

Sample Teacher SMART Goals

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Professional Practice Goals

During the 2012-2013 school year, I will collaborate with my colleagues in the music department to research, develop, administer, analyze, revise and share 2 performance-based assessments for every grade level K-12 during the district's five PDRT meetings.

During the 2012-2013 school year in my grade 7 language based resource room class, I will learn and appropriately use an increasing number of effective rituals, routines, and responses that prevent most behaviors that interfere with student learning.

During the 2012-2013 academic year, I will meet weekly with my grade 5 team to develop well-structured mathematics lessons with challenging, measurable objectives and appropriate student engagement strategies such as think-pair-share, cooperative learning activities and summarizers using our district's new resource Math in Focus.

As part of my involvement in Laying the Foundations summer training, I will incorporate 12 pre-AP activities, administer 3 LTF assessments and attend 4 vertical team meetings during the 2012-2013 academic year.

I will have students do low-stakes writing in my grade 6 English class using in-class single-subject notebooks as a lead-in to discussion at least three times per week during the 2012-2013 academic year.

During the 2012-2013 school year, I will use "exit tickets" to assess student learning of daily lesson targets for each unit, provide immediate intervention for students who don't achieve learning targets and reassess student learning.

Student Learning Goals

My students will be able to identify and apply music terms, symbols and definitions in the curriculum guide for 6th, 7th, and 8th grade. Using a department-developed pre- and post-performance assessment, 100% of my students will demonstrate progress, and 85% will demonstrate proficiency on the third quarter assessment during the 2012-2013 school year.

I will improve my aggregate student performance as measured by district-created benchmarks from 47.5% proficient (baseline) to 80% proficient in Grade 4 mathematics during the 2012-2013 school year.

During the 2012-2013 school year, at least 80% of our beginner ELL students will improve English Language proficiency in all language domains as measured by a second administration of the district language proficiency assessments used to determine student placement at the beginning of the year.

Create a grade 3 RTI program to provide additional reading instruction so that 85% of the students (or 13 of the 15) currently falling below benchmark as measured on the June 2012 DRA assessment will perform at or above the March 2013 DRA benchmark of 30.

During the 2012-2013 school year, data from "exit tickets" will be used to target specific students for immediate intervention to ensure that 80% of students will score 85% or better on the end of unit science tests.

During the 2012-2013 school year, I will increase by 10% my students' average score on our district's two English Language Arts open-response formative assessments from 2.5 out of 4 on the November assessment to 2.75 out of 4 on the April assessment.

During his year, I will increase by 10% the number of students on education plans who can attain proficient as measured by our district's writing rubric on the April open response assessment.