#### Director Administrator Goal Form

*Directors set 1-4 administrator goals with their superintendent by October 30, each year. The following pages provide a sample goal template that districts may use or they may develop their own forms. A copy of the completed, signed form should be given to the administrator. The central office should retain a copy for personnel purposes. For updated guidance and exemplars, please visit the principal section of our* [*website.*](http://www.state.nj.us/education/AchieveNJ/principal/)

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| **Name** | **District** | | | **Grade or Grades** | | **Total # of Students/ # Impacted by Goal** | | | **Target Date for Completion** | |
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| Focus/Rationale   * Establish what this goal will focus on. * Describe how it is connected to student learning by providing analysis, detail or research to support the approach you plan to take. | | | | | | | | | | |
| **Problem Promises to Keep: Building on the Cornerstones of Student Success PSEL Standards 3, 4, 5, 7 and 10**  **Support leaders within the school/district to capitalize on lessons learned during the 2020-22 hybrid learning environments to collaboratively create innovative solutions that support schools in developing an inclusive culture to involve all stakeholders; provide structures and protocols that strengthen a collaborative environment; and support the development of instructional processes so that all students have access and opportunity to master grade level standards.** | | | | | | | | | | |
| **Rationale**  **In order to ensure that all leaders are prepared to maintain a focus on equity and model key strategies and procedures to positively impact student success, Directors must challenge all educators to nurture a climate and culture that innovates student supports and instruction based on student needs; fosters a sense of belonging, collaboration, acceptance and safety for all stakeholders; and empowers a model of shared leadership and decision-making.** | | | | | | | | | | |
| **Problem Leading the Inclusive School From Within PSEL Standards 3, 5 and 10**  **Support leaders in collaboratively creating, supporting and sustaining inclusive school communities in which all stakeholders are engaged in the learning process; are respected for their values and beliefs; and feel a strong sense of belonging as evidenced through positive interactions, behaviors and interventions across the school community,** | | | | | | | | | | |
| **Rationale**  **In order to ensure that all staff, students and families within the school/district are able to thrive in a culture that sets high expectations, Directors must model and lead the implementation of structures and supports that ensure there are processes in place for all stakeholders to have voice and agency in the learning process.** | | | | | | | | | | |
| **Problem The Power of Together We Can PSEL Standards 3, 7 and 10**  **Support leaders in strengthening and sustaining a shared leadership model that fosters commitment to ongoing collaboration, mutual accountability and collective action for student success as evidenced by strong decision-making processes in which all stakeholders are involved.** | | | | | | | | | | |
| **Rationale**  **In order to promote a collaborative environment in which all staff has a strong voice in the development and implementation of teaching and learning processes, Directors will promote a culture in which stakeholders approach student learning decisions through the mindsets of flexibility, inquiry, courage and commitment to purpose.** | | | | | | | | | | |
| **Problem Making Learning Leaps a Reality PSEL Standards 3, 4, and 10**  **Support educators within the school/district to collaboratively develop, implement and reflect on units of study in which student learning is scaffolded to meet grade level standards based on student needs as evidenced by collaborative analysis of assessment data to understand student engagement and understanding of the content.** | | | | | | | | | | |
| **Rationale**  **In order to ensure that all students within a school/district have access to a system of high-quality curriculum, assessment and instruction that engages learners to become adept and confident in using the content they are learning, Directors must provide the structures and protocols to engage students in active and relevant learning using materials and resources that are standards-aligned and representative of the community they serve,**  I | | | | | | | | | | |
| **Measure/Baseline Data**   * Identify the measure this goal will address. * Provide the corresponding baseline data. | | | | | | | | | | |
| **Measure** | | | | | | | | | | |
| **Baseline** | | | | | | | | | | |
| **SMART Goal**  Write a specific, measurable, achievable, realistic, and time-bound administrator goal. | | | | | | | | | | |
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| **Action Steps**  List the activities the administrator will engage in to drive the anticipated growth or change. | | | | | | | | | | |
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| **Scoring Plan**  State what percentage/number will describe attainment at each level. Modify the table as needed. | | | | | | | | | | |
| Target (Effective) | | Percent/Number Range that Represents Attainment at Each Level | | | | | | | | |
| Highly Effective (4) | | | Effective (3) | | Partially Effective (2) | | | Ineffective (1) |
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| **Approval of Administrator Goal**  Administrator and supervisor approve the goal and the scoring plan. | | | | | | | | | | |
| Administrator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_  Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­\_\_\_\_\_Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | |
| **Results of Administrator Goal**  Summarize results using the established scoring plan. Delete and add columns and rows as needed. | | | | | | | | | | |
| Target | | | Percent/Number Achieved | | | | | Administrator Goal Score | | |
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| **Notes**:  Describe any changes made to administrator goal after initial approval because of changes in student population, or other unforeseen circumstances, etc. | | | | | | | | | | |
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| **Review Administrator Goal at Annual Conference**  Describe successes, challenges, and lessons learned from administrator goal. Especially reflect on the impact of your planned interventions and any related P, in the outcome of your goal. | | | | | | | | | | |
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| **Closure of Administrator Goal:**  Administrator and supervisor acknowledge completion of this goal and its associated score. | | | | | | | | | | |
| Administrator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_  Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | |