

Steps for Goal Setting and Student Learning

- ❑ The goal statement forms the basis for the process of the professional development target so careful attention should be placed on formulating clear and accurate goal statements. A good way to remember the components of a quality goal statement is to remember SMART, the acronym used by many experts in goal setting. See Tool 3.2.
- ❑ Study the goals identified in the CSIP (Student Learning Goals and Long-Range Goals). See Appendix 1, Dimensions 4 – 6.
- ❑ Review the Annual Improvement Goals (AIG)/Annual Measurable Objectives (AMO).
- ❑ Narrow the AMO/AIG to set a specific target for professional development. A professional development target identifies the instructional content needed to reduce gaps in student achievement.
- ❑ Check to make sure that the goals and PD target are aligned with data. There should be tight coupling among the data, goals, and the target selected.
- ❑ Ensure that there is a priority focus at the district/building for PD. Faculty should focus on one major area at a time. Multiple emphases across the district with variation at the building level may be necessary to address student needs established by data.
- ❑ PD Leadership Team has identified a professional development target that is focused on improving student achievement in reading, math or science and provides skill development in instruction.
- ❑ Record the district-level target for PD in the District Plan and the building-level target for PD in the Building-level Plan.
- ❑ Disseminate goals and communicate decisions. Facilitate opportunities for faculty to process the links among student need, the district/building goal(s), and the PD target.

District Professional Development Plan

PD Target:

List the district PD target (a PD Target is narrower than the broad annual improvement goal/annual measurable objective found in the CSIP).

Building-Level Professional Development Plan

PD Target:

Use the PD Target and the building-level data to select the PD Target for the building.