A Sample Professional Practice Goal for a Superintendent

**Goal Statement for Administrator Meetings:** During 2012-2013, I will devote at least 75% of administrative meeting time to district improvement goals and get better at using appropriate strategies to actively engage administrators in developing and sharing ways to implement those goals effectively at the school level.

**Key Actions**

1. I will introduce administrators to my professional practice goal and the opportunity each will have quarterly to assess my progress.

2. For each bi-weekly administrator meeting, I will develop a “lesson plan” that includes objectives (what participants “will know and be able to do”), strategies designed to engage every participant in active learning, and strategies for assessing learning.

3. I will learn, introduce and use cooperative learning strategies such as “Think-Pair-Share”

4. I will develop, administer and analyze a quarterly survey of administrators and refine my lesson planning based on the feedback.

5. ?

**Benchmarks**

1. All meetings have completed lesson plans and notes that show time spent on district improvement goals and at least one strategy for active engagement (process)

2. Administrators’ quarterly assessments of the administrator meetings show that an increasing percentage of administrators perceive that they are more actively engaged in the meetings and are acquiring valuable knowledge about district initiatives and how to implement them more effectively at the school level (outcome)

3. ?
Sample District-Level Goal Statements
adapted from Appendix G, Guide for Superintendent Evaluation

Goal 1: **Professional Learning Communities.** By June 2014, at least half of our teachers will be working in a professional learning community that is supporting them to improve their practice.

Goal 2: **Fair Teacher Evaluation.** By June 2013, 100 percent of administrators, instructional coaches, and selected teacher leaders will be able to describe and rate teaching practice they observe consistently.

Goal 3: **Curriculum Frameworks Alignment.** Starting in September 2013, every student will be taught curriculum that is fully aligned with the revised MA Curriculum Frameworks for English language arts (ELA).

Goal 4: **College & Career Readiness.** By June 2013, increase the percentage of students who graduate having completed the MassCORE graduation requirements by five percent.

Goal 5: **Goal Setting.** By December 1, 2012, all principals and department heads will be pursuing a challenging yet realistic team goal to improve their professional practice.

Goal 6: **Achievement Gap.** By September 2013, our achievement gap in mathematics will be reduced by __ percent, consistent with our district’s Race to the Top (RTTT) goal.

Goal 7: **College Readiness.** By June 2013, the percentage of students taking advanced placement tests will grow by at least __ percent, and the percentage earning scores of 3 or higher on advanced placement tests will increase by __ percent.

Goal 8: **Student Growth.** The median MCAS Student Growth Percentile (SGP) score for mathematics will increase by __ percent in at least four of six grade levels.

Goal 9: **Meeting Leadership.** I will develop more effective ways to address basic administrative tasks so that leadership team meetings can focus more on instructional improvement—75% of my leadership team meetings will have an academic focus lasting at least 45 minutes that engages members of the team in a discussion and/or activity that results in improved understanding of high-quality supervision and evaluation.

Goal 10: **School Visits.** I will manage my time more effectively in order to increase the frequency and quality of school visits from one one-hour visit per week, on average, to two two-hour visits per week.

Goal 11: **Assessing Teaching Practice.** I will improve my skills at debriefing classroom observations done jointly with principals by including a district specialist in mathematics, English as a second language, and/or science in at least one quarter of my classroom observations and follow-up debriefs with principals.