

Sample Goal: Special Educator

Name:		Location	
Select One: <ul style="list-style-type: none"> Cohort 1 <i>New to Profession (first four years) or New to LEA (first two years)</i> Cohort 2 <i>*Educators who have successfully completed Cohort 1</i> 	Select One: <ul style="list-style-type: none"> Individual goal Collaborative goal <p>Decided upon mutual agreement.</p>	Select One: <ul style="list-style-type: none"> 1-year goal 2-year goal 3-year goal <p>Decided upon mutual agreement</p>	Select One: <ul style="list-style-type: none"> CCT Teacher Rubric CCT Service Delivery Rubric

Beginning-of-the-Year Goals and Planning

Self-Reflection

*Completed by the Educator
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*

How can I develop opportunities for learning that promote student generalization of skills into their daily life?

In reflecting on the CCT rubric for service delivery and reviewing previous feedback from observations, along with reflecting on the progress captured in students' IEPs, domain 3 is an area of growth for me.

3b. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies

3c. Assessing learning, providing feedback and adjusting service delivery.

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

School based goal: Support student independence and lifelong learning.

[NTACT](#) (National Technical Assistance Center on Transition) Collaborative highlights "Simulated Instruction" along with "Community-Based Instruction" as two evidence-based practices I plan to explore to help in this goal.

Additionally, I'll continue to integrate the [CT CORE Transition Skills](#) into my IEP design and progress monitoring efforts.

Goal, Rationale, Alignment, and Professional Learning

Completed by Educator

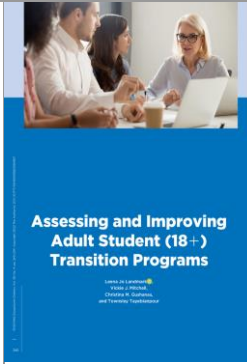
Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1,2, 3 years).

My professional goal is to learn more about Simulated Instruction and Community-Based Instruction as I develop and deliver differentiated learning opportunities for my students, based on their IEP goals and objectives.

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	<p>This is a two year goal, in which year one I will focus on my own professional learning of these ideas and look to incorporate what I've learned into draft IEP goals and objectives for the PPT's consideration. In year two, I'd like to shift my professional learning focus more squarely on the effective delivery of these models into my regular instruction.</p>
<p>What evidence of 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>My IEP draft Goals and Objectives will be written to better capture the focus on simulated learning and community-based learning throughout this year. I will explore the delivery of instruction in these ways with my students and will collect evidence of their engagement and outcomes throughout the year.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Engage in lessons to develop skills as defined on their IEPs ● Demonstrate responses to instruction with greater consistency across environments ● Begin to demonstrate observable skill generalization across providers and family members. <p>Family members and community partners will:</p> <ul style="list-style-type: none"> ● Provide feedback about the impact of these shifts in practice on our students ● Provide input on drafted goals and objectives composed throughout the year <p>As I improve in my ability to design instruction specifically focused on generalization and transfer of skills; I hope to see improved outcomes on IEP progress monitoring and in feedback from team members throughout the year.</p> <p>As a team: Engage in both in-district and regional training opportunities around community-based instruction and simulated instruction.</p> <p>Bring sample goals & objectives, along with progress monitoring probes to "Quality IEP" trainers for feedback</p> <p>Communicate proactively and with the intent to collect and integrate input from other service providers, family members and community partners.</p> <p>Individually: Read "Assessing and Improving Adult Student Transition Programs"</p>

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	<p>More regularly join the professional learning opportunities for secondary transition educators through CSDE and the RESC Alliance.</p>
<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>In year two, I plan to more regularly focus on the impact of my improved instructional design and service delivery on the experiences and learning outcomes of my students.</p> <p>In year two, I'll collect more evidence (e.g. conversation with community parents, families and services providers. - additional evidence to be determined as year progresses) of impact regarding generalization of skills across contexts, providers and settings to better assess the impact of my professional learning on student learning.</p>
<p>In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?</p>	<p>The district strategic plan centers on the use of the PoG as a guiding set of student expectations - helping my students develop greater independence and become stronger "lifelong" learners is directly contributing to our district vision.</p>

Goal Setting Conference

Completed by Evaluator
Date

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