

## Candidate: Preliminary Goal-Setting & Plan Development Form

This form is completed by the Teacher Candidate and shared at the 1<sup>st</sup> 3-way meeting with the Program Supervisor and Supervising Practitioner.

Name:		Date:	
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Prompt: Identify/Clarify a <b>Focus or Goal Topic</b> ( <i>Essential Element, See Self-Assessment Form</i> )
Strategic Prompt: <b>Why</b> is this topic/focus area important?

### Crafting a S.M.A.R.T. Goal

Candidates are required to develop a professional practice goal that is specific, actionable, and measurable. In addition, this goal must be accompanied by an action plan with benchmarks to assess progress. The S.M.A.R.T. goals framework is a useful tool that candidates and supervisors can use to craft an effective goal and action plan. The key characteristics of S.M.A.R.T. goals are as follows:

**S = Specific and Strategic** – Goals should be specific so that at the end of the practicum, candidates and supervisors can determine whether the goal has been achieved. Goals should also be strategic, i.e., serve an important purpose for students, the school, and/or the district.

**M = Measurable** – Goals should be measurable so that progress toward a goal can be evaluated and managed.

**A = Action Oriented** – Goals have active, not passive verbs. The action steps attached to the goals indicate who is doing what.

**R = Rigorous, Realistic, and Results Focused (the 3 Rs)** – Goals should make clear what will be different as a result of achieving the goal. A goal needs to describe a realistic yet ambitious result. It needs to stretch the candidate toward improvement, but it should not be out of reach.

**T = Timed and Tracked** – A goal needs to have a final deadline, as well as interim deadlines by when key actions will be completed and benchmarks will be achieved. Tracking the progress on both action steps and outcome benchmarks is important, as they help candidates know whether they are on track to achieve the goal, and give candidates information they need to make midcourse corrections.

<b>Draft Professional Practice Goal:</b>		
What actions will you take to achieve the goal?	What actions/supports/resources will you need from your faculty, Program Supervisor and Supervising Practitioner?	
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**S.M.A.R.T. Analysis**

Use the following table to evaluate whether your goal is S.M.A.R.T. (and make any necessary adjustments to your draft goal statement).

<b>S</b>	<p>Is the goal specific and strategic? <i>What specific skills, knowledge, or practice will I acquire or develop through achieving this goal? Does it serve an important purpose for my students?</i></p>	
<b>M</b>	<p>Is it measurable? <i>How will I track progress and evaluate success?</i></p>	
<b>A</b>	<p>Is it action-oriented? <i>How will I demonstrate progress toward this goal? (Include potential sources of evidence demonstrating goal progress)</i></p>	
<b>R</b>	<p>Does it have the 3 R's? <i>Is this goal both realistic and ambitious?</i></p>	
<b>T</b>	<p>Is it timed? <i>When will I achieve this goal?</i></p>	