Handout 1. T-PEPG Reflection and Self-Evaluation Forms

# Appendix L. T-PEPG Reflection and Self-Evaluation

Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Submission: \_\_\_\_\_\_\_\_\_\_\_\_

**Instructions:** At the beginning and end of the plan, referring to the MSFE TEPG Rubric along with your Professional goals and Evidence documentation, complete a written reflection of your professional performance.

**Self-Evaluation:** For each standard indicator, assign yourself an accurate rating of 1-4 (using the performance indicators in the Rubric Companion Guide). In the middle column, jot down any evidence or highlights that you believe relevant to the standard indicator.

**Written Reflection:** Using the self-assessment and student learning data as a guide, write a summary of your strengths and opportunities for growth. You’ll use this written reflection to guide the development of or monitor your professional goals.

You will repeat the self-evaluation just before your summary evaluation meeting at the end of your plan, reviewing your written reflection, considering feedback you’ve received throughout the plan, analyzing student learning outcomes, and identifying progress you’ve made towards your professional goals. This final self-evaluation will be submitted to your evaluator prior to a summative evaluation conference, to be considered as he/she prepares for your final conference and performance rating.

# Appendix M. Self-Evaluation

**Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_Beginning of plan \_\_\_\_\_\_\_\_\_\_\_\_Final/End of plan**

|  |  |  |
| --- | --- | --- |
| **Measure** | **Evidence/Highlights** | **Rating** |
| MSFE TEPG Rubric Standard Indicator | (Classroom observations, feedback, and teacher-collected evidence) |  |
| 1.1 Understanding of students |  |  |
| 1.2. Application of learning theory |  |  |
| 1.3. Classroom climate |  |  |
| 2.1. Subject knowledge |  |  |
| 2.2. Pedagogical content knowledge |  |  |
| 2.3. Goal-focused planning |  |  |
| 3.1. Managing classroom routines and expectations |  |  |
| 3.2. Student engagement |  |  |
| 3.3. Assessment of student progress |  |  |
| 4.1. Reflective practice |  |  |
| 4.2. Continuous professional growth |  |  |
| 5.1. Professional collaboration |  |  |
| 5.2. Engagement with caregivers and community |  |  |

# Appendix N. Written Reflection

**Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## Strengths and Opportunities for Growth

**Written Reflection *(Strengths, areas for growth, focus area(s) for this year, strategies for growth/improvement):***

Handout 2. T-PEPG Professional Goal Setting

# Appendix O. Maine DOE T-PEPG Professional Goal Setting Template and Table of Evidence

**Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Instructions:** To complete this form, you’ll need the MSFE TEPG rubric (Appendix A) and your completed self-evaluation form (Appendix M). In addition, you should consider previous feedback and/or other data regarding your professional practice and/or students’ needs.

As described below, a teacher’s professional growth plan determines the level of administrator involvement in the goal-setting process. Regardless of plan, all goals should be aligned with one or more professional practice standards.

**Self-directed Professional Growth Plan:** According to the description on the Self-directed plan template, develop goals and submit to your designated administrator/evaluator for approval. As a self-directed teacher you may also seek review from a professional cohort if desired.

**Monitored Professional Growth Plan:** In collaboration with an administrator/evaluator or a professional cohort, develop goals that are focused on areas in need of improvement. If the goals are developed with a professional cohort, you will confer with an administrator/evaluator for final approval.

**Directed Improvement Plan:** In direct consultation with an evaluator, develop goals for immediate improvement.

## Part 1: Setting ‘SMART’ Professional Goals

As illustrated in the examples below, develop goals that are **s**pecific, **m**easurable, **a**chievable, **r**elevant, and **t**ime-bound (SMART).

*Example 1:* I will build a repertoire of at least 10 close reading strategies, along with scaffolds and models, by January 2015.

*Example 2:* I will incorporate into each of my four major units an element of choice for students in demonstrating learning in vocabulary acquisition by March 1, 2015.

|  |  |
| --- | --- |
| **Goal**  Specific, Measurable, Achievable, Relevant, Time-Bound |  |
| **Targeted Standard Indicators of Core Propositions** |  |
| **Goal**  Specific, Measurable, Achievable, Relevant, Time-Bound |  |
| **Targeted Standard Indicators of Core Propositions** |  |
| **Goal**  Specific, Measurable, Achievable, Relevant, Time-Bound |  |
| **Targeted Standard Indicators of Core Propositions** |  |

## Part 2: Implementation Planning

**Instructions:** As a first step, develop an action plan that will support you as you work toward accomplishing your goals. In the first column of the table below, describe actions you will take to achieve your goal. Actions can include professional development opportunities, such as professional reading, workshops, coursework, peer observations, collaboration on curricular materials, leadership roles, etc. Actions may include something you are already doing, something new you’d like to try, or (if on a monitored or directed plan, something an evaluator or administrator assigns). In the second column, explain how you will measure progress toward your goal and list anticipated evidence or artifacts you will collect to demonstrate attainment. In the third column, at the end of your plan, summarize how the evidence and artifacts you have gathered demonstrate growth and progress towards your goal, including how you have incorporated these experiences into your practice over an extended period of time.

|  |  |  |
| --- | --- | --- |
| **Actions** (What will you do to achieve your goals?) | **Evidence of Progress** (What specific student outcomes will tell you that you have met your goal? What evidence/artifacts might you collect?) | **Significance of Evidence of Professional Growth Related to the Goa**l (To be completed at the end of the plan. How does each item provide clear evidence of the desired outcome?) |
|  |  |  |
|  |  |  |
|  |  |  |

## Part 3: Mid-Cycle Reflection

**Instructions:** Midway through your professional growth plan, assess the extent to which changes in practice have impacted student outcomes and identify the next steps you might take related to these practices.

|  |
| --- |
| How have these changes in practice impacted student performance? What are the next steps you might take related to these practices? |
|  |

## Part 4: Evidence

**Instructions:** Throughout your plan, collect evidence aligned to the standard indicators that are the targets of your professional growth goal as well as evidence demonstrating your accomplishments related to Core Propositions 5.1. and 5.2. Use the table below to summarize this evidence. Identify the title of the document you are submitting as evidence of your practice and the standard indicator(s) with which it aligns. Provide a summary of what the document demonstrates about your practice and why you are including it for submission. Include 5-8 pieces of evidence for submission, selecting high quality, authentic illustrations of your practice.

EXAMPLE

|  |  |  |
| --- | --- | --- |
| **Title of Document** | **Standard Indicator(s) Alignment** | **Evidence of Practice and Rationale for Submission** |
| *Grade 4 Mathematics CCSS Curriculum Alignment* | *5.1; also 2.3* | *I initiated and facilitated my grade-level team’s work this year, which led to the completion of this CCSS curriculum alignment. This work demonstrates my professional leadership and collaboration skills (we met a total of five times throughout the year for this work) and ensures that our mathematics curriculum, moving forward, addresses the required CCSSs for fourth-grade mathematics.* |

**Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Plan Completion Year\_\_\_\_\_\_\_\_\_\_ Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Title of Document** | **Standard Indicator(s) Alignment** | **Evidence of Practice and Rationale for Submission** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
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Handout 3. Mr. Brown’s Reflection  
and Self-Evaluation

# *Directions*. Complete the following steps:

# At your table, assign one or two standard indicators from Appendix M to each person.

# Scan *Handout 4* (Mr. Brown’s SLO)to remind yourself of the content.

# Review Mr. Brown’s self-evaluation (Appendix M) for the standard indicator(s) you were assigned, as well as Mr. Brown’s written reflection (Appendix N).

# Use the *MSFE Companion Guide* to consider the following questions for your standard indicator(s):

* Are the statements of evidence specific, objective, and non-biased? If not, how would you rewrite them to ensure that they meet these criteria?
* How well does Mr. Brown’s evidence align with the identified standard indicators?
* How does Mr. Brown use his SLO to inform his reflection? What specific components does he reference?
* What other evidence or considerations might you recommend he include?
* What advice would you give Mr. Brown about strengthening his written reflection?

# Share your answers with your table members.

# Appendix L. T-PEPG Reflection and Self-Evaluation

**Teacher Name:** \_\_\_\_Robert Brown\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date of Submission:** \_\_\_\_\_10/01\_\_\_\_\_\_\_

**Instructions:** At the beginning and end of the plan, referring to the MSFE TEPG Rubric along with your Professional goals and Evidence documentation, complete a written reflection of your professional performance.

**Self-Evaluation:** For each standard indicator, assign yourself an accurate rating of 1-4 (using the performance indicators in the Rubric Companion Guide). In the middle column, jot down any evidence or highlights that you believe relevant to the standard indicator.

**Written Reflection:** Using the self-assessment and student learning data as a guide, write a summary of your strengths and opportunities for growth. You’ll use this written reflection to guide the development of or monitor your professional goals.

You will repeat the self-evaluation just before your summary evaluation meeting at the end of your plan, reviewing your written reflection, considering feedback you’ve received throughout the plan, analyzing student learning outcomes, and identifying progress you’ve made towards your professional goals. This final self-evaluation will be submitted to your evaluator prior to a summative evaluation conference, to be considered as he/she prepares for your final conference and performance rating.

# Appendix M. Self-Evaluation

**Teacher**\_\_Mr. Brown\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Evaluator**\_\_Principal Smith\_\_\_\_\_\_\_\_

**Beginning of plan** \_\_10/30\_\_\_\_\_\_\_\_\_\_ **Final/End of Plan** \_\_\_\_03/30\_\_\_\_\_\_\_

| **Measure** | **Evidence/Highlights** | **Rating** |
| --- | --- | --- |
| **MSFE Rubric Standard Indicator** | (Classroom observations, feedback, and teacher-collected evidence) |  |
| 1.1 Understanding of students | * I use a document-based question (DBQ) essay to establish a baseline for students’ literacy skills (teacher-collected evidence). * I adjust texts for students who are struggling and build up literacy skills by slowly raising the level of challenge (teacher-collected evidence). * I review student IEPs to check for modifications or accommodations (teacher-collected evidence). | Effective |
| 1.2. Application of learning theory | * I use age-appropriate and developmentally appropriate strategies, such as daily prompts, cooperative learning, technology, and so on (teacher-collected evidence, classroom observation, feedback conversation). * My students report that the content is not relevant to their own lives (student survey and anecdotal). | Developing |
| 1.3. Classroom climate | * Students in my classroom are sometimes disrespectful of each other and myself, and the consequences I have tried to use seem to have an inconsistent impact (classroom video observation, feedback conversation). * The size of my classes (three sections of 40 students) makes it difficult to develop personal connections with individual students. | Developing |
| 2.1. Subject knowledge | * I use a range of activities, questioning techniques, and historical sources in my class to promote multiple perspectives and interpretations. * I consistently make cross-curricular connections, particularly in literacy (teacher-collected evidence). | Distinguished |
| 2.2. Pedagogical content knowledge | * I provide opportunities for students to debate the issues that are relevant to the times they are studying (teacher-collected evidence). * I have reached out to the literacy coach to help me identify new methods for referencing text in writing (professional collaboration, teacher-collected evidence). * The content that I share with students is accurate and factual (classroom observations and teacher-collected evidence). | Effective |
| 2.3. Goal-focused planning | * My learning objectives are always posted and communicated to students (classroom observations and teacher-collected evidence). * My daily journal prompts are higher order (teacher-collected evidence). | Distinguished |
| 3.1. Managing classroom routines and expectations | * I ask my students to sign a contract at the beginning of the course detailing classroom routines and expectations (teacher-collected evidence). * My students are very efficient at transitioning from different parts of each lesson. They typically re-enforce the rules with each other and I praise this behavior when I see it (classroom observation, feedback). * My students say they sometimes feel that I give them too much information at once, or that there isn’t time to complete all the activities I plan (anecdotal/student survey). | Effective |
| 3.2. Student engagement | * I usually decide what the expectations are and hold students accountable. I haven’t consistently involved students in helping to define expectations or allowed students much choice. * I carefully group and regroup my students based on their academic and social needs (teacher-collected artifact, feedback from last year’s evaluation). * My students struggle with managing their work in small groups (classroom observation, video lesson review, feedback). | Developing |
| 3.3. Assessment of student progress | * My SLO demonstrates how I use formative assessments (SLO) and how it connects to my instructional planning around literacy and some of the content. * I regularly use varied questioning, small-group monitoring, and quizzes, and I make on-the-fly adjustments to pacing or grouping based on these formative assessments (classroom observation). * Students complete three tests in the class that incorporate multiple-choice, short-answer, and essay questions. They also complete a group project and presentation. | Effective |

# Appendix N. Written Reflection

**Teacher**\_\_\_\_Mr. Brown\_\_\_\_\_\_\_\_ **Evaluator**\_\_\_\_\_Mr. Smith\_\_\_\_\_\_\_

## Strengths and Opportunities for Growth

**Written Reflection  
*(Strengths, areas for growth, focus area(s) for this year, strategies for growth/improvement)*:**

**Strengths:**

2.1 Subject knowledge: My experience integrating literacy skills and historical content is quite strong and I think my cross-curricular collaboration with our art teacher has proved really effective in pushing student learning and promoting engagement with the material. For example, during the section of the course on the Civil War, the students read diaries from soldiers on both sides of the conflict and re-enact the Lincoln-Douglas debates, and I work with the art teacher to support their study of the intersection of art and politics by including an activity where students recreate political posters, campaign buttons, and other political artifacts from the period. My approach to lesson planning ensures close alignment between the essential questions for the course, content standards, and student learning outcomes.

1.2 Application of learning theory: Source document analysis, text-dependent question assignments, daily journal prompts, scaffolding, and cues (for example, different colored cards) are just a few of the instructional techniques I employ to move students’ learning forward across the content.

**Areas for Growth:**

2.2 and 3.2 Pedagogical content knowledge and student engagement: I’ve generally been wary of adopting more student-directed techniques in the classroom, and I’ve also not embraced online sources as effectively as I could have. I would like to incorporate greater student direction and choice into a research exercise I am developing as part of the source document analysis for my SLO by introducing student choice in topics and sources, peer-review processes, and perhaps some degree of structured student input into how their work will be assessed.

1.2. Application of learning theory: For this standard indicator, I know that I need to consider literacy techniques designed specifically to support students who are significantly below grade level in key literacy skills. I noted in my SLO that I will be working with our literacy coach on this, but I’m concerned about making sure I can identify enough texts at the right levels to meet these students’ needs. I also need to increase the number of techniques I can draw on to break down the various tasks for these students.

**Focus Areas:**

This year, I plan to focus on ensuring that my lowest level literacy students can make enough growth to score at level 3 on the DBQ rubric. I plan to work with the literacy coach on identifying more strategies and will reach out to Ms. Camron (who teaches remedial reading for comprehension strategies) and ask her to help me analyze some of my formative assessment data for these students as part of the planning process. I also plan to join the cross-content literacy cohort.

Handout 4. Mr. Brown’s SLO

|  |  |
| --- | --- |
| 1. Teacher of Record: Robert Brown | 1. School: Pendleton High School |
| 1. Subject/Grade/Standards Cluster: French and Indian War Through Civil War and Reconstruction | 1. Date: October 20 |
| 1. Instructional Assignment: U.S. History, Grade 11 | 1. Size of Instructional Cohort: 23 |
| 1. Interval of Instructional Time: January 6, 2014 to May 12, 2014 |  |

**Student Demographics and Baseline Data**

|  |
| --- |
| 1. Data from prior years suggests that, throughout the course, students typically struggle to use sources (primary especially) to analyze and critique historical eras, major enduring themes, turning points, and events in U.S. History. In order to determine this group’s skill level in source-based argumentation and to begin to pinpoint specific areas of difficulty, at the beginning of the course I administered a team-developed pre-assessment consisting of a document-based question (DBQ) essay selected from the DBQ Project, which our department purchased last year for assessment purposes, and a set of two text-dependent assessment tasks on three readings. The tasks included 5 open response questions, which our department wrote and piloted last year for the pre-assessment, applied to two different readings, and a ten-question multiple choice section on a third reading that we developed by modifying an AP released MC exam. The DBQ essay was scored against the school-wide argumentative essay rubric criteria for Thesis, Evidence, and Content (not the grammar and mechanics criteria), the text-based questions were scored using the department rubric for the stems (a standards-based rubric rather than a question-specific rubric), and the multiple choice questions were scored with a Key. The essay score was used to determine an overall baseline skill level, and the text-based question score was used to determine skill-level trends among students in accessing texts in order to be able to do the analysis and critique. The multiple choice data was used as another data point to help confirm trends. Overall, students as a group performed consistently on the questions, demonstrating a need for improvement in all areas but particularly in 1) understanding a complex thesis 2) understanding key distinctions, and 3) understanding a author’s point of view These areas in need of improvement were corroborated by the scores on the DBQ. I also saw in a review of their sophomore NWEA scores a class-wide need for developing skills related to informational texts.   **Summary of the data** (DBQ essay scores and scores on text-based question for each student (identified by ID #) are provided on the last page.)  Argumentative Essay Rubric Scale—1-4; Class score range—1-2 (very low readiness) MC Question Scale—0-10; class score range 3-6 (low to moderate readiness) Text-Based Questions Rubric Scale—1-4; class average score range 1-2 (low readiness)  **Special Needs:** In my class I have two students with IEPs (one for Asperger’s syndrome and one for a disability in mathematics). Neither of these students require additional accommodations or modifications in my class. However, I have two students whose NWEA reading scores are low and therefore may struggle to access some of the texts. |

**Reviewer/Administrator Comments:**

|  |
| --- |
| This is a thorough analysis that relies on assessments we can have reasonable confidence and commonality for the set of standards. The triangulation of data and skill-specific analysis help ensure accuracy in determining needs and setting a growth target. |

**Content Standards**

|  |
| --- |
| 1. This SLO requires students to apply reading comprehension skills and content knowledge in demonstrating mastery of standard E1, which states: “Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.” This SLO also aligns with the Common Core State Literacy Standards focused on integration of new knowledge and ideas as well as writing document-based arguments in discipline-specific contexts:  * [CCSS.ELA-Literacy.RH.11-12.1](http://www.corestandards.org/ELA-Literacy/RH/11-12/1/) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. * [CCSS.ELA-Literacy.RH.11-12.2](http://www.corestandards.org/ELA-Literacy/RH/11-12/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. * [CCSS.ELA-Literacy.RH.11-12.9](http://www.corestandards.org/ELA-Literacy/RH/11-12/9/) Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources * [CCSS.ELA-Literacy.WHST.11-12.1](http://www.corestandards.org/ELA-Literacy/WHST/11-12/1/) Write arguments focused on discipline-specific content. |

**Reviewer/Administrator Comments:**

|  |
| --- |
| There is good alignment between the standards and the assessments, especially since you are using the school-wide argumentative writing rubric rather than the holistic DBQ essay rubric. We’ll need to be mindful that this SLO will give good data on the effectiveness of your instruction, but we would need to see more than one demonstration of learning and skill to measure student proficiency in the standards. |

**Summative/Post Assessment**

|  |
| --- |
| 1. The summative assessment will be a DBQ essay from the DBQ Project. Our department has decided that, for post-assessment purposes, four DBQs from the DBQ Project handbook will be selected at random by a neutral party just before the assessment. The four DBQs will then be distributed at random to the students. The same rubric criteria used in the pre-assessment will be used to score the essays. The department has scheduled time on the May 20 early release day to double score the essays. |

**Reviewer/Administrator Comments:**

|  |
| --- |
| The double scoring is good practice. The random selection of essay prompts helps to ensure some mastery of content and is a great check against bias. |

**Growth Target**

|  |
| --- |
| 1. All students in this group will score a level 3 on the rubric. |

**Reviewer/Administrator Comments:**

|  |
| --- |
| Given our scale Impact on Student Learning and Growth, this is a reasonable but rigorous goal. Expecting ‘all’ students to meet the same level differentiates to expect more growth of those whose skills need the most improvement and will require that you differentiate your instructional plan as well. |

**Instructional Plan**

|  |
| --- |
| 1. The key instructional practices I will use are designed to target the skills in need of improvement.   **Source Document Analysis:** I will develop research exercises that require students to locate and thoroughly analyze various types of sources on a single topic. I developed a source analysis worksheet that the department has reviewed and endorsed. This worksheet asks readers to identify the genre, the audience, the purpose, the thesis (if applicable), etc. on both contemporary and historical; both primary and non-primary, documents.  **Frequent text-dependent question assignments on various sources:** I will prepare ahead of a class study of text questions of a certain type and incorporate those questions at appropriate points in the reading. I will sequence these questions by type and work on one skill for several rounds. For example, for the first five readings, I will first provide a model of a question and response, leading students through analysis of a strong and a weak response. Then I will immediately follow the study of a reading in class with a single question on author’s point of view. Students will answer on blue index cards and hand them in. When we turn to working on understanding distinctions, the questions will target this skill, and the card color will change to orange. In this way, students will have a clear understanding of the task being asked of them, I can give immediate feedback, and students get repeated practice on a skill. Although it will be important to change up the type of question every so often, I will stick with one type until the majority of the class shows a good foundation for progress. Also, after switching to another type of question, I will periodically throw into the mix a question of a previous type. When the students seem ready, I will give them the entire battery of questions on a reading to check the skills comprehensively.  **Daily journal prompts:** These prompts ask students to comment on a brief reading, video clip, or image. Like the reading questions, the prompts will drive at the three areas in need of improvement, but the responses will allow practice in constructing mini arguments or analysis of texts. The daily prompts will often be the basis of class activities and discussions. |

**Reviewer/Administrator Comments:**

|  |
| --- |
| The instructional plan is finely tailored to the learning needs of students and will provide both you and your students with ongoing data on progress. The single question approach will appeal to students. |

**Formative Assessment Processes**

|  |
| --- |
| 1. The reading questions and the daily journals will provide me with frequent progress checks, and the repetition will illuminate patterns in responses that point to specific barriers to success. If the data shows a class-wide pattern, I will build into my plan more modeling of responses and frequent peer critique of responses against the rubric. If the data reveals one or two students are struggling more than the rest, I will first assess their ability to respond to less complex texts. The Common Core State Standards in ELA provides a Range, Quality, and Complexity list of texts that will help guide my choices. The NWEA data does indicate a reading deficit in some students. If they have more success with easier texts, I will continue with the easier texts and gradually build back up to the DBQ-level sources. I will also ask the literacy coach for suggestions in helping older students improve reading skill, and I make sure these students are grouped with others who show the ability and the will to help peers learn. If the students struggle even with the simpler texts, I will need to further break down the tasks for them and/or work with them one on one outside the class. |

**Reviewer/Administrator Comments:**

|  |
| --- |
| Your formative assessment plan is comprehensive and thoughtful. You clearly understand that the purpose of formative assessment is to both inform instruction and illuminate the need for interventions for individual students. I know Ms. Camron, who teaches the remedial reading class, has developed some great reading comprehension strategies with the help of the literacy coach, which she says are leading to measurable results. I’m sure she would be willing to describe the tools for you. Maybe you and she could talk about some peer collaboration and class observations to support one another. Also, one of our available Professional Cohorts is the cross-content literacy cohort (CCLC). Once the SLO development is completed, it will be time to choose a focused cohort, and you may get a lot out of the CCLC to develop some professional goals in literacy. |

Recommended for Approval 🗸\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Peer Reviewer Signature

Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Administrator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Handout 5. SMART Goals

# SMART Goal Definition

## What Makes a Goal “SMART”?[[1]](#footnote-1)

|  |  |  |
| --- | --- | --- |
|  | **Description** | **Questions to Ask** |
| Specific | There is a well-defined, clear outcome.  The outcome is clear to anyone, including those who do not know anything about the project. | What do I want to accomplish? |
| Measurable | It is possible to identify when the goal has been achieved.  Achievement can be measured. | How will I know when it has been accomplished? |
| Attainable | The goal is achievable.  There is agreement among stakeholders on what the goal should be. | How can it be accomplished? |
| Relevant | The goal aligns with urgent needs.  The goal aligns with other projects. | Is this the right time? |
| Time-Bound | A specific date has been set.  The date is realistic. | What can I do six weeks from now? |

Handout 6. Mr. Brown’s Professional Goals

# Appendix O. Maine DOE T-PEPG Professional Goal-Setting Template and Table of Evidence

**Teacher Name:** \_\_\_\_\_Mr. Brown\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_10-30\_\_\_\_\_\_\_\_\_\_

**Instructions:** To complete this form, you’ll need the MSFE TEPG rubric (Appendix A) and your completed self-evaluation form (Appendix M). In addition, you should consider previous feedback and/or other data regarding your professional practice and/or students’ needs.

As described below, a teacher’s professional growth plan determines the level of administrator involvement in the goal-setting process. Regardless of plan, all goals should be aligned with one or more professional practice standards.

**Self-directed Professional Growth Plan:** According to the description on the Self-directed plan template, develop goals and submit to your designated administrator/evaluator for approval. As a self-directed teacher you may also seek review from a professional cohort if desired.

**Monitored Professional Growth Plan:** In collaboration with an administrator/evaluator or a professional cohort, develop goals that are focused on areas in need of improvement. If the goals are developed with a professional cohort, you will confer with an administrator/evaluator for final approval.

**Directed Improvement Plan:** In direct consultation with an evaluator, develop goals for immediate improvement.

## Part 1: Setting ‘SMART’ Professional Goals

As illustrated in the examples below, develop goals that are **s**pecific, **m**easurable, **a**chievable, **r**elevant, and **t**ime-bound (SMART).

*Example 1:* I will build a repertoire of at least 10 close reading strategies, along with scaffolds and models, by January 2015.

*Example 2:* I will incorporate into each of my four major units an element of choice for students in demonstrating learning in vocabulary acquisition by March 1, 2015.

|  |  |
| --- | --- |
| **Goal**  Specific, Measurable, Achievable, Relevant, Time-Bound | My two students with low NWEA reading scores will score at level 3 on the DBQ rubric. |
| **Targeted Standard Indicators of Core Propositions** | 3.3 Assessment of student progress |
| **Goal**  Specific, Measurable, Achievable, Relevant, Time-Bound | In an effort to support students in connecting past events to events in their lives, I will include current event discussions and opportunities for students to analyze how their personal life events connect to historical figures or events from the past. |
| **Targeted Standard Indicators of Core Propositions** | 1.2 Application of learning theory |
| **Goal**  Specific, Measurable, Achievable, Relevant, Time-Bound | I will redesign the research exercise for the source document analysis activity to give students more opportunity for choice in the activity. |
| **Targeted Standard Indicators of Core Propositions** | 3.2 Student engagement |

Handout 7. Reflection Activity

What three things do you want to remember from today?

**3**

List two things you have learned today.

**2**

Identify one outstanding question you have about the T-PEPG system.

**1**

1. The SMART goal concept was introduced by G. T. Doran, A. Miller, and J. Cunningham in “There’s a S.M.A.R.T. way to write management’s goals and objectives,” *Management Review, 70*(11), 35–36. *What Makes a Goal “S.M.A.R.T.”?* also draws on the work of Ed Costa (Superintendent of Schools, Lenox, Massachusetts), John D’Auria (a Lenox teacher), and Mike Gilbert (Northeast Field Director, Massachusetts Association of School Committees). [↑](#footnote-ref-1)