

Related Standard(s)/Element(s) of the Rubric	Sample Goal Excerpts The following goal excerpts are provided to assist educators with considering the different ways to formulize goals, and the array of topics that one might consider for a goal.
Standard I I-A-4. Well-Structured Lessons Standard II I-A-1. Quality of Effort and Work	<p>Student Learning: Based on the fact that most of my students often give up when they encounter a challenging text (as evidenced by the number of students who do not complete text-based assignments, student talk, and observed body language), by March 15, 90% of students will demonstrate perseverance (as defined by our staff and students) despite challenges, as measured by both the completion and accuracy of responses to complex text-based questions.</p> <p>Professional Practice: In order to develop and deliver well-structured lessons with increased academic rigor, I will incorporate the close-reading of complex texts into my lessons on a weekly basis starting November 1st. I will measure my progress toward this goal by maintaining a binder of these lessons and corresponding student work samples. I will utilize the support of CPT meetings with my department to review and receive feedback on my lesson plans. I will also invite my colleagues into my classroom as critical friends to critique my delivery of these well-structured lessons.</p>
Standard II II-A-3. Meeting Diverse Needs	<p>Student Learning: Given the fact that 75% of my students who are ELLs are in my lowest reading group, my goal is that by May, all of my ELL students will demonstrate improvement equal or greater than the class average, as measured by the TRC.</p> <p>Professional Practice: In order to make complex texts accessible to ELL students, I will incorporate daily activities focusing on increasing academic language. I will design close-reading lessons that are scaffolded according to language proficiency. I will measure my progress toward this goal by collecting a sample of these activities and lessons, and getting feedback from colleagues at least once a month.</p>
Standard I I-A-4. Subject Matter Knowledge Standard II II-A-1. Quality of Effort and Work II-A-3 Meeting Diverse Needs	<p>Professional Practice: In order to improve my ability to teach argumentation in science, I will embed the language and practices of argumentation within each unit of science instruction during the academic year. I will measure my progress toward these goals with evidence presented in lesson plans and during classroom instruction, including:</p> <ul style="list-style-type: none"> • Designing objectives and instructional activities for each unit that support argumentation through reading, writing, speaking and listening in science; • Developing investigations in each unit that requires students to gather data through authentic science observation and experimentation to be used as evidence to build arguments, as well as the use of informational texts to strengthen and support first-hand data. • Scaffolding the use of the language of claim, evidence, and reasoning (rebuttal – high school) into each unit to build student proficiency throughout the school year.

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Standard I I-A-4. Subject Matter Knowledge Standard II II-A-1. Quality of Effort and Work II-A-3 Meeting Diverse Needs	Professional Practice: In order to improve my students’ reading comprehension of complex, informational text, I will implement close reading exemplars and instructional techniques for each unit of study in my history-social studies course during the 2015-2016 school year. I will measure my progress toward these goals by: <ul style="list-style-type: none"> • Implementing a minimum of 6 close reading exemplars • Designing lessons which use grade-level complex text and text-dependent questions. • Designing and implementing culminating writing assignments through which students demonstrate their understanding of complex text by supporting their answers with text-based evidence. • Attending district and school-based PD on close reading in the content areas.
Standard III III-C-1. Two-Way Communication	Professional Practice In order to ensure two-way communication with my students’ families, I will use a combination of letters, emails, and phone calls to reach out to families on a regular basis. I will also invite families to lead or participate in class enrichment activities. I will measure my progress toward this goal by keeping a detailed description of all two-way parent and family communications.
Standard IV IV-A-2. Goal Setting	Professional Practice In order to create and monitor progress on a meaningful student learning goal, I will work with my grade-level team to collect and analyze student data biweekly during our common planning time. I will measure my progress toward this goal by maintaining a record of our meeting notes, and useful and practical data analysis.