

APPENDIX A – Administrative Evaluation Handbook

**EDUCATOR EVALUATION PROCEDURE
OF UNIT B PERSONNEL
IN BELMONT**

WITH FORMS, SMART GOALS AND RUBRICS

December, 2013

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1) Purpose of Educator Evaluation

- A) The purpose of the Belmont Public Schools' Educator Evaluation Procedure is to provide for the continuous growth of staff and the continuous improvement in the quality of education for all students. Evaluation of administrator performance is an essential component of an effective educational program, as well as a requirement of the state law and regulations (MGL c. 71, s. 38; 603 CMR 35.00). We believe that professional growth and development, and the resulting improvement in the quality of education, are best achieved by a cooperative process, characterized by mutual respect, teamwork and trust. Administrators and their supervisors share responsibility in this evaluation process.

The Educator Evaluation Procedure described here has been designed to:

- i) Raise the quality of instruction and educational services to the children.
- ii) Recognize, encourage and support growth and improvement in teaching.
- iii) Define goals, identify, gather and use information as part of a process to improve professional performance, and to assess total job effectiveness and make personnel decisions.

This Handbook is part of the collective bargaining agreement between Unit B of the Belmont Education Association and the Belmont School Committee. (See Article 17 of this contract.)

In the event of a conflict between this collective bargaining agreement and the governing laws and regulations, the laws and regulations will prevail.

- B) The regulatory purposes of evaluation are:
- i) To promote student learning, growth, and achievement by providing Educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability, 603 CMR 35.01(2)(a);
 - ii) To provide a record of facts and assessments for personnel decisions, 35.01(2)(b);
 - iii) To ensure that every school committee has a system to enhance the professionalism and accountability of educators and administrators that will enable them to assist all students to perform at high levels, 35.01(3); and
 - iv) To assure effective teaching and administrative leadership, 35.01(3).
- C) Educator Evaluation Procedures are not meant to be disciplinary in nature; neither do the Educator Evaluation Procedures prevent the Committee from imposing discipline.

2) Definitions

- A) **Administrator:** Inclusive term that applies to all Administrators covered by this article, unless otherwise noted. Administrators may include individuals who serve in positions involving teaching and other direct services to students.

- B) **Artifacts of Professional Practice:** Products of an Administrator’s work and student work samples that demonstrate the Administrator’s knowledge and skills with respect to specific performance standards.
- C) **Categories of Evidence:** Multiple measures of student learning, growth, and achievement, evidence-based judgments based on observations, artifacts of professional practice, and additional evidence relevant to one or more Standards of Effective Administrative Leadership Practice (603 CMR 35.04).
- D) **District-determined Measures:** Measures of student learning, growth and achievement related to the Massachusetts Curriculum Frameworks, or other relevant frameworks, that are comparable across grade or subject level district-wide. These measures may include, but shall not be limited to: portfolios, approved commercial assessments and district-developed pre- and post- unit and course assessments, and capstone projects.
- E) **Educator Plan:** The growth or improvement actions identified as part of each Administrator’s evaluation. The type of plan is determined by the Administrator’s career stage, overall performance rating, and the rating of impact on student learning, growth and achievement. There shall be four types of Educator Plans:
- i) **Developing Educator Plan** shall mean a plan developed by the New Administrator and the Evaluator for one school year or from the effective date of hire to the end of the school year.
 - ii) **Self-Directed Growth Plan** shall mean a plan developed by the Administrator for one or two school years for Experienced Administrator who are rated proficient or exemplary.
 - iii) **Directed Growth Plan** shall mean a plan developed by the Educator and the Administrator of one school year for Experienced Administrators who are rated needs improvement.
 - iv) **Improvement Plan** shall mean a plan developed by the Evaluator of at least 90 school days and no more than one school year for Experienced Administrators who are rated unsatisfactory with goals specific to improving the Administrator’s unsatisfactory performance.
- F) **ESE:** The Massachusetts Department of Elementary and Secondary Education
- G) **Evaluation:** The ongoing process of defining goals and identifying, gathering, and using information as part of a process to improve professional performance (the “formative evaluation”) and to assess total job effectiveness and make personnel decisions (the “summative evaluation”).
- H) **Evaluator:** Any person designated by a superintendent who has responsibility for observation and evaluation. The superintendent is responsible for ensuring that all Evaluators have training in the principles of supervision and evaluation. Evaluators shall be evaluated pursuant to 603 CMR 35.00 and such other standards as may be established. Each Administrator will have one Evaluator at any one time responsible for developing the Educator Plan, supervising the Administrator’s progress, evaluating the Administrator’s progress toward attaining the Educator Plan goals, and determining performance ratings and summative evaluation.

- i) **Notification:** The Administrator shall be notified in writing of his/her Evaluator at the outset of each new evaluation cycle. The Evaluator may be changed upon notification in writing to the Administrator. The Association shall be notified of all assignments by October 15, with updates as appropriate.
- l) **Evaluation Cycle:** A five-component process that all Administrators follow consisting of 1) Self-Assessment; 2) Goal-setting and Educator Plan development; 3) Implementation of the Plan; 4) Formative Evaluation; and 5) Summative Evaluation.
- J) **Experienced Administrator:** An administrator who has completed three school years in the same position in the district.
- K) **Family:** Includes students' parents, legal guardians, foster parents, or primary caregivers.
- L) **Formative Evaluation:** An evaluation conducted at mid-cycle which is used to arrive at a rating on progress towards attaining the goals set forth in the Educator Plan, performance on Standards and Indicators of Effective Administrative Leadership Practice, or both.
- M) **Goal:** A specific, actionable, and measurable area of improvement as set forth in an Administrator's plan, consistent with the SMART Goals framework. A goal may pertain to any or all of the following: Administrator practice in relation to Performance Standards, Administrator practice in relation to indicators, or specified improvement in student learning, growth and achievement. Goals may be individual or team goals. "Team Goals" can be developed by grade-level or subject area teams, departments, or other groups of Administrator who have a common interest.
- N) **Measurable:** That which can be classified or estimated in relation to a scale, rubric, or standards.
- O) **Multiple Measures of Student Learning:** Measures must include a combination of classroom, school and district assessments, student growth percentiles on state assessments, if state assessments are available, and student ACCESS gain scores.
- P) **New Administrator:** An administrator who has not completed three years in the position in the district.
- Q) **Observation:** A data gathering process that includes notes and judgments made during one or more school or worksite visits(s) by the Evaluator and may include examination of artifacts of practice including student work. An observation shall occur in person. All observations will be done openly and with knowledge of the Educator. Classroom or worksite observations conducted pursuant to this article must result in written feedback to the Administrator. Normal supervisory responsibilities of evaluators will also cause them to drop in on activities in the school or worksite at various times as deemed necessary by the evaluator. Carrying out these supervisory responsibilities, when they do not result in targeted and constructive feedback to the Administrator, are not observations as defined in this Article. Upon request of the Administrator, the Administrator and evaluator shall discuss any visit that had not previously resulted in feedback.
- R) **Parties:** The Association and the Committee are the parties to this agreement
- S) **Performance Rating:** Describes the Administrator's performance on each performance standard and overall. There shall be four performance ratings:

- Exemplary: the Administrator's performance consistently and significantly exceeds the requirements of a standard or overall. The rating of exemplary on a standard indicates that practice significantly exceeds proficient and could serve as a model of practice on that standard district-wide.
- Proficient: the Administrator's performance fully and consistently meets the requirements of a standard or overall. Proficient practice is understood to be fully satisfactory.
- Needs Improvement: the Administrator's performance on a standard or overall is below the requirements of a standard or overall, but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.
- Unsatisfactory: the Administrator's performance on a standard or overall has not significantly improved following a rating of needs improvement, or the Administrator's performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

- T) **Performance Standards:** Locally developed standards and indicators pursuant to M.G.L. c. 71, § 38 and consistent with, and supplemental to 603 CMR 35.00. The parties may agree to limit standards and indicators to those set forth in 603 CMR 35.03. See Rubrics.
- U) **Rating of Administrator Impact on Student Learning:** A rating of high, moderate or low based on trends and patterns on state assessments and district-determined measures. The parties will negotiate the process for using state and district-determined measures to arrive at an Administrator's rating of impact on student learning, growth and achievement, using guidance and model contract language from ESE.
- V) **Rating of Overall Educator Performance:** The Administrator's overall performance rating is based on the Evaluator's professional judgment and examination of evidence of the Administrator's performance against the four Performance Standards and the Administrator's attainment of goals set forth in the Educator Plan, as follows:
- i) Standard 1: Instructional Leadership
 - ii) Standard 2: Management and Operations
 - iii) Standard 3: Family and Community Engagement
 - iv) Standard 4: Professional Culture
 - v) Attainment of Professional Practice Goal(s)
 - vi) Attainment of Student Learning Goal(s)

When the four Standards of Effective Administrative Leadership Practice are referenced, it is understood that they may be supplemented or substituted in part in the Educator Plan by appropriate Standards of Effective Teaching Practice for Classroom Teachers or Specialized Instructional Support Personnel (as found in the Unit A Handbook for Evaluations) for those administrators who also serve as teachers or caseload educators, at the discretion of the evaluator.

- W) **Rubric:** A scoring tool that describes characteristics of practice or artifacts at different levels of performance. The rubrics for Standards and Indicators of Effective Administrative Leadership Practice are used to rate Administrators on Performance Standards, as are Standards and Indicators of Effective Teaching Practice in cases where the Administrator teaches. These rubrics consist of:
- i) Standards: Describes broad categories of professional practice, including those required in 603 CMR 35.04, and, where appropriate 35.03
 - ii) Indicators: Describes aspects of each standard, including those required in 603 CMR 35.04, and, where appropriate 35.03
 - iii) Elements: Defines the individual components under each indicator
 - iv) Descriptors: Describes practice at four levels of performance for each element
- X) **Summative Evaluation:** An evaluation used to arrive at a rating on each standard, an overall rating, and as a basis to make personnel decisions. The summative evaluation includes the Evaluator's judgments of the Administrator's performance against Performance Standards and the Administrator's attainment of goals set forth in the Administrator's Plan.
- Y) **Trends in student learning:** At least three (3) consecutive years of data from the district-determined measures and state assessments used in determining the Administrator's rating on impact on student learning as high, moderate or low.
- Z) **Worksite:** Any location where an administrator is carrying out his/her functions as an administrator, including in a school building and on sanctioned trips.

3) **Evidence Used In Evaluation**

The following categories of evidence shall be used in evaluating each Administrator:

- A) Multiple measures of student learning, growth, and achievement, when available, which shall include:
- i) Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school;
 - ii) At least two district-determined measures of student learning related to the Massachusetts Curriculum Frameworks or other relevant frameworks that are comparable across grades and/or subjects district-wide. These measures may include: portfolios, approved commercial assessments and district-developed pre and post unit and course assessments, and capstone projects. One such measure shall be the MCAS Student Growth Percentile (SGP) or Massachusetts English Proficiency Assessment gain scores, if applicable, in which case at least three years of data is required.
 - iii) Measures of student progress and/or achievement toward student learning goals set between the Administrator and Evaluator for the school year or some other period of time established in the Educator Plan.

- iv) The appropriate measures of the Administrator’s contribution to student learning, growth, and achievement set by the district. The measures set by the district shall be based on the Administrator’s role and responsibility.
- B) Evidence-based judgments based on observations and artifacts of practice including;
- i) Unannounced observations.
 - ii) Announced observations.
 - iii) Examination of Administrator work products and artifacts.
 - iv) Examination of student and educator work samples.
- C) Other Evidence relevant to one or more Performance Standards and Goals, including but not limited to:
- i) Evidence compiled and presented by the Administrator, including: Evidence of fulfillment of professional responsibilities and growth such as, but not limited to: self-assessments, peer collaboration, professional development linked to goals in the Educator plans, contributions to the school community and professional culture, and outreach to families;
 - ii) Evidence of progress towards professional practice goal(s);
 - iii) Evidence of progress toward student learning outcomes goal(s); and
 - iv) Student Feedback – see # 20;
 - v) Any other relevant evidence from any source that the Evaluator substantiates and shares with the Administrator. Other relevant evidence could include information provided by other administrators outside the bargaining unit, principals and/or the superintendent.

4) Rubric

The rubrics are a scoring tool used for the Administrator’s self-assessment, the formative evaluation and the summative evaluation. Those rubrics are attached to this agreement.

5) Evaluation Cycle: Training for new Administrators

- A) Prior to the implementation of the evaluation process contained in this article for new educators, the district shall arrange training that outlines the components of the evaluation process and provides an explanation of the evaluation cycle. The district through the superintendent shall determine the type and quality of training based on guidance provided by ESE.
- B) By November 1st of the first year of employment, new Administrators shall complete a professional learning activity about self-assessment and goal-setting satisfactory to the superintendent or principal. Any Administrator hired after the November 1st date, and who has not previously completed such an activity, shall complete such a professional learning activity about self-assessment and goal-setting within one (1) month of the date

of hire. The district through the superintendent shall determine the type and quality of the learning activity based on guidance provided by ESE.

6) Evaluation Cycle: Annual Orientation

At the start of each school year, the superintendent, principal or designee shall conduct a meeting for Administrators and Evaluators focused substantially on Administrator evaluation. The superintendent or designee shall:

- A) Provide an overview of the evaluation process, including goal setting and the educator plans, as well as appropriate rubrics.
- B) Provide District and School goals and priorities, listings of professional development opportunities, and data needed to complete the self-assessment and propose the goals.
- C) Provide all Administrators with directions for obtaining a copy of the forms used by the district. These shall be electronically provided and employees may print or copy them using district machines.
- D) The faculty meeting may be digitally recorded to facilitate orientation of Administrators hired after the beginning of the school year, provided that an announcement is made at the beginning of the meeting.
- E) Provide a mechanism for Administrators to collect and present artifacts, with both electronic and hard-copy options, including but not limited to: folders, templates, lists, software.

7) Evaluation Cycle: Self-Assessment

- A) Completing the Self-Assessment
 - i) The evaluation cycle begins with the Administrator completing a self-assessment by October 15th (or for an Administrator who started employment at a school after the beginning of the year, within a month after starting employment or within two (2) weeks of receiving Training for New Administrators (Section 5), whichever is later). The teacher may choose to submit a written self-assessment to his/her Evaluator.
 - ii) The self-assessment includes:
 - (a) An analysis of evidence of student learning, growth and achievement for students under the Administrator's responsibility.
 - (b) An assessment of practice against each of the four Performance Standards of effective leadership practice using the rubric.
 - (c) Proposed goals to pursue as described below:
 - (1st) At least one goal directly related to improving the Administrator's own professional practice.
 - (2nd) At least one goal directed related to improving student learning.
- B) Proposing the goals

- i) Administrators shall submit goals on the Educator SMART Goals and Plans Form. Administrators are encouraged to meet with teams to consider establishing team goals. Evaluators may participate in such meetings.
- ii) For Administrators in their first year in a position, the Evaluator will meet with each Administrators by October 15th (or within one month of the Administrator's first day of employment if the Administrator begins employment after September 15th) to assist the Administrator in completing the self-assessment and drafting the professional practice and student learning goals which must include induction and mentoring activities.
- iii) Unless the Evaluator indicates that an Administrator in his/her second or third years in the current position should continue to address induction and mentoring goals pursuant to 603 CMR 7.12, the Administrator may propose team goals.
- iv) For Experienced Administrators with ratings of proficient or exemplary, the goals may be team goals. In addition, these Experienced Administrators may include individual professional practice goals that address enhancing skills that enable the Experienced Administrator to share proficient practices with colleagues or develop additional leadership skills.
- v) For Experienced Educators with ratings of needs improvement or unsatisfactory, the professional practice goal(s) must address specific standards and indicators identified for improvement. In addition, the goals may address team goals.

8) Evaluation Cycle: Goal Setting and Development of the Educator Plan

- A) Every Administrator has an Educator Plan that includes, but is not limited to, one goal related to the improvement of practice; one goal for the improvement of student learning. The Plan also outlines actions the Administrator must take to attain the goals established in the Plan and benchmarks to assess progress. Goals may be developed by individual Administrators, by the Evaluator, or by teams. See Sections 13-17 for more on Educator Plans
- B) To determine the goals to be included in the Educator Plan, the Evaluator reviews the goals the Administrator has proposed, using evidence of Administrator performance and impact on student learning, growth and achievement based on the Administrator's self-assessment and other sources that Evaluator shares with the Administrator. If the Evaluator determines that the Administrator's goals shall be different from he/she proposed, the Evaluator shall meet with the Administrator to explain the difference. The process for determining the Administrator's impact on student learning, growth and achievement will be determined pursuant to #19, below.
- C) Educator Plan Development Meetings shall be conducted as follows:
 - i) Administrators shall meet with the Evaluator in teams and/or individually at the end of the previous evaluation cycle or by November 1st of the next academic year to develop their Educator Plan.
 - ii) For those Administrators new to the school or District, the meeting with the Evaluator to establish the Educator Plan must occur by October 15th or within three weeks of the start of their assignment

- iii) The Evaluator shall meet individually with Experienced Administrators with ratings of needs improvement or unsatisfactory to develop professional practice goal(s) that must address specific standards and indicators identified for improvement. In addition, the goals may address team goals.
- D) The Evaluator completes the Educator Plan by November 15th. The Administrator shall sign the Educator Plan within 5 school days of its receipt. The Administrator may include a written response within 10 school days, which shall be attached to the plan. The Administrator's signature does not indicate agreement or disagreement with its contents. The Evaluator retains final authority over the content of the Administrator's Plan.

If there is no agreement on the contents of the plan, the Educator and Association President may submit the issue to the Superintendent for final approval.

9) Evaluation Cycle: Observation of Practice

Administrators will be observed a minimum number of times per educator plan cycle as follows:

Educator Plan	Unannounced Observations	Announced Observations
Developing Educator Plan, year 1	4	0
Developing Educator Plan, years 2 and 3	3	0
Two-Year Self-Directed Growth Plan	2	0
One-Year Self-Directed Growth Plan	2	0
Directed Growth Plan	2	1
Improvement Plan of greater than 6 months	4	1
Improvement Plan of six month or less	2	1

Upon request of the Administrator, the evaluator shall perform an additional observation, the details of which the Administrator and evaluator shall discuss prior to the observation. The Administrator may withdraw the request.

Receiving more than the prescribed minimum number of observations should be viewed as routine and is not indicative of performance issues unless noted in the written feedback.

10) Observations

A) General

- i) The Evaluator's first observation of the Administrator shall take place between September 15 and November 30. Observations required by the Educator Plan shall be completed by June 1st. The Evaluator may conduct additional observations after this date, provided there is mutual agreement between the Administrator and evaluator.
- ii) The Evaluator is not required nor expected to review all the indicators in a rubric during an observation. The parties agree that individual administrative styles vary and not all of the indicators on the rubric may be observed during any one observation.

- iii) The written feedback shall be delivered to the Administrator in person, by email, placed in the Administrator's mailbox or mailed to the Administrator's home on the Observation Report Form. The Administrator shall sign the Observation Report Form within 5 school days of its receipt. The Administrator's signature does not indicate agreement or disagreement with its contents. The Administrator may include a written response within 10 school days, which shall be attached to the report.
- iv) Any observation or series of observations resulting in one or more standards judged to be unsatisfactory or needs improvement (for an unannounced observation only, for the first time) must:
 - (a) Be long enough to view the evidence in context.
 - (b) Describe the basis for the Evaluator's judgment.
 - (c) Describe actions the Administrator should take to improve his/her performance.
 - (d) Identify support and/or resources the Administrator may use in his/her improvement.
 - (e) Be followed by a meeting between the Administrator and Evaluator, if requested by either one.
 - (f) For unannounced observations, Be followed by at least one observation of at least 30 minutes in duration within 20 school days but no sooner than the day after the feedback has been provided.

B) Unannounced Observations

- i) Unannounced observations may be in the form of a school site or work site visitation or any other means deemed useful by the Evaluator. Visitations may include, but are not limited to: staff meetings, team meetings, classroom visits with supervising evaluator, walkabouts within the school or department, or individual conferences with students or parents.
- ii) The Administrator will be provided with at least brief written feedback from the Evaluator within five (5) school days of the observation.

C) Announced Observations

Announced observations shall be conducted for at least the entire event as described to the evaluator/observer before the observation. Announced Observations shall be conducted according to the following:

- i) The Administrator and Educator shall select the date and time of the activity to be observed and discuss any specific goal(s) for the observation.
- ii) Within 5 school days of the scheduled observation, upon request of either the Evaluator or Administrator, the Evaluator and Administrator shall meet for a pre-observation conference. In lieu of a meeting, the Administrator may inform the Evaluator in writing of the nature of the activity, the purpose served, the desired

outcome, and any other information that will assist the Evaluator to assess performance

- (a) The Administrator shall provide the Evaluator a draft of the activity plan or agenda. If the actual plan or agenda is different, the Administrator will provide the Evaluator with a copy prior to the observation.
- (b) The Administrator will be notified as soon as possible if the Evaluator will not be able to attend the scheduled observation. The observation will be rescheduled in collaboration with the Administrator as soon as reasonably practical.
- iii) Within 5 school days of the observation, the Administrator and Educator shall meet for a post-observation conference. This timeframe may be extended due to unavailability on the part of either the Evaluator or the Administrator, but must occur within 10 school days of the original observation.
- iv) The Evaluator shall provide the Administrator with written feedback within 5 school days of the post-observation conference.

11) Evaluation Cycle: Formative Evaluation

- A) Educators receive a Formative Evaluation report at mid-cycle. The Administrator's performance rating for that year shall be assumed to be the same as the previous summative rating unless evidence demonstrates a significant change in performance in which case the rating on the performance standards may change, and the Evaluator may place the Administrator on a different Educator plan, appropriate to the new rating.
- B) The Formative Evaluation report provides written feedback and ratings to the Administrator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on each performance standard and overall, or both.
- C) No less than two weeks before the due date for the Formative Evaluation report, which due date shall be collaboratively agreed upon by the Administrator and Evaluator, the Administrator shall provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The Administrator may also provide to the evaluator additional evidence of the administrator's performance against the four Performance Standards.
- D) The Evaluator shall complete the Formative Evaluation report and provide a copy to the Administrator. All Formative Evaluation reports must be signed by the Evaluator and delivered face-to-face, by email or to the Administrator's school mailbox or home.
- E) Upon the request of either the Evaluator or the Administrator, the Evaluator and the Administrator will meet within five (5) school days before and/or after completion of the Formative Evaluation Report.
- F) The Administrator may reply in writing to the Formative Evaluation report within ten (10) school days of receiving the report or the Formative Evaluation meeting(s), whichever is later. The Administrator's reply shall be attached to the report.

- G) The Administrator shall sign the Formative Evaluation report within 5 school days of receiving the report. The signature does not indicate agreement or disagreement with its contents.
- H) As a result of the Formative Evaluation report, the Evaluator may change the activities in the Educator Plan.
- I) If the rating in the Formative Evaluation report differs from the last summative rating the Administrator received, the Evaluator may place the Administrator on a different Educator Plan, appropriate to the new rating.
- J) After the formative assessment and upon request of the Administrator, another trained supervisor, chosen by mutual agreement between the Administrator and the Superintendent or his/her designee, and an Association representative, if requested by the Administrator, shall be assigned to perform an observation to be used as evidence in the administrator's summative evaluation. Without mutual agreement the Superintendent shall choose the supervisor; after which the Administrator may withdraw the request. The observation shall be unannounced and least 30 minutes in duration, and preceded by a meeting between the Administrator and observing supervisor.

12) Evaluation Cycle: Summative Evaluation

- A) The evaluation cycle concludes with a summative evaluation report. For Administrators on a one or two year Educator Plan, the summative report must be written and provided to the Administrator by June 1st.
- B) The Evaluator determines a rating on each standard and an overall rating based on the Evaluator's professional judgment, an examination of evidence against the Performance Standards and evidence of the attainment of the Educator Plan goals.
- C) The professional judgment of the evaluator shall determine the overall summative rating that the Administrator receives.
- D) For an Administrator whose overall performance rating is exemplary or proficient and whose impact on student learning is low, the evaluator's supervisor shall discuss and review the rating with the evaluator and the supervisor shall confirm or revise the administrator's rating.
- E) The summative evaluation rating must be based on evidence from multiple categories of evidence. MCAS Growth scores shall not be used for a summative evaluation rating.
- F) To be rated proficient overall, the Administrator shall, at a minimum, have been rated proficient on the Instructional Leadership Standard of Effective Administrative Leadership Practice.
- G) No less than two weeks before the due date for the Summative Evaluation report, which due date shall be established by the Evaluator with written notice provided to the Administrator, the Administrator will provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The Administrator may also provide to the evaluator additional evidence of the administrator's performance against the four Performance Standards.

- H) The Summative Evaluation report should recognize areas of strength as well as identify recommendations for professional growth.
- I) The Evaluator shall deliver a signed copy of the Summative Evaluation report to the Administrator face-to-face, by email or to the Administrator's school mailbox or home no later than June 1st.
- J) The Evaluator shall meet with the Administrator rated needs improvement or unsatisfactory to discuss the summative evaluation. The meeting shall occur by June 10th.
- K) The Evaluator shall meet with the Administrator rated proficient or exemplary to discuss the summative evaluation, if either the Administrator or the Evaluator requests such a meeting. The meeting shall occur by June 10th.
- L) Upon mutual agreement, the Administrator and the Evaluator may develop the Self-Directed Growth Plan for the following work year during the meeting on the Summative Evaluation report.
- M) The Administrator shall sign the final Summative Evaluation report by June 15th. The signature does not indicate agreement or disagreement with its contents.
- N) The Administrator shall have the right to respond in writing to the summative evaluation within 10 school days which shall become part of the final Summative Evaluation report.
- O) A copy of the signed final Summative Evaluation report shall be filed in the Administrator's personnel file, and all electronic materials shall be maintained by the District and made accessible by the Administrator.

13) Educator Plans – General

- A) Educator Plans shall be designed to provide Administrators with feedback for improvement, professional growth, and leadership; and to ensure Administrator effectiveness and overall system accountability. The Plan must be aligned to the standards and indicators and be consistent with district and school goals.
- B) The Educator Plan shall include, but is not limited to:
 - i) At least one goal related to improvement of practice tied to one or more Performance Standards;
 - ii) At least one goal for the improvement of the learning, growth and achievement of the students under the Administrator's responsibility;
 - iii) An outline of actions the Administrator must take to attain the goals and benchmarks to assess progress. Actions must include specified professional development and learning activities that the Administrator will participate in as a means of obtaining the goals, as well as other support that may be suggested by the Evaluator or provided by the school or district. Examples may include but are not limited to coursework, self-study, action research, curriculum development, study groups with peers, confidential peer observations, and implementing new programs.
- C) It is the Administrator's responsibility to attain the goals in the Plan.

14) Educator Plans: Developing Educator Plan

- A) The Developing Educator Plan is for all New Administrators.
- B) The Administrator shall be evaluated at least annually.

15) Educator Plans: Self-Directed Growth Plan

- A) A Two-year Self-Directed Growth Plan is for those Experienced Administrators who have an overall rating of proficient or exemplary, and whose impact on student learning is moderate or high. A formative evaluation report is completed at the end of year 1 and a summative evaluation report at the end of year 2.
- B) A One-year Self-Directed Growth Plan is for those Experienced Administrators who have an overall rating of proficient or exemplary, and whose impact on student learning is low. In this case, the Evaluator and Administrator shall analyze the discrepancy between the summative evaluation rating and the rating for impact on student learning to seek to determine the cause(s) of the discrepancy.

16) Educator Plans: Directed Growth Plan

- A) A Directed Growth Plan is for those Experienced Administrators whose overall rating is needs improvement.
- B) The goals in the Plan must address areas identified as needing improvement as determined by the Evaluator.
- C) The Evaluator shall complete a summative evaluation for the Administrator at the end of the period determined by the Plan, but at least annually, and in no case later than June 1st.
- D) For an Administrator on a Directed Growth Plan whose overall performance rating is at least proficient, the Evaluator will place the Administrator on a Self-Directed Growth Plan for the next Evaluation Cycle.
- E) For an Administrator on a Directed Growth Plan whose overall performance rating is not at least proficient, the Evaluator will rate the Administrator as unsatisfactory and will place the Administrator on an Improvement Plan for the next Evaluation Cycle.

17) Educator Plans: Improvement Plan

- A) An Improvement Plan is for those Experienced Administrators whose overall rating is unsatisfactory.
- B) The parties agree that in order to provide effective leadership for students, staff and the community and provide students with the best instruction, it may be necessary from time to time to place an Administrator whose practice has been rated as unsatisfactory on an Improvement Plan of no fewer than 90 school days and no more than one school year.
- C) The Evaluator must complete a summative evaluation for the Administrator at the end of the period determined by the Evaluator for the Plan.

- D) An Administrator on an Improvement Plan shall be assigned an Evaluator who is responsible for providing the Administrator with guidance and assistance in accessing the resources and professional development outlined in the Improvement Plan.
- E) The Improvement Plan shall define the problem(s) of practice identified through the observations and evaluation and detail the improvement goals to be met, the activities the Administrator must take to improve and the assistance to be provided to the Administrator by the district.
- F) The Improvement Plan process shall include:
- Within ten school days of notification to the Administrator that the Administrator is being placed on an Improvement Plan, the Evaluator shall schedule a meeting with the Administrator to discuss the Improvement Plan. The Evaluator will develop the Improvement Plan, which will include the provision of specific assistance to the Administrator. The evaluator shall suggest that the Administrator request that an Association Representative attend the meeting.
- G) The Improvement Plan shall:
- i) Define the improvement goals directly related to the performance standard(s), and/or student learning outcomes that must be improved;
 - ii) Describe the activities and work products the Administrator must complete as a means of improving performance;
 - iii) Describe the assistance and resources that the district will provide to the Administrator;
 - iv) Articulate the measurable outcomes that will be accepted as evidence of improvement;
 - v) Detail the timeline for completion of each component of the Plan, including at a minimum a mid-cycle formative evaluation report of the relevant standard(s) and indicator(s);
 - vi) Identify the individuals assigned to assist the Administrator which must include minimally the Evaluator; and, at the request of the Administrator, a mutually agreed upon Peer Assistant to provide technical assistance, information, and/or modeling of techniques, as required to meet the needs and goals specified in the Improvement Plan; and,
 - vii) Include the signatures of the Administrator and Evaluator.
- H) A copy of the signed Plan shall be provided to the Administrator. The signature does not indicate agreement or disagreement with its contents.
- I) Decision on the Administrator's status at the conclusion of the Improvement Plan.
- i) All determinations below must be made no later than June 1. One of three decisions must be made at the conclusion of the Improvement Plan:
 - (a) If the Evaluator determines that the Administrator has improved his/her practice to the level of proficiency, the Administrator will be placed on a Self-Directed Growth Plan.

- (b) If the Evaluator determines that the Administrator is making substantial progress toward proficiency, the Evaluator shall place the Administrator on a Directed Growth Plan.
- (c) If the Evaluator determines that the Administrator is not making substantial progress toward proficiency, the Evaluator may recommend to the superintendent that the Administrator be dismissed or put the Administrator on another Improvement Plan.

18) Timelines (Dates in italics are provided as guidance)

A) Administrators on One Year Plans

Activity:	Completed By:
Superintendent meets with evaluators and Administrators to explain evaluation process	<i>September 15</i>
Evaluator meets with New Administrators to assist in self-assessment and goal setting process Administrator submits self-assessment and proposed goals	October 15
Evaluator meets with Administrators in teams or individually to establish Educator Plans (Educator Plan may be established at Summative Evaluation Report meeting in prior school year)	November 1
Evaluator authorizes Educator Plans	November 15
Evaluator should complete first observation of each Administrator	November 30
Administrator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) * or two weeks before Formative Evaluation Report date	<i>January 15*</i>
Evaluator should complete mid-cycle Formative Evaluation Reports for Administrators on one-year Educator Plans	<i>February 1</i>
Evaluator holds Formative Evaluation Meetings if requested by either Evaluator or Administrator	<i>February 15</i>
Administrator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) *or two weeks prior to Summative Evaluation Report date established by evaluator	<i>May 15*</i>
Evaluator completes Summative Evaluation Report	May 15 June 1
Evaluator meets with Administrators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory	June 10

Evaluator meets with Administrators whose ratings are proficient or exemplary at request of Evaluator or Administrator	June 10
Administrator signs Summative Evaluation Report	June 15

B) Experienced Administrators on Two Year Plans

Activity:	Completed By:
Superintendent, principal or designee meets with evaluators and Administrators to explain evaluation process	<i>September 15 of year 1</i>
Evaluator meets with first-year Administrators to assist in self-assessment and goal setting process Administrator submits self-assessment and proposed goals	October 15 of year 1
Evaluator meets with Administrators in teams or individually to establish Educator Plans (Educator Plan may be established at Summative Evaluation Report meeting in prior school year)	November 1 of year 1
Evaluator authorizes Educator Plans	November 15 of year 1
Administrator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) * or two weeks before Formative Evaluation Report date established by Evaluator	May 1 of year 1 *
Evaluator completes Formative Evaluation Report	<i>June 1 of Year 1</i>
Evaluator conducts Formative Evaluation Meeting, if any	<i>June 15 of Year 1</i>
Administrator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) * or two weeks before Summative Evaluation Report date established by Evaluator	May 15 of year 2 *
Evaluator completes Summative Evaluation Report	June 1 of Year 2
Evaluator conducts Summative Evaluation Meeting, if any	June 10 of Year 2
Administrator signs Summative Evaluation Report	June 15 of Year 2

C) Administrators on Plans of Less than One Year

The timeline for Administrators on Plans of less than one year will be established in the Educator Plan.

19) Rating Impact on Student Learning Growth

ESE will provide model contract language and guidance on rating Administrator impact on student learning growth based on state and district-determined measures of student learning. Upon receiving this model contract language and guidance, the parties agree to bargain with respect to this matter. Until such measures are available, an administrator's impact shall be deemed Moderate.

20) Using Student feedback in Administrator Evaluation

ESE will provide model contract language, direction and guidance on using student feedback in Administrator Evaluation. Upon receiving this model contract language, direction and guidance, the parties agree to bargain with respect to this matter, including the instrument(s), protocols for administering the instrument(s), protecting student confidentiality, and analyzing student feedback.

21) Using Staff feedback in Administrator Evaluation

ESE will provide model contract language, direction and guidance on using staff feedback in Administrator Evaluation. Upon receiving this model contract language, direction and guidance, the parties agree to bargain with respect to this matter.

22) General Provisions

A) The following chart of responsibilities lists who may serve as evaluators of Administrators: .

<u>Administrator</u>	<u>Evaluator</u>
Directors	Assistant Superintendent for Curriculum & Instruction
Assistant Principals	School Principal
Assistant Director of Student Services	Director of Student Services
Early Childhood Coordinator	Director of Student Services
Director of Nursing	Assistant Superintendent for Curriculum & Instruction

B) Evaluators shall not make negative comments about the Administrator's performance, or comments of a negative evaluative nature, in the presence of students, parents or other staff, except in the unusual circumstance where the Evaluator concludes that s/he must immediately and directly intervene. Nothing in this paragraph is intended to limit a supervisor's ability to investigate a complaint, or secure assistance to support an Administrator.

C) The superintendent shall ensure that Evaluators have initial and ongoing training in supervision and evaluation, including the regulations and standards and indicators of Effective Administrative Leadership Practice promulgated by ESE (35.04), and the evaluation Standards and Procedures established in this Agreement.

D) Should there be a serious disagreement between the Administrator and the Evaluator regarding an overall summative performance rating of unsatisfactory, the Administrator may meet with the Evaluator's supervisor to discuss the disagreement. Should the Administrator request such a meeting, the Evaluator's supervisor must meet with the

Administrator. The Evaluator may attend any such meeting at the discretion of the superintendent. An Association Representative shall attend any such meeting at the discretion of the Administrator.

- E) The parties agree to continue the work of the Advisory Group which shall review the evaluation processes and procedures annually through the 2016-2017 school year and recommend adjustments to the parties, as well as discuss other parts of this evaluation noted as needing further negotiations. Recommendations from this group shall be forwarded to the parties for negotiations and ratification.
- F) Violations of this article are subject to the grievance and arbitration procedures.

Educator SMART Goals and Plan Form

Name _____ Type of Plan _____

Evaluator's Name _____ Dates of Plan _____

Step #1: Use Student Learning Data To Identify Student Learning Goal Area(S)

Examine past student learning data (from state tests, common assessments, other quantitative and qualitative data) to determine an area that you would like to address in order to improve student achievement.

List the focus area here: _____

Step #2: Use Your Self-Assessment (Performance Relative To The Rubric) To Identify Professional Practice Goal Area(s)

Focus area for growth: _____

Step #3: Discuss With Colleagues

Meet with colleagues who have shared responsibility of students or common instructional responsibilities. Decide if you will work on each goal as a team goal or individually.

Step #4: Draft The Student Learning Goal Statement

Goal statement: _____

This goal is [check one]:

an individual Student Learning Goal

a PLT Goal

If this is a PLT Goal, attach the completed form to your PLT Charter and submit.

another team Student Learning Goal

Step #5: Draft The Professional Practice Goal Statement

Goal statement: _____

This goal is [check one]:

an individual Professional Practice Goal

a team Professional Practice Goal

Step #6: Add Key Actions, Benchmarks And Resources/Support
(Revise Goal Statements As Needed)

Key Actions: what will I/we do to achieve my/our goals?

Student Learning Goal

Professional Practice Goal

_____	_____
_____	_____
_____	_____
_____	_____

Benchmarks: how will I/we know if I am on track to accomplish my/our goals?

Student Learning Goal

Professional Practice Goal

_____	_____
_____	_____
_____	_____
_____	_____

Resources and Support: what will I/we need to help accomplish my/our goals?

Student Learning Goal

Professional Practice Goal

_____	_____
_____	_____
_____	_____
_____	_____

Educator's Signature _____

Date _____

Evaluator's Signature _____

Date _____

Educator Comments: (if desired)

Observation Form

Educator's Name _____

Evaluator's Name _____

School: _____

Date: _____

Subject: _____

Date and Time of the Observation

What portion of the class are you observing? (check all that apply)

- Beginning
- Middle
- End

Length of Observation

Written Feedback from Evaluator

Educator Response (if desired):

Signature of Educator _____ Date _____

Signature of Evaluator _____ Date _____

Educator Collection of Evidence Form

Educator—Name/Title: _____

Evaluator—Name/Title: _____

School(s): _____

Label	Date <i>Record date, duration if applicable</i>	Source of Evidence <i>e.g., parent conference, observation</i>	Indicators(s) and/or Goals¹ <i>Standard(s) and/or goal(s) to which evidence is tied</i>	Notes <i>(Optional) Explain why included, specifics on what the evidence shows, context, etc.</i>
ex. 1	11/8/11	unit plans, benchmark data	I.A, Student Goal #1	unit plans modification reflect student data at semester mid-point

Signature of Educator _____ Date _____

Signature of Evaluator _____ Date _____

¹ Per [603 CMR 35.07\(1\)\(c\)1](#), “Evidence compiled and presented by the educator includ[es]: 1. Evidence of fulfillment of professional responsibilities and growth, such as: self-assessments; peer collaboration; professional development linked to goals and or educator plans; contributions to the school community and professional culture; 2. Evidence of active outreach to and ongoing engagement with families.” However, educator collection of evidence is not **limited** to these areas.

Formative Evaluation Form for Administrators-January/February

Name:
School:

Evaluator:
Date:
Shared:

Standard I: Instructional Leadership

The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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Standard II: Management and Operations

The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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Standard III: Family and Community Engagement

The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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Standard IV: Professional Culture

The education leader promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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Progress on Attaining Professional Practice Goal

- No Progress
- Progressing
- Achieved Goal
- Exceeded Goal

--

Progress on Attaining Student Learning Goal

- No Progress
- Progressing
- Achieved Goal
- Exceeded Goal

--

Overall Performance

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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Educator Response (if desired):

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Signature Instructions

Once a form is signed, it can no longer be edited. Please follow this order when signing:

-The EDUCATOR should sign this form first.

-The EVALUATOR should sign this form second.

Signature of Educator

- no signature -

Signature of Evaluator

- no signature -

Formative Evaluation Form for Administrators-June

Name:

Evaluator:

School:

Date:

Shared:

Standard I: Instructional Leadership

The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Exemplary	Proficient	Needs Improvement	Unsatisfactory
-----------	------------	-------------------	----------------

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Standard II: Management and Operations

The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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Standard III: Family and Community Engagement

The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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Standard IV: Professional Culture

The education leader promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Exemplary	Proficient	Needs Improvement	Unsatisfactory
-----------	------------	-------------------	----------------

--

Progress on Attaining Professional Practice Goal

- No Progress
- Progressing
- Achieved Goal
- Exceeded Goal

--

Progress on Attaining Student Learning Goal

- No Progress
- Progressing
- Achieved Goal
- Exceeded Goal

--

Overall Performance

Exemplary	Proficient	Needs Improvement	Unsatisfactory
-----------	------------	-------------------	----------------

Educator Response (if desired):

--

Signature Instructions

Once a form is signed, it can no longer be edited. Please follow this order when signing:
-The EDUCATOR should sign this form first.
-The EVALUATOR should sign this form second.

Signature of Educator

- no signature -

Signature of Evaluator

- no signature -

Summative Evaluation Form for Administrators

Name:

Evaluator:

School:

Date:

Shared:

Standard I: Instructional Leadership

The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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--

Standard II: Management and Operations

The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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Standard III: Family and Community Engagement

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Standard IV: Professional Culture

The education leader promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Exemplary	Proficient	Needs Improvement	Unsatisfactory
-----------	------------	-------------------	----------------

--

Progress on Attaining Professional Practice Goal

- No Progress
- Progressing
- Achieved Goal
- Exceeded Goal

--

Progress on Attaining Student Learning Goal

- No Progress
- Progressing
- Achieved Goal
- Exceeded Goal

--

Summative Evaluation Form for Administrators - Fri Nov 08 13:28:49 EST 2013

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Overall Performance

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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Educator Response (if desired):

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Signature Instructions

Once a form is signed, it can no longer be edited. Please follow this order when signing:
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-The EVALUATOR should sign this form second.

Signature of Educator

- no signature -

Signature of Evaluator

- no signature -

Setting SMART Goals²

Good goals help educators, schools, and districts improve. That is why the educator evaluation regulations require educators to develop goals that are specific, actionable, and measurable. They require, too, that goals be accompanied by action plans with benchmarks to assess progress.

This “SMART” Goal framework is a useful tool that individuals and teams can use to craft effective goals and action plans:

S	=	S pecific and S trategic
M	=	M easurable
A	=	A ction Oriented
R	=	R igorous, R ealistic, and R esults-Focused (the 3 Rs)
T	=	T imed and T racked

Goals with an action plan and benchmarks that have these characteristics are “SMART.”

A practical example some of us have experienced in our personal lives can make clear how this SMART goal framework can help turn hopes into actions that have results.

First, an example of *not* being “SMART” with goals: *I will lose weight and get in condition.*

Getting SMARTer: *Between March 15 and Memorial Day, I will lose 10 pounds and be able to run 1 mile nonstop.*

The **hope** is now a **goal**, that meets most of the SMART Framework criteria:

It’s S pecific and S trategic	= 10 pounds, 1 mile
It’s M easurable	= pounds, miles
It’s A ction-oriented	= lose, run
It’s got the 3 Rs	= weight loss and running distance
It’s T imed	= 10 weeks

SMART enough: To make the goal really “SMART,” though, we need to add an action plan and benchmarks. They make sure the goal meets that final criteria, “Tracked.” They also strengthen the other criteria, especially when the benchmarks include “process” benchmarks for tracking progress on the key actions and “outcome” benchmarks that track early evidence of change and/or progress toward the ultimate goal.

² The SMART goal concept was introduced by G.T. Doran, A. Miller and J. Cunningham in *There’s a S.M.A.R.T. way to write management’s goals and objectives*, *Management Review* 70 (11), AMA Forum, pp. 35-36. *What Makes a Goal “SMART”?* also draws from the work of Ed Costa, Superintendent of Schools in Lenox; John D’Auria, Teachers 21; and Mike Gilbert, Northeast Field Director for MASC.

Key Actions

- Reduce my daily calorie intake to fewer than 1,200 calories for each of 10 weeks.
- Walk 15 minutes per day; increase my time by 5 minutes per week for the next 4 weeks.
- Starting in week 5, run and walk in intervals for 30 minutes, increasing the proportion of time spent running instead of walking until I can run a mile, non-stop, by the end of week 10.

Benchmarks:

- For process, maintaining a daily record of calorie intake and exercise
- For outcome, biweekly weight loss and running distance targets (e.g., After 2 wks: 2 lbs/0 miles; 4 wks: 4 lbs/0 miles; 6 wks: 6lbs/.2 mi; 8 wks: 8 lbs/.4 miles)

S = Specific and Strategic

Goals need to be straightforward and clearly written, with sufficient specificity to determine whether or not they have been achieved. A goal is strategic when it serves an important purpose of the school or district as a whole and addresses something that is likely to have a big impact on our overall vision.

M = Measurable

If we can't measure it, we can't manage it. What measures of quantity, quality, and/or impact will we use to determine that we've achieved the goal? And how will we measure progress along the way? Progress toward achieving the goal is typically measured through "benchmarks." Some benchmarks focus on the process: are we doing what we said we were going to do? Other benchmarks focus on the outcome: are we seeing early signs of progress toward the results?

A = Action Oriented

Goals have active, not passive verbs. And the action steps attached to them tell us "who" is doing "what." Without clarity about what we're actually going to do to achieve the goal, a goal is only a hope with little chance of being achieved. Making clear the key actions required to achieve a goal helps everyone see how their part of the work is connected—to other parts of the work and to a larger purpose. Knowing that helps people stay focused and energized, rather than fragmented and uncertain.

R = Rigorous, Realistic, and Results-Focused (the 3 Rs)

A goal is not an activity: a goal makes clear what will be different as a result of achieving the goal. A goal needs to describe a realistic, yet ambitious result. It needs to stretch the educator, team, school, or district toward improvement but not be out of reach. The focus and effort required to achieve a rigorous but realistic goal should be challenging but not exhausting. Goals set too high will discourage us, whereas goals set too low will leave us feeling "empty" when it is accomplished and won't serve our students well.

T = Timed

A goal needs to have a deadline. Deadlines help all of us take action. For a goal to be accomplished, definite times need to be established when key actions will be completed and benchmarks achieved. Tracking the progress we're making on our action steps (process benchmarks) is essential: if we fall behind on doing something we said we were going to do, we'll need to accelerate the pace on something else. But tracking progress on process outcomes isn't enough. Our outcome benchmarks help us know whether we're on track to achieve our goal and/or whether we've reached our goal. Benchmarks give us a way to see our progress and celebrate it. They also give us information we need to make mid-course corrections.