Feedback on Professional Learning SMART goals

- At the end of the first year, teachers working in collaborative teams will deepen their content knowledge and acquire instructional skills and practices appropriate to ratios and proportional relationships and develop, implement, reflect on, and revise a common unit of instruction on ratios and proportional relationships that applies the newly acquired learning and engages students in applying their learning about ratios and proportional relationships in a real-life situation.

Specific	• Teachers
Measurable	• *Common unit of instruction* is completed (product) • Additionally, a rubric could be used to analyze the quality of that unit of instruction
Attainable	• Attainable depends on how different this kind of instruction is compared to what educators have done in the past; given a year's work—this outcome would probably be attainable unless there are many other initiatives being implemented
Results-driven	• Develop, implement, reflect on, and revise a common unit of instruction on ratios and engage students in applying their learning about ratios and proportional relationships
Timebound	• End of the first year of professional learning

- At the end of the first year, district and school administrators will demonstrate how to use classroom walk-throughs to assess implementation of teacher professional learning and to provide feedback to teachers individually, in teams, and schoolwide about the implementation of professional learning.

Specific	• District and school administrators
Measurable	• Records of data from walk-throughs
Attainable	• Attainable depends on how proficient administrators are at assessing implementation of new classroom practices and giving feedback and how many other initiatives are being implemented
Results-driven	• Demonstrate how to use classroom walk-throughs to assess implementation of teachers professional learning *of new instructional practices* and to provide feedback to teachers individually, in teams, and schoolwide
Timebound	• End of the first year of professional learning

- At the end of the second year, teachers working in collaborative teams will acquire and apply multiple strategies for formative assessment to use with all students including those who have special needs and who are second language learners and develop, implement, reflect on, and revise three study lessons on ratios and proportional relationships that apply the newly acquired learning and adapt instruction based on formative assessment data.

Specific	• Teachers
Measurable	• Develop, implement, reflect on, and revise *three study lessons*(product) • Additionally, a rubric could be used to analyze the quality of the lessons
Attainable	• Attainability is based on the starting point for educators and how many other initiatives are being implemented
Results-driven	• Apply multiple strategies for formative assessment to use with all students including special needs and second language learners • Develop, implement, reflect on, and revise three study lessons on ratio and proportional relationships based on formative assessment data
Timebound	• End of the second year

- At the end of the second year, district and school administrators will acquire and apply strategies to use data from teacher observations and walk-throughs to differentiate professional learning and other supports to increase the accuracy and frequency with which at least 80% of the teachers apply newly acquired knowledge, skills, and practices.

Specific	• District and school administrators
Measurable	• 80% of teachers apply newly acquired knowledge, skills, and practice (as measured by walk-through rubrics
Attainable	• Attainability is based on the starting point for administrators about how to differentiate professional learning for teachers and how many other initiatives are being implemented
Results-driven	• Use data from teacher observations and walk-throughs to differentiate professional learning and other (implementation) supports for educators
Timebound	• End of the second year