

SELF-DIRECTED EDUCATOR PLANS GUIDANCE

WHO:

1. Only educators with Professional Teacher Status.
2. Educators whose overall performance rating is PROFICIENT or EXEMPLARY
3. Developed by the educator with evaluator input.

LENGTH:

1. Up to two years for PTS educators whose impact on student learning is MODERATE or HIGH.
2. Up to one year for PTS educators whose impact on student learning is LOW.

PROFESSIONAL PRACTICE GOAL GUIDANCE AND TEMPLATE

The numbers below align with the numbers in the following template.

1. **PROFESSIONAL PRACTICE GOAL:** This is the approved individual or team goal. This goal may either improve or enhance practice.
2. **EDUCATOR ACTIVITIES - PROFESSIONAL LEARNING PROGRAMS:** The plan should specify the activities the educator/team will engage in during the time frame of the plan. Professional learning should be guided by the Learning Forward standards. Research is clear that significant time is required for educators to incorporate new learning into their practice (generally about 40-50 hours in learning theory, seeing demonstrations, practicing on their own, and getting feedback from coaches and colleagues). In a given year, professional learning should be focused on no more than two learning programs. These may include any combination of the following:
 - a. **STUDY GROUPS:** Small group work, using such formats as Tuning Protocol, during which educators reflect on their work and seek input from colleagues to improve their teaching or administrative practice.
 - b. **TEAMWORK:** Grade level, subject area or administrative teams working on a common issue such as aligning local curriculum to the state frameworks; developing common rubrics and exemplars to use in judging student work; created common units, lessons or assessments; making decisions about the acquisition and adaptation of instructional materials and textbooks; developing and implementing a school improvement plan; observing and evaluating educator practice.
 - c. **LESSON STUDY:** Grade level, subject area or administrative teams use agreed-upon protocols for developing, implementing, and reflecting on a common instructional or administrative practice.
 - d. **WORKSHOPS/SEMINARS:** School or district-based programs focused on one instructional or administrative practice that follows the theory-demonstrate-practice-apply model with opportunities for coaching and observation by instructors and peers.
 - e. **REFLECTIVE PRACTICE:** Educator selects a lesson, unit, work product, administrative practice and analyzes input and outcomes and determines how to improve future iterations, such as Critical Friends protocol.
 - f. **ACTION RESEARCH:** Educator or team-based research focused on a question related to educator practice.
 - g. **COURSEWORK:** Generally graduate-level courses in content specifically related to the educator's goals.
3. **ANTICIPATED NEW KNOWLEDGE AND/OR SKILL:** The educator and the evaluator should define the expected new learning that will result from each professional learning program. What will the educator know and be able to do as a result of the new learning.
4. **TIME FRAME:** The plan should indicate the amount of time that the educator and the evaluator agree should be appropriate and sufficient for the educator to complete each learning activity.
5. **SPECIFIC PROFESSIONAL DEVELOPMENT ACTIVITIES:** The plan should specify the resources needed to complete the plan successfully.
6. **ANTICIPATED WORK PRODUCTS OR EVIDENCE OF GOAL ATTAINMENT:** The educator(s) and the evaluator should define types of work product(s) and other evidence that the educator may complete, compile and organize to demonstrate goal attainment.

SELF-DIRECTED EDUCATOR PLAN – PROFESSIONAL PRACTICE GOAL

(May be used for individuals or teams)

EDUCATORS		TEAM LEADER		SCHOOL YEAR	
GRADE(S)		SUBJECT AREA(S)			
EVALUATOR		SCHOOL			

ELEMENT	DESCRIPTION
1. PROFESSIONAL PRACTICE GOAL	
2. EDUCATOR ACTIVITIES: PROFESSIONAL LEARNING PROGRAM	
3. ANTICIPATED NEW KNOWLEDGE AND/OR SKILL	
4. TIME FRAME	
5. DISTRICT RESOURCES	
6. ANTICIPATED WORK PRODUCTS OR EVIDENCE OF GOAL ATTAINMENT	



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STUDENT LEARNING GOAL GUIDANCE AND TEMPLATE

The numbers below align with the numbers in the following template.

1. **STUDENT LEARNING GOAL:** This is the approved individual or team goal. The goal may improve or enhance student learning.
2. **STUDENT ACTIVITIES: BASELINE, MID-POINT AND CULMINATING DATA:** Describes what students will do during the course of the plan specifically related to the goal. Outcomes data should be collected on a variety of formal and informal assessments. Data should be connected to curriculum frameworks and/or local curriculum requirements. Baseline data represents what students know and are able to do at the beginning of the instructional cycle. Mid-point data reflects what students know and are able to do at the mid-point in the instructional cycle – this is formative assessment data. Culminating Data represents what students know and are able to do at the end of the instructional cycle; this is more often summative assessment data.
3. **EDUCATOR ACTIVITIES – INDIVIDUAL OR TEAM TASKS:** Describes what the individual or team of educators will do over the course of the plan specifically related to the goal. The educator(s) and the evaluator should define the assessment tasks that the individual or team members will complete with their students as a means of achieving the student learning goal. For goals where all students are doing similar tasks but in different content, for example completing an expository writing assignment with evidence from the text, a common scoring rubric may be used as a means of standardizing assessment of writing skills, but not specific content, across classes/classrooms. These may include any combination of the following:
 - a. **STUDY EDUCATOR-DEVELOPED ASSESSMENTS:** Periodic assessments of students' acquisition of knowledge and/or skills related to the attainment of the student learning goal.
 - b. **PORTFOLIOS:** Collection of student work related to the knowledge and/or skills to be attained.
 - c. **PERFORMANCES:** Activities in which students demonstrate their knowledge and/or skill, e.g. lab experiments, sample writing, performing arts activities, vocational shop product development, etc.
 - d. **BEHAVIORAL TASKS:** Activities that allow students to demonstrate their acquisition of prescribed behavioral skills, motor skill development, social skills, etc.
4. **TIME FRAME:** The plan should indicate the amount of time that the educator(s) and the evaluator agree should be appropriate and sufficient for the educator(s) to achieve the goal.
5. **DISTRICT SUPPORT AND RESOURCES NEEDED:** The plan should specify any professional learning, instructional texts or materials or other resources needed to successfully complete the plan and attain the goal.
6. **ANTICIPATED EVIDENCE OF GOAL ATTAINMENT:** The educator(s) and the evaluator should define types of work product(s), examples of student learning and other evidence that the educator may complete, compile and organize to demonstrate goal attainment.

SELF-DIRECTED EDUCATOR PLAN – STUDENT LEARNING GOAL

(May be used for individuals or teams)

EDUCATORS		TEAM LEADER		SCHOOL YEAR	
GRADE(S)		SUBJECT AREA(S)			
EVALUATOR		SCHOOL			

ELEMENT	DESCRIPTION
1. STUDENT LEARNING GOAL	
2. STUDENT ACTIVITIES: BASELINE, FORMATIVE, AND FINAL ASSESSMENT DATA	
3. EDUCATOR ACTIVITIES: INDIVIDUAL OR TEAM TASKS	
4. TIME FRAME	
5. DISTRICT SUPPORT: RESOURCES NEEDED	
6. ANTICIPATED EVIDENCE OF GOAL ATTAINMENT	



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