

STUDENT LEARNING & PROFESSIONAL PRACTICE GOALS

SUMMARY WORKSHEET

Progress towards Goals

This document is to be used as a guide, intended to help educators summarize their progress towards their Student Learning and Professional Practice goals in preparation for the evidence log submission process. The summary will provide educators with an opportunity for reflection, and evaluators with the information they need to make informed ratings on goals. Educators may copy and paste information from this worksheet into their Evidence Log in TeachPoint.

Part I: Student Learning Goal

What was the plan?

1. My student learning goal was:
2. This goal was connected to the following Standard and Element:
3. The steps I took to accomplish this goal were:

How did it go?

4. The data I collected to measure student progress included:
5. I analyzed the data by looking for:
6. Over the course of the evaluation cycle, my students have demonstrated the following progress:

7. Based on the evidence, I submit that I have (attained my goal, made substantial progress, am progressing, or have no evidence of progress):

What artifact(s) have you selected as evidence of your progress? Why?

8. The artifacts that show progress toward this goal include:
9. I selected these particular artifacts because they demonstrate:
10. I am proud of what these artifacts represent because:

What challenges did you encounter? Did you make use of any supports/resources?

11. Some challenges that I encountered while working towards my goals were:
12. I overcame (or plan to overcome) these challenges by:
13. Some supports I used/ supports I would like to use in the future are:

Part II: Professional Practice Goal

What was the plan?

1. My professional practice goal was:
2. This goal was connected to the following Standard and Element:
3. The steps I took to accomplish this goal were:

How did it go?

4. The data I collected to monitor my progress included:
5. I analyzed the data by looking for:
6. Over the course of the evaluation cycle, I believe my progress has impacted students by:
7. Based on the evidence, I submit that I have (attained my goal, made substantial progress, am progressing, or have no evidence of progress):

What artifact(s) have you selected as evidence of your progress? Why?

8. The artifacts that show progress toward this goal include:
9. I selected these particular artifacts because they demonstrate:
10. I am proud of what these artifacts represent because:

What challenges did you encounter? Did you make use of any supports?

11. Some challenges that I encountered while working towards my goal were:

12. I overcame (or plan to overcome) these challenges by:

13. Some supports I used/ supports I would like to use in the future are:

Examples of sentence stems for progress towards goals:

1. **Claim:** I submit the following artifact as evidence that I am making _____ progress on my student learning/professional practice goal to _____ (what is the goal?).

*"I submit the attached artifacts as evidence that I have made substantial progress on my professional practice goal to improve my Two-Way Communication (III-C-1) by regularly using such communication with families about student performance and learning, and responding promptly and carefully to communications from families. I know that I am only required to submit one piece of evidence for progress towards goals this round, but I have submitted three, which convey both the different communication strategies that I employ with parents and the effort involved. **Artifact 1-Survey Feedback Results** is a summary of the survey feedback results, which were not stellar, that I received from parents in mid-October, prior to implementing my different communication strategies. I used their feedback thoughtfully to tailor my communication efforts. Parents completed a follow-up survey in February, and the results as you will see illustrate marked parent satisfaction regarding communication and engagement. **Artifact 2- Parent List-Serve Correspondence** is an extremely important artifact because it shows how our classroom has become a community. Parents not only use the list-serve as a platform to ask me questions, but they also ask questions and receive input from other parents as well (since the list-serve is public for all of my students' parents). In the correspondence you will see that parents ask questions about where to purchase supplies for a project, to how many hours they should be reading with their child at home, to the sharing of ideas about how to keep their child productive during break. This artifact is also an example of my prompt responses to parents. **Artifact 3- Home Visits and Follow-Up** is a description of topics that the parents and I discussed during three different home-visits for one of my students who became seriously ill, and missed a month of school. In the description, I have also included email correspondences with her parents where we followed up after the visits."*

2. **Sources of Evidence:** Data from _____ supports the claim that I am making substantial progress towards my goal. Based on an analysis of such data, students have/I have shown/demonstrated_____.

"Data from parent surveys completed by 90% of my parents, email correspondence, our parent email list-serve, and descriptions of telephone conversations, and home visits, support the claim that I am making progress towards my goal to improve and vary my Two-Way Communication efforts with families. Based on an analysis of the data referenced above, I have more of an awareness of familial needs, and an understanding of home contexts that might enhance and contribute to student learning. I now have two different parents who have expertise, and represent the cultural makeup of our class, volunteering regularly to assist me with developing more culturally relevant resources for both students and parents. Their input and feedback has been invaluable."

3. Interpretation: Based on the evidence, the contributing factors for my improvement/progress towards my student learning/professional practice goal include _____ . OR-Based on the evidence, factors that I will consider moving forward in order to make progress on my student learning/professional practice goal include _____ .

“Based on the evidence, the contributing factors for my substantial progress towards my professional practice goal include: discussing different strategies to engage and communicate with parents with our school’s Parent Liaison, talking with my colleagues who have developed strong partnerships with their students’ families, and a close read of Beyond the Bake Sale: The Essential Guide to Family-School Partnerships by Henderson, Mapp, Johnson, and Davie, which provided me with several practical ideas to implement.”

4. Outcome: As a result, students are/ I am/families are/my colleagues are _____ . OR- As a result, students are not /I am not _____ .

“As a result, an examination of student work demonstrates that between October (when I began to implement what I learned) and now, I utilize different modes (at least 3 on a weekly basis) to connect with parents, not only to inform them, but to involve them in the learning process, and solicit their feedback. Now, parents have varied opportunities to access classroom learning, and contribute to the classroom experience in ways that are convenient for their circumstance. Consequently, I have observed that parents are more involved in their child’s work products in different ways. For example, one assignment required students to interview a family member. I have also incorporated an activity called Family Feedback Friday’s, where students share feedback or questions from their parents, particularly on a project we’ve been working on, or a topic (like “How my family weathered the snowstorm”)and we take 10-20 minutes to discuss different family perspectives. This lets me know how students and families are communicating, and what information I might need to communicate to families, or follow-up with them about. Sometimes parents will email me an item they want me to share/read aloud with the class on a Friday. Last Friday, a parent emailed me a winter poem to read to the class, which included a few of our spelling words. I started recording the Family Feedback Friday’s for parents to view and/or listen to online. As a result of my efforts to effectively communicate with families, I have received more email and telephone correspondence with questions from parents about how they can help their child with a particular assignment, or to seek clarification, and even to make valid suggestions. For example, in an effort to incorporate more culturally relevant literature for book circle time, one parent suggested that I read Mufaro’s Beautiful Daughter’s -An African Tale, which the students are now very fond of. Moving forward, a challenge that I need to work on is learning and practicing different ways to help my families easily understand student data, and the possible implication of certain data points. I plan to work with our Literacy Specialist in this area starting next week.”
