template and Student Growth Goal Data Form found in Evaluwise (see Appendix) to create their Type II SGG.

Student Population in the SGG:

- As part of the development of the SGG, teachers will identify the names of students to be included in the SGG. Teachers are encouraged to include all students from their homeroom or identified class period.
- Specialized Positions: Special Education Teachers, Gifted Education, EL Teachers, Library Media Specialists, Literacy Specialists with teaching duties, and Reading Specialists will identify the names of students to be included in the SGG.
    - The recommendation for minimum number of students per each SGG is 15 for the above specialized positions; however, the teacher and evaluator may agree to identify a number below 15 based on caseloads.

Student Growth Goal Revision Protocols: SGGs may be revised at or prior to the mid-point review check-in if one of the following conditions is met:

- Objectives have already been met and/or are not sufficiently ambitious;
- Objectives are too ambitious;
- District initiated change in common assessments; or
- Other factors may be mutually considered.

Mid-Point Review Check-In: For a Type II assessment, a mid-point check should take place to discuss any student exclusionary factors that may have occurred. This date can be set with the evaluator during the initial meeting and may be completed digitally or face-to-face.

End-of-SGG Documentation: The teacher should complete the Student Growth Goal Template and the Student Growth Goal Data form with ending data and submit to evaluator.

Process	Forms and Evidence
• Teacher selects Type II Assessment. • Teacher can select one or two Type II assessments depending on grade and subject. (Refer to list in Appendix.) • Teacher inputs initial student scores on student growth chart after pre-test for Type II assessment window. (Refer to Appendix.) • Teacher and evaluator will have a Mid-Point Review (MPR) either digitally or face-to-face to discuss any exclusionary factors. • Teacher inputs student scores after the Type II final assessment window and calculates growth. (Refer to Appendix.) • Teacher shares the student growth chart with evaluator. (Uploads into Evaluwise.) • Student growth score and professional practice will be used to determine summative rating.	• Teacher completes all pages of SGG Template for Student Growth. (Inputs via Evaluwise process.) • To calculate the growth target for a Type II Assessment, use the following formula: (100% - pre-test%) x .5 = Expected Growth. • Students scoring at or above 90% would be considered meeting if their growth remains the same or higher. • Teacher uses student growth chart (refer to Appendix) to input student data after pre-test and final Type II assessment windows. • Early Childhood: Refer to TS Gold Development Continuum for expected growth

Defining Process Type III Student Growth Goals

Key Deadlines and Due Dates: SGGs must be submitted and approved between the first day of school and October 1. If teachers choose a Type III, **the second measurement would need to occur at least six (6) weeks after the baseline assessment.**

Creating the SGG: Teachers will need to utilize the Student Growth Goal Template and Student Growth Goal Data Form found in Evaluwise (see Appendix) to create their Type III SGG. Tenured teachers who teach second semester courses will have the option of creating an SGG for that course, but still must meet the October 1 deadline for approval.

Student Population in the SGG:

- As part of the development of the SGG, teachers will identify the names of students to be included in the SGG. Teachers are encouraged to include all students from their homeroom or identified class period.
- Specialized Positions: Special Education Teachers, Gifted Education, EL Teachers, Library Media Specialists, Literacy Specialists with teaching duties, and Reading Specialists will identify the names of students to be included in the SGG.
    - The recommendation for minimum number of students per each SGG is 15 for the above specialized positions; however, the teacher and evaluator may agree to identify a number below 15 based on caseloads.

Student Growth Goal Revision Protocols: SGGs may be revised at or prior to the mid-point review if one of the following conditions is met:

- Objectives have already been met and/or are not sufficiently ambitious;
- Objectives are too ambitious;
- District initiated change in common assessments; or
- Other factors may be mutually considered.

Mid-Point Review Check-In: For a Type III assessment, a mid-point check should take place to discuss any student exclusionary factors that may have occurred. This date can be set with the evaluator during the initial meeting and may be completed digitally or face-to-face.

End-of-SGG Documentation: The teacher should complete the Student Growth Goal Template and the Student Growth Goal Data form with ending data and submit to evaluator.

Process	Forms and Evidence
• Teacher selects Type III Assessment. • Teacher can select one or two Type III assessments depending on grade and subject. (Refer to list in Appendix.) • Teacher inputs initial student scores on student growth chart after pre-test for Type III assessment window. (Refer to Appendix.) • Teacher and evaluator will have a Mid-Point Review (MPR) either digitally or face-to-face to discuss any exclusionary factors. • Teacher inputs student scores after the Type III final assessment window and calculates growth. (Refer to Appendix.) • Teacher shares the student growth chart with evaluator. (Uploads into Evaluwise.) • Student growth score and professional practice will be used to determine summative rating.	• Teacher completes all pages of SGG Template for Student Growth. (Inputs via Evaluwise process.) • To calculate the growth target for a Type III Assessment, use the following formula: (100% - pre-test%) x .5 = Expected Growth • Students scoring at or above 90% would be considered meeting if their growth remains the same or higher. • Teacher uses student growth chart (refer to Appendix) to input student data after pre-test and final Type III assessment windows.

Professional Practice Rating Chart

Professional Practice Rating	Domain Ratings			
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**
Excellent	XXXX			
Excellent	XXX	X		
Proficient	XXX		X	
Proficient	XX	XX		
Proficient	X	XXX		
Proficient		XXXX		
Proficient	XX	X	X	
Proficient	X	XX	X	
Proficient		XXX	X	
Needs Improvement	XX		XX*****	
Needs Improvement	X	X	XX*	
Needs Improvement		XX	XX*	
Unsatisfactory				X**

Student Growth Goal Rating Chart

		Student Growth Goal I			
		Unsatisfactory	Needs Improvement	Proficient	Excellent
Student Growth Goal II	Unsatisfactory	Unsatisfactory	Needs Improvement	Needs Improvement	Proficient
	Needs Improvement	Needs Improvement	Needs Improvement	Proficient	Proficient
	Proficient	Needs Improvement	Proficient	Proficient	Excellent
	Excellent	Proficient	Proficient	Excellent	Excellent

Determination of Final Summative Rating

		Professional Practice (50%)			
		Unsatisfactory	Needs Improvement	Proficient	Excellent
Student Growth (50%)	Unsatisfactory	Unsatisfactory	Needs Improvement	Needs Improvement	Proficient
	Needs Improvement	Needs Improvement	Needs Improvement	Proficient	Proficient
	Proficient	Needs Improvement	Proficient	Proficient	Excellent
	Excellent	Proficient	Proficient	Excellent	Excellent

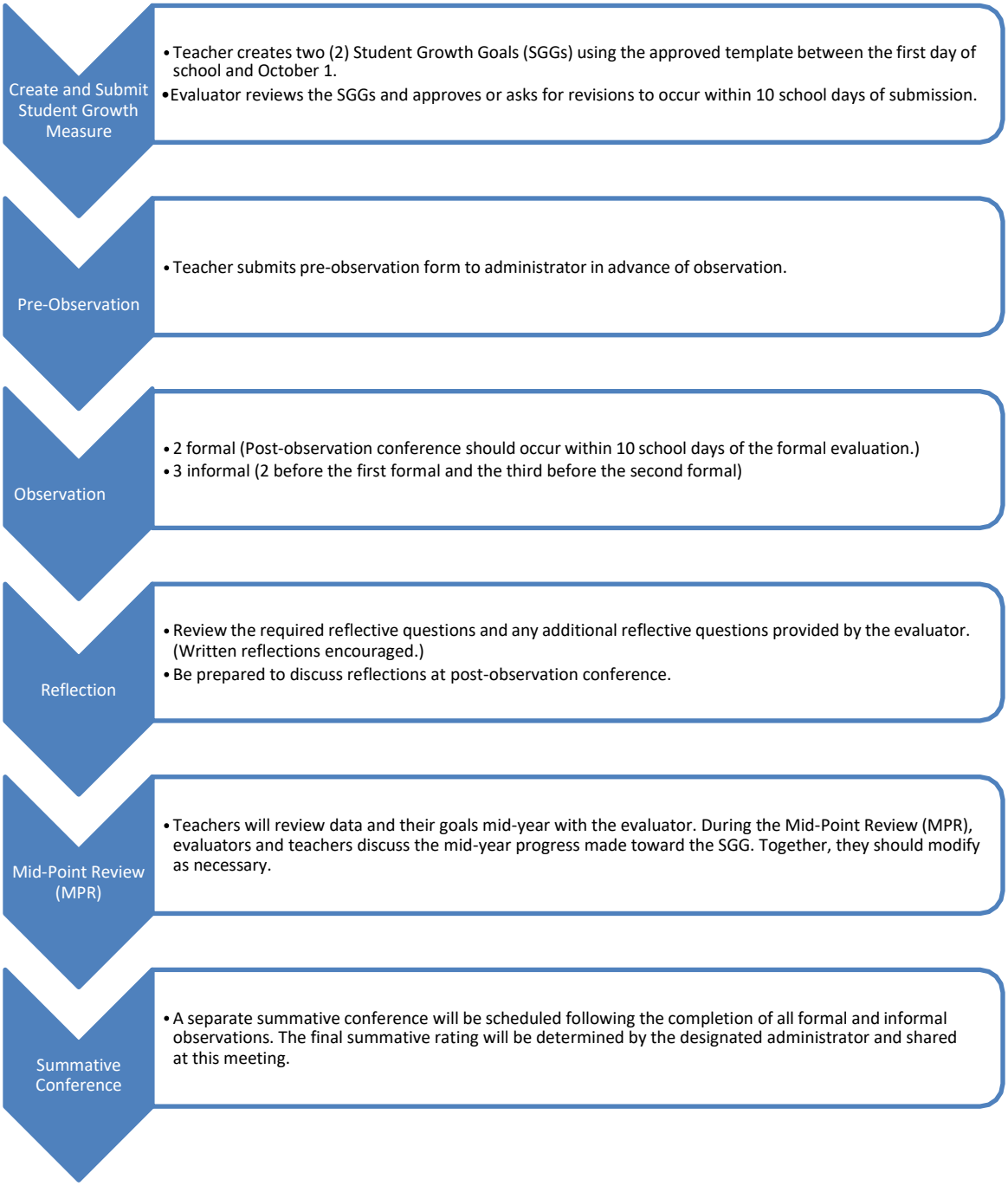
Unsatisfactory and Needs Improvement Process for Tenured Teachers:

- If a teacher receives an Unsatisfactory rating in Professional Practice, a Professional Development Plan (PDP) will be created and the teacher will remain on the evaluation cycle for the following year.

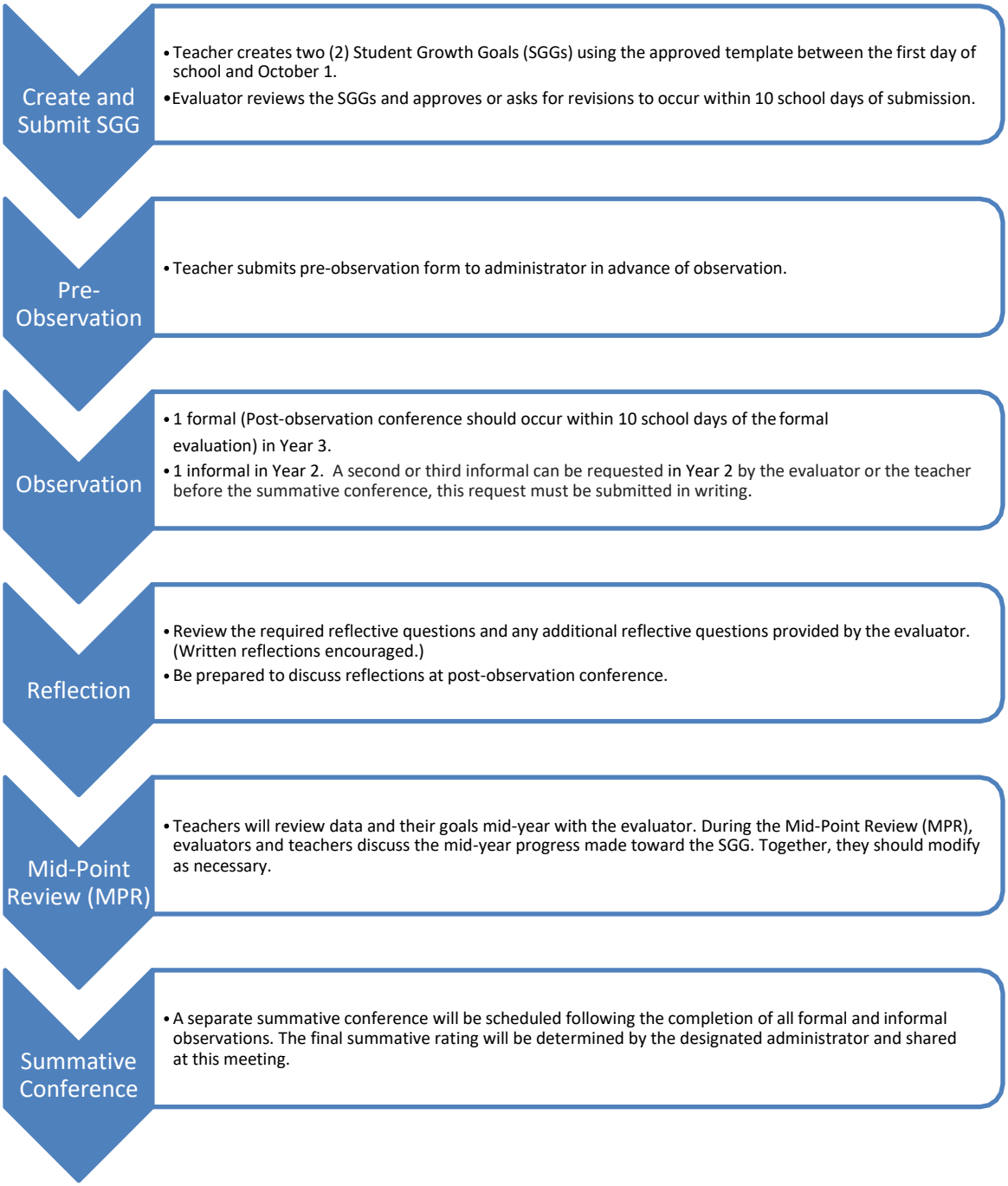
- If a teacher receives a final summative rating of Proficient but receives an overall Unsatisfactory rating in Student Growth, he/she will have a conversation with his/her evaluator on how to improve student growth and will create one SGG for the following year.

- If a teacher receives a final Summative rating of Unsatisfactory, the remediation process under 24A of the *Illinois School Code* will be initiated.

Evaluation Program for Professional Practice and Student Growth Diagram for Non-Tenured Teachers



Evaluation Program for Professional Practice and Student Growth Diagram for Tenured Teachers



Definition of Terms

Artifacts: Evidence that demonstrates or enhances student learning/growth

Assessment Types:

- Type I: A reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items is scored by a non-district entity and is administered either statewide or beyond IL (i.e. FASTBRIDGE)
- Type II: Any assessment developed or adopted and approved for use by the school district and used on a district-wide basis by all teachers in a given grade or subject area (i.e., collaboratively developed common assessments, Mastery Connect)
- Type III: Any assessment that is rigorous, aligned to the course's curriculum, and that the qualified evaluator and teacher determine measure student learning in that course (i.e., teacher created assessments)

Formal Observation: A specific window of time scheduled with the teacher to directly observe professional practice in the classroom or in the school. The formal observation will consist of a pre-observation meeting, an observation, reflection, post-observation meeting, and an option for a signing meeting, when necessary. The post-observation conference should occur within 10 school days following a formal observation.

Informal Observation: An observation for a minimum of 10 minutes with no pre-observation paperwork. Written follow-up will be provided to the teacher within two (2) work days. Notification will be provided to the teacher for a two-week window of time for the completion of the Informal Observation with at least 2 school days advance notice.

Mid-Point Review (MPR): Teachers will review data and their goals mid-point with the evaluator. During the MPR, evaluators and teachers discuss the mid-point progress made toward the SGG. Together, they should modify these goals as necessary.

Non-tenured Evaluation Cycle: Each non-tenured teacher will be evaluated annually.

Student Growth: A measureable change in a student's or group of students' knowledge or skills, as evidenced by two (2) or more assessments between two (2) or more points in time.

Student Growth Goal (SGG): A process by which a teacher, in collaboration with the evaluator, sets a specific learning goal that will be measured by an assessment over a specific amount of time (minimum of six (6) weeks). Each teacher on cycle will be required to submit two SGGs.

Student Growth Percentile (SGP): Compares a student's growth to that of his or her academic peers nationwide. (This is related to the FASTBRIDGE Assessment only.)

Summative Meeting: This meeting is separate from the formal observation process and will include a discussion of how the observations, artifacts/evidence and student growth led to the final summative rating. Final rating will be presented at this meeting.

Summative Process: A synopsis of the certified educator's school year which may include any observations, evaluations, other documents, events, interactions of the teacher and student growth during the school year. Final rating will be determined by the evaluator (assigned administrator).

Teacher: All full- and part-time licensed teaching personnel including library media specialists, nurses, counselors, social workers, replacements for leave of absences of one semester or more (in the period they are employed), and any other licensed position including but not limited to department chair positions. (OEA contract Section II).

Tenured Evaluation Cycle: Each tenured teacher will be evaluated at least once in the course of every three (3) years.

Walkthrough/Pop-in: An unannounced, non-evaluative observation, no written follow-up required.

APPENDIX

In order to transition from a two-year cycle to a three-year cycle for Tenured teachers, all tenured teachers will be distributed across the tenured groups of Tenure – Year 1, Tenure – Year 2, and Tenure – Year 3 based on the last fully completed summative evaluation date. Tenured teachers will continue to cycle through the three-year cycle beyond the 2024 – 2025 school year.

GROUP ASSIGNMENT	2022 – 2023	2023 - 2024	2024 - 2025
GROUP A	**YEAR 3** **Formal Observation, Student Growth Goals, Summative Rating** ***For the 2022 - 2023, Group A may request an Informal Observation in writing. The request must be completed 12/16/22.***	**YEAR 1** **OFF**	**YEAR 2** **Informal Observation**
GROUP B	**YEAR 2** **Informal Observation**	**YEAR 3** **Formal Observation, Student Growth Goals, Summative Rating**	**YEAR 1** **OFF**
GROUP C	**YEAR 1** **OFF**	**YEAR 2** **Information Observation**	**YEAR 3** **Formal Observation, Student Growth Goals, Summative Rating**

Student Growth Goal Template

***Teachers will fill out this form in Evaluwise. It may look slightly different due to formatting differences.

A Student Growth Goal (SGG) is a detailed process used to organize evidence of student growth over a specified period of time. The SGG process is appropriate for use in all grade levels and content areas and establishes meaningful goals aligning curriculum, instruction and assessment. This template guides teachers and evaluators through a collaborative SGG process. Domains and components that may align with each element of the template are included from the Danielson Group *Framework for Effective Teaching* to support discussion between teachers and evaluators.

Check boxes are included throughout the template to document the initial discussion and approval of each element. Evaluators may include written feedback concerning each element directly into the template using a different font color.

Educator Information

Academic Year	
Educator Name	
School Name	

Planning Information

Course/Subject Name			
Brief Course Description			
Grade Level(s)			
Type of Assessment	Type I: _____	Type II: _____	Type III: _____
Interval of Instruction Minimum of 6 instructional weeks			

Timeline and Sign-Off

Evaluator Name and Title	
Initial SGG Evaluator Sign-off	
Teacher Sign-off	
Mid-SGG Check-In Sign-Off	
Description of changes made during the Mid-SGG Check-In. Identify students who may be excluded with rationale.	
Due Date of Final SGG	

Element #1: Learning Goal

A learning goal is a description of what students will be able to do at the end of a specified period of time aligned to appropriate learning standards. The development of a learning goal provides a solid foundation for meaningful, goal-directed instruction and assessment. The learning goal encompasses a big idea that integrates multiple content standards.

Domain 1: Planning and Preparation 1a Demonstrating Knowledge of Content and Pedagogy 1c Setting Instructional Outcomes 1e Designing Coherent Instruction	**Domain 3: Instruction** 3c Engaging Students in Learning

☐	Describe the learning goal and why it is important and meaningful for students to learn.	
☐	List all standards and/or big ideas supported by the learning goal including the text of the standards (not just the code).	
☐	In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured (e.g., cognitive complexity)?	
☐	Describe the characteristics of your student population including subgroups.	
☐	Summarize the instructional strategies you will use to teach this learning goal. *Be specific to the different aspects of the learning goal.*	
☐	Identify the time span for teaching the learning goal (e.g., daily class-45 minutes for first semester or through February 1st).	
☐	Explain how this time span is appropriate and sufficient for teaching the learning goal. (Define the minimum timeline.)	

Element #2: Assessments and Scoring

Assessments and evaluation procedures should be used to support and measure the learning goal. Consider how the assessment and evaluation procedures will be used to monitor student growth over multiple points in time in order to inform and differentiate instruction for all students.

	Domain 1: Planning and Preparation 1d Demonstrating Knowledge of Resources 1f Designing Student Assessments	**Domain 3: Instruction** 3d Using Assessment in Instruction
☐	Identify the specific assessments and evaluation procedures (e.g., performance tasks, rubrics, teacher-created tests, portfolios, etc.) that will measure students' understanding of the learning goal.	
☐	Describe how the assessments and evaluation procedures will be differentiated to meet the needs of all students described in the student population. Include how often data is collected to monitor student progress.	
☐	Explain how student performance is defined and evaluated using the assessments. Include the specific rubric and/or evaluation criteria to be used.	

Teachers using Type I Assessments for their SGGs will have the administrator sign-off here and will not have to complete Element #3:

Teacher Signature:_____ Date:_____

Evaluator Signature:_____ Date: _____

Element #3: Expected Growth Targets

In order to identify expected growth targets, educators must first identify students' actual performance through a review of available data reflecting students' starting points (i.e., baseline) concerning the learning goal. After the expected growth targets are identified, both the teacher and evaluator should reflect on whether the growth targets are ambitious, yet realistic for students to achieve in the specified period of time.

Domain 1: Planning and Preparation 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes

☐	Identify the actual performance (e.g., test scores, performance tasks, etc.) to establish starting points (i.e., baseline) for students.	Upload growth goal scoring worksheet with your baseline data
☐	Using student baseline data, identify appropriate growth targets for the student population. Include adjustments in growth targets for subgroups. (e.g.: resource, EL)	
☐	Explain how these expected growth targets demonstrate ambitious, yet realistic goals, for measuring students' understanding of the learning goal.	

Element #4: Actual Outcomes

Domain 3: Instruction 3e Demonstrating Flexibility and Responsiveness	**Domain 4: Professional Responsibilities** 4a Reflecting on Teaching 4b Maintaining Accurate Records

☐	Record the actual number or percentage of students who achieved the student growth targets. Be sure to include any appropriate subgroups.	Upload growth data chart with final assessment data.
Please provide any comments you wish to include about the actual outcomes:		

Required for Evaluator

☐	Explain how the actual number or percentage of students who achieved student growth targets translates into an appropriate teacher rating.	

Element #5: Teacher Rating

Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
Less than 25% of Students Met the Indicated Growth Target(s).	25% - 50% of Students Met the Indicated Growth Target(s).	51% - 75% of Students Met the Indicated Growth Target(s).	76% - 100% of Students Met the Indicated Growth Target(s).
☐	☐	☐	☐
Date:	Evaluator Signature:		
Date:	Teacher Signature:		

Student Growth Goal: Quality Rating Rubric

Rubric will be utilized to approve Student Growth Goals. All areas need to be in the adequate range.

ELEMENT #1: LEARNING GOAL

ADEQUATE	INADEQUATE
Student starting points are used to justify student learning goals.	Student starting points are not considered when setting student learning goals.
Names the standards addressed by the SGG and references content at a specific and/or general level of applicable standards.	Does not name standards addressed by the SGG.
Articulates how some selected standards are critical to enduring understanding of the subject area, success in future classes, and readiness in college, career, and life.	Does not justify how the standards chosen lead to future success or does so poorly.
Adequately describes the characteristics of the student population, including subgroups.	Minimally describes the characteristics of the student population and does not include subgroup information.
Effectively summarizes the instructional strategies that will be used to achieve the learning goal.	Minimally describes the instructional strategies that will be used to teach the learning goal.
The timeframe identified for teaching the learning goal is long enough to determine teacher's ability to impact student growth. Teacher is able to explain how the identified time span is sufficient to teach the learning goal.	The timeframe identified is too small to determine the teacher's ability to impact student growth. The teacher is not able to explain how the identified timespan is sufficient to teach the learning goal.

ELEMENT #2: ASSESSMENTS AND SCORING

ADEQUATE	INADEQUATE
The specific assessments and evaluation procedures that will measure students' understanding of the learning goal are identified. (e.g., performance tasks, rubrics, teacher-created tests, portfolios, etc).	The specific assessments and evaluations that will measure students' understanding of the learning goal are not identified.
Describes how the assessments and evaluation procedures will be differentiated to meet the needs of all students described in the student population. Teacher also identifies how often s/he will collect data to monitor student progress.	Is unable to describe how the assessments and evaluation procedures will be differentiated to meet the needs of all students described in the student population. Teacher does not identify how often s/he will collect data to monitor student progress.
Explains how student performance is defined and evaluated using the assessments. Include the specific rubric and/or evaluation criteria to be used.	Is unable to explain how student performance is defined and evaluated using the assessments. Does not include the specific rubric and/or evaluation criteria to be used.

ELEMENT #3: EXPECTED GROWTH TARGETS

ADEQUATE	INADEQUATE
Multiple measures are used to thoughtfully determine students' starting points.	A single measure is used to determine students' starting points.
Teacher used baseline data to identify appropriate growth targets for the student population. Information about adjustments in growth targets by subgroups was also included (e.g.: special ed., EL, etc.).	Teacher did not utilize baseline data to identify appropriate growth targets for the student population. Information about adjustments in growth targets by subgroups were not included (e.g.: special ed., EL, etc.).
Explains how the expected growth target demonstrates ambitious, yet realistic goals, for measuring students' understanding of the learning goal.	Does not explain how the expected growth targets demonstrate ambitious, yet realistic goals, for measuring students' understanding of the learning goal.

ELEMENT #4: ACTUAL OUTCOMES

ADEQUATE	INADEQUATE
Recorded the actual number or percentage of students who achieved the student growth targets. Is sure to include any appropriate subgroups.	Did not record the actual number or percentage of students who achieved the student growth targets. Did not include any appropriate subgroup information.

Chart of Potential Student Growth Assessments by Teacher Group

Group of Teachers	Type I	Type II	Type III
Early Childhood Teacher	N/A	TS Gold Assessment	Teacher-Created SGG
Early Childhood Self-Contained Teacher	N/A	TS Gold Assessment	Teacher-Created SGG
Kindergarten Teacher	N/A	Common Outcome Assessments in ELA and Math (pre- and post-)	Teacher-Created SGG
Grade 1-5 Teacher	FASTBRIDGE	Common Outcome Assessments in ELA and Math (pre- and post-)	Teacher-Created SGG
Gifted Teacher	FASTBRIDGE	Common Outcome Assessments in ELA and Math (pre- and post-)	Teacher-Created SGG
Elementary LMS	N/A	Create Type II as department for upcoming years	Teacher-Created SGG
Elementary Physical Education Teacher	N/A	Create Type II as department for upcoming years	Teacher-Created SGG
Elementary Music Teacher	N/A	Create Type II as department for upcoming years	Teacher-Created SGG
Elementary Art Teacher	N/A	Create Type II as department for upcoming years	Teacher-Created SGG
Elementary LMS	N/A	Create Type II as department for upcoming years	Teacher-Created SGG
Elementary EL Teacher	FASTBRIDGE	Common Outcome Assessments in ELA and Math (pre- and post) Potential DRA pending	Teacher-Created SGG
Elementary LBS Teacher	FASTBRIDGE	Common Outcome Assessments in ELA and Math (pre- and post)	Teacher-Created SGG
Elementary Skills, STARS, ISP	FASTBRIDGE	Common Outcome Assessments in ELA and Math (pre- and post)	Teacher-Created SGG

Junior High Math Teacher	FASTBRIDGE	Common Outcome Assessments in ELA and Math (pre- and post)	Teacher-Created SGG
Junior High ELA Teacher	FASTBRIDGE	Common Outcome Assessments in ELA and Math (pre- and post)	Teacher-Created SGG
JH LMS	N/A	Create Type II as department for upcoming years	Teacher-Created SGG (work with classroom teacher to create a unit or class)
Junior High PE Teacher	N/A	Create Type II as department for upcoming years	Teacher-Created SGG
Junior High Science Teacher	N/A	Create Type II as department for upcoming years	Teacher-Created SGG
Junior High Social Studies Teacher	N/A	Create Type II as department for upcoming years	Teacher-Created SGG
Junior High School World Language Teachers	N/A	Create Type II as department for upcoming years	Teacher-Created SGG
Junior High Art Teacher	N/A	Create Type II as department for upcoming years	Teacher-Created SGG
Junior High Music Teacher	N/A	Create Type II as department for upcoming years	Teacher-Created SGG
Junior High Family and Consumer Science Teacher	N/A	Create Type II as department for upcoming years	Teacher-Created SGG
Junior High Physical Education Teacher	N/A	Create Type II as department for upcoming years	Teacher-Created SGG
Junior High Health Teacher	N/A	Create Type II as department for upcoming years	Teacher-Created SGG
Junior High EL Teacher	FASTBRIDGE	Common Outcome Assessments in ELA and Math (pre and post) or create Type II assessments based on subject area to assess for growth	Teacher-Created SGG
Junior High LBS Teacher	FASTBRIDGE	Common Outcome Assessments in ELA and Math (pre- and post-) or create Type II assessments based on subject area to assess for growth	Teacher-Created SGG

Junior High CTE Teacher	N/A	Create Type II as department for upcoming years	Teacher-Created SGG
High School Math Teacher	N/A	Common Outcome Assessments in ELA and Math (pre- and post-)	Teacher-Created SGG
High School ELA Teacher	N/A	Common Outcome Assessments in ELA and Math (pre- and post-)	Teacher-Created SGG
HS LMS	N/A	Create Type II as department for upcoming years	Teacher-Created SGG (work with classroom teacher to create a unit or class)
High School Art Teacher	N/A	Create Type II as department for upcoming years	Teacher-Created SGG
High School Band Teacher	N/A	Create Type II as department for upcoming years	Teacher-Created SGG
High School Business Education Teacher	N/A	Create Type II as department for upcoming years	Teacher-Created SGG
High School Family and Consumer Science Teacher	N/A	Create Type II as department for upcoming years	Teacher-Created SGG
High School World Language Teacher	N/A	Create Type II as department for upcoming years	Teacher-Created SGG
High School Health Teacher	N/A	Create Type II as department for upcoming years	Teacher-Created SGG
High School Physical Education Teacher	N/A	Create Type II as department for upcoming years	Teacher-Created SGG
High School Industrial Technology Teacher	N/A	Create Type II as department for upcoming years	Teacher-Created SGG
High School Online School Teacher	N/A	Create Type II as department for upcoming years	Teacher-Created SGG
High School Science Teacher	N/A	Create Type II as department for upcoming years	Teacher-Created SGG
High School Social Studies Teacher	N/A	Create Type II as department for upcoming years	Teacher-Created SGG
High School Success Lab Teacher	N/A	Create Type II as department for upcoming years	Teacher-Created SGG

Student Growth Goal Scoring Worksheet - Manual

This chart is an Excel document will be available for download on the SD308 Intranet. The teacher rates and scores the individual SGG by using this template to determine attainment of students' growth targets and the final rating for individual SGGs.

1. The teacher adds the name for each student into the worksheet. Additional rows may be added as needed.
2. The teacher enters each student's baseline score based on the approved SGG.
3. Using his/her completed SGG, the teacher enters each student's established growth target.
4. The teacher enters the final performance data for each student at the end of the pre-determined SGG timeframe.
5. The teacher enters if each individual student exceeded/met the growth target by answering yes or no.
6. Once all the relevant information has been entered in the worksheet, the teacher will need to compute the attainment of the students' growth targets and overall teacher rating on this SGG.
7. This worksheet is then submitted to the evaluator.

Teacher:	**School:**	**Date:**
Student Growth Goal:		
Assessment Name (if available):		

Student Name	Baseline Score	Growth Target	Final Score	Exceeds/ Meets Target? (yes/ no)

Overall SGG Teacher Rating:

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 25% of Students Met the Indicated Growth Target(s).	25% - 50% of Students Met the Indicated Growth Target(s).	51% - 75% of Students Met the Indicated Growth Target(s).	76% - 100% of Students Met the Indicated Growth Target(s).
☐	☐	☐	☐

Student Growth Goal Scoring Worksheet
Automatic version for Type II and Type III Assessments

This chart is an Excel document will be available for download on the SD308 Intranet. It contains formulas to automatically calculate growth targets and achievement only when using a 100 point assessment. Calculations are made using the new minimum growth expectation that students will improve by at least one-half (1/2) of the total points required to improve to a 100 on the post-assessment. This formula is as follows:

Required Growth = (100-Pre-Test) x.5

Below is a screen shot of what the document will look like.

SGG Scoring Template - Type II and Type III

This spreadsheet automatically calculates the percentage of students who achieve their Growth Target when using the growth formula of (100 - pre-test)x.5. If you used another Growth Target for your SGG, do not use this spreadsheet.

Teacher Name:		School:		Date:					
Goal:									
Student Last Name	Student First Name	Baseline Score	Post test	Growth Target	Actual Growth	Met target?	Comments	Final Percentage	
Student	One	20	96	40	76	Yes		Total Meeting/Exceeding Target	6
Student	Two	45	58	27.5	13	no		Total Not Meeting Target	2
Student	Three	75	89	12.5	14	Yes		Total Number of Scores	8
Student	Four	80	99	10	19	Yes		Final Percentage	75%
Student	Five	32	70	34	38	Yes			
Student	Six	70	85	15	15	Yes			
Student	Seven	67	75	16.5	8	no			
Student	Eight	90	98	5	8	Yes			

Student Growth Goal Scoring Worksheet
Rubric Based version for Type II and Type III Assessments

Student Growth Goal Scoring Template - Type II and Type III
Rubric Based Assessment

Directions: Use this scoring sheet for assessments that will be scored on a rubric.

1. Enter the student names down the left-hand column
2. Enter the Date of data collection under the initial data and final data columns
3. Adjust the scoring criteria as needed to reflect the rubric used for the assessment. Additional columns may be added depending on the number of levels scored in the rubric.
4. Place an "x" under the level each student receives on the pre-assessment.
5. Determine the growth target for each individual student, based upon how they scored on the pre-assessment. This will be individual for each student, and could be more than one criteria level for some students.
6. After the final assessment, place an "x" under the level each student receives as their final score.
7. Indicate in the final column if the student met the target.
8. Determine the percentage of students who met their growth target and indicate that final score at the end of the document.

	Initial Data Enter date of data collection			Growth Target			Final Data Enter data of data collection			Met Target?
	Scoring Criteria			Scoring Criteria			Scoring Criteria			
Student Names	Emerging	Near Mastery	Mastery	Emerging	Near Mastery	Mastery	Emerging	Near Mastery	Mastery	
Student One		x				x			x	Yes
Student Two	x				x		x			No
Student Three	x					x			x	Yes
Student Four		x				x			x	Yes
Student Five	x				x			x		Yes
										80%