

Standard 7: SMART Goal Setting Form

Teacher’s Name: Secondary World Language Teacher School:\_\_\_\_\_\_

Subject/Grade or Position: High School (Modern Language level I)\_ \_\_ School Year: \_20\_ -\_21

Directions: This form is a tool to assist teachers in setting a SMART goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells (the boxes will expand to fit the text).

Specific, Measurable, Appropriate, Realistic but Rigorous, Time Limited

*Initial Goal Submission (due by \_\_\_\_\_\_\_\_\_\_\_\_\_ to the evaluator)*

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| *I. Setting (Describe the population and special learning circumstances.)* | I teach two classes of Spanish level I students. I have a total of 57 students. Ten percent of my students have IEPs but receive no additional support in my class. This goal pertains to the 23 students in my Period 2 class.  |
| *II. Content/Subject/Field Area (The area/topic addressed based on learner achievement, data analysis, or observational data.)* | One of our three main goals in the World Languages Department is to develop high levels of proficiency. In order to achieve this goal, all teachers are expected to incorporate multiple instructional activities that elicit the development of productive (speaking and writing) skills. All level I students are expected to reach the Novice-Mid level of proficiency by the end of level I. |
| *III. Baseline Data (What is shown by the current data?)* | I administered a Novice-Mid level task to all students in early September to establish a baseline. I scored samples using the APS PATs (Performance Assessment Tasks for Speaking) level I rubric, which is out of a possible 24 points. The data show that 10 of 23 students received a score of a 5 and 13 of 23 students received a score of 6 on this initial assessment. *[x]  Data attached* |
| *IV. SMART Goal (Describe what you want learners/program to accomplish.)* | For the school year, 90% of my students will meet or exceed expectations on the Spring PATs exam. |
| *V. Means for Attaining Goal (Strategies used to accomplish the goal)* |
| Instructional Strategy | Evidence | Target Date |
| Use pacing guide aligned to proficiency goals to attend to student needs. | Copies of pacing, use of self-assessment (*can do* ) checklist such as [Lingua-folio](http://www.doe.virginia.gov/instruction/foreign_language/linguafolio/index.shtml) | Ongoing (September – May) |
| Use frequent formative and summative assessments with students that mirror PATs to provide practice and feedback and modify instruction according to proficiency needs.  | Assessment log PATs results Checklist-progress on functions | Ongoing (September – November-May) |
| Explicit instruction and modeling of expected language outcomes as prescribed by the APS curriculum framework for languages.  | Student work which reflects real life tasksLesson Plans | Ongoing (September – May) |

Teacher’s -Signature: Date:

Evaluator’s Signature: Date:

Print or Type Evaluator’s Name:

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| ***Mid-Year Teacher Reflection****: [ ]  Data attached* In this section you will type your reflection on the progress you have made on your SMART Goal. Are you on track to meet your goal? Why or why not? Are there any adjustments that need to made as you move forward with your goal? |
| ***End of Year Teacher Reflection****Did you meet your SMART Goal?* [ ]  *Yes* [ ]  *No [ ]  Data attached* In this section you will type your reflection on the results of your SMART Goal. Was your goal met? Why or why not? What are the implications for your future work based on these results?Teacher’s Signature: Date: Evaluator’s Signature: Date: Print or Type Evaluator’s Name:       |

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|  | Student Last Name | Beginning PATs score  | PATs Performance Indicators | Mid Year PATs Score | PATs Performance Indicators | Change | Final PATs score | PATs Performance Indicators | Change | Met goal? |
| 1 | Allner | 6 | DNME |  |   |  |   |  |  |  |
| 2 | Asef | 5 | DNME |  |   |  |   |  |  |  |
| 3 | Beatrice | 5 | DNME |  |   |  |   |  |  |  |
| 4 | Brown | 5 | DNME |  |   |  |   |  |  |  |
| 5 | Calderon | 6 | DNME |  |   |  |   |  |  |  |
| 6 | Chase | 5 | DNME |  |   |  |   |  |  |  |
| 7 | Chen | 6 | DNME |  |   |  |   |  |  |  |
| 8 | Columbia | 6 | DNME |  |   |  |   |  |  |  |
| 9 | Creedon | 6 | DNME |  |   |  |   |  |  |  |
| 10 | Delo | 6 | DNME |  |   |  |   |  |  |  |
| 11 | Edmonds | 6 | DNME |  |   |  |   |  |  |  |
| 12 | Gulyas | 6 | DNME |  |   |  |   |  |  |  |
| 13 | Khan | 6 | DNME |  |   |  |   |  |  |  |
| 14 | Kitching | 5 | DNME |  |   |  |   |  |  |  |
| 15 | Morrison | 5 | DNME |  |   |  |   |  |  |  |
| 16 | Neeb | 5 | DNME |  |   |  |   |  |  |  |
| 17 | Owens | 5 | DNME |  |   |  |   |  |  |  |
| 18 | Pivetta | 5 | DNME |  |   |  |   |  |  |  |
| 19 | Ritter | 6 | DNME |  |   |  |   |  |  |  |
| 20 | Ryan | 6 | DNME |  |   |  |   |  |  |  |
| 21 | Stafford | 6 | DNME |  |   |  |   |  |  |  |
| 22 | Stone | 6 | DNME |  |   |  |   |  |  |  |
| 23 | Stroberg | 5 | DNME |  |   |  |   |  |  |  |

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| **EE** | **Exceeds Expectations** |
| **ME** | **Meets Expectations** |
| **AME** | **Almost Meets Expectations** |
| **DNME** | **Does Not Meet Expectations** |