Massachusetts Model System for Educator Evaluation

Facilitator Guide for Teacher Training Workshop 3:
S.M.A.R.T. Goals

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Overview of the Training Workshop Series

Training Workshop Series Purpose and Goals

This series of five training sessions, an Orientation to the new evaluation framework followed by four 1-hour workshops, is designed to prepare educators without evaluator responsibilities to implement the new Massachusetts educator evaluation system through the following intended outcomes:

- Introduce educators to the key components of the new evaluation framework.
- Support educators in developing a common understanding of the new educator evaluation framework and the opportunities for professional growth and development using the Massachusetts Model System.
- Provide participants with opportunities to engage in the first three steps of the 5-Step Evaluation Cycle

The training sessions will accomplish these goals through the use of detailed facilitator guides and participant handouts that connect to Model System resources. All materials are available online at http://www.doe.mass.edu/edeval/training/teachers/.

Audience

The audience for each session includes school-level educators without evaluator responsibilities, such as classroom teachers and specialized instructional support personnel.

Timing and Structure

Each session is one hour in length. The Orientation session introduces participants to the key components of the Massachusetts educator evaluation framework. The subsequent workshops provide participants with the opportunity to unpack performance rubrics, conduct a self-assessment, develop S.M.A.R.T. goals, and strategically identify sources of evidence, with each workshop structured to result in concrete deliverables associated with each educator's evaluation. Homework assignments help participants extend and apply their learning to the next workshop. ESE designed each session to be delivered by a school administrator or teacher leader during common planning time or comparable in-school collaborative meeting period.

List of Training Sessions

**Orientation.** The Orientation describes the most important aspects of the evaluation framework. The Orientation includes topics such as the purpose of the evaluation framework, the two ratings everyone will receive, the 5-Step evaluation cycle, and key characteristics of the evaluation rubric.

**Workshop 1: Rubric Review.** The first workshop introduces the basic structure and terminology of the performance rubrics and gives participants an opportunity to examine the rubric components.

**Workshop 2: Self-Assessment.** The second workshop engages participants in Step 1 of the 5-Step Cycle—self-assessment. Participants will learn about the key characteristics of a high quality self-assessment and have an opportunity to complete their own self-assessments.

**Workshop 3: S.M.A.R.T. Goals.** The third workshop engages participants in Step 2 of the 5-Step Cycle cycle—the development of student learning goals and professional practice goals that are S.M.A.R.T. with clear benchmarks for success.

**Workshop 4: Gathering Evidence.** The fourth workshop introduces participants to the three types of evidence required in an evaluation, and provides tips and strategies for determining high quality artifacts of practice and measures of student learning. Participants will identify sources of evidence related to practice outlined in their educator plans to demonstrate performance.
Preparing for Workshop 3

Workshop Description

This facilitator guide is designed to support lead teachers and other administrators who are leading this workshop with small teams of teachers. Participants should have already taken the Orientation session and Workshops 1 and 2 prior to Workshop 3.

This 1 hour workshop aims to provide teachers with the time, information, and resources they need to identify their student learning and professional practice goals. Participants will identify the characteristics of S.M.A.R.T. goals and use those characteristics to develop their own goals.

This workshop is based on the Model Rubrics for teachers and/or specialized instructional support personnel. In districts that have chosen to adapt the Model Rubric or create their own rubric, schools should use their own rubric in this workshop.

Intended Outcomes

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
- Write their own student learning and professional practice S.M.A.R.T. goals and begin developing their Educator Plans

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)
Equipment and Materials

Participant handouts for this workshop have been provided in the Participant Handout Packet. Before the workshop, facilitators should complete the following tasks:

- Communicate to participants that they should come prepared to the workshop with the following:
  - Self-assessment from Workshop 2
  - Exit Ticket/Homework from Workshop 2
- Provide copies of student data (internal assessment data, MCAS scores, etc.) specific to the school and/or participants attending the workshop
- Provide copies of school and district-level improvement goals and initiatives
- Provide copies of the Participant Handout Packet
- Make copies (at least one copy per team) of the entire Teacher Rubric and/or the entire Specialized Instructional Support Personnel Rubric (depending on the roles and responsibilities of the participants). If your district is not using the Model Rubrics, copy your district’s rubric for this activity.

Model System Resources

Facilitators should familiarize themselves ahead of time with the educator evaluation framework in general and the goal-setting process in particular. Model System resources can be found on ESE’s website, at http://www.doe.mass.edu/edeval/model/. Specific resources that are useful to review before facilitating this workshop include:

**Part II: School-Level Planning and Implementation Guide**

- Goal Setting and Plan Development (p. 23)
- Recommended Actions for Goal Setting & Plan Development (p. 28)
- Suggestions for Refining Goals and Developing Plans (p. 29)
- Goal Setting Form (Appendix A)
- Educator Plan Form (Appendix A)
- Setting S.M.A.R.T. Goals (Appendix B)

Evaluation Training Resources

Additional evaluation training resources can be found on ESE’s website at http://www.doe.mass.edu/edeval/training/. Specific resources that are useful to review before facilitating this workshop include:

- Training Module 4: S.M.A.R.T. Goals and Educator Plan Development
Facilitator Guide

I. Welcome & Objectives (2 minutes)

Review objectives for today’s workshop.

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

- Distinguish between student learning and professional practice goals
- Identify the characteristic 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 Plans

II. Learning Activity 1 (8 minutes)

Distinguishing Between Student Learning and Professional Practice Goals

Give participants time to read Handout 1: *Distinguishing Between Student Learning and Professional Practice Goals* (pp. 2-3 of Participant Handouts for Workshop 3) and complete the chart at the bottom of p. 3.

Once participants have completed the chart, check for understanding by asking teachers to share their answers and explain their thinking.

The correct answers are:

1. Professional Practice Goal
2. Student Learning Goal
3. Professional Practice Goal

Key Discussion Points and Take-Away:

If participants are confused about the distinction between the two types of goals, emphasize that student learning goals target the performance and outcomes of the educator’s students, while professional practice goals target the practice of the educator.
III. Learning Activity 2 (10 minutes)

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

The purpose of this activity is to introduce participants to the concept of S.M.A.R.T. goals and give everyone a shared experience in reviewing some good and not-quite-there goals.

- **Participant Materials:**
  - Handout 2 (pp. 4-5 of the Participant Handout Packet)

**Explain:**

The acronym S.M.A.R.T. will guide each educator in crafting strong goals. Well-written S.M.A.R.T. goals are specific and strategic, measurable, action oriented, rigorous, realistic, and results focused, and timed and tracked. The Massachusetts approach to S.M.A.R.T. goals focuses on ways to make the process even S.M.A.R.T.er by marrying goals with good action plans and benchmarks.

Give participants 10 minutes to read Handout 2: *Identifying the Characteristics of S.M.A.R.T. Goals* (pp. 4-5 of Participant Handouts for Workshop 3) and complete the brief activity on p. 5, which will give them an opportunity to turn a not-so-S.M.A.R.T. goal into a S.M.A.R.T. goal.

- **Facilitator Note:** provide participants the opportunity work in pairs to revise the not-so-S.M.A.R.T. goal together.

When participants have completed the activity, engage in a brief discussion about (1) their familiarity with S.M.A.R.T. goals, and (2) the most challenging component of making a goal S.M.A.R.T.

**Key Discussion Points and Take-Away:**

- When thinking about writing a S.M.A.R.T. goal, start with the outcome and work backwards: what is your ultimate goal, and how will you get there?
- Consider identifying an explicit link between your professional practice goal and the relevant Standard(s) and Indicator(s) from your performance rubric. This is not a required element of S.M.A.R.T. goals, but it underscores the importance of locating your professional practice goal directly within the performance rubric.
- *Think outside the box when it comes to performance measures:* S.M.A.R.T. goals need to be measurable, including professional practice goals; there are numerous ways to measure student learning progress, from benchmark assessments to portfolios evaluated using a rubric.
- S.M.A.R.T. goals need to be “rigorous” but attainable—it’s important to stretch in order to improve while acknowledging the resources and supports available to you.
IV. Learning Activity 3 (30 minutes)

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

- **Facilitator Note**: This activity utilizes the Goal Setting Form from the ESE Model System School-Level Planning & Implementation Guide. If your school or district has adapted this form or chosen to use an alternate form for Step 2, provide participants with the appropriate form.

- **Participant Materials:**
  - Handout 3 (pp. 6-8 of the Participant Handout Packet)
  - Individual Self-Assessments (from Workshop 2)
  - Exit Ticket/Homework from Workshop 2 (Proposing Goals)
  - Model Rubric(s) (Classroom Teacher and/or SISP Rubric)

**Explain:**

Goal Setting and Plan Development is Step 2 of the 5-Step Cycle of Evaluation. For Learning Activity 3, participants will have the opportunity to develop their own S.M.A.R.T. student learning and professional practice goals using their self-assessment and proposed goal topics from Workshop 2. Handout 3 in the Participant Handout Packet includes the blank Model System form for Goal Setting.

Facilitators are encouraged to provide copies of the entire Model Classroom Teacher and/or Specialized Instructional Support Rubric(s) to participants for this activity. Before they get started, make sure that everyone has their appropriate performance rubric from which to build their professional practice goal(s), as well as relevant student data for the development of student learning goal(s).

- **Facilitator Note**: If participants are developing a team goal as one of their two goals, keep in mind that collaborative development of a S.M.A.R.T. team goal may take additional time. Suggest that they spend the first 10 minutes of Learning Activity 3 working on their individual goal(s), and reserve the last 15-20 minutes for the development of the team goal.

Give participants 25 minutes to begin to develop their S.M.A.R.T. student learning and professional practice goals. Note that this process will likely take longer than the time provided in this Workshop. The important thing is to provide the necessary resources and supports in a group setting so participants can launch the development and later complete their S.M.A.R.T. goals.
V. Learning Activity 4 (10 minutes)

Exit Ticket/Homework: Developing Your Educator Plan

- **Facilitator Note:** This can be presented as an “Exit Ticket” or “Homework” activity, depending on how much time is left in the workshop.

- **Participant Materials:**
  - Handout 4 (pp. 10-17 of the Participant Handout Packet)

**Explain:**

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 of key action steps and benchmarks to determine progress toward the goals.

In Handout 4, participants will find a *sample* Educator Goal Setting Form and a *sample* Educator Plan Form from a 6th grade science teacher. Give participants 5 minutes to read the sample goals on p. 11, followed by the Educator Plan related to those goals on pp. 12-14. Note the key 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. 16-17 for participants to use in preparation for collaboratively developing their Educator Plan with their supervisors.