

SMART Goals for Professional Learning Plan

S = Specific and Strategic

M = Measurable

A = Achievable/Attainable

R = Relevant

T = Timely

S = Specific and Strategic

Not vague, not foggy or fuzzy, but specific- a specific goal addressing a specific issue. "I want to be a better teacher this year" doesn't quite cut it in terms of specificity. "I will be a more effective teacher by consistently using Parkway's curriculum for planning and utilizing essential questions as part of my daily practice" is much better. *Using the verbiage from the Domains of Professional Practice will assist you in ensuring your goal is specific.*

M = Measureable

Making a goal measurable is a function of being specific. "I want to get in better shape" is not really measurable. "I want to drop 20 lbs." When a goal is measurable, you know if you hit or not. It's hard to discern whether you have hit a vague goal or not, and this lowers our motivation and keeps us from being accountable, which in turn makes it less likely that we will reach the goal. *Appropriate tools of measurement for the Domains of Professional include (but are not limited to) movement from one rating to the next (e.g. Developing Area to Effective), increase the quantity and quality, and use of student data.*

A = Achievable/Attainable

A good goal should stretch us but not be absolutely impossible to achieve. It needs to be at least conceivable to you that the goal could be reached.

R = Relevant

In other words it fits in with your values and beliefs, it is consistent with the trajectory you have set for your teaching career. Achieving it will move you towards your goals as an educator. If it just doesn't matter, why is it a goal in the first place? *The goal should be aligned to the Domains of Professional Practice in an area where you personally need to grow and develop to become a more effective educator in order to achieve the mission for ALL students. If the goal does not move you to contributing to the accomplishment of mission by 2016, it probably isn't a relevant goal. It's YOUR goal, you need to own it and recognize how it will make you a more effective educator. If you can't, don't make it your goal for your Professional Learning Plan.*

T = Time Based

That is, there is a deadline. I want to drop 20 lbs...by March 1. That's time based. The time factor makes it more specific than it would otherwise be and keeps on a healthy pressure that we all need. In addition, set check points in the plan to support the end goal. *For example, if you want to achieve your goal by the end of the 2011 – 2012 school year – what "mile markers" (specific dates) do you need to set in your plan. So, your goal may state by the end of the 2011 – 2012 school year...your Overview of Plan should include a variety of deadlines to keep you on track.*

EXAMPLES

Domain: Planning and Preparation for Learning

Goal: I will move from developing (per self-assessment) to effective or exemplary (per self and administrator assessment) in the area of Planning and Preparation for Learning (A) Alignment with Curriculum by increasing my use of the OCG and UBD when planning. Currently, 3 of my 6 long term units are aligned with the OCG and demonstrate backwards design. By the end of this year, I will transform the other three major units using the OCG and UBD. (*A. Alignment with Curriculum*)

Strategy to Accomplish Goal: Individual Plan

Overview of Plan:

- Re-familiarize myself with the OCG (Aug – Sept)
- Attend LBD sessions on backwards design (Registered on PEERS May 2011)
- Consult with teachers whom have developed similar units with my grade level (Sept – Oct)
- This semester I need to find a partner to rewrite with which to rewrite/ plan out at least one unit
- Develop / flesh out the details needed for the other two units (one over Thanksgiving break, one over Winter break) to implement next semester.
- Include an overview of each Unit to the students, including the big ideas and essential questions; turn daily to-do agendas normally provided for students into specific processing goals related to knowledge acquisition and skill development
- Review "new" units with Curriculum Coordinator and Principal (before and after Administration of the Units).

Domain: Learning Environment

Goal: By the end of the 2011-12 school year, I will strategically embed teaching practices/strategies in a minimum of 3 lessons per unit that considers the views, values, and cultures of all students as measured by culturally responsive teaching look-fors. (*G. Sensitivity to Culture*)

Strategy to Accomplish Goal: Peer Coaching

Overview of Plan:

- select a partner for peer coaching (August)
- with peer coach, discuss area of growth and set a minimum of two dates for pre-observation/observation/post-observation cycle (Sept)
- register for and attend LbD Stage 3: How to Teach Students Who Don't Look Like You (need to contact Liz Morrison to change registration asap)
- register for and attend salary credit course Teach Like A Champion (Aug)
- revise lessons (use efolio as storing house for before/after lessons) - strategically embed CRT practices/strategies and review with peer coach (minimally following each LbD Session)
- research culturally responsive teaching texts/online materials (Thanksgiving Break)

Domain: Instructional Process

Goal: Last year only 58% of my students passed the district common assessment. By the end of the 2011-2012 school year 80% of my students will pass the district common assessment. To reach this goal I will differentiate instruction by utilizing various assessment strategies and collecting student data.
(C. Differentiation)

Strategy to Accomplish Goal: Individual Plan

Overview of Plan:

- Analyze previous year common assessments and identify strengths and weaknesses.
- Attend LbD course on assessment. (Registered in May)
- Attend Science Notebooking course with Science Coordinator (Summer 2012)
- Work with my grade level team to create learning targets in science and discuss how they differentiate (Sept. – Nov.)
- Create pre and post assessments based on the learning targets (Minimum of three units)
- Analyze pre assessment data before planning units (Each unit which I created a pre-assessment)
- Give formative assessment (exit slips) at least once a week to plan and differentiate my lessons for the next day.

Domain: Monitoring, Assessment and Feedback

Goal: By the end of the 2011 - 2012 school year I will have increased my effectiveness as an educator as measured by the Domains of Professional Practice by implementing student directed goal setting and monitoring of student academic goals for all of my students. (E. Student Goal Setting)

Strategy to Accomplish Goal: Collaborative Learning Cadre

Overview of Plan:

1. Find several teachers interested in working on student goal setting to be part of my team. (September 1st)
2. Complete associated documents with team members. (Prior to meeting with administrator)
3. Review plan with administrator
4. Attend the LbD Course on Student Goal Setting and implement the strategies from the class into my classroom (attend with cadre members)
5. Search for on-line resources for student goal setting. (Ongoing)
6. Create a pre and post survey on student goal setting for the students to determine the value of goal setting (October (pre) and May (post))
7. Meet with team as appropriate to monitor our work. (Set timeline with team prior to initial meeting with administrator)
8. Implement and monitor the effectiveness of goal setting on my students' academic achievement. (October – May)
9. Review the Domains of Professional Practice to determine success in becoming more "effective". (April or May)
10. Discuss with administrator. (PLP Meeting in the Spring)

Domain: Professional Responsibility

Strategy to Accomplish Goal: Individual Plan

<p>During the 2011-2012 school year I will improve my professional responsibility as measured by the Domains of Professional Practice specifically in the areas of attendance, professional demeanor and professional growth by attending all required meetings and development with a positive attitude and kind words for my colleagues.</p> <p>(A. Collaboration with Colleagues, C. Attendance, E. Professional Demeanor)</p>	<p>During the 2011-2012 school year I will improve my professional responsibility as measured by the Domains of Professional Practice specifically in the areas of collaboration with colleagues and family communication.</p> <p>(D. Family Communication)</p>
<p>Overview:</p> <ul style="list-style-type: none">• Get a calendar system that works for me (by Sept. 1)• Put all staff meetings and district development that I am required to attend on my calendar (by Sept. 5)• Seek out a course or book club that I am interested in and join up. (by Sept. 15)• Contact teachers who work with my students and ask for set collaboration times.• Get a stylist to help me build my wardrobe.• Ask a trusted colleague to monitor and provide feedback about my verbal as well as body language• Have conversations regarding my PLP with my administrator in October, January and April	<p>Overview:</p> <ul style="list-style-type: none">• Initiate the idea of weekly check-ins (non-school related) with my team (by Sept. 1)• Seek out newsletter formats from colleagues, websites and Publisher• Work with my team to develop grade level monthly content as well as generate ideas for classroom specific information to share with parents via the monthly newsletter.