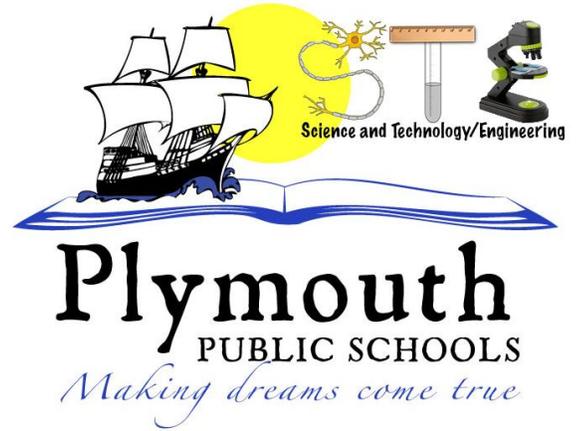


SCIENCE AND
TECHNOLOGY/
ENGINEERING

253 SOUTH MEADOW ROAD
PLYMOUTH, MASSACHUSETTS 02360

STE Example SMART Goals
2013-2014



STUDENT LEARNING	PROFESSIONAL PRACTICE
<p>Improve average student performance by 25% on district-created <u>STE common assessments</u> between the pre-assessment and post-assessment of each common assessment administered in grade 6 during the 2013-2014 academic year.</p>	<p>In order to build mastery of science content, I will work to consistently identify and teach <u>symbols, key terms, and other domain specific words and phrases</u>, using specific pedagogical techniques and additional resources to ensure comprehension.</p>
<p>In order to ensure science literacy in each content strand for my class, I will incorporate <u>formative assessment probes</u> into unit assessments that require elaboration of disciplinary core content and crosscutting concepts so that by the end of the school year, 80% or more of my students will demonstrate proficiency on essay-type questions on benchmarks suggested by the district.</p>	<p>Last year I struggled to start class in a quick, effective manner. As a result, my classes often did not complete their agendas each day, and I had to rush at the end of each unit to cover the necessary material. This year, I will identify at least two new <u>classroom management</u> strategies to improve the beginning of my classes, so that I have the time to complete each unit and improve my students' performance on end-of-unit assessments.</p>
<p>I will become more familiar with instructional strategies proven to provide access to the STE curriculum, so that I am able to implement a minimum of three <u>targeted instructional strategies</u> by the end of the school year and see improvements in STE achievement by 25% or more when comparing pre-assessment and post-assessments.</p>	<p>In order to integrate science instruction more thoroughly into the requirements outlined by the Common Core, I will use interactive science notebooks with my students that call for <u>claims, evidence, and reasoning</u> to be provided with each question asked throughout the school year, both teacher and student-directed.</p>
<p>Only 65% percent of my students demonstrated proficiency on the practices included in this year's internal pre-assessment. In order to improve their <u>scientific and engineering practices</u>, I will incorporate hands-on practical examinations into at least six unit assessments so that by the end of the school year, 80% or more of my students will demonstrate proficiency on the scientific and engineering practices of our internal post-assessment.</p>	<p>I will write <u>meaningful objectives</u> that provide pathways to success, focus on endpoints-not directions, and which are student-centered for each unit I teach. These objectives will be separate from learning standards, agendas, and statements of purpose. They will outline student expectations and be thoughtfully paired to <u>effective assessments</u> for each lesson.</p>