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| Educator Growth and Effectiveness Model for Teachers of Adult Education |
| **Goal-Setting** |

Teacher: Date:

To determine your Professional Learning goal, consider your student data, the improvement goals of your program, and the self-assessment priorities you identified in your self-assessment. Be S.M.A.R.T. (Specific, Measurable, Actionable, Relevant, Time-bound) about your goals. [Watch this video](https://www.youtube.com/watch?v=1-SvuFIQjK8) if you need a refresher.

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| **1. Student Data** |
| What does your student data tell you? Consider attendance, test scores, class assessments, etc. |
| **2. Program Goals** |
| What are the continuous improvement goals that your program is working on this year? |
| **3. Self-Assessment Priorities** |
| What areas did you identify as priorities for professional learning this year. List your top three or four standards/indicators (e.g. P1.3 Student Engagement, Indicator b.). |
| **Priority Focus** |
| What intersections do you see in considerations 1-3 above? How can you connect your professional learning to improved student outcomes? How could you complete this sentence:My professional learning goal is to \_\_\_\_(do what?)\_\_\_ so that my students can \_\_\_\_\_(do what)?\_\_\_\_.Review this goal with your coach to make sure that it is “SMART,” realistic, and yields change in knowledge and action. Revise as necessary. |

Reviewed by coach on this date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_