Developing Professional Growth and Student Academic Progress Goals (using the SMART format)

I. **Professional Growth Goals** are directly related to desired growth according to the **Administrator Performance Appraisal** rubrics. Albemarle County Public Schools is committed to providing a variety of paths for administrators to develop knowledge, skills, and understandings that will support teacher growth and improve student learning.

II. **Student Academic Progress Goals** are directly related to student growth over time. The Student Academic Progress Goal process requires that we monitor and adjust our actions as needed in the service of student outcomes such as habits of mind, higher order thinking, and academic achievement.

The Administrator Performance Appraisal utilizes the SMART format as a specific tool to sustain the efforts of continuous improvement. **Commitment to SMART Goals** implementation results in an explicit plan to increase student learning. Smart Goals are:

- **Strategic** - Will working towards this goal provide a return on investment that connects to broader goals (team, school improvement, Division, etc.)? Strategic implies that the goal is clearly articulated, specific, urgent, and impactful.
- **Measurable** - How will you see that change occurred? What concrete criteria will you use to measure change?
- **Attainable** - How far will this goal stretch you? Is it too far? Is it far enough?
- **Results-oriented** – How will your work towards this goal affect student learning? How will your goal increase student achievement? How will your goal improve your professional practice?
- **Time-bound** - What deadlines and milestones exist for this goal? When will this goal be completed?

In a continuous improvement model, administrators regularly document and monitor their progress towards their goals. Goals are expanded upon and adjusted as part of an on-going, collaborative professional growth model through professional development, reflection, and dialogue with the evaluator.
Assessing progress towards goals requires analyzing multiple sources of data over time. The Administrator Performance Appraisal sets the expectation for administrators to use multiple sources of data as they assess personal progress towards professional learning goals as well as when they assess, monitor, and document student growth over time.

The Plan-Do-Study-Act (PDSA) model can be used to support the creation and attainment of SMART goals. PDSA is an iterative 4-step process that serves as a model for continuous improvement.
ACT
- Does anything need to be modified? (Adjust)
- Have we achieved our intended outcomes and can these changes be integrated into other areas? If so, how? (Adopt)
- Should we abandon the plan in light of new information? (Abandon)
- When will this be evaluated again and by whom?

PLAN
- What needs to be improved?
- What research, data, and/or current conditions support the need for this change?
- What strategic goal does this support?

STUDY
- What has been accomplished at this point?
- What is the evidence of this?
- Are we progressing as anticipated?

DO
- Put your change into action and test out your plan

Adjust, adopt, or abandon your plan

Assess current situation and analyze causes

Define what is expected to change and how you will know

Define how and when you will accomplish the change

Try out the plan

Study your progress and results

Act

Plan

Study

Take action