Teacher Professional Goal Setting

**And Evidence Collection**

Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructions:** To complete this form, you’ll need the evaluation rubric and your completed self-evaluation form. In addition, you should consider previous feedback and/or other data regarding your professional practice and/or students’ needs.

When completed, the professional goal(s) needs to be approved by your evaluator.

**Part 1: Set Professional Goal**

Identify an opportunity for growth (related to a standard indicator from the evaluation rubric) around which you would like to focus your professional goal. Goal should be **s**pecific, **m**easurable, **a**chievable, **r**elevant and **t**ime-bound (SMART), as demonstrated in the examples below.

*Example 1:* I will research (by January) and implement 3 or more new strategies (by March) for helping students learn to use evidence from the text they are reading to support their inferences.

*Example 2:* By March 1, 2014, I will create and administer at least 5 end-of-unit assessments which align to my grade level CCSS and include student voice and choice.

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| **Opportunity for Growth**  **(Related standard indicator**  **from**  **the evaluation rubric)** | **Goal**  (Specific, Measurable, Achievable, Relevant, Time-bound) |
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**Part 2: Implementation Planning & Evidence**

Develop an action plan that will support you as you work towards accomplishing your goals.

* In the first column of the table below, identify (at least 3) implementation strategies that will help you achieve your goal. These might include professional growth opportunities that you will do independently, with a colleague, or through organized professional development such as: professional readings, workshops, coursework, self-study, collaboration, etc. These strategies may be things you are already doing or something new you’d like to try.
* In the second column, identify how you will measure progress of your goal and what evidence or artifacts you will collect to demonstrate attainment. In the third column, summarize how this evidence or artifact demonstrates growth and progress towards your goal, including how you have incorporated these experiences into your practice over an extended period of time.
* Reflection: in the spring, you will also reflect upon how these changes in practice/structures have impacted student performance and identify the next steps you might take related to these practices/structures.
* This document will be shared, for approval and review, with your administrator at the beginning and end of the year.

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| Implementation Strategies  (What you will do?) | Evidence of Progress  (How will you know you have met your goal? What evidence/artifacts might you collect?) | Evidence/Artifact of Professional Growth Related to the Goal and its significance/impact on practice and/or student learning  (To be completed at the end of the year) |
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**Spring Reflection:** How have these changes in practice/structures impacted student performance and what are the next steps you might take related to these practices/structures? What went well through this process? What might you do differently?

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**Part 3: Evidence collection of evaluation rubric**

**Instructions:** Throughout the school year you will collect evidence related to your professional growth goal. Complete the table below to summarize this evidence.

Identify the title of the document you are submitting as evidence of your practice and the standard indicator(s) it aligns with. Then provide a summary what the document says about your practice and why you are including it for submission. It is recommended that you only include 5-8 artifacts for submission (portfolios are unnecessary and NOT encouraged), so consider selecting a small number of high quality authentic examples of your practice.

| **Title of Artifact** | **Standard Indicator(s) Alignment** | **Evidence of Practice and Rationale for Submission** |
| --- | --- | --- |
| *EXAMPLE:*  Grade 4 math CCSS curriculum alignment | 5.1; also: 2.3 | I initiated and facilitated my grade level team’s work this year which led to the completion of this CCSS curriculum alignment. This demonstrated my professional collaboration (we met a total of 5 times throughout the year for this work) and ensures that our math curriculum, moving forward, addresses the required CCSS’s for 4th grade math. |
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