

Step-by-Step with the Massachusetts “S.M.A.R.T.er Goal” Model An example about Classroom Management

Step #1: USE STUDENT LEARNING AND OTHER DATA TO IDENTIFY GOAL AREAS

Improve my classroom management (an individual professional practice goal)

Step #2: IDENTIFY ELEMENTS FROM THE RUBRIC THAT ARE CRITICAL FOR YOUR GOAL AREA

Safe Learning Environment: Uses rituals, routines and appropriate responses to create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented. (II-B-1)

Step #3 : FOCUS THE ELEMENTS FROM THE RUBRIC

Safe Learning Environment: Uses **rituals, routines** and **appropriate responses** to create and maintain a safe physical and intellectual environment where **students take academic risks** and **most behaviors that interfere with learning are prevented**. (II-B-1)

Step #4: DRAFT THE GOAL STATEMENT

Goal Statement: During this year, I will learn and appropriately use an increasing number of effective rituals, routines and responses that prevent most behaviors that interfere with student learning.

Step #5: ADD KEY ACTIONS AND BENCHMARKS (REVISE GOAL STATEMENT AS NEEDED)

Goal Statement: what do I want to accomplish by when?

Key Actions: what will I/we do to achieve to accomplish it?

1. This summer I will read Doug Lemov’s Teach Like a Champion, review at least 5 of the videos that accompany it, and identify at least 5 rituals, routines and or responses described in the book to use in my classroom at the start of school.
2. By January, I will identify and use 5 additional techniques from the book in my classroom.
3. I will ask my department head to observe at least 3 times each semester and give me feedback on how “fluently” and appropriately I am using these techniques and their impact on student behavior.

Benchmarks: how will I/we know if I am on track to accomplish it/have accomplished it?

1. At my mid-year review, I can identify the 10 techniques I’ve chosen, describe in detail two of them to my department head, and explain to my department head why I’ve chosen these 10 and what I’m learning about how to use them effectively in my classroom. (process outcome)
2. At my mid-year review, and again at end-of-year review, my analysis of observer feedback and other data reveals that student behavior is more consistently positive than last year. (outcome benchmark)