

READING PUBLIC SCHOOLS

Educator Evaluation

Self-Assessment and Goals Development Workbook

The purpose of this workbook is to assist the educator in the self-assessment (Step 1) and goals development (Step 2) of the Educator Evaluation 5 Step Cycle. This workbook will be used with the trainings that will occur in September and October. When completed, educators will be able to complete their Educator Plans on Baseline Edge.

Introduction

The purpose of this workbook is to assist Reading Public School Teachers in the first two stages of the five step Educator Evaluation Cycle, most notably, the Self-Assessment and SMART Goal/Educator Plan Development steps.

In reference to the diagram above, the self-assessment and goal setting steps of the evaluation cycle are interrelated. Self-assessment provides a solid, evidence-based foundation for goal setting and ensures that goals are tied directly to the performance standards in the rubric, relevant to the individual educator's needs, and useful to continued growth of individual educators and teams.

When goals are S.M.A.R.T.er, they become the basis of a detailed Educator Plan, which identifies what the educator is going to do, what support the evaluator and schools are going to provide, and when things will be completed.

The educator and evaluator check in on progress toward goals and adjust the plan as needed during the formative assessment/evaluation.

Take a look at the arrow at the bottom of the slide. Throughout all of these steps, educators and evaluators collect and share evidence to demonstrate educator improvements in professional practice and student growth.

Overview of Self-Assessment/SMART Goal Process

The diagram below explains the Self-Assessment process (Step 1) of the Five Step Cycle. In the process, the Self-assessment must include:

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“an **analysis of evidence of student learning**, growth, and achievement for students under the educator's responsibility;

an assessment of **practice against Performance Standards**; and

proposed **goals** to pursue to improve practice and student learning, growth, and achievement” (35.06(2)(a)(1-3))

Educators can start their self-assessment at the end of the previous school year and/or at the very beginning of the new school year, keeping in mind that some data won't be available until the beginning of the new school year. One component of a comprehensive self-assessment calls for educators to conduct an analysis of student learning, growth and achievement. During this part of the self-assessment, educators collect and analyze a wide range of evidence of student learning (e.g. readiness, academic achievement, social-emotional learning) related to both their incoming students and students they have taught in the past.

A second component of the self-assessment involves educators assessing their own professional practice against the Standards and Indicators of Effective Teaching Practice and/or Administrative Leadership, as outlined in the rubrics. Educators identify performance standards, indicators and even behaviors from the rubric where they excel, as well as areas where they need to improve their practice in order to facilitate student learning.

Finally, based on this analysis of student learning and assessment of practice against Performance Standards, each educator proposes goals.

Listed below is the step by step process in conducting your own self-assessment process. There are also examples of how this is done later in the workbook.

Step 1-Self Assessment

1. Use student learning data for your current students, the School Improvement Plan goals for your school, the Reading Public Schools District Improvement Goals and other data to identify goal areas. This may be something that you would want to do with your grade level, department, or other teachers as a way to focus on a team goal. **We strongly encourage you to consider team goals; rather than individual goals, when developing your goals.** Consult with your supervisor if you have any questions.

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As you are reviewing student data or are thinking about which data should be used, ask yourself the following questions:

What do you want your students to know?

How will you know if they know it?

What will you do with the students who don't learn what they are supposed to learn?

What will you do with the students that already know what they are supposed to know?

2. Use the educator rubric (Self-Assessment Tool for Classroom Teacher or Specialized Instructional Support Personnel Rubric) to self-assess where you are currently for each element. The following educators should use the classroom teacher rubric:

All PreK-12 Classroom Teachers

All PreK-12 Special Education Teachers

All World Language, Art, Music, PE/Wellness, Health Teachers

The following educators should use the Specialized Instructional Support Personnel Rubric. These are designated into 2 separate rubrics.

Rubric 1: All School Psychologists, Guidance Counselors, Social Workers, School Adjustment Counselors

Rubric 2: All Nurses, Library Media Specialists, Occupational Therapists, Physical Therapists, Reading Specialists, Speech and Language Pathologists, Instructional Technology Specialists

3. Identify elements from the self-assessment rubric that are critical for your goal development.
4. Focus the elements from the rubric in your goal development. In other words, identify key phrases in the element that you may need to grow or improve.
5. After completing steps 1-4, complete the form labeled **Form A: Self-Assessment Form** located in this workbook.

You have now completed Step 1 (Self-Assessment) of the 5 Step Cycle. You are about to enter Step 2 of the 5 Step Cycle.

Step 2-Goal Setting and Development

6. From your self-assessment data, determine how many goals you will be

developing. The minimum number of goals you will need to develop is **one student learning goal (directly related to improving student learning)** and **one professional practice goal (directly related to improving the Educator's own professional practice)**. Also, determine if your goals will be individual goals or team goals. It is encouraged that any educator on a self-directed growth plan should focus more on team (department, team, grade level) goals. Educators on developing educator plan, directed growth plan, or an improvement plan should focus more on individual goals.

7. Draft the SMART Goal Statement. **Use Form B: Proposed Goal Setting Form, located in this workbook.** Follow the directions below.

SMART goals have the following characteristics.

S-Specific and Strategic

M-Measurable

A-Attainable and Action Oriented

R-Rigorous, Realistic and Results-focused

T-Timed and Tracked

S=Specific and Strategic

Goals need to be straightforward and clearly written, with sufficient specificity to determine whether or not they have been achieved. A goal is strategic when it serves an important purpose of the school or district as a whole, and addresses something that is likely to have a big impact on our overall vision.

Here are some of the questions that should be asked for this area:

What area of teaching?

What subject?

What indicator or element from the rubric?

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M=Measurable

If we can't measure it, we can't manage it. What measures of quantity, quality, and/or impact will we use to determine that we've achieved the goal? And how will we measure progress along the way? Progress toward achieving the goal is typically measured through benchmarks. Some benchmarks focus on the process: are we doing what we said we were going to do? Other benchmarks focus on the outcome: are we seeing early signs of progress toward the results? Here are some of the questions that should be asked for this area:

What is the baseline?

What information will you use to measure progress?

A=Action Oriented

Goals have active, not passive verbs. And the action steps attached to them tell us “who” is doing “what”. Without clarity about what we’re actually going to do to achieve the goal, a goal is only a hope with little chance of being achieved.

Making clear the key actions required to achieve a goal helps everyone see how their part of the work is connected to other parts of the work and to a larger purpose. Knowing that helps people stay focused and energized, rather than fragmented and uncertain.

A question that could be asked is: What will you do?

R=Rigorous, Realistic and Results-focused (the “3 R’s”)

A goal is not an activity: a goal makes clear what will be different as a result of achieving the goal. A goal needs to describe a realistic, yet ambitious result. It needs to stretch the educator, team, school or district towards improvement, but not be out of reach. The focus and effort required to achieve a rigorous but realistic goal should be challenging, but not exhausting. Goals set too high will discourage us, while goals set too low will leave us feeling “empty” when they are accomplished, and won’t serve our students well.

Some questions to ask include:

What results do you expect?

How will this be measured?

T=Timed and Tracked

A goal needs to have a deadline. Deadlines help all of us take action. For a goal to be accomplished, there need to be definite times when key actions will be completed and benchmarks achieved. Tracking the progress we’re making on our action steps (process benchmarks) is essential: if we fall behind on doing something we said we were going to do, we’ll need to accelerate the pace on something else. But tracking progress on process outcomes isn’t enough. Our outcome benchmarks help us know whether we’re on track to achieve our goal and/or whether we’ve reached our goal. Benchmarks give us a way to see our progress and celebrate it. They also give us information we need to make mid-course corrections.

Some questions to ask include:

When will you start?

When will you end?

What intervals will you use to monitor progress?

8. Add Key Actions and Benchmarks (Revise Goal Statement As Needed)

The key actions should answer the questions: What will I/we do to achieve the SMART Goal?

The Benchmarks should answer the question: How will I/we know if I am on track to accomplish it/have accomplished it?

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9. Submit your draft goals to your evaluator and meet with your evaluator to discuss the goals. Don't get stuck on the development of the goal! **The draft goals should be completed and submitted on your *Baseline Edge Account* to your evaluator no later than October 8th. Your evaluator will meet with you prior to October 15th.**

10. Make any necessary changes to your draft goals. Complete the **Educator Plan Form on *Baseline Edge*** and submit to your evaluator no later than **October 30.**

Examples of SMART Goals

1. **Student Learning Goal:** By May, 2013, all students in grade 5 at the Sunny Days Elementary School will advance one performance level on the end of the year writing assessments as measured by the district rubric.
2. **Student Learning Goal:** By the end of the 2012-13 school year, all of the students in my grade 10 biology class will advance at least one level of performance from the beginning of the school year on the identified 21st Century skills, as measured by the school wide rubric on project based learning.
3. **Professional Practice Goal:** Once a month throughout the school year, I will

participate in a book discussion group with my middle school team using the book, *Teach Like a Champion* by Doug Lemov. From these discussions, I will use two new strategies per month in my class which will focus on student engagement.

- 4. Professional Practice Goal:** During the summer of 2012, I will successfully complete the graduate level course, *The Skillful Teacher*. As a result of this course, I will incorporate a 2 question “exit ticket” at the end of each math class throughout the school year during the units where students struggled on the administered pre-test. The “exit ticket” will be designed to assess student’s understanding of the concepts learned in that class.

Examples of Self Assessment and Goal Setting Process

Example #1-Sally Smith

The sample educator we’ll use for the next part will give us all a shared experience with the process and provide an illustration of self-assessment in action. **There’s no “one way” to conduct an effective self-assessment.** This is just one example of how you might approach the process. The key aspects to focus on are the data-driven nature of this teacher’s self-assessment, as well as her targeted, strategic use of the performance rubric.

Sally is a fourth grade teacher with 11 years of experience. She is on a 2-year self-directed growth plan. She teaches at an elementary school with a population of 400 students; 16 percent of those are students with disabilities and 1 percent have limited English proficiency.

Today we are going to examine Sally’s self-assessment process, seeing how it builds to the next step, goal setting.

Brainstorming

To begin her self-assessment, Sally starts with a brainstorm that documents her general strengths and needs. She asks herself: ‘Where do I feel most comfortable in my profession, or where have I seen results?’ She jots down some of these strengths on a piece of paper. Then she asks herself: ‘What do I find most difficult? Where would I like more help from others?’ and jots down these areas she’d like to improve upon as ‘needs.’

Strengths	Needs
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Improving student performance in both Math and ELA for students who enter my class performing below grade level

Teaching classrooms with diverse needs (especially meeting the needs of student with an IEP)

Family outreach and communication

Additional support for implementing the revised MA Curriculum Frameworks

Improving communication with families for whom English is a second language

Strengthen leadership skills

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Self-Assessment-Form A

Sally then began to review the student data that she had available to her. As a result, she began to complete her self-assessment analysis.

Part 1: Analysis of Student Learning, Growth, and Achievement

Briefly summarize areas of strength and high-priority concerns for students under your responsibility for the upcoming school year. Cite evidence such as results from available assessments. This form should be individually submitted by educator, but Part 1 can also be used by individuals and/or teams who jointly review and analyze student data.

603 CMR 35.06 (2)(a)1

Strengths: the DRA-II shows that most of my incoming students have strong reading foundations, including accuracy and fluency. According to their previous teachers, students enjoy reading fiction and creative writing. In 3rd grade overall, students have Reading and Math scores that are higher than the state average with Math (68% Proficient) slightly higher than Reading (62% Proficient). The median student growth percentile for this group was moderate at 42.

High-priority concerns: 5/20 incoming students are ELL's and 5/20 have IEPs (mostly focused on literacy goals). Six have reading comprehension at the 2rd grade level and five have reading comprehension around the 3rd grade level according to the DRA-II. Students with weak reading comprehension also have weaker reading fluency. Students will need additional support to be reading and comprehending successfully at grade level by the end of the year. There are also four students reading *above* grade level as well, so instruction and materials in that area will need to be strongly differentiated.

Sally then proceeded to use the performance rubric for classroom teachers and identified the standards and indicators that aligned to her strengths and needs as described below.

Strengths

Improving student performance in both Math and ELA for students who enter my class performing below grade level (**I-A: Curriculum & Planning; II-A: Instruction**)

Teaching classrooms with diverse needs (especially meeting the needs of student with an IEP) (**II-A: Instruction; II-B: Learning Environment; II-D: Expectations**)

Family outreach and communication (**Standard III**)

Needs

Additional support for implementing the revised MA Curriculum framework (**I-A: Curriculum & Planning**)

Improving communication with families for whom English is a second language (**III-C: Communications**)

Strengthen leadership skills (**IV-C: Collaboration; IV-D: Decision-Making**)

From her analysis of the performance rubric, Sally completed Part 2 Form A of

the Self-Assessment form (see below).

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Part 2: Assessment of Practice Against Performance Standards

Citing your district's performance rubric, briefly summarize areas of strength and high-priority areas for growth. Areas may target specific Standards, Indicators, or Elements, or span multiple Indicators or Elements within or across Standards. The form should be individually submitted by educator, but Part 2 can also be used by teams in preparation for proposing team goals.

HYPERLINK "<http://www.doe.mass.edu/lawsregs/603cmr35.html?section=06>"
[603 CMR 35.06 \(2\)\(a\)2](http://www.doe.mass.edu/lawsregs/603cmr35.html?section=06)

Individual

Strengths: former student MCAS data (achievement and growth) and benchmark data shows that I am successful at improving student performance in both Math and ELA for students who enter my class performing below grade level. I have also received positive feedback from my peers and principal regarding my ability to differentiate my instruction to meet diverse needs (Indicator II-A). I have also been successful at increasing communication and collaboration with parents, as evidence by increasing attendance to parent nights, homework workshops, and internet traffic to my classroom website. (Standard III).

Areas for support: I would like increased opportunities to serve as a mentor and model for my peers, and support in developing leadership skills. I am also concerned that although my past performance with regard to Curriculum and Planning (Indicator I-A) has been strong, I will face new challenges when we begin to implement the revised curriculum frameworks. I would like additional support in transitioning to the new frameworks.

Team

Our 4th grade team met to review the rubric and agreed that one of our team strengths is parent engagement. However, we are collectively concerned about the implementation of the revised curriculum frameworks, and would like to have additional supports (time, PD, etc) to develop our skills with regard to unit design, backward mapping to the new standards, and assessments.

Based upon Sally's Self-Assessment, her goals will focus on the following areas below. She designed three goals; one student learning goal and two professional practice goals. She placed this information on Form B.

Student Learning SMART Goal

*Check whether goal is individual or team;
write team name if applicable.*

Professional Practice SMART Goal

1

*Check whether goal is individual or team;
write team name if applicable.*

<p>FORMCHECKBOX Individual X Team: Julie Jones (Grade 4 Special Education Teacher), Barbara Bingham (Reading Specialist) and Fred Fosey (ELL Teacher)</p> <p>By the end of the 2012-13 school year, all students in my class will advance at least one grade level in reading comprehension and ELL and students who have literacy goals on their IEP will advance at least two grade levels in reading comprehension as measured by the DRA-II. This will be a team goal with the Grade 4 Special Education Teacher, Reading Specialist and the ELL Teacher.</p>	<p>FORMCHECKBOX Individual X Team: Bob Smith and Maria Nunez (Grade 4 Teachers)</p> <p>By the end of the 2012-13 school year, our grade level team will have successfully aligned 100% of the Massachusetts Common Core State Standards in literacy and mathematics for Grade 4. We will work with our grade level colleagues throughout the district to develop at least two district determined measures in literacy by the end of the 2012-13 school year that are aligned with the CCSS.</p>
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Professional Practice SMART Goal 2	
<i>Check whether goal is an individual or team/department goal; write team/department name if applicable.</i>	
<p>X Individual</p> <p>FORMCHECKBOX Team/Department/Grade Level Name:</p> <p>FORMCHECKBOX School wide</p> <p>By the end of the 2012-13 school year, I will have successfully completed the new mentor training that is offered by the Reading Public Schools. As a result of that training, I will be able to mentor a colleague in my school during the 2013-14 school year.</p>	

Sally then proceeded to complete her three draft goals by adding key actions and

benchmarks.

Key Actions for Student Learning Goal

The key actions should answer the questions: What will I/we do to achieve the SMART Goal?

1. By October 1st, I will Analyze the DRAII data for all students and identify gaps in learning, particularly with ELL and Special Education students.
2. By October 15th, I will work with the Special Education teacher, the ELL teacher and the Reading Specialist to determine which students will receive additional support during the literacy blocks and begin implementation of those additional services.
3. Every six weeks, beginning on October 15th, I will conduct formative assessments of the struggling students to determine next steps in the process.
4. By May 15th, I will administer the final DRAII for the school year to all students to determine progress and possible services for the summer.

Benchmarks for Student Learning Goal

The Benchmarks should answer the question: How will I/we know if I am on track to accomplish it/have accomplished it?

1. By October 1st, I will have completed my analysis of the DRAII data for all students. At that point I will have students grouped based on needs identified in the DRAII and the spring ELA MCAS exam.
2. By October 15th, all students will begin receiving the appropriate reading comprehension instruction based upon need.
3. Every six weeks, students who are on an IEP and are English Language Learners will show moderate growth on the formative assessments that have been administered for reading comprehension.
4. By May 15th, all students will have advanced at least one grade level and students who have literacy goals on their IEP or are ELL students will have advanced at least two grade levels on the DRAII.

Key Actions for Professional Practice Goal #1

The key actions should answer the questions: What will I/we do to achieve the SMART Goal?

1. Beginning in the summer of 2012, work with Grade 4 teachers across the district to review the current curriculum and align the curriculum with the Common Core State Standards in mathematics and literacy.
2. During the school year, I will work with my Grade 4 colleagues to develop curriculum maps which will reflect the changes based upon the CCSS in mathematics and literacy.
3. By December, I will attend a district sponsored workshop on the development of District Determined Measures and assessments.
4. I will apply what I learned from the workshop to work with my colleagues and develop two district determined measures in Grade 4 literacy and mathematics which will be aligned to the CCSS.

Benchmarks for Professional Practice Goal #1

The Benchmarks should answer the question: How will I/we know if I am on track to accomplish it/have accomplished it?

1. By the end of the summer, I will have reviewed the CCSS for Grade 4 literacy and math and realigned the scope and sequence for Grade 4
2. By the end of the school year, we will develop draft curriculum maps in literacy and math for Grade 4. These will be working documents and will be modified each school year.
3. By the end of December, I will have successfully completed the district sponsored workshop on developing District Determined Measures. I will then apply what I learned from the workshop to develop two district determined measures in Grade 4 mathematics and literacy by the beginning of the 2013-14 school year.

Key Actions for Professional Practice Goal #2

The key actions should answer the questions: What will I/we do to achieve the SMART Goal?

1. By June, 2013, I will have attended a district sponsored mentor training workshop.
2. During the 2012-13 school year, I will work with my building principal to identify leadership opportunities such as coaching or working with new or Non-PTS teachers to share with them areas that are my strengths in the classroom.
3. I will volunteer for leadership opportunities during the school year that will help strengthen my skills as a teacher leader. This could include serving on the curriculum committee, TAP Committee, or assessment development committee.
4. When available, I will apply to be a mentor in my school and when selected, will work with a new teacher to help them develop and grow.

Benchmarks for Professional Practice Goal #2

The Benchmarks should answer the question: How will I/we know if I am on track to accomplish it/have accomplished it?

1. By the end of the 2012-13 school year, I will have successfully completed a district sponsored mentor training workshop.
2. By the end of the 2012-13 school year, I will have volunteered to serve on at least one district committee aligned with teaching and learning.
3. If available, I will successfully mentor a new teacher during the 2013-14 school year.

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Example #2-Charlie's Professional Practice Goal

Charlie is a grade 6 middle school mathematics teacher in his second year at the Josiah Quincy Middle School.

1. During my self-assessment of the performance rubric and student survey data, one area that I need to strengthen is classroom management.
2. The element in the rubric that is critical for my goal area is:

Safe Learning Environment (II-B-1): Uses rituals routines and appropriate responses to create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.
3. I then identified the specific parts of the element from the rubric that I need to

focus on:

Safe Learning Environment (II-B-1): Uses **rituals routines and appropriate responses** to create and maintain a safe physical and intellectual environment where **students take academic risks** and **most behaviors that interfere with learning are prevented**.

4. From the steps above, I have drafted the following goal statement.

During the school year, I will participate in a book discussion group using the book *Day 1 and Beyond* by Rick Wormelli. As a result of what I learn from the discussions, I will identify and use 5 effective rituals, routines and appropriate responses per quarter that prevent most behaviors that interfere with student learning.

5. Using the above goal statement, I will add the following key actions and benchmarks:

Key Actions:

1. This school year, I will participate in a book discussion group with other middle school teachers in my district using the book, *Day 1 and Beyond*, by Rick Wormelli. In addition, I will view at least 5 videos from the Harry Wong Series, *The First Day of School*.
2. By the end of the first quarter, I will identify and use 5 effective rituals, routines and appropriate responses from the book and videos in my classroom.
3. I will continue to identify and use five new techniques each quarter for the entire school year.
4. I will ask my supervisor to observe at least three times each quarter and give me feedback on how “fluently” and appropriately I am using these techniques and their impact on student behavior.
5. In addition, I will administer a pre/post classroom climate culture survey to my students at the end of each quarter to gauge progress.

Benchmarks: How will I/we know if I am on track to accomplish it/have accomplished it?

1. At my mid-year review, I can identify 10 techniques that I have chosen, describe in detail two of them to my supervisor, and explain to my supervisor

why I have chosen these 10 and what I'm learning about how to use them effectively in my classroom.

2. At my formative mid-year review, and again at the end of the year summative review, my analysis of observer feedback and other data reveals that student behavior is more consistently positive than last year.
3. The culture and climate survey that I administer to my students at the end of each quarter will show progress, resulting in a more positive classroom culture.

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Example #3-Ben E. King's Student Learning Goal

Ben E. King is a grade 10 social studies teacher in his tenth year at the Walter E. Reed High School.

1. During my self-assessment of the performance rubric and several years of student writing samples, I came up with the following strengths, areas to strengthen, and student data:

Strengths

1-A-1 (Subject Matter Knowledge): Demonstrates expertise in subject matter and the pedagogy it requires by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject. Is able to model this element.

II-A-1 (Quality and Effort of Work): Consistently defines high expectations for quality work and effort and effectively supports students to set high expectations for each other to persevere and produce high-quality work. Is able to model this element.

Students are generally motivated to learn in my class. The student pre/post survey that I administer each year indicate that they enjoy the class and are able to make connections to real world situations.

Areas to Strengthen

1-B-1 (Variety of Assessment Methods): May administer some informal and/or

formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards.

1-B-2 (Adjustment to Practice): May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.

Student Data

Student writing assessments that were administered at the beginning of the school year indicate that some students, particularly students on IEPs, have difficulty drawing inferences from informational text, which is a key piece of the new literacy common core state standards.

Our department has begun using document based questions over the last few years, but I have only used them sporadically in my classes.

2. From the steps above, I have drafted the following goal statements.

Student Learning Goal (Department Goal)

By the end of the 2012-13 school year, all students in my class will advance at least one performance level and 50% of the special education students in my class will advance at least two levels in the writing of document based questions as measured by the department designed rubric on writing using informational text. This will be a social studies department goal with the special education department and ELL teacher.

Professional Practice Goal (Individual Goal)

During the 2012-13 school year, I will attend a workshop on the use of Document Based Questions in my social studies classroom. Based on that workshop, I will assign at least five document based questions by June, 2013. I will measure the success of this implementation by a pre/post student survey on writing, the number of DBQ assigned, and the improvement of student writing throughout the school year as measured by the department designed writing rubric.

5. Using the above goal statement, I will add the following key actions and benchmarks:

Key Actions for both professional practice goal and student learning goal:

1. By the end of October, 2012, I will receive training in the use of document based questions in my class.
2. By the end of the first quarter, I will have administered at least one document based question in my classes and score the question using the department writing rubric.
3. By the end of the first semester, I will have administered and scored at least three document based questions in my classes.
4. Throughout the school year, I will participate with my department in a PLC to shared student work and analyze the results. I will take the information from this analysis to improve my instructional strategies on writing in the classroom.
5. By the end of the school year, I will have administered and scored six document based questions.
6. By the end of the school year, I will have administered a pre/post student survey of my class to gauge student's attitudes towards writing.

Benchmarks: How will I/we know if I am on track to accomplish it/have accomplished it?

1. By October, I will have successfully completed the training on document based questions.
2. At my formative mid-year review, I will be able to show student data analysis from at least three document based questions and what I am doing to improve student writing in my class.
2. At my formative mid-year review, and again at the end of the year summative review, my analysis of observer feedback and other data will give me direction on how to improve my instructional strategies toward writing.
3. The pre/post survey that I administer to my students will show progress in students' attitude towards writing.

Sample Professional Practice SMART Goal for a new teacher

Listed below is a potential professional practice SMART Goal for a new teacher.

“Throughout the 2012-13 school year, I will be participating in the new teacher induction program. As part of that program, I will meet with my assigned mentor on a regular basis, participate in monthly new teacher induction meetings, visit other teacher’s classes and read the two books, *Teach Like a Champion* by Doug Lemov and *The First Days of School* by Harry Wong. From these experiences, I will practice at least five new strategies in my class during the school year which will focus on an area of growth that I have identified through my self-assessment.”

Appendix

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Form A-Self-Assessment Form

Educator—Name/Title:

Primary Evaluator—Name/Title:

Supervising Evaluator, if any—Name/Title/Role in evaluation:

School(s):

Part 1: Analysis of Student Learning, Growth, and Achievement
Briefly summarize areas of strength and high-priority concerns for students under your responsibility for the upcoming school year. Cite evidence such as results from available assessments. This form should be individually submitted by educator, but Part 1 can also be used by individuals and/or teams who jointly review and analyze student data.

HYPERLINK "<http://www.doe.mass.edu/lawsregs/603cmr35.html?section=06>"
[603 CMR 35.06 \(2\)\(a\)1](#)

Team Goal, if applicable:

List Team Members below:

Form A-Self-Assessment Form	
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Educator—Name/Title:

Part 2: Assessment of Practice Against Performance Standards
Citing your district's performance self-assessment rubric, briefly summarize areas of strength and high-priority areas for growth. Areas may target specific Standards, Indicators, or Elements, or span multiple Indicators or Elements within or across Standards. The form should be individually submitted by educator, but Part 2 can also be used by teams in preparation for proposing team goals.

HYPERLINK "<http://www.doe.mass.edu/lawsregs/603cmr35.html?section=06>"
[603 CMR 35.06 \(2\)\(a\)2](#)

Team, if applicable:

List Team Members below:

Signature of Educator _____ Date

Signature of Evaluator _____ Date

* The evaluator's signature indicates that he or she has received a copy of the self-assessment form and the goal setting form with proposed goals. It does not denote approval of the goals.

Form B-Proposed Goal Setting Form

Educator—Name/Title:

Primary Evaluator—Name/Title:

Supervising Evaluator, if any—Name/Title/Role in evaluation:

School(s):

Check all that apply: Proposed Goals
 Final Goals Date:

A minimum of one student learning goal and one professional practice goal are required. **Team goals must be considered** per [HYPERLINK "http://www.doe.mass.edu/lawsregs/603cmr35.html?section=06"](http://www.doe.mass.edu/lawsregs/603cmr35.html?section=06) [603 CMR 35.06\(3\)\(b\)](#). Attach pages as needed for additional goals or revisions made to proposed goals during the development of the Educator Plan.

Student Learning SMART Goal <i>Check whether goal is individual or team; write team name if applicable.</i>	Professional Practice SMART Goal <i>Check whether goal is individual or team; write team name if applicable.</i>
<input type="checkbox"/> Individual <input type="checkbox"/> Team: <hr/> <hr/>	<input type="checkbox"/> Individual <input type="checkbox"/> Team: <hr/> <hr/>

SMART: S=Specific and Strategic; M=Measurable; A=Action Oriented;
 R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked

Key Actions for Student Learning Goal

The key actions should answer the questions: What will I/we do to achieve the SMART Goal?

- 1.
- 2.
- 3.

Benchmarks for Student Learning Goal

The Benchmarks should answer the question: How will I/we know if I am on track to accomplish it/have accomplished it?

- 1.
- 2.
- 3.

Key Actions for Professional Practice Goal

The key actions should answer the questions: What will I/we do to achieve the SMART Goal?

- 1.
- 2.
- 3.

Benchmarks for Professional Practice Goal

The Benchmarks should answer the question: How will I/we know if I am on track to accomplish it/have accomplished it?

- 1.
- 2.
- 3.

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necessary.

Additional Goal templates on Next Page, if

<p>Student Learning SMART Goal</p> <p><i>Check whether goal is an individual or team/ department goal; write team/department name if applicable.</i></p>	<p>Professional Practice SMART Goal</p> <p><i>Check whether goal is an individual or team/ department goal; write team/department name if applicable.</i></p>
<p>FORMCHECKBOX Individual</p> <p>FORMCHECKBOX Team/ Department/Grade Level Name:</p> <p>FORMCHECKBOX School wide</p>	<p>FORMCHECKBOX Individual</p> <p>FORMCHECKBOX Team/ Department/Grade Level Name:</p> <p>FORMCHECKBOX School wide</p>

Key Actions for _____ Goal

The key actions should answer the questions: What will I/we do to achieve the SMART Goal?

1.

2.

3.

Benchmarks for _____ Goal

The Benchmarks should answer the question: How will I/we know if I am on track to accomplish it/have accomplished it?

1.

2.

3.

District

School		Educator Teams		
District Goals/ Initiatives	School Goals/ Initiatives	Standards for Effective Teaching Practice	Target Indicators (<i>i.e.</i> <i>IB-</i> <i>Assessment</i>)	Potential Team or Individual Goals

Learning and Teaching-Deepen
and refine our focus on the instructional core to meet the academic, social, and emotional needs of each child.

Implement Common Core of Learning, which includes updating curriculum maps to reflect common core changes, technology, and skills for college and career readiness.

Assess high school curriculum, instruction, and assessment practices in preparation for Class of 2017 and implement best practices which will improve student learning.

Implement a health curriculum in Grades 7, 9, and 11/12

Revise grades 6-8 science curriculum, including the implementation

**Learning
and
Teaching-**
*Deepen and
refine our
focus on the
instructional
core to meet
the academic,
social, and
emotional
needs of
each child.*

Develop and
implement a
plan to
address the
social and
emotional
needs of all
students.

Pilot the use of
mobile
learning
devices,
K-12, which
includes
Bring Your
Own Device
(7-12), iPad
(K-12), and
mobile
computer
carts

Differentiate
instruction
for all
students
which
includes the
implementati
on of
Universal

<p>Performance Management <i>-Build a system that measures school performance and differentiates support based on need and growth.</i></p> <p>Develop and implement a set of K-12 guidelines for Edline Implementation.</p>		<p>III Family and Community Engagement</p>		
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<p>Investment and Development <i>-Compete for, support, recruit, and retain top talent while creating leadership opportunities and building capacity within our staff.</i></p> <p>Review and update Teacher Assessment Process and Administrative Evaluation Process in relation to new state guidelines.</p>		<p>IV. Professional Culture</p>		
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Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<p>A. Curriculum and Planning Indicator</p> <ol style="list-style-type: none"> 1. Subject Matter Knowledge 2. Child and Adolescent Development 3. Rigorous Standards-Based Unit Design 4. Well-Structured Lessons 	<p>A. Instruction Indicator</p> <ol style="list-style-type: none"> 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs 	<p>A. Engagement Indicator</p> <ol style="list-style-type: none"> 1. Parent/Family Engagement 	<p>A. Reflection Indicator</p> <ol style="list-style-type: none"> 1. Reflective Practice 2. Goal Setting
<p>B. Assessment Indicator</p> <ol style="list-style-type: none"> 1. Variety of Assessment Methods 2. Adjustments to Practice 	<p>B. Learning Environment Indicator</p> <ol style="list-style-type: none"> 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation 	<p>B. Collaboration Indicator</p> <ol style="list-style-type: none"> 1. Learning Expectations 2. Curriculum Support 	<p>B. Professional Growth Indicator</p> <ol style="list-style-type: none"> 1. Professional Learning and Growth
<p>C. Analysis Indicator</p> <ol style="list-style-type: none"> 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students 	<p>C. Cultural Proficiency Indicator</p> <ol style="list-style-type: none"> 1. Respects Differences 2. Maintains Respectful Environment 	<p>C. Communication Indicator</p> <ol style="list-style-type: none"> 1. Two-Way Communication 2. Culturally Proficient Communication 	<p>C. Collaboration Indicator</p> <ol style="list-style-type: none"> 1. Professional Collaboration

D. Expectations

Indicator

1. Clear Expectations
2. High Expectations
3. Access to Knowledge

D. Decision-Making

Indicator

1. Decision-making

E. Shared

Responsibility

Indicator

1. Shared
Responsibility

F. Professional

Responsibilities

Indicator

1. Judgment
2. Reliability and
Responsibility

STEP 1

Continuous
Learning

STEP 2

Or

OOR

Reading Public Schools-SMART Goal Alignment Worksheet