Massachusetts Model System for Educator Evaluation

Participant Handouts for Workshop 3:
S.M.A.R.T. Goals

October 2014 (updated)
Workshop 3: S.M.A.R.T. Goals

Agenda

I. Review Objectives for Today’s Workshop (2 Minutes)
II. Learning Activity 1: Distinguishing Between Student Learning and Professional Practice Goals (8 Minutes)
III. Learning Activity 2: Identifying the Characteristics of S.M.A.R.T. Goals (10 Minutes)
IV. Learning Activity 3: Developing Your Own S.M.A.R.T. Goals (30 Minutes)
V. Learning Activity 4: Exit Ticket/Homework (10 Minutes)

Objectives

At the end of this session, participants will be able to:

- Distinguish between Student Learning and Professional Practice goals
- Identify the characteristics of S.M.A.R.T. goals
- Propose their own Student Learning and Professional Practice S.M.A.R.T. goals and begin developing their educator plan

For More Information

Participants interested in learning more about goal setting and educator plans may wish to familiarize themselves with additional materials on the Massachusetts Department of Elementary and Secondary Education website – particularly Part II: School-Level Planning and Implementation Guide. For these resources and additional information about the Massachusetts Educator Evaluation Framework, please go to www.doe.mass.edu/edeval/model.
Handout 1: Learning Activity 1

Distinguishing Between Student Learning and Professional Practice Goals

The new educator evaluation framework prioritizes both student learning and educator professional growth. The regulations require each educator to identify at least one student learning goal and one professional practice goal upon completion of a self-assessment (the process of completing a high quality self-assessment was explained in detail in Workshop 2). In reality, professional practice is closely entwined with student learning which can sometimes make it difficult to distinguish between these two kinds of goals.

Student Learning Goals
Student learning goals are driven by the needs of the students for whom an educator or team has responsibility. Student data shapes and informs student learning goals. For example, if 40 percent of the students in an educator’s 3rd grade class are writing one to two years below grade level, that teacher may have a student learning goal focusing on bringing students’ writing skills up to grade level by the end of the year.

- **Sample Student Learning Goal**: In order to make sure 100 percent of my students are meeting or exceeding the writing standards for Grade 3 by the end of the year, I will have students develop writing portfolios throughout the year in order to demonstrate proficiency in four writing types: opinions, informative/explanatory text, real and imagined narratives, as well as poetry, which I will evaluate using formative and end-of-unit assessments.

Since student learning goals are based on the immediate needs of students for whom the educator is responsible, any teacher who steps into that classroom could arrive at the same student learning goals, because they would be faced with the same array of student learning needs.

Professional Practice Goals
Professional practice goals are driven by the needs of the individual educator in relation to the four Standards of Effective Teaching or Administrative Leadership Practice. The nature of these goals might reflect an educator’s experience level (for example, a novice teacher is likely to have a different professional focus than a veteran teacher in support of improving the 6th grade students’ reading skills), or a new instructional initiative (for example, a team of teachers might craft a professional practice goal around developing standards-based units aligned to the Revised Curriculum Frameworks).

- **Sample Professional Practice Goal (Team-based)**: To support the implementation of the 2011 Curriculum Framework for English Language Arts and Literacy, our 1st grade team will develop, implement, and assess the effectiveness of one model unit. The unit will include at least one common performance assessment that all of us will administer, from which we will collect student work to share and discuss at a team meeting to evaluate the effectiveness of the unit.

Professional practice goals should be closely aligned to the Model Rubric (or the alternative rubric adopted by the district) and support the learning and development of the educator, with the intent of helping an educator improve his/her practice.
Making the Distinction
Examine the three goals listed below. Decide whether each goal is a student learning goal or a professional practice goal. Record your answers in the right column of the chart and be prepared to explain your thinking.

<table>
<thead>
<tr>
<th>Sample Goal</th>
<th>Student Learning or Professional Practice?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Last year I struggled to start class in a quick, effective manner. As a result, my classes often did not complete their agendas each day, and I had to rush at the end of each unit to cover the necessary material. This year, I will identify and implement at least two new classroom management strategies to improve the beginning of my classes, so that I have the time to complete each unit and improve my students’ performance on end-of-unit assessments.</td>
<td></td>
</tr>
<tr>
<td>2. Only 30 percent of my students demonstrated proficiency on the writing section of this year’s internal pre-assessment. In order to improve their writing skills, I will incorporate essay questions into at least six unit assessments so that by the end of the school year, 80 percent or more of my students will demonstrate proficiency on the writing section of our internal post-assessment.</td>
<td></td>
</tr>
<tr>
<td>3. Our 8th grade mathematics team will become more familiar with instructional strategies proven to provide access to the mathematical curriculum and develop language skills for Intermediate and Advanced ELLs, so that we are able to implement a minimum of three targeted strategies by the end of the school year and see improvements in ELLs’ achievement in mathematics as a result.</td>
<td></td>
</tr>
</tbody>
</table>
Handout 2: Learning Activity 2

Identifying the Characteristics of S.M.A.R.T. Goals

Everyone is required to develop goals that are specific, actionable, and measurable. In addition, these goals must be accompanied by action plans with benchmarks to assess progress. The S.M.A.R.T. goals framework is a useful tool that individuals and teams can use to create effective goals and action plans. The key characteristics of S.M.A.R.T. goals are as follows:

S = Specific and Strategic – Goals should be specific so that at the end of the evaluation cycle educators and evaluators can determine whether they have been achieved. Goals should also be strategic, i.e., serve an important purpose for students, the school, and/or the district.

M = Measurable – Goals should be measurable so that progress toward a goal can be evaluated and managed.

A = Action Oriented – Goals have active, not passive verbs. The action steps attached to the goals indicate who is doing what.

R = Rigorous, Realistic, and Results Focused (the 3 Rs) – Goals should make 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 toward improvement, but it should not be out of reach.

T = Timed and Tracked – A goal needs to have a final deadline, as well as interim deadlines by when key actions will be completed and benchmarks will be achieved. Tracking the progress on both action steps and outcome benchmarks is important, as they help educators know whether they are on track to achieve the goal, and give educators information they need to make midcourse corrections.
Creating S.M.A.R.T. Goals

Examine the table below. On the left is an educator goal that lacks several characteristics of a S.M.A.R.T. goal. By analyzing the goal against the S.M.A.R.T. goals framework, the educator is able to create a more robust goal – one that will be useful as the educator builds out her/his educator plan.

<table>
<thead>
<tr>
<th>Goal</th>
<th>S.M.A.R.T. Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will improve my 8th grade students’ mathematical literacy in geometry.</td>
<td>In order to ensure mathematical literacy in each of the three content areas for eighth-grade geometry, I will incorporate essay questions into unit assessments that require elaboration of mathematical reasoning so that by the end of the school year, 80 percent or more of my students demonstrate proficiency on essay questions on the end-of-the-year eighth-grade geometry assessment.</td>
</tr>
</tbody>
</table>

The analysis below shows how the revised goal meets the criteria of a S.M.A.R.T. goal.

<table>
<thead>
<tr>
<th>S</th>
<th>Is the goal specific and strategic?</th>
<th>Yes. The goal is narrowly focused on “three content areas for eighth-grade geometry” and involves the incorporation of “essay questions into unit assessments that require elaboration of mathematical reasoning.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Is it measurable?</td>
<td>Yes. The goal calls for “80 percent or more” of students to demonstrate proficiency.</td>
</tr>
<tr>
<td>A</td>
<td>Is it action-oriented?</td>
<td>Yes. The goal uses action words such as “ensure,” “incorporate” and “demonstrate.”</td>
</tr>
<tr>
<td>R</td>
<td>Does it have the 3 R’s?</td>
<td>Yes. The goal sets high but attainable expected outcomes for students.</td>
</tr>
<tr>
<td>T</td>
<td>Is it timed?</td>
<td>Yes. The goal should be met “by the end of the school year.”</td>
</tr>
</tbody>
</table>

Your Turn

Using the type of analysis outlined above, restructure the goal to make it S.M.A.R.T. using at least three components of the S.M.A.R.T. criteria.

<table>
<thead>
<tr>
<th>Goal</th>
<th>S.M.A.R.T. Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will introduce new reading strategies to ensure that my class average will increase significantly on our internal reading assessment.</td>
<td></td>
</tr>
</tbody>
</table>
**Handout 3: Learning Activity 3**

**Developing Your Own S.M.A.R.T. Goals**

Goal Setting and Plan Development is Step 2 of the 5-Step Cycle of Evaluation. It is now time for you to create your own student learning and professional practice goals. To create meaningful goals:

- Ensure they meet S.M.A.R.T criteria;
- Consider linking them to district, school, and/or team goals;
- Refer them to student data, the Model Rubric (or the alternative rubric adopted by the district), and your self-assessment.

Take out your self-assessment and Exit Ticket/Homework from Workshop 2 and begin transforming your goal topics into S.M.A.R.T. goals.

**Activity Note about Team Goals:** If you are developing a team goal as one of your two goals, keep in mind that collaborative development of a S.M.A.R.T. team goal may take additional time. Consider spending the first 10 minutes of Learning Activity 3 working on your individual goal(s), and then reserve the last 15-20 minutes for the development of the team goal.

This process will likely take longer than the time provided in this Workshop. The important thing is to utilize the resources and supports available in this group setting to launch the development of your S.M.A.R.T. goals, such that you are prepared to refine and complete them later.
This page intentionally left blank.
Goal Setting Form

Educator—Name/Title: ____________________________________________

Primary Evaluator—Name/Title: __________________________________

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

________________________________________________________________________

School(s): _____________________________________________________________

Check all that apply¹:  □ 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 *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.

<table>
<thead>
<tr>
<th>Student Learning SMART Goal</th>
<th>Professional Practice SMART Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check whether goal is individual or team; write team name if applicable.</td>
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</tr>
<tr>
<td>□ Individual</td>
<td>□ Individual</td>
</tr>
<tr>
<td>□ Team:</td>
<td>□ Team:</td>
</tr>
</tbody>
</table>

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

¹ 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.
Handout 4: Exit Ticket/Homework

Developing Your Educator Plan

The final component of Step 2 in the 5-Step Cycle is the development of the Educator Plan. The Educator Plan emerges directly from S.M.A.R.T. goals and is a product that results from collaboration between the educator and his/her evaluator. Developing the Educator Plan is a much simpler process when the goals are clear, since the Educator Plan should be comprised key action steps and benchmarks to determine progress toward the goals.

In Handout 4, you will find a sample pair of goals and a sample Educator Plan from a 6th grade science teacher. Take 5 minutes to read the sample goals on p. 9, followed by the Educator Plan related to those goals on pp. 10-12. Note the resources and benchmarks associated with each key action step related to his two goals.

A blank Educator Plan form is included at the end of the Participant Handout packet on pp. 14-15 for you to use in preparation for the collaborative plan development with your supervisor based on your professional practice and student learning goals.
SAMPLE Educator Goal Setting Form

Educator—Name/Title: T. Wilson, sixth-grade science teacher

Primary Evaluator—Name/Title: P. Randolph, principal

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

School(s): George Washington Middle School

Check all that apply: 1   ☐ Proposed Goals   ☑ Final Goals   Date: 9/19/2011

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.

<table>
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</tr>
<tr>
<td>☑ Individual</td>
<td>☐ Individual</td>
</tr>
<tr>
<td>☐ Team: ________________</td>
<td>☑ Team: Science Team</td>
</tr>
</tbody>
</table>

Goal 1:
Each of my Intermediate and Advanced ELL students will demonstrate mastery of science content standards based on unit assessments throughout the year.

Goal 2:
In order to build mastery of science content by ELLs, we will work to consistently identify and teach symbols, key terms, and other domain-specific words and phrases, using specific pedagogical techniques and additional resources to ensure comprehension.

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

1 If proposed goals change during Plan development, edits may be recorded directly on the original sheet, or revised goals may be recorded on a new sheet. If proposed goals are approved as written, a separate sheet is not required.
**SAMPLE Educator Plan Form**

Educator—Name/Title: T. Wilson, sixth-grade science teacher

Primary Evaluator—Name/Title: P. Randolph, principal

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

School(s): George Washington Middle School

Educator Plan: ☒ Self-Directed Growth Plan ☐ Directed Growth Plan
☐ Developing Educator Plan ☐ Improvement Plan*

Plan Duration: ☐ Two-Year ☒ One-Year ☐ Less than a year

Start Date: September 19, 2011 End Date: June 1, 2012

**Educator Goal Setting form with final goals is attached to the Educator Plan.**

Some activities may apply to the pursuit of multiple goals or types of goals (student learning or professional practice). Attach additional pages as necessary.

*Additional detail may be attached if needed.

**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.

<table>
<thead>
<tr>
<th>Action</th>
<th>Supports/Resources From School/District²</th>
<th>Timeline, Benchmarks, or Frequency</th>
</tr>
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</table>
| 1. Identify student knowledge level at the beginning of each unit using a formative assessment. | • 2006 MA Science Curriculum Framework  
• 2011 MA Revised Curriculum Framework for ELA and Literacy (Standards for Literacy in Science) | • Frequency: Prior to each unit  
• Process benchmark: Development/refinement of formative assessments for each unit  
• Outcome benchmark: Analysis of student knowledge level related to content standard(s) using formative assessment results prior to each unit |
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| 2. Use formative assessment results to plan and adjust instruction for each unit. | • Formative assessment results  
• Collaboration with ELL specialist  
• Weekly science team meetings | • Frequency: After each formative unit assessment  
• Process benchmark: Analysis of student data after each formative assessment, with notes as to how instruction will be adjusted during the next unit  
• Process benchmark: feedback notes from ELL specialist  
• Outcome benchmark: Lesson plans that target core content standards for each unit and reflect attention to identified student needs based on formative assessments |
| 3. Disaggregate unit assessment data for Intermediate and Advanced ELL students and identify proportion that mastered content standards within each unit. | • Unit assessment results  
• Weekly science team meetings | • Frequency: After each unit assessment  
• Process benchmark: Tracking form of student mastery of core content standards within each unit  
• Outcome benchmark: Completed/updated tracking form of unit assessment results |
**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.*

<table>
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<th>Action</th>
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</table>
| 4. Research evidence-based instructional strategies that target vocabulary development and academic language with ELL students. Identify a minimum of two instructional strategies for use in my classroom. | • Weekly science team meetings           | • By October 1, read *Teaching Basic & Advanced Vocabulary* by Marzano and share insights with science team  
• ELL specialist                                                         | • By October 1, meet with ELL specialist to discuss evidence-based instructional strategies for teaching academic language and vocabulary to ELL students  
• By October 15, identify two instructional strategies to use in my classroom |
| 5. Pilot two instructional strategies related to teaching symbols, key terms, and other domain-specific works and phrases effectively with ELL students. Use exit slips at least weekly to measure student mastery of new vocabulary and/or scientific language. | • Weekly science team meetings           | • Frequency: Weekly meetings  
• Process benchmark: Include weekly vocabulary in Monday lesson plans as well as instructional strategy that will be used to teach it  
• Process benchmark: Weekly analysis of exit slips to assess student mastery of new vocabulary and/or scientific language and determine effectiveness of instructional strategy. Make adjustments if needed.  
• Outcome benchmark: Implemented lesson plans that incorporate identified instructional strategies  
• Outcome benchmark: Improved mastery of scientific vocabulary and discourse by Intermediate and Advanced ELL students with possible cause/effect relationship to specific instructional strategy  
• Outcome benchmark: “bank” of effective resources/instructional strategies to inform future ELL science instruction |

This Educator Plan is “designed to provide educators with feedback for improvement, professional growth, and leadership,” is “aligned to statewide Standards and Indicators in 603 CMR 35.00 and local Performance Standards,” and “is consistent with district and school goals.” (See 603 CMR 35.06 (3)(d) and 603 CMR 35.06(3)(f).)

Signature of Evaluator ___________ P. Randolph ___________________________ Date _9/23/11_

Signature of Educator ___________ T. Wilson ___________________________ Date _9/23/11_

* As the evaluator retains final authority over goals to be included in an educator’s plan (see 603 CMR 35.06(3)(c)), the signature of the educator indicates that he or she has received the Educator Goal Setting form with the “Final Goals” box checked, indicating the evaluator’s approval of the goals. The educator’s signature does not necessarily denote agreement with the goals. Regardless of agreement with the final goals, signature indicates recognition that “It is the educator’s responsibility to attain the goals in the plan and to participate in any trainings and professional development provided through the state, district, or other providers in accordance with the Educator Plan.” (See 603 CMR 35.06(4).

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1 Must identify means for educator to receive feedback for improvement per 603 CMR 35.06(3)(d).
Educator Plan Form

Educator—Name/Title: ____________________________________________

Primary Evaluator—Name/Title: ____________________________________

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

______________________________________________________________

School(s): _____________________________________________________

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: ________________

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Some activities may apply to the pursuit of multiple goals or types of goals (student learning or professional practice). Attach additional pages as necessary.

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*Additional detail may be attached if needed
Educator—Name/Title: 

**Professional Practice Goal(s): Planned Activities**

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(see 603 CMR 35.06(3)(d) and 603 CMR 35.06(3)(f).)

Signature of Evaluator ___________________________ Date ____________

Signature of Educator ___________________________ Date ____________

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