Educator evaluation provides an opportunity for educators to organize their work across multiple initiatives. This document provides examples of how educators can leverage educator evaluation to support district-level and school-level priorities through the development of specific, actionable, and measurable (S.M.A.R.T.) goals to improve their practice.

This document includes:

- A profile of a sample district focusing on two district-wide initiatives: implementation of the educator evaluation system and the 2011 MA Curriculum Frameworks for Mathematics and ELA & Literacy;
- Four schools within the sample district, each of which aligns its own school improvement goals to promote the district priorities; and
- A select sample of educator S.M.A.R.T. goals aligned to the district and school priorities and tailored to the needs of the individual educators, including the superintendent, an elementary school principal, a team of Grade 1 classroom teachers, and an Art teacher

These examples promote alignment at each level of the school system so educators are aware of and contributing to the overarching district priority (in this case, implementation of the 2011 MA Curriculum Frameworks for Mathematics and ELA & Literacy), how it applies to school improvement goals, and how individual educators can create specific, actionable, and measurable goals based on their professional practice needs and the learning needs of their students. This vertical goal alignment builds a shared vision for student success and highlights the contributions of educators at the classroom, school, and district level.

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### District Initiatives:
Implementing Educator Evaluation and the Massachusetts Curriculum Frameworks

**Implement 2011 Curriculum Frameworks for Mathematics and ELA & Literacy**

**Implement Educator Evaluation Framework**

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### 2013-2014 District Improvement Goals Aligned to District Initiatives

1. Decrease the proficiency gap by 5% across the district and achieve a 5% increase in the number of students scoring in the Advanced category on the ELA and Math MCAS over the next two years
2. Strengthen implementation of MA Curriculum Frameworks, PreK-12, with strategic emphasis on 2011 MA Frameworks for Mathematics & ELA
3. Implement new educator evaluation system
4. Engage parents of students in the educational process and planning for students

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### Sample School Improvement Goals Aligned to District Initiatives

<table>
<thead>
<tr>
<th>Elementary School 1</th>
<th>Elementary School 2</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve student mastery of grade level skills and content in English Language Arts and Literacy</td>
<td>Improve proficiency in the Standards of Mathematical Practice</td>
<td>Integrate literacy standards into curriculum, instruction, and assessment in History/Social Studies, Science, Technical Subjects—including mathematics, the Arts, and Comprehensive Health</td>
<td>In order to improve college and career readiness, we will strengthen student application of Information &amp; Communication Technology skills in student research, writing, and problem-solving in the implementation of the 2011 Frameworks</td>
</tr>
</tbody>
</table>
### Sample Educator S.M.A.R.T. Goals Aligned to District/School Improvement Goals

<table>
<thead>
<tr>
<th>Educator Role</th>
<th>Area(s) of need</th>
<th>Targeted Standards, Indicators, or Elements</th>
<th>S.M.A.R.T. Goal Statements</th>
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| Superintendent | District-wide implementation of the 2011 MA Frameworks for Math and ELA, with a focus on communicating the instructional shifts associated with the frameworks and establishing stronger alignment between curriculum and assessments -Family and community support will be necessary to meet the demands of the new frameworks; need to increase family engagement -Expand implementation of educator evaluation to all staff, with efforts made to ease educator anxiety about the new system and build principal capacity | - Indicator I-B Instruction - Indicator I-C Assessment - Indicator I-D Evaluation - Indicator II-C-1 Time for Teaching & Learning - Element III-A-1 Family Engagement - Indicator IV-C Communications - Element IV-D Continuous Learning | **District Improvement Goal:** During the 2013-2014 school year, I will improve district-wide knowledge and school-level implementation of the 2011 Curriculum Frameworks for Mathematics and English Language Arts. In order to achieve this goal, I will provide at least 1 professional development opportunity and at least 1 collaboration opportunity per quarter over the 2013-2014 school year for administrators in the district to learn new strategies to support their staff in implementing the new frameworks; use exit tickets at each session to measure the usefulness of the professional development, collect suggestions for future sessions, and share promising practices in schools; visit each school on a quarterly basis to observe and track implementation efforts; and highlight best practices in the monthly Superintendent newsletter that is distributed to administrators.  
**Goal Duration:** 1 year |
|               |                |                                             | **Student Learning Goal:** Together with members of my district leadership team, my goal this year is to decrease the proficiency gap by 5% across the district and achieve a 5% increase in the number of students scoring in the Advanced category on the ELA and Math MCAS over the next two years. In order to achieve this goal, we will develop and use a common district checklist for conducting announced or unannounced walk-throughs focused on identifying instructional shifts in the Mathematics and ELA and Literacy Frameworks; discuss walk-through trends compared with student assessment data at district leadership meetings once a semester; and collectively identify and publish promising instructional practices that promote significant student growth in both low- and high-performing student populations at the end of the two year period.  
**Goal Duration:** 1 year |
|               |                |                                             | **Professional Practice Goal:** In order to facilitate implementation of the new educator evaluation framework throughout the district and ease anxiety across all educators, I will model the evaluation process myself. In addition to publishing my goals and educator plan on the district website, I will share at least 2 pieces of evidence used for my own evaluation once a quarter at school committee meetings and on the district website, and publish results of progress benchmarks throughout the year. At the conclusion of year 1 and year 2, I will analyze findings from an annual school climate and culture survey given to all district educators to measure improvements in educators’ attitudes toward evaluation.  
**Goal Duration:** 1 year |
### Sample Educator S.M.A.R.T. Goals Aligned to District/School Improvement Goals

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| Principal (Elem. School 1) | - Fifth grade ELA MCAS and school assessment scores have remained flat for several years; concerned about raising student achievement, involving all staff in the implementation of 2011 ELA and Literacy Curriculum Framework and related assessments. - Family and community support will be necessary to meet the demands of the new framework; increase family engagement | - Indicator I-E Data-Informed Decision Making  - Indicator I-A Curriculum - Element III-A-1 Family Engagement - Element II-A-2 Community and Business Engagement | **Student Learning Goal:** In order to increase all students’ abilities to engage in close reading of complex grade-level texts, I will use the district-developed walk-through checklist for the 2011 ELA and Literacy Framework to (1) assist teachers in identifying evidence of students’ abilities, and (2) document best practices associated with instructional shifts related to the new framework. I will summarize observational data by grade level, present findings at monthly staff meetings, and invite staff to share effective strategies based on specific strengths and needs of students.  
**Professional Practice Goal:** In order to improve family and community knowledge of the new 2011 Curriculum Frameworks and increase engagement, I will host two curriculum nights that highlight the content of the 2011 MA Curriculum Frameworks for Mathematics and ELA & Literacy, during which I will explain key shifts in the standards and implications for the classroom; and share resources for families to support student learning. Based on last year’s attendance at similar events, my goal is to improve overall attendance by 15% increase, with a 50% increase in the number of families of ELL students.  
**Goal Duration:** 1 year |
| 1st Grade Team (Elem. School 1) | - Concerned about new content in ELA framework that is now specific to 1st grade - Variety of experience levels within the team and 1 non-PTS teacher | - Element I-A-3 Rigorous Standards-Based Unit Design  - Indicator I-C Analysis  - Indicator IV-C Collaboration | **Team Professional Practice Goal:** To strengthen implementation of the 2011 Curriculum Framework for English Language Arts and Literacy, the team will develop 2 model units (one per year) that address the standards for Foundational Skills, Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language. Each model unit will include at least 1 common performance assessment that all team members will administer, the results of which we will then use to assess the effectiveness and utility of the model unit and make appropriate changes for subsequent use.  
**Goal Duration:** 1 year |
| 1st Grade Teacher 1 (Elem. School 1) *Experienced, Proficient Teacher* | - Speaking and Listening has increased emphasis in the 2011 Framework - Increased number of ELL students in this year’s class with more limited language skills | - Indicator I-B Assessment  - Element I-B-1 Variety of Assessment Methods  - Element II-D-3 Access to Knowledge | **Student Learning Goal:** By the end of the year, my eight ELL students will be able to describe people, places, things and events with relevant details expressing ideas and feelings clearly (SL.1.4). In order to achieve this goal, I will integrate speaking and listening measures into five mid- and end-of-unit assessments, chart students’ progress against quarterly benchmarks depending on their initial English language proficiency level, and adjust my instruction strategies and targeted support accordingly.  
**Professional Practice Goal:** Team Professional Practice Goal  
**Goal Duration:** 2 years |

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1 Citations refer to the grade-specific standards by strand, grade, and number from the [Massachusetts Curriculum Frameworks](https://www.doe.mass.edu/curr/standards.html).
## Sample Educator S.M.A.R.T. Goals Aligned to District/School Improvement Goals

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| 1st Grade Teacher 2 (Elem. School 1)  
*Experienced, Proficient Teacher | - A majority of students have less developed writing skills than previous years  
- Need to increase utilization of technology resources within the school | - Indicator I-B Assessment  
- Element I-C-3 Sharing Conclusions with Students | **Student Learning Goal:** In order to make sure 100% of my students are ready for writing at a second grade level by the end of the school year, I will monitor student learning through the development of student writing portfolios that demonstrate progression in writing opinions, explanations, and narratives over the course of the school year. I will track student progress using a writing development rubric to assess each student’s work on one student-selected item each week, including digital examples of published writing pieces (W.1.6).  
**Goal Duration:** 1 year |
| 1st Grade Teacher 3 (Elem. School 1)  
*Non-PTS Teacher | - Need better understanding of text complexity  
- Students are at a wide range of reading levels, want to be sure they are all being challenged appropriately | - Indicator IV-B Professional Growth  
- Element II-D-2 High Expectations  
- Element II-D-3 Access to Knowledge | **Student Learning Goal:** By the end of the school year, all students will demonstrate the ability to read a range of complex literary and informational texts appropriate to the complexity guidelines in the *2011 Curriculum Framework for English Language Arts and Literacy* (RL.1.10). In order to achieve this goal, I will identify challenging texts from the Text Exemplars from Common Core Appendix B and texts of comparable complexity by authors in the lists of the 2011 Framework; I will track the progression of students’ reading abilities using running record assessments every two weeks over the course of the school year and will share the results with parents.  
**Goal Duration:** 1 year |
| Art Teacher looking to collaborate with 1st Grade Team (Elem. School 1)  
*Experienced, Proficient Teacher | - Improve collaboration with grade level teams within the school  
- Support school goals of implementing new curriculum frameworks | - Element I-C-2 Sharing Conclusions with Colleagues  
- Element IV-C-1 Professional Collaboration | **Student Learning Goal:** This teacher has a Student Learning Goal that is separate from implementing the 2011 Curriculum Frameworks. See “Arts (Fine Arts): Student Learning Goal” in ESE’s [Example S.M.A.R.T. Goals](#).  
**Professional Practice Goal:** My goal is to increase collaboration with the first grade team by creating at least three common assessments designed to demonstrate student mastery of the Arts Curriculum Framework Standard of Critical Response (Standard 5), the *2011 Curriculum Framework for English Language Arts and Literacy* related to writing opinion pieces (W.1.1), and adding drawings or other visual displays to descriptions to clarify ideas, thoughts, and feelings (SL.1.6). We will review results at Grade 1 team meetings following the implementation of each common assessment, evaluate effectiveness and utility of each assessment, and publish the finalized assessments for district use at the end of each school year.  
**Goal Duration:** 2 years |