

Goals Form

Primary Evaluator—Name/Title: \_\_\_\_\_

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

School(s): \_\_\_\_\_

Check all that apply<sup>1</sup>:  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.

<b>Student Learning SMART Goal</b> <i>Check whether goal is individual or team;                      write team name if applicable.</i>	<b>Professional Practice SMART Goal</b> <i>Check whether goal is individual or team;                      write team name if applicable.</i>
<input type="checkbox"/> Individual <input type="checkbox"/> Team: _____	<input type="checkbox"/> Individual <input checked="" type="checkbox"/> <b>X Team: Grades 1 – 2 ELA/Writing Common Core Writing Standard, Text Types and Purposes (pg 23)</b>  Grade 1: W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure. (pg. 25)  Grade 2: W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (pg.25)  I will be able to give an explanation to colleagues of how I am communicating to students to appreciate that there are key purposes of writing; one of which is to communicate clearly one’s opinion. Students will be able to produce a finished opinion piece including (a) introducing the topic, (b) reason(s) of support, (c) grade 2 – incorporating linking words and phrases to connect opinion and reasonsm (d) a closing.  Evidence gathered by the evaluator and/or teacher: <ul style="list-style-type: none"> <li>• Plan book with lessons that incorporate these practices highlighted</li> <li>• Short observations</li> <li>• Student work/portfolios</li> <li>• Teacher made assessments</li> <li>• District benchmarks</li> <li>• Meeting between teacher and evaluator</li> </ul>

Educator Plan Form P. 1

<sup>1</sup> 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.

Educator Plan Form P. 1

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

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: \_\_\_\_\_

**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.

<b>Student Learning Goal(s): Planned Activities</b> <i>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.</i>		
Action	Supports/Resources from School/District <sup>1</sup>	Timeline or Frequency

\*Additional detail may be attached if needed

Educator Plan Form P. 2

Educator—Name/Title: \_\_\_\_\_

<b>Professional Practice Goal(s): Planned Activities</b> <i>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.</i>		
Action	Supports/Resources from School/District <sup>2</sup>	Timeline or Frequency
1. I will attend district/school based professional development on common core ELA.  2. I will meet with the building administrator for additional coaching.  3. I will develop and implement grade appropriate lessons which focus on the Common Core Speaking and Listening Standards – ELA	1. The district/school will provide professional development on the Common Core – ELA.  2. The school’s building administrator will provide additional coaching to classroom teachers.	Benchmarks: 1. By October 1, 2012, I will be able to explain how I communicate to students that there are key purposes of writing, one of which is to communicate clearly one’s opinion to colleagues/administrators.  2. By November 1, 2012, I will have introduced opinion pieces and students will have attempted at least 1 piece.  3. By February 1, 2013, I will have completed the goal.

**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 \_\_\_\_\_ Date \_\_\_\_\_

Signature of Educator \_\_\_\_\_ Date \_\_\_\_\_

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 Goal Setting Form with the “Final Goal” 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\(4\)](#))

<sup>2</sup> Must identify means for educator to receive feedback for improvement per [603 CMR 35.06\(3\)\(d\)](#)