



Form 2: LEPG Professional Goal Setting

Principal Name: _____ Date: _____

Instructions:

To complete this form, you'll need:

- MSFE LEPG Rubric
- Part 1 of Form 1: Reflection and Self-Evaluation

Once completed, the professional goals will be shared and collaboratively discussed with your supervisor (see Part 3 below).

Step 1: Set 2 Professional Goals

Using Part 1 from Form 1, list up to three opportunities for growth around which you would like to set your builder goal. Do the same with opportunities for learning to set your extender goal. Goals should be **specific, measurable, achievable, relevant and time-bound (SMART)**, as demonstrated in the examples below.

Example 1: I will formally or informally observe and provide feedback to all teachers in my building on a monthly basis.

Example 2: By March 1, 2014, I will complete my professional development courses on leading the implementation of Common Core State Standards.

Opportunity for Growth	Builder Goal (Specific, Measurable, Achievable, Relevant, Time-bound)
	1.

Opportunity for Learning	Extender Goal (Specific, Measurable, Achievable, Relevant, Time-bound)
	1.

Progress at Mid-Course (to be completed during the mid-course conference):

Step 2: Professional Development Plan

Now that you have goals, develop a professional development plan that will support you as you work towards accomplishing your goals. In the table below, identify strategies that will help you achieve your goals. This can include activities that you will do independently, with a colleague, or through organized professional development. These strategies may be things you are already doing or something new you'd like to try. Finally, identify how you will measure progress toward your goal and what evidence you will collect to demonstrate attainment. Be prepared to share your progress and update your goals during your midpoint check-in meeting with your supervisor.

Comment [ZM1]: District: Adjust this requirement, if needed.

Goal	Implementation Strategies (What you will do)	Evidence of Progress (How will you know you have met your goal? What evidence will you collect?)
Builder		
Extender		

Step 3: Collaborative Conversation

During the beginning of the year conversation and midcourse check-in, you and your supervisor will compare your thoughts on the proposed goals and action plan. Throughout this conversation, both of you should take into account current district-wide initiatives and recent achievement data. The following guiding questions can help ensure both parties are using evidence and data and are in agreement.

- *What are specific areas of strength (standards and indicators)? How do you know?*
- *What are specific areas of needed growth (standards and indicators)? What evidence supports that?*
- *What resources or supports could help improve practice? What existing resources or supports have been most helpful? Why?*

Comment [ZM2]: This is a modified conversation protocol from Hazelwood.