

Criterion Feedback – Criterion 2b

Criterion	Score Point	
2b	1.00	<p>Carefully review the Needs Assessment and choose 3 professional goals that meet a significant need and then provide evidence of a detailed and tight connection between the need and the goal. Make sure you have developed goals rather than simply describing activities. Identify a variety of data collecting tools that you have used and explain the relationship between the collected data and your choice of professional goals. Identify current professional resources you used and explain how that material assisted you in identifying new professional learning. Tell how these resources connect to your goals. Identify the new learning that you will be acquiring and the current research and literature you will be using and make sure you show their connection to the professional goals. Determine what evidence you will need to collect to show how your work with your professional goals will impact student learning. Identify the 10 most significant professional growth activities in which you want to be involved. As you complete each activity, evaluate how each impacted your new learning. Consider your submitted professional growth activities. Explain how these activities connect to each of your 3 goals. Consider patterns and/or connections among your activities. Provide evidence of growth over time. Make sure you also provide evidence of the impact your new learning has on student learning. Choose evidence that reflects student voice. Consider which colleagues are in a position to best influence your growth and your students' learning; describe your collegial interactions and tell how you solicited feedback. Analyze the feedback, showing the ways it helped impact your professional growth and your students' learning. Provide evidence that clearly shows the connections between the various areas of your new learning and its impact on student learning. Evaluate the effectiveness of your professional growth activities in terms of the impact on student learning. Describe the data you used to evaluate the quantity and quality of student learning. Clearly explain how the different data supports your conclusions.</p>

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2b	1.50	<p>There is some evidence of the choice of 3 goals that meet a professional need, but more evidence of a detailed and tight connection between each need and each goal is needed. Make sure that you identify a goal as opposed to an activity. There is some evidence of the identification of the use of data-collecting tools and an explanation of the relationship between the collected data and the choice of professional goals; more variety of data-collecting tools is needed. There is some evidence of new learning that will be acquired and also some evidence of current research and literature. However, the connection to the goals may need more explanation. Provide more detail of the new learning that you will be acquiring and the current research and literature you will be using and make sure you show their connection to the professional goals. Provide more detail about the evidence you will need to collect to show the impact your work with your professional goals has on student learning. Provide more in-depth analysis of how the 10 significant professional activities impacted your new learning and how they connect to each of your 3 goals. Evidence shows some of the activities are appropriate, but some may be more student focused than professionally focused. There is some evaluation of the activities that tie to the quantity and quality of the new learning; however, more significant evidence is needed. Some of the evidence you submit needs to reflect student voice. There is some evidence of soliciting feedback from colleagues; however, the colleagues identified may not be the most appropriate for providing support for your students' learning, and more evidence is needed to show how you used the feedback to connect to your own growth and to student learning. Provide more evidence that clearly shows the connections between the various areas of your new learning and its impact on student learning. Evaluate the effectiveness of your professional growth activities in terms of the impact on student learning. Provide more evidence of the use of data to show the connections between the professional growth and student learning.</p>

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Criterion	Score Point	
2b	2.00	<p>There is evidence of the choice of 3 goals that reflect areas of professional need and a rationale that supports identification of the goals. Each of your goals needs to be more clearly connected to the appropriate data. Make sure that you identify a goal as opposed to an activity and that you use data from a variety of sources. There is some evidence of current professional resources used to identify new learning. More evidence needs to be provided to show the quality of connections between current resources and new learning as well as to show how the new learning will help reach the identified goals. There is some evidence of new learning that will be acquired and also some evidence of current research and literature. However, the connection to the goals may need more explanation. There also needs to be greater discussion of the types of documentation that will be collected, and/or the connection of that documentation to the expected impact on student learning. Evidence shows that some of the activities are significant, but some are more student focused than professionally focused. There is some evaluation of the activities that tie to the quantity and quality of the new learning; however, more significant evidence may be needed. There is some evidence of connection of the 3 goals to the listed professional growth activities. More evidence may be needed to show growth over a period of time. More evidence is needed to show the impact of your activities on student learning. Evidence for this learning is largely from teacher documentation as opposed to student voice. There is some evidence of soliciting feedback from colleagues; however, the colleagues identified may not be the most appropriate for providing support for your students' learning, and more evidence may be needed to show how you used the feedback to connect to your own growth and to student learning. There is some evidence that shows the connections between the new professional learning and impact on student learning, although more evidence may be needed. Consider using more data from a variety of sources. Make sure to use data to show the connections between the professional growth and student learning are specific.</p>

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Criterion	Score Point	
2b	2.50	<p>There is some evidence of the choice of 3 goals that reflect areas of greatest professional need and a rationale that supports identification of the goals. Each of the goals needs to be more clearly connected to the appropriate data. More thorough evidence for a rationale for the choice of all three goals might have made this a stronger response. The evidence provided shows the use of data from a variety of sources to support the choice of professional goals. More consistent choice of worthwhile data for each of the goals might have made this a stronger response. The evidence provided shows the use of current professional resources as sources in the identification of new learning to help reach the goals. More in-depth analysis of professional data and/or resources might have made this response stronger. Evidence shows some of the activities are significant, but some are more student focused than professionally focused. There is some evaluation of the activities that tie to the quantity and quality of the new learning; however, more significant evidence is needed. More evidence showing the connections among all the parts (the identification, the expected impact and the documentation) might have made this a stronger response. Evidence shows the quantity and quality of activities is appropriate. Evidence shows good evaluation of the activities in terms of the impact on new learning. More consistent evidence of the significance of the activities and/or more in-depth evaluation might have made this a stronger response. Evidence shows a connection of the professional growth activities to each of the professional growth goals. The evidence also reflects the connection between new learning and student learning as evidenced in student voice. More detailed evidence of the connection between each of the goals and the results of the activities over time might have made this a stronger response. More significant student voice evidence might have made this a better response. There is some evidence of the soliciting of feedback from colleagues; however, the colleagues identified may not be the most appropriate for providing support for your students, and more evidence may be needed to show how you used the feedback to connect to your own growth and to student learning. The analysis shows the quality of the application of the new learning. Greater detail of the connections and/or their impact might have made this a stronger response. Evidence is provided that shows clear use of data to evaluate the quantity and quality of student learning. Evidence also shows clear connection between professional growth and student learning. Consider using more data from a variety of sources. Make sure to use data to make sure the connections between the professional growth and student learning are specific.</p>

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Criterion	Score Point	
2b	3.00	<p>Evidence clearly shows the identification of appropriate professional needs and a connection to chosen goals. More thorough evidence for a rationale for the choice of all three goals might have made this a stronger response. The evidence provided clearly shows the use of data from a variety of sources to support the choice of professional goals. More consistent choice of worthwhile data for each of the goals might have made this a stronger response. The evidence provided clearly shows the use of current professional resources as sources in the identification of new learning to help reach the goals. More in-depth analysis of professional data and/or resources might have made this response stronger. Evidence is provided that shows clear identification of new learning and research and literature that will be used and a connection to the goals and impact on student learning. The documentation that is identified is appropriate. More evidence showing the connections among all the parts (the identification, the expected impact and the documentation) might have made this a stronger response. Evidence clearly shows the quantity of activities is appropriate and most are effective. Evidence shows good evaluation of the activities in terms of the impact on new learning. More consistent evidence of the significance of the activities and/or more in-depth evaluation might have made this a stronger response. Evidence clearly shows a connection of the professional growth activities to each of the professional growth goals. The evidence also reflects the connection between new learning and student learning as evidenced in student voice. More detailed evidence of the connection between each of the goals and the results of the activities over time might have made this a stronger response. Evidence shows a deliberate attempt to interact with colleagues to solicit feedback. The colleagues from whom the feedback was solicited provided appropriate information that is clearly identified and analyzed to show how it was used to impact both professional and student learning. The evidence clearly provides the connections between the specific new learning and its impact on student learning. The analysis shows the quality of the application of the new learning. Greater detail of the connections and/or their impact might have made this a stronger response. Evidence is provided that shows clear use of data to evaluate the quantity and quality of student learning. Evidence also shows clear connection between professional growth and student learning. Greater use of a variety of data or more details of the connections might have made this a stronger response.</p>

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Criterion	Score Point	
2b	3.50	<p>Evidence shows an appropriate connection of all three goals to identified needs. A strong explanation of each goal is provided and evidence reflects the value of those goals. Evidence shows an adequate use of a variety of worthwhile data to support goal selection and new learning. Evidence shows a complete analysis of the connections between current professional resources and their use in identifying new professional learning. There is also a positive connection of both the professional resources and new learning to the identified goals. There is evidence of a connection among all aspects: the identification of new learning and current research and the expected impact on student learning. There is also evidence of the choice of appropriate documentation of the aspects. The evidence shows an effective collection of activities geared to the new learning over time, as well as a significant evaluation of the quality of the impact of each activity on the new learning. The evidence provides examples of ongoing professional activities that relate directly to the impact on student learning. The response provides student voice artifacts which strongly support the conclusions about the amount of student learning. The evidence shows a positive effort to solicit feedback from knowledgeable colleagues and an in-depth analysis of that feedback to evaluate the impact both on professional learning and student learning. The evidence provides effective detail of the connections between the specific new learning and impact on student learning. The analysis provides an in-depth examination of the quality of the application of new learning. Evidence is provided that shows consistent use of data to evaluate the quantity and quality of student learning. Evidence also shows specific connection between professional growth and increased student learning.</p>

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Criterion	Score Point	
2b	4.00	<p>Evidence shows a consistent connection of all three goals to identified needs. An in-depth explanation of each goal is provided and evidence reflects the substantive value of those goals. Evidence shows a thorough use of a variety of worthwhile data to support goal selection and new learning. Evidence shows a very strong analysis of the connections between current professional resources and their use in identifying new professional learning. There is also a tight connection of both the professional resources and new learning to the identified goals. There is evidence of a tight connection among all aspects: the identification of new learning and current research and the expected impact on student learning. There is also evidence of the choice of substantive documentation of the aspects. The evidence shows a thorough collection of activities geared to the new learning over time, as well as a significant evaluation of the quality of the impact of each activity on the new learning. The evidence consistently provides examples of ongoing professional activities that relate directly to the impact on student learning. The response provides student voice artifacts which strongly support the conclusions about the amount of student learning. The evidence shows a thorough effort to solicit feedback from knowledgeable colleagues and an in-depth analysis of that feedback to evaluate the impact both on professional learning and student learning. The evidence provides substantive detail of the connections between the specific new learning and impact on student learning. The analysis provides an in-depth examination of the quality of the application of new learning. Evidence is provided that shows consistent use of data to evaluate the quantity and quality of student learning. Evidence also shows specific and thorough connection between professional growth and increased student learning.</p>