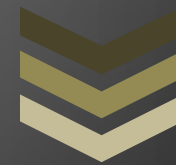


# T-TESS Sample Teacher Goals



Nederland ISD

The Texas Teacher Evaluation and Support System (T-TESS) focuses on providing continuous, timely and formative feedback to educators so they can improve their practice. T-TESS includes components which address goal-setting, a professional development plan and the evaluation cycle (including: pre-conference, observation, and post-conference). In the goal setting portion of T-TESS, teachers are expected to develop S.M.A.R.T. (Specific, Measurable, Achievable, Relevant, Time-bound) goals and track progress toward meeting those goals.

This document was developed to assist teachers in developing teacher goals for the new goal setting component of T-TESS. It contains eight sample S.M.A.R.T. goals. Each letter in S.M.A.R.T. refers to a different criterion for judging objectives. The most common criteria for S.M.A.R.T. are as follows:

- **Specific** – target a specific area for improvement
- **Measurable** – quantify or at least suggest an indicator of progress
- **Assignable** – specify who will do it
- **Realistic** – state what results can realistically be achieved, given available resources
- **Time-bound** – specify when the result(s) can be achieved

These sample goals can be used by the teachers as their goals for the year or used as a model for developing their own goals for the year. More information and resources can be found on the Teach for Texas website at:

<https://teachfortexas.org>

or on the TEA webpage at:

[http://tea.texas.gov/Texas\\_Educators/Educator\\_Evaluation\\_and\\_Support\\_System/Texas\\_Teacher\\_Evaluation\\_and\\_Support\\_System/](http://tea.texas.gov/Texas_Educators/Educator_Evaluation_and_Support_System/Texas_Teacher_Evaluation_and_Support_System/)

<p><b>Goal</b> (What do you want to achieve?) <b>Dimension</b> (What is/are the correlating dimension(s)?)</p>	<p><b>Actions</b> (How will you accomplish the goal?)</p>	<p><b>Targeted Completion Date</b> (When do you anticipate your goal will be met?)</p>	<p><b>Evidence of Goal Attainment</b> (How will you know your goal has been met? How will you know whether or not it has impacted instruction and student achievement?)</p>
<p><b>Goal 1:</b> I will improve my abilities to monitor and adjust instruction through targeted questioning techniques at varied levels of cognition, the use of wait time, and academic feedback to students.</p> <p><b>Dimension(s):</b> Monitor and Adjust; Achieving Expectations; Communication; Content Knowledge and Expertise.</p>	<p>Work with Ms. Jones to better develop and embed questions in the lesson planning document.</p> <p>Use Bloom’s Taxonomy as a reference.</p> <p>Identify informal methods for proficiency and progress levels.</p>	<p>January 17, 2017 with ongoing progress checks throughout the year</p>	<p>Increased ability to effectively monitor and adjust instruction as measured through peer and administrator feedback, student responses /cognition, and student performance data, i.e., student work, unit assessments, grades and state assessment results.</p>
<p><b>Goal 2:</b> I will increase my expertise in strategies which are effective with ELL student performance.</p> <p><b>Dimension(s):</b> Differentiation; Achieving Expectations; Knowledge of Students; Content Knowledge and Expertise.</p>	<p>Work with PLC group and seek online modules to learn and incorporate ELL researched-based strategies with planning, instruction, and the learning environment.</p> <p>Plan for listening, speaking, reading and writing activities as referenced in the English Language Proficiency Standards (ELPS).</p>	<p>January 17, 2017 with ongoing progress checks throughout the year</p>	<p>Increase language proficiency of ELL students as measured through TELPAS and/or other student performance data such as student work, unit assessments, grades and standardized assessment results.</p>

<b>Goal</b> (What do you want to achieve?) <b>Dimension</b> (What is/are the correlating dimension(s)?)	<b>Actions</b> (How will you accomplish the goal?)	<b>Targeted Completion Date</b> (When do you anticipate your goal will be met?)	<b>Evidence of Goal Attainment</b> (How will you know your goal has been met? How will you know whether or not it has impacted instruction and student achievement?)
<p><b>Goal 3:</b> Increase students' HOTS (High Order Thinking Skills) through the use of small group instruction.</p> <p><b>Dimension(s):</b>                      Communication: The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort</p>	<ol style="list-style-type: none"> <li>1. Research effective small group practices.</li> <li>2. Implement one (1) effective practice each six weeks beginning in the 2<sup>nd</sup> six weeks.</li> <li>3. Create appropriate Exit Ticket assessments to measure HOTS by individual students over time.</li> <li>4. Monitor and adjust practice as needed.</li> </ol>	<p>January 17, 2017</p>	<p>Increased depth of student responses as demonstrated over time by students' Exit Tickets.</p>

<p><b>Goal</b> (What do you want to achieve?) <b>Dimension</b> (What is/are the correlating dimension(s)?)</p>	<p><b>Actions</b> (How will you accomplish the goal?)</p>	<p><b>Targeted Completion Date</b> (When do you anticipate your goal will be met?)</p>	<p><b>Evidence of Goal Attainment</b> (How will you know your goal has been met? How will you know whether or not it has impacted instruction and student achievement?)</p>
<p><b>Goal 4:</b> I will enhance my ability to develop aligned formative and summative assessments which directly measure students' knowledge and skills for specific lesson/unit outcomes.</p> <p><b>Dimension(s):</b> Data and Assessment; Activities; Achieving Expectations; Knowledge of Students; Content Knowledge and Expertise.</p>	<p>Research and apply high-yield strategies to formatively assess students.</p> <p>Monitor and track how formative assessment data informs learner outcomes.</p> <p>Collaborate with team members to develop and gather feedback regarding formative/summative assessments.</p> <p>Compare assessment results to determine the accuracy of data.</p>	<p>MOY (Middle of Year) and EOY (End of Year) comparison of formative and summative assessments and effectiveness of this data</p>	<p>Evidence of formative and summative assessments aligned to learner outcomes, data results used to inform practices, and correlational data to measure the effectiveness of assessments and mastery of learner outcomes.</p> <p>Data tracking and communication systems.</p>

<p><b>Goal</b> (What do you want to achieve?) <b>Dimension</b> (What is/are the correlating dimension(s)?)</p>	<p><b>Actions</b> (How will you accomplish the goal?)</p>	<p><b>Targeted Completion Date</b> (When do you anticipate your goal will be met?)</p>	<p><b>Evidence of Goal Attainment</b> (How will you know your goal has been met? How will you know whether or not it has impacted instruction and student achievement?)</p>
<p><b>Goal 5:</b> I will incorporate differentiation strategies which include varied content, process and product expectations for students, using data and students' learning profiles as the basis for decisions in order to increase overall performance and close gaps in learning.</p> <p><b>Dimension(s):</b> Activities; Achieving Expectations; Knowledge of Students; Content Knowledge and Expertise; Classroom Environment, Routines and Procedures; Classroom Culture.</p>	<p>Research and apply differentiation strategies specific to content, process and product expectations.</p> <p>Connect learning to RTI research and make connections to differentiation through tiered instruction with other instructional staff.</p> <p>Establish processes for tracking how differentiation is planned, executed and assessed for impact.</p>	<p>Progress will be detailed each grading period with a formal analysis of relationship data (strategy to performance outcomes) compiled prior to the EOY conference.</p>	<p>Lesson plans which detail differentiation for content, process and product modifications/ accommodations.</p> <p>Ongoing examples of student differentiation with content, process and product.</p> <p>Data measures used to guide differentiated strategies and measure formative and summative performance.</p>

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<p><b>Goal 6:</b> I will develop and execute lessons that consistently include student-centered activities and the expectation for students to monitor their own learning through specific student-led strategies.</p> <p><b>Dimension(s):</b> Activities; Achieving Expectations; Knowledge of Students; Content Knowledge and Expertise; Classroom Environment, Routines and Procedures; Classroom Culture.</p>	<p>Collaborate with the team during planning meetings to adjust lesson plans for student-centered activities. Systematically implement and evaluate one strategy per week that facilitates student-centered instruction and analyze implementation/impact.</p> <p>Identify key transition steps to release responsibility for learning to students. Develop processes and structure which create and promote a student-centered, student-led classroom.</p> <p>Discuss with team members how student-centered instruction is impacted across the T-TESS Rubric dimensions/descriptors.</p> <p>Observe other classrooms, online lessons, etc., and identify key factors that promote student-centered instruction.</p>	<p>Progress will be detailed each grading period with a summative analysis for trends and patterns with activities.</p>	<p>Lesson plans which detail student-centered activities and how they are consistently implemented across lessons.</p> <p>Generate a journal to track implementation strategies/activities and reflect on the impact using varied data sources (to be noted).</p> <p>Student reflections, peer evaluations, documented processes and products.</p> <p>Ongoing team meeting discussions in agendas/notes related to establishing student-centered, student-led classrooms.</p>

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<p><b>Goal 7:</b> I will learn to integrate literacy strategies in my instruction to improve students' skills in analyzing various types of multi-discipline literature.</p> <p><b>Dimension(s):</b>                      Differentiation, Achieving Expectations, Content Knowledge and Expertise.</p>	<p>I will research and apply learning from literacy professional development, consultation with literacy professionals and/or from reading professional literature which focus on improving literacy skills.</p>	<p>January 17, 2017 with ongoing progress checks throughout the year</p>	<p>Analysis of student work samples, self-reflection, student surveys, response to literature, open ended responses, classroom discussion, and observation.</p>
<p><b>Goal 8:</b> I will learn to develop and execute lessons which incorporate writing in my classroom to improve students' skills in writing across all disciplines.</p> <p><b>Dimension(s):</b>                      Differentiation, Achieving Expectations, Communication, Content Knowledge and Expertise.</p>	<p>After attending professional development on incorporating writing and/or reading professional literature, my students will have opportunities to write independently, collaboratively, and give/receive feedback.</p>	<p>January 17, 2017 with ongoing progress checks throughout the year.</p>	<p>Student writing samples, journals, open ended responses, lesson plans, and reflection.</p>



## Short Term Goals

<b>Goal</b> (What do you want to achieve?) <b>Dimension</b> (What is/are the correlating dimension(s)?)	<b>Actions</b> (How will you accomplish the goal?)	<b>Targeted Completion Date</b> (When do you anticipate your goal will be met?)	<b>Evidence of Goal Attainment</b> (How will you know your goal has been met? How will you know whether or not it has impacted instruction and student achievement?)
<p><b>Goal 1:</b> I will improve my abilities to monitor and adjust instruction through targeted questioning techniques at varied levels of cognition, the use of wait time, and academic feedback to students.</p> <p><b>Dimension(s):</b> Monitor and Adjust; Achieving Expectations; Communication; Content Knowledge and Expertise.</p>	<p>Work with Ms. Jones to better develop and embed questions in the lesson planning document.</p> <p>Use Bloom’s Taxonomy as a reference.</p> <p>Identify informal methods for proficiency and progress levels.</p>	<p>Ongoing progress checks every six weeks throughout the year</p>	<p>Increased ability to effectively monitor and adjust instruction as measured through peer and administrator feedback, student responses/cognition, and student performance data, i.e., student work, unit assessments, grades and state assessment results.</p>
<p><b>Goal 2:</b> I will develop and maintain my teacher webpage with timely information for students and parents.</p> <p><b>Dimension(s):</b> Communication; Classroom Environment, Routines, and Procedures; Goal Setting; School Community Involvement</p>	<p>Develop teacher webpage</p> <p>Post timely information regarding classroom activities such as lesson plans, projects, meetings, school events, field trips, etc.</p>	<p>Ongoing on a weekly/monthly basis</p>	<p>Increase in student completion rate of work assigned and parental involvement in classroom and school activities.</p>

<b>Goal</b> (What do you want to achieve?) <b>Dimension</b> (What is/are the correlating dimension(s)?)	<b>Actions</b> (How will you accomplish the goal?)	<b>Targeted Completion Date</b> (When do you anticipate your goal will be met?)	<b>Evidence of Goal Attainment</b> (How will you know your goal has been met? How will you know whether or not it has impacted instruction and student achievement?)
<b>Goal 3:</b> I will improve my communication with parents/guardians to develop a positive educational partnership.  <b>Dimension(s):</b> Communication; Classroom Environment, Routines, and Procedures; Goal Setting; School Community Involvement.	Obtain parental/guardian contact information at beginning of the year with preferred way of contacting them.  Develop plan for how and when contact will be done (whole class newsletter, emails to parents, Remind 101, phone calls, etc.).	Ongoing on a weekly basis	Increase in student completion rate of work assigned and parental involvement in classroom and school activities.
<b>Goal 4:</b> I will create a positive and engaging learning environment in my classroom.  <b>Dimension(s):</b> Communication; Classroom Environment, Routines, and Procedures; Activities; Achieving Expectations; Knowledge of Students.	Develop positive classroom routines, procedures, practices, and activities.  Teach and positively reinforce routines, procedures and practices.  Use student-centered and engaging lessons.	Ongoing on a daily basis	Lesson plans which detail student-centered activities and how they are consistently implemented across lessons.  Classroom routines, procedures, and practices modeled by teacher and students.  Results from student performance data, i.e., student work, unit assessments, grades and state assessment results.

<p><b>Goal</b> (What do you want to achieve?) <b>Dimension</b> (What is/are the correlating dimension(s)?)</p>	<p><b>Actions</b> (How will you accomplish the goal?)</p>	<p><b>Targeted Completion Date</b> (When do you anticipate your goal will be met?)</p>	<p><b>Evidence of Goal Attainment</b> (How will you know your goal has been met? How will you know whether or not it has impacted instruction and student achievement?)</p>
<p><b>Goal 5:</b> I will goal setting techniques to my students to help them achieve expectations.</p> <p><b>Dimension(s):</b> Achieving Expectations; Activities; Communication; Monitor and Adjust; Managing Student Behavior; Classroom Culture; Goal Setting.</p>	<p>Plan and teach goal setting skills to students.</p> <p>Use S.M.A.R.T. goal setting process with students.</p>	<p>Ongoing on a weekly basis</p>	<p>Student Goal Setting Journals which track student goals and how they accomplished their goals.</p> <p>Results from student performance data, i.e., student work, unit assessments, grades and state assessment results.</p>