

Standard 7: SMART Goal Setting Form

Teacher’s Name: 3rd grade teacher

School: Arlington Public Elementary

Subject/Grade or Position: 3rd grade Mathematics

School Year: 2020 -2021

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 9/30 to the evaluator)*

|  |  |  |
| --- | --- | --- |
| *I. Setting (Describe the population and special learning circumstances.)* | I teach math to a class of 25 students –12 males and 13 females. 40% of the students are identified as EL, with ELP levels ranging from 1 – 4. Two students have been identified with specific learning disabilities and receive special education support within the classroom. | |
| *II. Content/Subject/Field Area (The area/topic addressed based on learner achievement, data analysis, or observational data.)* | 3rd grade Mathematics | |
| *III. Baseline Data (What is shown by the current data?)* | Baseline data was gathered on the Unit 1 Assessment. Data will be collected during each uniti in order to measure growth each Unit. The Unit 1 pre-assessment and subsequent pre-assessments serve measures of student knowledge of grade 3 math content. The current data suggests that 17 of students demonstrate proficiency of less than 30% of the Unit 1 content, 5 students demonstrate proficiency of 31-49% of the Unit 1 content, and 3 students demonstrate proficiency of 50% or more of the Unit 1 content.  *☒ Data attached* | |
| *IV. SMART Goal (Describe what you want learners/program to accomplish.)* | For the 2020-21 school year, all of my students will demonstrate measurable growth in mathematics as measured by improvement on post-assessments in 4 out of 5 identified units. *(Units were selected based on concentration of power stqndards.)* For each unit,   * Students who score at or below 30% on a pre-assessment will demonstrate proficiency of at least 65% as measured by the post-assessment. * Students who score 31-49% will demonstrate proficiency of at least 75% as measured by the post-assessment. * Students who score at 50% or above will demonstrate a proficiency of at least 85% as measured by the post-assessment. | |
| *V. Means for Attaining Goal (Strategies used to accomplish the goal)* | | |
| Instructional Strategy | Evidence | Target Date |
| **Create language objectives for each math lesson, incorporate the use of sentences frames and math manipulatives (when possible), provide visuals** | Student will use resources to support their learning during mathematics. Evidence of strategies used by student will be demonstrated orally and in writing. | Ongoing |
| **Use flexible grouping based on informal assessment during instruction.** | Document groupings based on assessments and observation data. Tailored lessons to support areas for growth and extension. | Ongoing |
| **Use of app or technology supports to personalize instructional needs.** | Document teacher-assigned lessons an monitoring in county-provided apps and/or other technology supports. | Ongoing |

Teacher’s -Signature: Date: 

Evaluator’s Signature: Date: 

Print or Type Evaluator’s Name:

|  |
| --- |
| ***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: |

**Student Mathematics Assessment Data 2020-2021**

**By Unit**

**Unit 1:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student** | **Pre-Assessment Score (%)** | **Post-Assessment Score** | **(X) Did not meet goal** |
| Student 1 | 40 | 80 |  |
| Student 2 | 60 | 87 |  |
| Student 3 | 0 | 67 |  |
| Student 4 | 13 | 67 |  |
| Student 5 | 27 | 73 |  |
| Student 6 | 33 | 73 |  |
| Student 7 | 27 | 80 |  |
| Student 8 | 13 | 60 | X |
| Student 9 | 0 | 40 | X |
| Student 10 | 0 | 60 | X |
| Student 11 | 33 | 93 |  |
| Student 12 | 13 | 80 |  |
| Student 13 | 27 | 87 |  |
| Student 14 | 27 | 93 |  |
| Student 15 | 0 | 80 |  |
| Student 16 | 40 | 93 |  |
| Student 17 | 0 | 47 | X |
| Student 18 | 27 | 93 |  |
| Student 19 | 47 | 100 |  |
| Student 20 | 7 | 67 |  |
| Student 21 | 0 | 73 |  |
| Student 22 | 87 | 100 |  |
| Student 23 | 7 | 67 |  |
| Student 24 | 13 | 87 |  |
| Student 25 | 67 | 93 |  |

**Final**

**Unit 1:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student** | **Unit 1** | **Unit 3** | **Unit 4** | **Unit 6** | **Unit 7** | **(X) Did not meet goal** |
| Student 1 |  |  |  |  |  |  |
| Student 2 |  |  |  |  |  |  |
| Student 3 |  | x |  | x | x | x |
| Student 4 |  |  |  |  |  |  |
| Student 5 |  |  |  |  |  |  |
| Student 6 |  |  |  |  |  |  |
| Student 7 |  |  |  |  |  |  |
| Student 8 | x |  |  | x |  | x |
| Student 9 | x | x | x | x | x | x |
| Student 10 | x |  |  |  |  |  |
| Student 11 |  |  |  | x |  |  |
| Student 12 |  |  |  |  |  |  |
| Student 13 |  |  |  |  |  |  |
| Student 14 |  |  |  |  | x |  |
| Student 15 |  |  |  |  |  |  |
| Student 16 |  |  |  |  |  |  |
| Student 17 | x |  |  |  |  |  |
| Student 18 |  |  |  |  |  |  |
| Student 19 |  |  |  |  |  |  |
| Student 20 |  |  |  | x |  |  |
| Student 21 |  |  |  |  |  |  |
| Student 22 |  |  |  |  |  |  |
| Student 23 |  | x |  | x | x | x |
| Student 24 |  |  |  |  |  |  |
| Student 25 |  |  |  |  |  |  |

**SMART goal results:** 21/25 or 84% of students met the goal.