

ORIGINAL SMART GOAL FORM

Smart Goal Setting Form

Name:
School:
Shared:

Primary Evaluator (Name/Title):

A minimum of one student learning goal and one professional practice goal are required. Team goals must be considered per 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.

Educator Plan

- Self-Directed Growth Plan
- Directed Growth Plan
- Developing Educator Plan
- Improvement Plan*

Plan Duration

- 2-Year
- One-Year
- Less than a year

Start Date

End Date

Student Learning Goal Type:

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

- Individual
- Team

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Student Learning SMART Goal:

Student Learning Team Name (if applicable)

Student Learning Goal - Specific/Strategic

What do you want to measure?

Student Learning Goal – Measurable

How are you going to measure it?

Student Learning Goal - Action-oriented

How will you accomplish the goal?

Student Learning Goal - Rigorous, Realistic & Results-Focused

Is this a realistic goal that you can reasonably accomplish?

Student Learning Goal - Timed and Tracked

When will you reach your goal?

Describe Possible Evidence

How will you know your goal has been reached, and whether or not it has impacted student learning? (This is what will be included in the teacher's final reflection at the year's end.)

Professional Practice SMART Goal

Professional Practice Goal Type

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

Individual

Team

Professional Practice Team Name (if applicable)

Professional Practice Goal - Specific/Strategic

What do you want to measure?

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Professional Practice Goal - Measurable

How are you going to measure it?

Professional Practice Goal - Action-oriented

How will you accomplish the goal?

Professional Practice Goal - Rigorous, Realistic & Results-Focused

Is this a realistic goal that you can reasonably accomplish?

Professional Practice Goal - Timed and Tracked

When will you reach your goal?

Describe Possible Evidence

How will you know your goal has been reached, and whether or not it has impacted student learning? (This is what will be included in the teacher's final reflection at the year's end.)

Educator Signature

- *no signature* -

Final Goal (Approval)

Evaluator may indicate approval of goal by writing "APPROVE". If goal needs refinement, evaluator may indicate changes required here.

Evaluator Signature

- *no signature* -

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

New Goal Setting Processes

- Prior to this year, no templates or exemplars were provided to teachers
- The SMART GOAL form was three pages long and did not include specific action planning
- Teachers did not know how to write an effective SMART GOAL or how to keep track of their progress toward it
- The following new FORM, templates and exemplars were provided this year, along with specific training and follow-up for each

Revised SMART Goal Form

Name:

Shared:

Primary Evaluator (Name/Title):

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

A minimum of one student learning goal and one professional practice goal are required. Team goals must be considered per 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 S.M.A.R.T. Goal

Student Learning Goal Type: Check whether goal is individual or team.

Individual

Team

Student Learning Team Name (if applicable):

Student Learning Goal:

Professional Practice S.M.A.R.T. Goal

Professional Practice Goal Type: Check whether goal is individual or team.

Individual

Team

Professional Practice Team Name (if applicable):

Professional Practice Goal:

Final Goal (Approval):

Evaluator may indicate approval of goal by writing "APPROVE". If goal needs refinement, evaluator may indicate changes required here.

* If proposed goals change during Plan Development, edits may be recorded directly on original sheet or revised goal may be recorded on a new sheet. If proposed goals are approved as written, a separate sheet is not required.

SMART: S=Specific ; M=Measurable; A=Action Oriented; R=Rigorous and Realistic; T=Timed and Tracked

GOAL WRITING TEMPLATES

- A **STUDENT LEARNING GOAL (SLG)** needs to specify what your students are going to achieve – the student outcome – and how you will know how and if students reached the goal (how it will be measured.)

Suggested template for writing SLG. Feel free to modify as necessary:

Based on the fact that _____ (x %) of students currently score _____ on the _____ (assessment), my goal is that by _____ (when), _____ (x %) of students will score _____ on the same assessment.

- A **PROFESSIONAL PRACTICE GOAL (PPG)** names an ACTION that is going to be taken by the teacher – something the TEACHER will DO that will ultimately improve and enhance student learning. The teacher’s actions must be linked to the rubric – goals should reflect terms used in the rubric (i.e. “differentiation”).

Suggested template for writing PPG. Feel free to modify as necessary:

In order to improve/enhance _____ (specific teaching practice or student learning outcome), I will _____ (specific action – professional development/new strategy, etc.). I will measure my progress toward this goal by _____ (specific data.)

SCIENCE

Student Learning S.M.A.R.T. Goal

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

Based on the fact that my **ELL students completed, on average, 50% or less of the multi-part open response test items** on the prior year's quarterly science assessments, my goal is that by June, 2015, ELL students, on average, will complete at least 75% of the multi-part open response test items on the end-of year science assessment with 100% accuracy.

Goal Duration: 1 year

Student Learning Goal(s): Planned Activities

*Describe actions the educator will take to attain the student learning goal(s).
Activities may apply to individual and/or team. Attach additional pages as needed.*

Action	Supports/Resources from School/District	Timeline or Frequency
Collaborate with department peers and ELL colleagues to review and record data on multi-part open response questions on prior student assessments samples to analyze where and why problems occur in the multi-step process	Prior student assessment materials; collaboration time	At first department meeting (September 18 th)
Work with students to create interactive word walls based on science terms that will be assessed on first benchmark assessment	Construction paper; computer access; markers	Week of September 24 th – 28 th
Incorporate the use of the interactive word wall in daily lesson plans (as starter, part of activity or exit ticket)	Collaboration with ELL and SpEd teacher to complete daily formative assessments	Beginning October 1 st and daily thereafter
Administer first quarterly assessment and record data on multi-step open response questions; compare to last year's data	Last year's data and first quarter assessment data; collaboration time with department	Week of November 6 th
Continue incorporating interactive word walls in lessons 3x per week; introduce two-column note strategies and incorporate into lesson plans at least 3x per week	Keys to Literacy reference guide; student notebooks	Week of November 13 th and ongoing until second quarterly assessment

Professional Practice S.M.A.R.T. Goal

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

In order to demonstrate increased levels of engagement for all ELL students in my science class, I will improve support of ELL students in vocabulary acquisition (content and assessment words), and reading comprehension through the development and implementation of two strategies to increase fluency in science vocabulary and reading comprehension (including the use of interactive word walls and two-column notes. I will measure my progress toward this goal by recording data on daily formative assessments and performance on quarterly multi-part open response test items. By June, my ELLs performance will improve by 25 percent on multi-part open-response test items.

Goal Duration: 1 year

Professional Practice Goal(s): Planned Activities

*Describe actions the educator will take to attain the professional practice goal(s).
Activities may apply to individual and/or team. Attach additional pages as needed.*

Action	Supports/Resources from School/District	Timeline or Frequency
Participate in Keys to Literacy training opportunity offered through district PD	Professional development for Keys to Literacy; release time to attend	Three half-day PD sessions between September and October
Work with students to create interactive word walls based on science terms that will be assessed on first benchmark assessment	Construction paper; computer access; markers	Week of September 24 th – 28 th
Incorporate the use of the interactive word wall in daily lesson plans (as starter, part of activity or exit ticket)	Collaboration with ELL and SpEd teacher to complete daily formative assessments	Beginning October 1 st and daily thereafter
Administer first quarterly assessment and record data on multi-step open response questions; compare to last year's data	Last year's data and first quarter assessment data; collaboration time with department	Week of November 6 th
Continue incorporating interactive word walls in lessons 3x per week; introduce two-column note strategies and incorporate into lesson plans at least 3x per week	Keys to Literacy reference guide; student notebooks	Week of November 13 th and ongoing until second quarterly assessment