

## Developing Professional Learning and Student Academic Progress Goals (using the SMART format)

- I. **Professional Learning Goals** are directly related to desired growth according to the **Performance Appraisal Supervision Continuum** (currently Figure 2 in the *Overview of the TPA*). Albemarle County Public Schools is committed to providing a variety of paths for teachers to develop knowledge, skills, and understandings that will improve student learning.
- II. **Student Academic Progress Goals** are directly related to student growth over time. The Student Academic Progress Goal process requires that we monitor and adjust our actions as needed in the service of student outcomes such as habits of mind, higher order thinking, and academic achievement.

The Teacher Performance Appraisal utilizes the SMART format as a specific tool to sustain the efforts of continuous improvement. **Commitment to SMART Goals implementation results in an explicit plan to increase student learning. SMART Goals are:**

- **Strategic** - Will working towards this goal provide a return on investment that connects to broader goals (team, school improvement, Division, etc.)? Strategic implies that the goal is clearly articulated, specific, urgent, and impactful.
- **Measurable** - How will you see that change occurred? What concrete criteria will you use to measure change?
- **Attainable** - How far will this goal stretch you? Is it too far? Is it far enough?
- **Results-oriented** – How will your work towards this goal affect student learning? How will your goal increase student achievement? How will your goal improve your professional practice?
- **Time-bound** - What deadlines and milestones exist for this goal? When will this goal be completed?

In a continuous improvement model, teachers regularly document and monitor their progress towards their goals. Goals are expanded upon and adjusted as part of an on-going, collaborative professional growth model through professional development and reflective dialog with the principal and colleagues.

Assessing progress towards goals requires analyzing multiple sources of data over time. The Teacher Performance Appraisal sets the expectation for teachers to use multiple sources of data as they assess personal progress towards professional learning goals as well as when they assess, monitor, and document student growth over time.

The Plan-Do-Study-Act (PDSA) model can be used to support the creation and attainment of SMART goals. PDSA is an iterative 4-step process that serves as a model for continuous improvement.

## ACT

- Does anything need to be modified? (Adjust)
- Have we achieved our intended outcomes and can these changes be integrated into other areas? If so, how?(Adopt)
- Should we abandon the plan in light of new information? (Abandon)
- When will this be evaluated again and by whom?

## PLAN

- What needs to be improved?
- What research, data, and/or current conditions support the need for this change?
- What strategic goal does this support?

## STUDY

- What has been accomplished at this point?
- What is the evidence of this?
- Are we progressing as anticipated?

## PLAN

- What do we expect to change as a result of this improvement?
- What specific outcomes need to occur?
- When and how will we measure our progress in implementing this improvement?
- When and how will we evaluate the overall success of this change in achieving the expected outcomes?

## DO

- Put your change into action and test out your plan

## PLAN

- Who will be impacted by this change and how?
- How will we engage stakeholders and communicate with them?
- What human and financial resources may be needed to accomplish and sustain the change?

