



Educator Evaluation: **A Protocol for Developing** **S.M.A.R.T. Goal Statements**

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION





Intended Outcomes:

- ★ Understand the role of goal-setting in the evaluation cycle
- ★ Understand developmental process for S.M.A.R.T. goals
- ★ Develop two S.M.A.R.T. goals specific to your role
 - ★ Professional Practice Goal
 - ★ Student Learning Goal





Materials

★ Goal Statement Templates

- ★ Professional Practice Goal
- ★ Student Learning Goal

★ Evaluation Rubric

- ★ Classroom Teacher, SISP, School-Level Administrator, and/or Superintendent Rubric



Agenda

- ★ The New Evaluation Framework: Where do goals fit in?
- ★ What is a S.M.A.R.T. goal?
- ★ Professional Practice Goals
- ★ BREAK
- ★ Student Learning Goals





The MA Educator Evaluation Framework: Where do goals fit in?



Summative Evaluation:
*Did I meet my goals?
Did I perform in
accordance with the 4
Standards?
What should I focus on
next year?*

Self-Assess:
*What do our students need?
Where do I excel?
Where would I like to grow?
What are my school or
district's priorities?*

Self-Assessment

Goal Setting:
*What will I
focus on this
year?
How will I
reach my
goals?*

**Analysis,
Goal Setting &
Plan Development**

Continuous
Learning

**Summative
Evaluation**

**Implementation
of the Plan**

Check In:
*Based on
the
evidence,
how am I
doing?*

**Formative
Assessment /
Evaluation**

Take Action:
*Educator works toward his/her goals.
Evaluator begins to assess performance.*

Today's focus is...





Team vs. Individual Goals

★ Consider the following:

- ★ **Early Learnings:** team goals support collaboration, shared responsibilities, and coherence around common objectives
- ★ **Team types:** can be comprised of similar or different educators (job-alike teams, cross-teams w/ individualized action steps, etc)
- ★ **Customizing:** specific area of focus that's relevant to individuals (non-PTS teachers, role-specific educators, struggling educators)





What makes a goal S.M.A.R.T.?



What makes a goal S.M.A.R.T.?



- ★ **S**pecific and **S**trategic
- ★ **M**easurable
- ★ **A**ction-oriented
- ★ **R**igorous, **R**ealistic & **R**esults-Focused
- ★ **T**imed and **T**racked



Who says you have to go in order?



Action-Oriented

and Strategic

Specific and Strategic

Timed and Tracked

★ Action-oriented

Measurable

Realistic

Rigorous, Realistic, Results-Focused

Tracked



Breaking down S.M.A.R.T...

- 1. Why** is this topic/focus important?
STRATEGIC
- 2. What/who** will benefit and how?
SPECIFIC, RIGOROUS, RESULTS-FOCUSED
- 3. When** will I achieve this goal?
REALISTIC, TIMED
- 4. How** will I demonstrate progress toward this goal?
ACTION-ORIENTED, TRACKED
- 5. How** will I know the goal has been achieved?
MEASURABLE





Two Types of Goals

★ Professional Practice Goal

- ★ Focus on your professional growth opportunity – what do you, as an educator, want to get better at or learn more about?
 - ★ If I achieve this goal, how will it improve my professional practice and knowledge?
 - ★ No requirement to connect to student learning goal

★ Student Learning Goal

- ★ Focus on the needs of the students – what's the greatest area of need for support?
 - ★ All students? Subset of students?
 - ★ What's my history of supporting students in this area?





Professional Practice Goals



Identify/Clarify a focus or goal topic

[Draw upon specific Indicators or elements from your performance rubric]

INDIVIDUAL or TEAM Goal?

10 MINUTES



1. Why is this topic/focus important?

5 MINUTES



Draft Initial Goal Objective

[bullets or phrases]

5 MINUTES



2. **What** skills, knowledge, or practice will I/we acquire or develop through achieving this goal? *Be specific!*



8 MINUTES

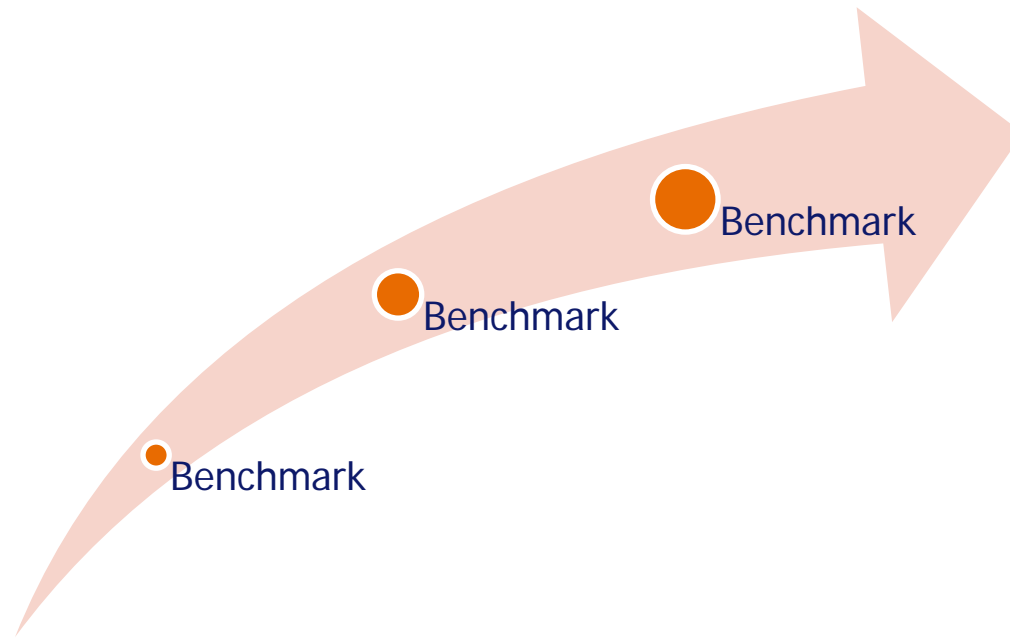
3. When will I/we achieve this goal?

Agree on 1 or 2 year time period. Consider how this will affect the scope of your goal.

2 MINUTES



4. **How** will I/we demonstrate progress toward this goal?



10 MINUTES

5. **How** will I/we know the goal has been achieved?



5 MINUTES

Draft Final Goal Statement

[Draw from responses to Prompts #1-5]

Transfer to chart paper

15 MINUTES



Part I: Wrap Up

- ★ Transfer goal statement to chart paper
- ★ Post chart paper on wall
- ★ Group Share





Student Learning Goals



Identify/Clarify a focus or goal topic

[Area of student learning, performance, behavior, etc]

INDIVIDUAL or TEAM Goal?



5 MINUTES

1. Why is this topic/focus important?

5 MINUTES



Draft Initial Goal Objective

[bullets or phrases]

5 MINUTES



2. What students (subgroup, class, grade span, etc) are the focus of this goal?

Be specific!



3 MINUTES

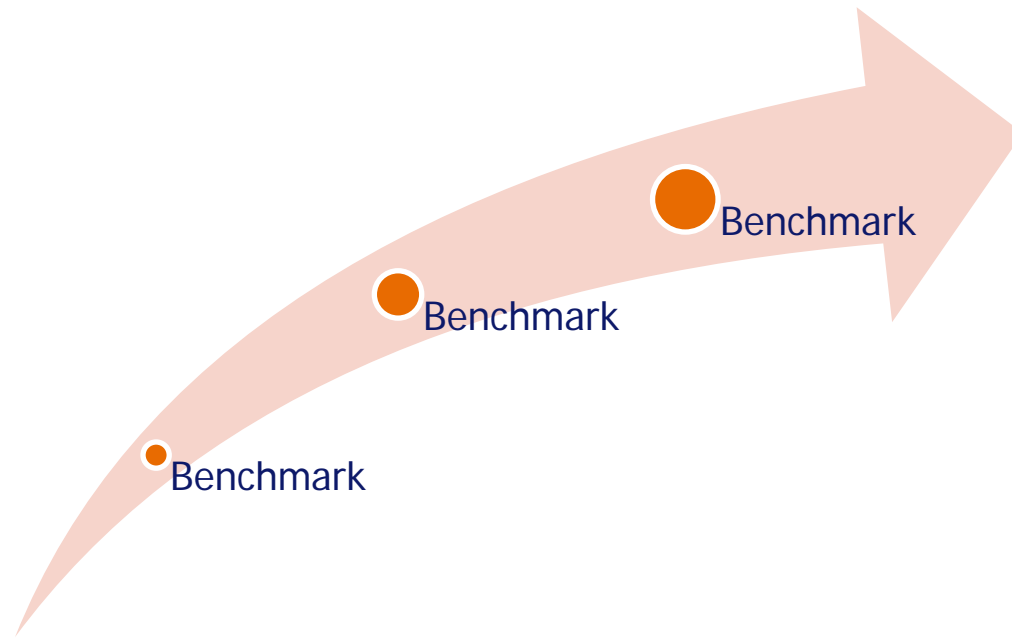
3. When will I/we achieve this goal?

Agree on 1 or 2 year time period. Consider how this will affect the scope of your goal.



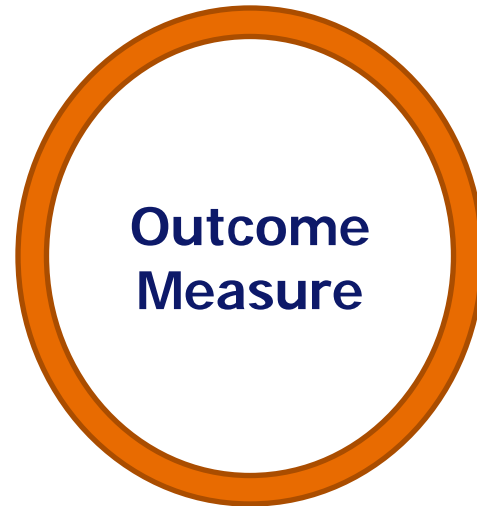
2 MINUTES

4. How will I/we demonstrate progress toward this goal?



5 MINUTES

5. How will I/we know the goal has been achieved?



5 MINUTES

Draft Final Goal Statement

[Draw from responses to Prompts #1-5]

15 MINUTES



Part II: Wrap Up

- ★ Transfer goal statement to chart paper
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- ★ Group Share





Thank you!

