

# Sample Goal: Principal

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> <p><b>Decided upon mutual agreement.</b></p>	<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> <p><b>Decided upon mutual agreement</b></p>	<b>Select One:</b> <ul style="list-style-type: none"> <li>PSEL Rubric</li> </ul>

## 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*

In reflecting on the evidence from walk through data and considering our district and school goals listed below, educators need to learn collaboratively the strategies for students to use their voice to develop critical thinking.

**District Mission:** Through a personalized learning journey we inspire students to be global citizens, opening doors of opportunity for their future.

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

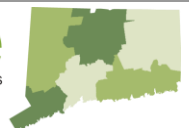
( POG includes Self-Directed Learner, Communication, Collaboration, Critical Thinking, Problem Solver and Innovator )

**School based goal:** Incorporate personalized learning strategies of student voice and agency to engage students in owning deep learning.

The PoG clearly articulates a student-centered approach to curriculum, instruction, and assessment.

#### Schoolwide evidence of need:

- Walk through data indicates a need to expand strategies and for teachers to understand the intentionality of student voice for deep learning.
- 80% of classes consistently turn and talk.
- 20% of the classrooms use a variety of groupings with various protocols of reciprocal teaching methods.
- Analysis of benchmark assessments over time show that some students who were far above goal, drop to goal, and some students who are far below goal are not accelerating. This is true in both literacy and numeracy.



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	<p>Other:</p> <p>My personal professional leadership focus has been on learning more about student engagement. As I have read, reflected and discussed with colleagues, the emphasis on personalized learning has emerged. As I work towards supporting the implementation of this work I need to reconsider our school structures for teachers to learn, grow and develop the knowledge, skill and confidence to implement strategies to impact student outcomes. We currently have a PLC structure that is not implemented with fidelity.</p> <p>Over time, we will develop student's ability to reflect upon the quality of their work and know how to use feedback to make careful revisions towards a learning goal.</p>
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**Goal, Rationale, Alignment, and Professional Learning**  
*Completed by Leader*

<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>My goal is based on PSEL standard 4 Curriculum, Instruction and Assessment d.) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.</p> <p>and PSEL Standard 7: Professional Community For Teachers and Staff. d.) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.</p> <p>I'd like to focus on year one and determine, additional time/years guided by year 1 reflection and evidence</p>
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<p>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?</p> <p><i>See professional learning and action questions to guide your plan.</i></p>	<p>Facilitate the structures for collaborative learning of my staff to grow their knowledge of effective personalized learning strategies that engage students to use their voice to engage in critical thinking and feedback.</p> <p>In collaboration with the Assistant Superintendent and teachers we will create and implement a monitoring and feedback system of through a walkthrough protocol focused on personalized learning strategies that includes voice and agency. Use of information gathered will be collectively processed through the coherent implementation of PLC's.</p> <p>Develop the capacity of educators to implement highly effective personalized learning instructional strategies with fidelity using walk-throughs and PLC's to gather and analyze data and inform practice.</p> <p>Indicators of Success/Evidence:</p> <ul style="list-style-type: none"> <li>● Provide structures for collaborative learning time school levels (schedules, agendas, minutes)</li> <li>● Identify research/resources for book study and research for high leverage strategies (share text and research chosen)</li> <li>● Develop a shared understanding amongst teachers (Vision,</li> </ul>
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- Mission, Plan) for grade appropriate strategies-vertical alignment
- Identify key strategies (Share List)
  - Develop capacity amongst teachers/teams in implementing PLC process with fidelity. (Meeting minutes with feedback)
  - Develop an understanding, structure and plan for implementing Walkthroughs

## LEARNING PLAN:

Initial Research That Will Be Utilized:

*Bray and McCloskey, Learning is Personalized*

1. *Student ownership of learning, using voice to deepen learning (focus for year 1)*
2. Formal and informal assessment data
3. Learner Profiles and Pathways
4. Flexible Learning Environments

Textbook: Deep Discourse: A Framework for Cultivating Student-Led Discussions -Use Conversation to Raise Student Learning, Motivation, and Engagement in K-12 Classrooms  
Pap/Psc Edition

by [Sandi Novak](#) (Author), [Cara Slattery](#) (Author)

\*We will research other texts collaboratively.

Walkthroughs, as a professional learning practice, incorporate several of the effective elements identified in the research briefs.

## Leadership Team:

- Intro to district and school goals
- Refining the PL Plan
- Intro Book Study
- Leaders of Their Own Learning by Ron Berger
- Chapter 4: Models, Critique and Descriptive Feedback
- Book Study Planning

## Opening Faculty Meeting

- Intro to district and school goals
- Building a shared vision through the PoG
- Plan for school-based walk-thoughts
- Setting the focus and criteria

## Faculty Meeting:

- Data Dig
- Brainstorming Action Research goals

## EVIDENCE OF LEARNING, GROWTH, AND ACHIEVEMENT:

My qualitative evidence will be:

- Feedback provided from educators
- Agendas, Minutes and Next Steps from collaborative sessions
- Presentations and activities to educators
- Student evidence from classroom walkthroughs (discourse teacher

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	<p>to student and student to student)</p> <ul style="list-style-type: none"> <li>Evidence of high leverage strategy implementation by educators as a result of the planning/implementation</li> </ul> <p>My quantitative evidence will be:</p> <ul style="list-style-type: none"> <li>Student/teacher data based on classroom visits (# of educators implementing/#of students participating)</li> <li># of PLC meetings</li> <li># of collaborative meetings for planning</li> <li># of Walkthrough visits</li> <li>Data over time from walk-throughs (implementation of strategies)</li> </ul> <p>Timeline for collection:</p> <ul style="list-style-type: none"> <li>Monthly</li> <li>Ongoing over the course of the first year (will adjust as necessary)</li> </ul> <p>Measures of success will include:</p> <ul style="list-style-type: none"> <li>Frequency and participation in school-wide walk-throughs</li> <li>Ongoing professional learning tied to the goal for educators</li> <li>Increase in application of strategies and the application of different strategies over time by educators</li> <li>Increase in student participation in strategies and different types</li> <li>Increase in student achievement</li> </ul> <p>Regularly use data from school-based walk-throughs in an inquiry and improvement cycle:</p> <ul style="list-style-type: none"> <li>Coherence and alignment of educator goals to school and district goals</li> <li>Professional learning map to evidence frequency and coherence of professional learning opportunities to support district, school and educator goals</li> </ul>
<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>Based on data collected and analyzed in year one, year two will focus on how student voice can be incorporated in to self- assessment of their own learning.</p> <p>Year three TBD.</p>
<p>In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?</p>	<p><i>District strategic plan focus:</i> Utilize the Portrait of a Graduate as a guiding set of learning expectations for student success.</p> <p><i>School based goal:</i> Incorporate student voice and agency to engage students in owning their learning.</p> <p>Students ability to apply strategies that deepen their learning and help them to master agency, or learn how to learn is a life-long skill that will ensure future opportunities and success as this is the leading skill required by the workforce.</p>

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## Goal Setting Conference

*Completed by Evaluator*

Date

Notes:

Supports Required:

- Tier 1
- Tier 2 (Link to Examples of Supports)
- Tier 3 (Link to Examples of Supports)