

# Sample Goal: Director of Pupil Services

Name:		Location	
<b>Select One:</b> <ul style="list-style-type: none"> <li>Cohort 1 <i>New to leader role or first three years in LEA</i></li> <li>Cohort 2 <i>*Years 4 (in LEA)</i></li> </ul>	<b>Select One:</b> <ul style="list-style-type: none"> <li>Individual goal</li> <li>Collaborative goal</li> </ul>	<b>Select One:</b> <ul style="list-style-type: none"> <li>1-year goal</li> <li>2-year goal</li> <li>3-year goal</li> </ul>	<b>Select One:</b> <ul style="list-style-type: none"> <li>PSEL Rubric</li> </ul>
<i>Decided upon mutual agreement.</i>		<i>Decided upon mutual agreement</i>	

## Beginning-of-the-Year Goals and Planning

### Self-Reflection

*Completed by the Leader  
See Sample Reflection Questions*

Capture your self-reflection here: consider using the Sample Questions linked above to guide your thinking.

*See Examples of Evidence Types*

**District mission:** to enable and inspire our learners to achieve success and make positive contributions to our world by providing rigorous and supportive experiences that motivate all learners to meet high expectations.

**District strategic plan:** Utilize the Portrait of a Graduate as a guiding set of learning expectations for student success.

**PPS Department strategic plan goal:** Develop and implement an approach that combines qualitative and quantitative methods to assess individual student progress both academically and personally, to set ambitious and achievable IEP goals.

#### Climate survey data Spring 2024:

36% of special education staff and service providers report they do not actively reflect on student progress and growth

42% of special education staff and service providers report that they are unsure how their support is impacting student growth and motivation

23% of all staff in the district report a belief that students with disabilities are not capable of meeting competency and standards-based expectations

76% of parents who have a student with a disability believe their child's IEPs are not challenging enough

**Other:**

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	<p>My own professional leadership growth over the last 12 months has focused on transformational strategies for special education teachers and service providers to develop and recognize mastery experiences for students and create a positive adult community around student progress and achievement.</p> <p>Self-Efficacy: <i>The Exercise of Control</i> (Bandura 1997)          Collective Teacher Efficacy (Hattie 2017)</p>
<p><b>Goal, Rationale, Alignment, and Professional Learning</b>  <i>Completed by Leader</i></p>	
<p>Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1,2, 3 years).</p>	<p>Goal: My goal as a leader is to develop and facilitate PPS staff efficacy to influence positive student outcomes for students with disabilities.</p> <p><u>PSEL Standard 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL</u>          Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.</p> <p>d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.</p> <p>e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers’ and staff members’ knowledge, skills, and practice.</p> <p>f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.</p> <p>i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.</p> <p>This will be a two-year goal to address changes in perception and eventually practice across the district using both quantitative and qualitative evidence, and to evaluate a change in IEP goals and objectives to be more ambitious and rigorous. Year 1 will be focused on building my understanding of teacher self-efficacy, how to evaluate and seek evidence of teacher growth in self-efficacy, and how it impacts students with disabilities. Year 2 will focus on more actionable implementation of strategies and evaluation of self-efficacy. Year 3 will be dependent on the rate of growth and progress in Years 1 and 2.</p>

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What evidence of leader learning, educator, and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal?

*See professional learning and action questions to guide your plan.*

Partner with the assistant superintendent and building leaders to create a shared understanding of the intersection of PoG attributes, competency-based district measures, and IEP goals and objectives

Research and support a community of practice around teacher efficacy specifically for working with students with disabilities

Solicit educator efficacy feedback and input from school leaders, special education teachers, general classroom teachers, service providers, and parents beyond the climate survey questions

Develop structures and practices that normalize reflection and teacher efficacy discussions (e.g. departmental and team meeting agendas have a standing agenda item for new learning, discussion, questions, goal setting meeting notes, feedback to people I evaluate, etc.)

Recognition and acknowledgment of adult and student progress

### **Evidence:**

Random sampling of student IEP present levels of performance, goals and objectives current (fall 2024) compared to the end of school years 2025 and 2026 to determine baseline goals in Year 1 and if changes to how IEP goals are written subsequently

Meeting agendas, minutes, notes and emails

Presentations and activities

Feedback via discussion and/or surveys

Achor readings and resources (CoP)

Implementation plan developed with my supervisors, teacher leaders and related services providers for year 2, based on learning from year 1.

### **Learning Plan:**

Review and research scholarly publications and resources

Assess current levels of adult self-efficacy in special education and understand trends and patterns (e.g Beliefs Assessment)

Seek out critical partners/develop a network of critical friends who are also addressing this

Ask questions/actively engage in district leadership professional learning from a special education lens

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<p>For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?</p>	<p>Study the triangulation of certified staff professional goals and evidence with student performance and evidence that there is a change in perception</p> <p>Observations of practice for special education teachers and service providers to collect evidence of teacher self-efficacy</p>
<p>In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?</p>	<p>Enhanced self-efficacy for special education teachers and service providers will increase their motivation, autonomy, confidence and innovation in providing targeted support for students with disabilities to achieve ambitious goals.</p>

## Goal Setting Conference

*Completed by Evaluator*  
Date

<p><b>Notes:</b></p>	<p><b>Supports Required:</b></p> <ul style="list-style-type: none"> <li>• Tier 1</li> <li>• Tier 2 (Link to Examples of Supports)</li> <li>• Tier 3 (Link to Examples of Supports)</li> </ul>
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