

Goal Setting Form

Educator—Name/Title: Paul B. Ash, Ph.D., Superintendent of Schools



Primary Evaluator—Name/Title: Lexington School Committee

Supervising Evaluator, if any—Name/Title/Role in evaluation:

School(s): Lexington Public Schools

Check all that apply¹: Proposed Goals Final Goals Date: October 8, 2013

A minimum of one student learning goal and one professional practice goal are required. **Team goals must be considered** per [603 CMR 35.06\(3\)\(b\)](#). Attach pages as needed for additional goals or revisions made to proposed goals during the development of the Educator Plan.

Student Learning S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>	Professional Practice S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>
<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Team:	<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Team:
<p><u>Superintendent’s Student Learning Goal</u></p> <p>The Superintendent, in collaboration with other school and district leaders, will work with principals to help them meet their school learning goals.</p> <p><i>Key Actions:</i></p> <ol style="list-style-type: none"> The Superintendent, in conjunction with the Office of Curriculum, Instruction, and Professional Learning will support, supervise, and provide resources that will enable principals and other administrators to achieve their student learning goals. The Superintendent, in collaboration with other school leaders, will collect, assemble, and present data on students with high needs, as articulated in the principals’ student learning goal. 	<p><u>Superintendent’s Professional Practice Goal</u></p> <p>To advance student learning, the Superintendent, in collaboration with principals and other administrators, will make substantial progress to establish a common understanding of what effective classroom instruction entails in order to provide quality educator feedback under the new educator evaluation system.</p> <p><i>Key Actions:</i></p> <ol style="list-style-type: none"> The Superintendent will conduct instructional rounds with principals and other administrators and collaboratively share conclusions about the level of practice observed. The Superintendent will debrief with administrators about what was observed: share levels of practice observed, and share ideas for feedback to teachers.

¹If proposed goals change during Plan Development, edits may be recorded directly on original sheet or revised goal may be recorded on a new sheet. If proposed goals are approved as written, a separate sheet is not required.

<ul style="list-style-type: none"> 3. The Superintendent, principals, and district administrators will regularly report, share, and discuss progress made on student learning goals at Administrative Council meetings. 4. Based on student data, the Superintendent will support principals and other educators as they develop and implement intervention models designed to meet identified educational needs. 5. The Superintendent will use various forums to support these efforts in addressing the student learning goals of each school. 6. If necessary, the Superintendent will make recommendations to the Lexington School Committee for additional resources. 	<ul style="list-style-type: none"> 3. The Superintendent will support, supervise, and monitor the frequency of visits to classrooms by principals. 4. The Superintendent will devote time at leadership meetings to increasing a shared understanding of "proficient" practice discussing observations, case studies, and rubrics. 5. The Superintendent will review collaboratively the quality of evaluator's feedback to teachers. 6. The Superintendent will identify, record and share examples of proficient instructional practice that increases inter-rater reliability between and among administrators. 7. The Superintendent will seek input from educators to ascertain if supervisor feedback is effective.
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S.M.A.R.T.: S=Specific and Strategic; M=Measurable; A=Action Oriented; R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked