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|  | **Teacher Development and Evaluation**  **Student Achievement Summary and Reflection Form** |

**Teacher Name: [enter your name here] Building: [enter your building name here]**

Year 1 Goal Reflection

PLC Group:

Goal:

Results:

What factors do you believe were most significant in influencing the results?

What assessment and/or instructional strategies did you learn that were successful in working toward your goal?

What assessment and/or instructional strategies would you change or eliminate to produce more favorable results?

How are you able to link what you learned in pursuing this goal to other instructional practices?

Year 2 Goal Reflection

PLC Group:

Goal:

Results:

What factors do you believe were most significant in influencing the results?

What strategies did you learn that were successful in working toward your goal?

What strategies would you change or eliminate to produce more favorable results?

What else did you learn by pursuing this goal?

How are you able to link what you learned in pursuing this goal to other instructional practices?

Year 3 Goal Reflection

PLC Group:

Goal:

Results:

What factors do you believe were most significant in influencing the results?

What strategies did you learn that were successful in working toward your goal?

What strategies would you change or eliminate to produce more favorable results?

What else did you learn by pursuing this goal?

How are you able to link what you learned in pursuing this goal to other instructional practices?

**Teacher Name: [enter your name here] Building: [enter your building here]**

**Rubric for Student Achievement Goals**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| Focus | The reflection was focused on the written goal and provided detailed and specific responses about each question that included data driven, observable practices, and professional judgment. | The reflection was focused on the written goal. It contained specific responses to the questions that contained supporting data, observable practices, and professional judgment, but not all three. | The reflection was about the written goal but deviated to other unrelated components. | The reflection did not pertain to the written goal |
| Score [Focus] |  |  |  |  |
| Depth | The depth of the reflection included detailed and honest responses about what was successful in pursuit of the goal and what could be changed to improve the results.  Statements linking data and observable practice to the reflection were included. | The depth of the reflection included detailed and honest responses about what was successful in pursuit of the goal and what could be changed to improve the results.  Statements linking data and observable practice to the reflection were not included. | The reflection included responses about what was successful in pursuit of the goal and what could be changed as a result.  The reflection was general in nature and did not provided supporting details or did truly describe the goal outcomes. | The reflection did not include adequate responses about was successful in pursuit of the goal and what could have been changed. |
| Score [Depth] |  |  |  |  |
| Connections | The reflection made connections from lessons learned in pursuing the goal to other instructional situations and provided detailed analysis. | The reflection made connections from lessons learned in pursuing the goal to other instructional situations. The reflection was general in nature and provided few if any details. | The reflection attempted to make connections from lessons learned in pursuing the goal but was not adequate in describing those connections in a meaningful way. | The reflection did not attempt to make connections from lessons learned in pursuing the goal. |
| Score [Connections] |  |  |  |  |
| **Rating** | **Total Score:** | **Average:** | **Rating:** | |
| **Evaluator Comments** |  | | | |

Summative Evaluator Signature: Date:

Evaluator’s Printed Name and Title: