

## **PROTOCOL: Developing a S.M.A.R.T. Goals**

### **PROFESSIONAL PRACTICE GOAL**

This activity protocol is designed to assist educators in developing a S.M.A.R.T. professional practice goal statement.

- Related materials (student learning goal template, facilitator Powerpoint presentation, and exemplar goal statements) are available on the ESE Educator Evaluation website at <http://www.doe.mass.edu/eeval/resources/implementation/>.
- Your evaluation rubric is also a key resource in the development of a professional practice goal and is located here: <http://www.doe.mass.edu/eeval/resources/rubrics/>.

ESE extends its appreciation to the Massachusetts teachers, specialized instructional support personnel, and administrators who contributed to the refinement of this protocol and the development of “exemplar” S.M.A.R.T. goals for educators throughout the Commonwealth to explore.

## PROFESSIONAL PRACTICE GOAL

**Identify/Clarify a Focus or Goal Topic** (Rubric Standard, Indicator and/or Element(s)) (10 mins)

**Goal Type:**     Individual             Team

**1. Why** is this topic/focus important? (5 mins)

*Strategic*

**GOAL OBJECTIVE** (5 mins)

**2. What** skills, knowledge, or practice will I/we acquire or develop through achieving this goal? (8 mins)

*Specific, Rigorous, Results-Focused*

**3. When** will I/we achieve this goal? (2 mins)

*Realistic, Timed*

**4. How** will I/we demonstrate progress toward this goal? (10 mins)

*Action-Oriented, Tracked*

**5. How** will I/we know the goal has been achieved? (5 mins)

*Measurable*

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**DRAFT GOAL STATEMENT (15 mins)**

## Sample Professional Practice Goal\*: 6<sup>th</sup> Grade Science Teacher

**Identify/Clarify a Focus or Goal Topic** (Rubric Standard, Indicator and/or Element(s)) (10 mins)

Differentiating instruction to address learning needs of ELL students

- “Meeting Diverse Needs” (II.A.3); Professional Collaboration (IV.C); *Assessment (I.B); Analysis (I.C)*

**Goal Type:**     Individual                       Team

**1. Why** is this topic/focus important? *Strategic*

- Increasing number of ELL students entering MS who aren’t prepared to engage with and understand key concepts in science
- New standards for applying literacy to science (2011 Revised Curriculum Frameworks)
- New SEI professional development requirements

### GOAL OBJECTIVE

Better differentiate instruction to improve performance of ELL students on science content standards through a focus on improving comprehension

**2. What** skills, knowledge, or practice will I/we acquire or develop through achieving this goal? *Specific, Rigorous, Results-Focused*

Increase knowledge of and practice with using pedagogical techniques that improve comprehension of ELL students in multiple areas of science

**3. When** will I/we achieve this goal? *Realistic, Timed*

1 year

**4. How** will I/we demonstrate progress toward this goal? *Action-Oriented, Tracked*

- work with ELL specialist to discuss evidence-based instructional strategies for teaching academic language and vocabulary to ELL students
- identify two to three instructional strategies with a focus on teaching symbols, key terms, and other domain-specific words and phrases to pilot as a team
- implement and analyze effectiveness of lesson plans that incorporate identified instructional strategies
- 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.

**5. How** will I/we know the goal has been achieved? *Measurable*

- Identified, piloted, and assessed 2-3 instructional strategies to inform future ELL instruction by end of the year
- Shared a “bank” of the strategies and resources that led to greatest improvements in ELL mastery of scientific vocabulary and comprehension

### DRAFT GOAL STATEMENT

In order to improve our ability to meet the needs of our rising ELL population by the end of this school year, the science dept. will collaborate to identify 2-3 instructional strategies designed to improve comprehension of ELLs; each team member will pilot them in at least three science units and assess their effectiveness; and the team will share the most effective strategies with school staff by May 1.