**GOAL SETTING PROCESS**

Teacher Evaluation Guide Addendum

October 20XX

Rochester City School District

**Setting Professional Goals**

The State has emphasized that clear goals help focus teachers’ attention and guide their subsequent efforts to develop into highly effective teachers. The aim of goal setting is for teachers to, at a minimum, annually reflect on their professional practice with the goal of improving student achievement. The goal setting meeting is the vehicle for the teacher and the administrator to hold a professional conversation to set attainable objectives to improve practice.

During the 2011-2012 school year, the process of goal setting applies only to those teachers affected by the law (Grades 4-8 Math, and ELA; Freddie Thomas High School and East High School). Teachers not affected by the law are encouraged, not mandated, to participate in order to be prepared for the process during the 2012-2013 school year. At the end of the year, after reflecting on their progress, teachers will continue the process by establishing goals for the 2012-13 school year.

The Goal Setting process is for teachers to independently reflect on their professional practice by reviewing the attributes and rubrics found in the *Teacher Evaluation Guide* (all teachers should have received a copy from their administrator). As a result of this self-assessment, the teacher should formulate a reasonable number of goals to discuss with his/her supervising administrator. The forming of groups by grade level or subject area is acceptable as long as each participant has reviewed his/her practice and found common areas of professional practice on which to focus with peers. The goals should be clearly written with teachers concentrating on improving their professional practice, as well as determining support they may need from administration to help in achieving these goals. The form (p. 37) should be completed at or after the goal setting meeting. This process of setting professional goals aligned with the Rochester City School District rubrics enables teachers to have a guide for their professional learning. The ongoing process includes the following steps:

After examining the 4 rubrics, teachers should

* reflect on their practice to assess their strengths and areas in which to grow
* determine (an) area(s) of focus(domains) for their development
* set specific goals
* determine an action plan to reach the desired outcomes
* repeat the process throughout the year

The administrator’s role in this process is significant. Helping teachers understand the value of setting concrete, attainable goals will assist them in making informed decisions about their professional development. In addition, achievement of goals promises to impact the quality of a teacher’s classroom performance and their professional success. **Neither the Goal Setting meeting nor the progress toward goal attainment by and of itself are evaluative; rather, they are meant to serve as a foundational plan or “road map” for support throughout the school year.** The Annual Professional Practice Review under the fourth domain, element A: “Professional Responsibilities and Professional Growth” section of the *Teacher Evaluation Guide* rubrics (p. 33) may reference this area.

**Step 1: Examining Practice**

The first step in the goal setting process is for teachers to independently reflect on their practice by reviewing the descriptions found in each of the rubrics on pp. 27-33 of the *Teacher Evaluation Guide*. They should identify their strengths and reflect on evidence that supports their strengths. Keeping in mind the School’s SIP/CEP, the teachers should identify up to four areas from the Domains as the focus for their professional goals. **When developing goals, teachers should think about how they will provide evidence that the goals were met. (See Goal Setting Tools on pages 3-4.)**

**Goal Example**

“By using strategies found in Pathways to Understanding: Patterns and Practices in the Learning Focused Classroom, by Laura Lipton, I will incorporate the use of at least three new instructional strategies into my teaching practice during 2011-2012 to help students become independent learners and problem solvers, which will result in a \_\_\_\_% increase on the results of the ELA Regents exam.” The evidence might include the following: comparison of student work samples from assignments given before and after using the 3 strategies and a comparison of the ELA Regents scores from last year’s students to this year’s students.

**Goal Example**

“By using repetition and modeling the correct procedures from September through December, I will improve my communication of goals, expectations and directions clearly to my students so that the purpose of the lesson is clear, and they will know how to proceed on assignments during work time and on homework assignments.” The evidence might be a comparison of weekly or monthly student surveys to assess how many students said they understood the purpose of the lesson and how to do the assignments. Another type of evidence might be a video that the teacher made of him/herself giving directions in September and then comparing a video made in December. The teacher could list the differences he/she observes in the reactions of the students when they begin an assignment. (eg. How many students are able to do the task without further clarification?)

**Step 2: Goal Setting Meeting**

The goal setting meeting is the vehicle for the teacher and the administrator to hold a professional conversation to set attainable objectives to improve practice. After the teachers have been given sufficient time to reflect, a time should be set to meet with their direct supervisor to discuss their strengths and their goals. Teachers should bring a draft of their goals written on the Professional Goal Setting Form (p. 37 of the *Teacher Evaluation Guide*).

Goal setting meetings should help teachers and administrators identify areas of focus to support teacher development and improved student performance. During this meeting, the administrator and the teacher should collaboratively review the goals.

This is an opportunity to have enriching conversations around the teacher’s goals. As the supervisor and teacher discuss the teacher’s goals, the supervisor will ask reflective questions to guide the discussion. The supervisor should guide the teacher in considering the outcomes he or she seeks with regards to student learning. The following are some questions that might be asked:

* What are some reasons that this goal is important?
* What impact might this goal have on student achievement?
* How might you attain this goal?
* What are some resources or support you might need to attain this goal?
* What are some types of evidence you might collect while working on this goal? (eg. observation data, lesson plans, formative/summative assessments, student work samples, student surveys, etc.)

After the meeting, the teacher should write a final draft of goals and submit it to the administrator by November 1, 2011.

**Step 3: Document Progress**

Throughout the year teachers should regularly review their established goals. During Planning and Post Conferences with their administrators, teachers and administrators should collaboratively review the established goals and if necessary, consider revising goals. Teachers should record their collected evidence so that it can be used as a reference when reflecting on their goals.

**Step 4: Annual Professional Practice Review Conference**

The purpose of this conference is for the supervisor to have a collaborative discussion about the teacher’s progress made towards meeting his/her Professional Practice Goals and to discuss the Annual Professional Practice Review (form on page 40). **This meeting does not include a composite score. The teacher’s Final Evaluation Composite Score conference will occur after the state assessment data is received.**

**Goal Setting Tool for Teachers**

Teachers may use this tool, the SMART GOALS tool on page 4, or other tools to help them develop their goals.

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| **State an Intention to Engage in Learning**  **(Action Verb)** | **Describe an Area of Focus**  **(What?)** | **Include the Relevance**  **(Why?)** | **Add the Activities**  **(How?)** | **Estimate a Completion Date** | **Describe Possible Evidence**  **(How will you know if your goal has been reached or whether or not it has impacted student learning?) This is what you will include when you write your reflection later in the year.** |
| I will incorporate | the use of at least three new instructional strategies into my teaching practice | to help students become independent learners and writers, which will result in a 10% increase on the ELA Regents exam results | by using strategies found in *Pathways to Understanding: Patterns and Practices in the Learning Focused Classroom* by Laura Lipton | June, 2012 | I plan to examine individual student work samples from lessons before and after using the new strategies to see the difference in the way they develop their essays.  I also plan to compare my students’ results on the ELA Regents exam from last year to this year. |
| I will improve | my communication of goals, expectations, and directions clearly to my students | so that the purpose of each lesson is clear and they will know how to proceed on assignments. | by using repetition and modeling the correct procedures | December, 2011 | I plan to give my students weekly or monthly surveys between September and December in which I will ask them to rate on a scale of 1-4 how well they understood the purpose of our lessons that week and if they understood what they were supposed to do on the assignments. I will compare the results. |
| I will use | at least five different leveled questions in my classroom discussions | to promote student thinking so that student understanding of the literature is improved, which will result in a 10% increase in the results on the Literature Critical Thinking question on the ELA Regents exam | by using Bloom’s Taxonomy as a guide | June, 2012 | I plan to keep samples of the questions that I ask.  I plan to compare student work samples of the literature essays before and after my use of the new questions. I plan to compare the results of my student essays from last year to this year. |

**Smart Goals Tool**

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| **S**pecific **(What do you want to achieve?)** | **M**easurable  **(How will you know the goal has been met?)** | **A**ction  **(What action will you take? How will you accomplish the goal?)** | **R**elevant  **(Why is this important?)** | **T**ime Frame  **(When do you hope to complete this?)** | **Describe Possible Evidence**  **(How will you know if your goal has been reached or whether or not it has impacted student learning?) This is what you will include when you write your reflection later in the year.** |
| I will increase my knowledge of effective strategies for working with ELL students | resulting in a 10% increase in the language proficiency of my ELL students | by incorporating 3 new research-based strategies into my planning and instruction | to accommodate the individual language proficiency needs of my ELL students | each marking period during the 2011-12 school year | I will compare my lessons from last year to my lessons this year and review the new strategies that I have included.  I will compare the results on the ELL language proficiency of my ELL students from last year to this year. |
| I will improve my response to misbehavior | resulting in appropriate student behavior for at least 80% of the class | by incorporating 3 positive behavioral interventions & support strategies | To increase time for instruction and fewer disciplinary incidents | Each marking period during the 2011-12 school year | I will maintain a log of student misbehavior and compare the number of students that have required intervention for each marking period. |

**Sample of a goal setting form**

This form is due to administrators after the goal setting meeting. When this teacher reviewed the rubrics, noted her strengths n the areas of Planning/Preparation/Assessment, Learning Environment and Professional Responsibilities. She developed her goals based on three elements from the Instruction Domain. Some teachers might have a mix of goals from various domains. To develop her goals, this teacher looked at the language in the rubric for the elements on which she was focusing and then she used the worksheet on page 3 to guide her when she wrote her goals. She has evidence to back up the information she described in her areas of strengths. For example, she has samples of lesson plans, scoring rubrics, communication to parents, student work etc.

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| **Rochester City School District Professional Goal Setting Form** | | | |
| **Name** | **Employee ID Grade** | **School** | **Date** |
|  |  |  |  |
| **After reviewing the rubric descriptions in the Teacher Evaluation Guide and thinking about your School’s SIP/CEP, assess your strengths and then write up to four goals. Use this as a guide when choosing professional development. As you continuously reflect on your practice, complete the right-hand column and continue to set additional goals. After discussing these goals with your direct supervisor, submit the form to him or her. This form should be used for discussion with your supervisor according to the timeline in the Teacher Evaluation Guide.** | | | |
| **Domain** | **Strength** | **Goals** | **In the space below reflect on the goals you have set.** |
| **Planning, Preparation and Assessment**   * Demonstrates Knowledge of Research about Student Development * Demonstrates Knowledge of Students’ Interests, Prior Knowledge, Cultural Heritage and Diverse Learning Needs * Demonstrates Knowledge of Content and Relationships among Concepts/Subjects * Demonstrates Knowledge of a Variety of Instructions Strategies aligned with Standards * Uses Diagnostic Assessments and Formative Assessments to Establish Learning Goals * Designs and Adapts Multiple Assessments Aligned with Goals and that Have Clear Assessment Criteria | I have been conducting Action Research about the eight learning patters that exist for effective learners. I have been incorporating my knowledge of this into my lessons (eg. linking new information into prior knowledge, motivating students’ mental engagement and engaging students in student-centered instruction.) When I plan my lessons, I use the interest inventory that I gave to my students so that I can incorporate their interests. I choose literature that incorporates the diverse cultures in my classes. When I plan my lessons, in addition to aligning them with the Common Core ELA Standards, I use formative assessments to guide my learning goals. (Eg. After I have my students write an essay, I look for whole class and individual patterns in order to plan successive lessons that address the areas in need of development.) When I design my various assessments, I always provide my students with a scoring rubric that has clear criteria. |  |  |
| **The Learning Environment**   * Creates an Environment of Respect and Rapport * Manages Procedures and Manages Instructional Groups * Manages Transitions * Orchestrates Responsible and Responsive Student Behavior * Organizes and Utilizes Resources for a Safe, Productive Learning Environment | I take great pride in the respectful learning environment that I have created. My students feel safe in my classroom and they are generally polite and respectful. I have specific procedures in place to manage homework distribution and collection. I have assigned student helpers who assist with passing out materials. My students are very used to the transition procedures that I have implemented For example, they know that when we move from the mini-lesson to small groups, the group leaders are responsible for gathering the supplies. I use a wide variety of positive incentives to help my students maintain responsible behavior. My students collaborated on the development of our class code of conduct. I use preventive and supportive management techniques and have taught my students how to monitor their own behavior, especially when working in small groups. Reference: C. Charles, B*uilding Classroom Discipline* |  |  |
| **Instructional Practice**   * Communicates Goals/Expectations Clearly and Accurately * Supports Critical Thinking through Effective Questioning * Engages Students through a Variety of Instructional Strategies and Challenging Learning Experiences that Meet Diverse Learning Needs * Chooses Suitable Materials/Resources * Structures/Paces the Lesson * Provides Assessment Criteria * Provides Feedback * Models Flexibility and Responsiveness | Through the formative assessment that I conduct regularly, I am able to anticipate possible student misunderstandings. My students help me choose the literature that we read and we typically brainstorm together about the follow-up activities for each of my units. I spend a great deal of time planning well-paced lessons and I always include time at the end of each lesson for my students to reflect on what they learned. In addition to the feedback that I provide my students on every assignment, I have also established peer editing groups. My students are comfortable with using our student feedback forms, which include questions about the content of student writing as well as the mechanics. When I notice that my students do not understand a concept, I respond by switching gears and re-teaching the concepts in a different manner. | By using repetition and modeling correct procedures throughout September through December, I will improve my communication of goals, expectations and directions to my students so that the purpose of each lesson and assignment is clear and they will know how to proceed on assignments during work time or on homework assignments.  By using Bloom’s taxonomy as a guide, I will use at least five different leveled questions in our literature discussions to promote student thinking so that student understanding of the literature is improved, which will result in a 10% increase in the results on the Literature Critical Thinking question on the ELA Regents exam.  By using strategies found in *Pathways to Understanding: Patterns and Practices in the Learning Focused Classroom*, by Laura Lipton, I will incorporate the use of at least three new instructional strategies into my teaching practice during 2011-12 to help students become independent learners and problem solvers, which will result in a 10% increase in the results on the ELA Regents exam. |  |
| **Professional Responsibilities/Growth**   * Supports/Promotes the School Mission to Support School Improvement * Communicates with Families * Maintains Accurate Records * Collaborates with Others to Support Student Growth * Implements Required Assessment Accommodations and Modifications * Collaborates with Community to Access and Share Learning Resources * Reflects on Teaching Practices and Plans Professional Goals | I provide several workshops to my colleagues based on our SIP. I supervise an after school journalism club for my students, who collaborate on a monthly newsletter that I send home to communicate about my instructional program. I also have established a webpage that includes weekly updates about what is going on in my class. I have an organized student progress system for my students’ writing. They help to monitor their own progress by completing a daily log that includes peer feedback as well as the feedback that I provide. I maintain all daily attendance records and student progress records, which are kept on my computer as well as hard copies that I print out. I facilitate an Action Research group, which includes three colleagues from my department. I take turns with my colleagues facilitating discussions about the needs of our inclusion students. I have utilized editors from the D & C to help my students understand the relevance of editorial skills. They have worked with my students to share their techniques. After my lessons. I reflect on how my students did and I plan my lessons accordingly. |  |  |