

Sample Goal: Assistant Superintendent

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

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, leaders and educators need to learn collaboratively the strategies for students to use their voice.

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

School based goal: Incorporate student voice and agency to engage students in owning their learning.

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

Based on my knowledge of leaders and educator needs:

- We have two out of five new administrators in the district
- Walk through data indicates a need to shift from teacher to student to student-to-student discourse and feedback.
- Elementary - 50% of classrooms are teacher directed
- Middle School - 80% of classes use turn and talk.
- High School School - 90% are lecture driven

Goal, Rationale, Alignment, and Professional Learning

Completed by Leader

Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1,2, 3 years).

My goal is based on PSEL standard 6, PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL, therefore my goal is to develop the professional capacity and practice of school personnel (principals/school leaders) to promote each student's academic success and well-being, specifically student collaborative discourse and feedback.

d. Foster continuous improvement of individual and collective instructional



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	capacity of teachers to achieve outcomes envisioned for each student.
<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>Indicators of Success/Evidence:</p> <ul style="list-style-type: none"> • Provide structures for collaborative learning time at the district and school levels (schedules, agendas, minutes) • Identify research/resources for book study and research for high leverage strategies (share text and research chosen) • Develop a shared understanding amongst the leadership team (Vision, Mission, Plan) for grade appropriate strategies-vertical alignment • Identify key strategies (Share List) • Develop capacity amongst the leadership team in designing effective professional learning related to the topic/strategies (Meeting Dates, Professional Learning Agendas, Slides/Activities) • Develop an understanding, structure and plan for implementing Walkthroughs • Follow up data/evidence from feedback/surveys provided after sessions that will drive next steps (monitor/adjust). <p>LEARNING PLAN:</p> <p>Initial Research That Will Be Utilized for my learning: Elements of Effective Professional Development (Learning Policy Institute, 2017):</p> <ol style="list-style-type: none"> 1. Is content-focused 2. Incorporates active learning utilizing adult learning theory 3. Supports collaboration, typically in job-embedded contexts 4. Uses models and modeling of effective practice 5. Provides coaching and expert support 6. Offers opportunities for feedback and reflection 7. Is of sustained duration <p>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.</p> <p>Walkthroughs, as a professional learning practice, incorporate several of the effective elements identified in the research briefs.</p> <p>Support of Leadership in Action/Application:</p> <p>Leadership Team:</p> <ul style="list-style-type: none"> • 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

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Opening Faculty Meeting

- Intro to district and school goals
- Building a shared vision through the PoG
- Plan for school-based walk-throughs
- 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 and leaders
- Agendas, Minutes and Next Steps from collaborative sessions
- Presentations and activities presented to leaders and educators
- Student evidence from classroom walkthroughs (discourse teacher to student and student to student)
- Evidence of high leverage strategy implementation by educators as a result of the planning/implementation by administrators

My quantitative evidence will be:

- Student/teacher data based on classroom visits (# of educators implementing/#of students participating)
- # of PL opportunities for educators and leaders
- # of collab meetings for planning
- # of Walkthrough visits
- Data over time from walk-throughs (implementation of strategies)

Timeline for collection:

- Monthly
- Ongoing over the course of the first year (will adjust as necessary)

Measures of success will include:

- Frequency and participation in school-wide walk-throughs
- Ongoing professional learning tied to the goal for leaders and educators
- Increase in application of strategies and the application of different strategies over time by educators
- Increase in student participation in strategies and different types
- Increase in student achievement

Regularly use data from school-based walk-throughs in an inquiry and improvement cycle:

- Coherence and alignment of educator goals to school and district goals
- Professional learning map to evidence frequency and coherence of professional learning opportunities to support district, school and educator goals

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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>Based on data collected and analyzed in year one, year two will focus on the development, modeling and implementation of additional instructional strategies focused on feedback and student discourse. We will continue to identify new research and texts to expand our knowledge of best practices in this area and create corresponding professional learning opportunities in support of leaders, educators and students.</p> <p>Year three will focus on the implementation of these strategies by students, with leaders supporting educators with implementation, analyzing formative assessment data at the school and district levels and refining practices to support increased student achievement.</p>
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	<p><i>District strategic plan focus:</i> Utilize the Portrait of a Graduate as a guiding set of learning expectations for student success. We will work together to clearly articulate and define what voice and agency looks like in practice at each grade level ensuring vertical articulation of age appropriate strategies.</p> <p><i>School based goal:</i> Incorporate student voice and agency to engage students in owning their learning. The AS and building leadership will work together to develop and implement professional learning opportunities for educators grounded in research and best practices related to student agency and voice.</p> <p>The district strategic plan centers on the use of the PoG as a guiding set of student expectations – promoting student voice and agency are key outcomes. Additionally, our schools are focusing on developing student agency through the use of feedback. In order to do this we must develop the capacity of leaders and educators to implement highly effective instructional strategies with fidelity using walk-throughs to gather and analyze data and inform practice.</p>

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)

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Midyear Check-in: Reflection, Adjustment(s), and Next Steps

Completed by Leader

See Sample Reflection Questions and Professional Learning and Action Questions

What has been your progress to date on your professional learning and how do you know? What are your next steps?

Self-Reflection:

Links to Evidence:

Midyear Conference

Completed by Evaluator

Feedback to Leader (Feedback regarding progress on professional learning and progress toward goal(s). Include change in tiered supports, if recommended.):

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End-of-Year Reflection and Feedback Process

Self-Reflection

Completed by Leader

[See Sample Reflection Questions](#) and [Professional Learning and Action Questions](#)

What impact did your new learning have on your practice/goal(s), and how do you know?

What impact did your new learning have on your leadership, practice, on educator and/or student learning, growth, and/or achievement, and/or organizational health and how do you know?

What challenges did you encounter and what are your next steps with your professional learning?

Self-Reflection:

Links to Evidence:



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End-of-Year Conference <i>Completed by Evaluator</i>	
Summative Feedback and Growth Criteria Completed by Evaluator	
Summative Feedback	
Development of new learning and impact on leadership practice related to goal(s).	
Impact of new learning and leadership practice on key partners and/or organizational outcomes.	
Impact of new learning on greater community.	
Successful Completion of the Evaluative Cycle	<ul style="list-style-type: none"> • Yes • No
Supports Required/Suggested <i>Are tiered supports required above and beyond tier 1 (included in feedback above)?</i> <ul style="list-style-type: none"> ○ Not applicable ○ Tier 2 (Specify below) ○ Tier 3 (Specify below) 	If Tier 2 and/or Tier 3, please specify strategies (to be described in additional detail at next year's Goal Setting Conference):
For multi-year goals only: <ul style="list-style-type: none"> • What adjustments are needed to the goal(s)? • Why? • How might adjustments impact the timing of the goal(s)? 	<ul style="list-style-type: none"> • Leader will continue multi-year goal. • Leader will adjust multi-year goal. • Leader completed multi-year goal. Notes:
Educator Signature	Date:
Evaluator Signature	Date: