



TEACHER SLG GOAL SETTING TEMPLATE

Teacher: _____ Contract Status: _____

School: _____ School Year: _____

Administrator/Evaluator: _____ Date: _____

Grade Level: Elementary Middle School High School

Goal Type: Individual Goal Team Goal

SLG GOAL 1

Goal-Setting Conference	Content Standards/Skills	
	Assessments	<input type="checkbox"/> Category 1 (State Wide Assessment*) _____ <input type="checkbox"/> Category 2 _____ *Not included for 2014-2015
	Context/Students	
	Baseline Data	
	Student Growth Goal (Targets)	
	Rationale	
	Strategies	



SLG GOAL 2				
Goal-Setting Conference	Content Standards/Skills			
	Assessments	<input type="checkbox"/> Category 1 State Wide Assessment _____ <input type="checkbox"/> Category 2 _____ *Not included for 2014-2015		
	Context/Students			
	Baseline Data			
	Student Growth Goal (Targets)			
	Rationale			
Strategies				
Sign-Off at Initial Collaborative Meeting: Date: _____ Teacher: _____ Principal: _____				
Mid-Year Review	Collaborative Mid-Year Goal Review			
	Strategy Modification			
	Teacher Signature:	Date:	Administrator/Evaluator Signature:	Date:
Year-End Goal Conference	End-of-Year Data			
	Reflection on Results			
	Professional Growth Plan Implications			
	Evaluation Level	SG #1	SG #2	Overall Level:
	Teacher Signature:	Date:	Administrator/Evaluator Signature:	Date:



Level 4 <i>(Highest)</i>	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Level 3	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met". The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Level 2	This category applies when 70-89% of student met their target(s), but those that missed the target missed by more than few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Level 1 <i>(Lowest)</i>	This category applies when less than 70% of students meet their target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.

The checklist ensures the goals are complete for scoring. The scoring process is facilitated by using the scoring rubric to determine whether each student exceeded, met, or did not meet the target; and the percentage of students in each category. These two tools must be used to score SLG goals to determine the educator's impact on student learning and growth in the summative evaluation.

Level 4	Level 3	Level 2	Level 1
You must score: - 4 on both goals	You could score: - 3 on both goals, or - 3 on one goal & 4 on one goal, or - 4 on one goal & 2 on one goal	You could score: - 2 on both goals, or - 2 on both one goal & 3 on one goal, or - 3 on one goal & 1 on one goal, or - 4 on one goal & 1 on one goal	You could score: - 1 on both goals, or - 1 on one goal & 2 on one goal