

# Center Grove Community School Corporation

## RUBRIC FOR GOAL WRITING

\_\_\_\_\_ School Year

Teacher's Name:	
Building:	
Grade Level:	

STANDARD	☒	UNSATISFACTORY/ UNACCEPTABLE	☒	SATISFACTORY/ ACCEPTABLE
<b>Baseline Condition</b> (Where am I?)		<ul style="list-style-type: none"> <li>Description of conditions is too broad or too generalized to provide background for goal</li> <li>Description is not data driven</li> </ul>		<ul style="list-style-type: none"> <li>Specific description of conditions</li> <li>Contains quantifiable data</li> <li>Includes a statement as to WHY you feel a need to make a difference in this area</li> </ul>
<b>Goal</b> (Where am I going?)		<ul style="list-style-type: none"> <li>Goal does not focus on student learning</li> <li>Goal is vague, too broad, too generalized to provide direction</li> <li>Goal does not relate to data in baseline conditions</li> <li>Goal depends on actions of others</li> <li>Goal does not consider building and district goals</li> <li>Goal does not address areas of growth</li> </ul>		<ul style="list-style-type: none"> <li>Includes plan for all students on roster</li> <li>Goal focuses on student learning</li> <li>Goal relates to topic and data in baseline conditions – has positive impact on baseline</li> <li>Goal is achievable through teacher actions</li> <li>Goal compliments building/ district goals</li> <li>Goal is concise, measurable, and attainable with opportunities for measuring progress at designated times</li> </ul>
<b>Strategies</b> (How will I get there?)		<ul style="list-style-type: none"> <li>Fewer than three strategies OR strategies are:                             <ul style="list-style-type: none"> <li>- unrealistic</li> <li>- rely on the actions of others</li> <li>- not connected to the goal</li> <li>- not measurable</li> <li>- not research-based</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Three (3) or more strategies that:                             <ul style="list-style-type: none"> <li>- are realistic</li> <li>- are reliant upon on teacher-action; “I will” statements</li> <li>- are connected to the goal</li> <li>- are measurable</li> <li>- are based on best practice and/or Research</li> </ul> </li> </ul>
<b>Evidence of Progress</b> (How do I know I’m making progress?)		<ul style="list-style-type: none"> <li>Progress is not documented with adequate evidence [fewer than three (3)] or does not include progress (formative assessments) of student learning</li> </ul>		<ul style="list-style-type: none"> <li>Progress is documented by three (3) or more pieces of evidence that:                             <ul style="list-style-type: none"> <li>- reveals progress of student learning</li> <li>- demonstrates long-term evaluation with interim formative assessments</li> </ul> </li> </ul>

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\_\_\_\_\_ School Year

Standard	Unsatisfactory/Unacceptable	Satisfactory/Acceptable
<b>Effectiveness of Goal Implementation</b>	<p>Little or no documented evidence that the implementation of goal has had an effect on student achievement</p> <p>Selected goal does not complement the school or corporation mission</p>	<ul style="list-style-type: none"> <li>Presents documented evidence that the implementation of goal has had an effect on student achievement</li> <li>Demonstrates that the goal achievement complements the school and corporation mission</li> </ul>
<b>Enhancement of Professional Practice</b>	<p>Does not present documented evidence that teaching practice has changed</p> <p>Next steps are not presented</p> <p>Shows no correlation of building instructional practice from new knowledge and experience</p>	<ul style="list-style-type: none"> <li>Presents documented evidence (data) that teaching practice has changed by this action research</li> <li>Presents next steps to maintain accomplishments</li> <li>Presents evidence of building instructional practice from new knowledge and experience (PD, article, book, website, etc.)</li> </ul>

\*Charlotte Danielson’s Enhancing Professional Practice: A Framework for Teaching was used as a reference for the construction of this rubric.