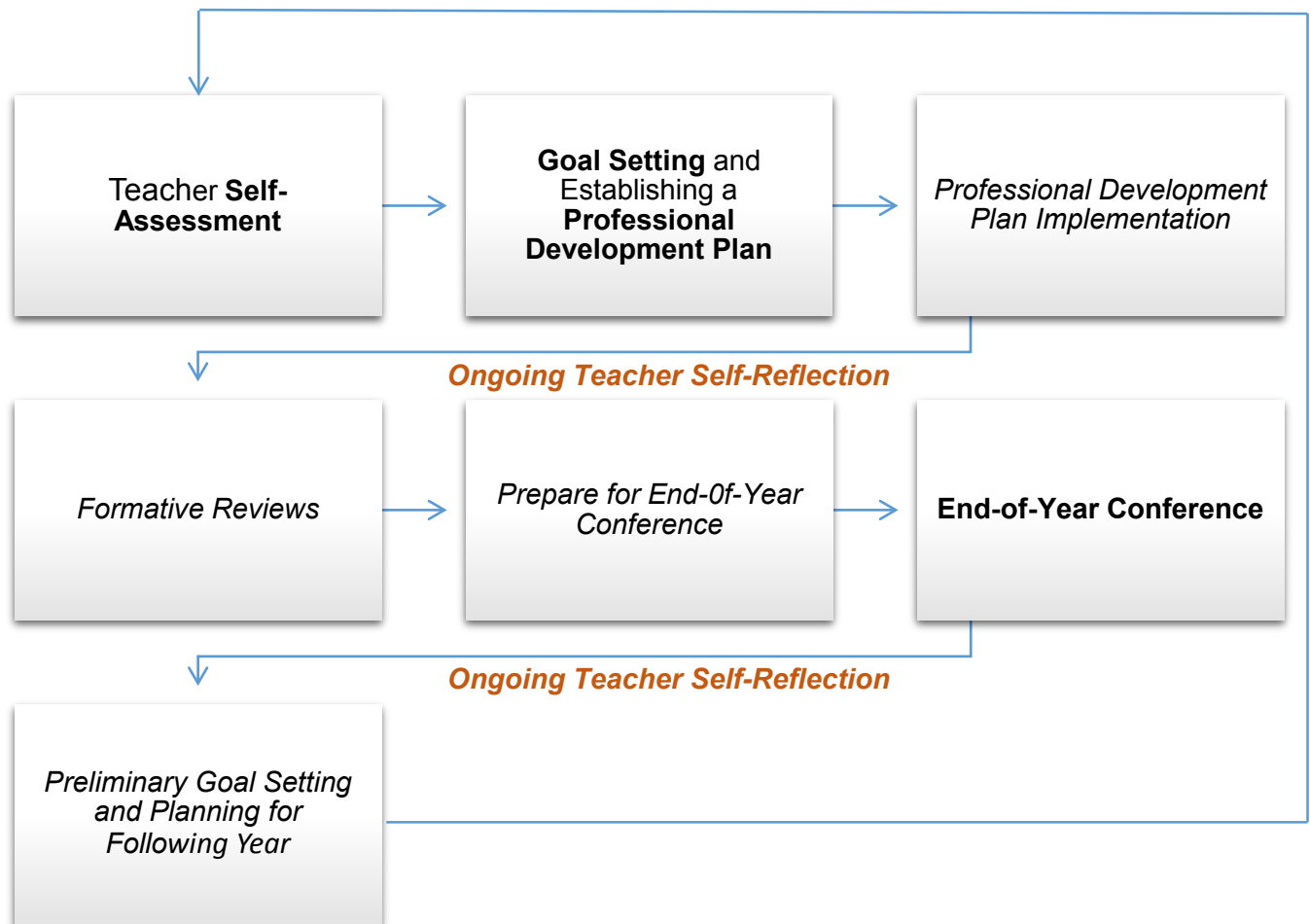


## Teacher Goal-Setting and Professional Development (GSPD)

### Plan Process Overview

**PURPOSE:** Teachers authentically engage in reflection about current professional practices, identify professional growth goals, establish and implement a professional development plan to attain those goals, and track progress toward the goals over the course of the year.





Process Step	Purpose	Actions
<b>Teacher (Student) Self-Assessment</b> <i>(Prior to the Goal-Setting Conference)</i>	To review teacher and student data, identify areas for professional growth, and promote a school culture of professional learners.	<b>Teachers</b> <ul style="list-style-type: none"> <li>Independently and perhaps collectively review data and reflect on professional practices, including reviewing the domains, dimensions, and descriptors of the T-TESS rubric.</li> <li>Formulate targeted goals on the <b>Goal-Setting and Professional Development Plan</b> template to include Goals, Actions, Targeted Completion Date, and Evidence of Goal Attainment.</li> <li>Schedule an in-person GSPD Conference with your appraiser.</li> </ul>
		<b>Appraisers</b> <ul style="list-style-type: none"> <li>Determine if the proposed template will be used or if local changes will be incorporated.</li> <li>Provide an overview of the expectations for the GSPD process, including how teachers are expected to self-assess, set goals, establish a professional development plan, and collect evidence.</li> <li>Share established timelines for the process.</li> </ul>
Process Step	Purpose	Actions
<b>Goal-Setting Professional Development Plan Conference</b> <i>(Within six weeks from the orientation for new teachers/new to the district OR within six weeks from the first day of instruction for returning teachers.)</i>  <i>Note: Goals must be approved by the appraiser.</i>  <i>*A Goal-Setting Conference is required for teachers in their first year with T-TESS or if new to the district.</i>	To identify professional goals for continuous growth and establish a professional development plan to affirm, challenge and enhance practices which facilitate goal attainment.	<b>Teachers</b> <ul style="list-style-type: none"> <li>Discuss the vision for professional growth with the appraiser in the GSPD Conference, including a professional development plan for how the goals will be met over the course of the year.</li> <li>Specify the types of support needed to meet the goals.</li> <li>Identify milestones that will demonstrate progress towards the goals is occurring.</li> <li>Specify the evidence that will support goal attainment.</li> </ul>
		<b>Appraisers</b> <ul style="list-style-type: none"> <li>Schedule to meet with teachers, as determined.</li> <li>Ensure that teachers complete the GSPD process by the established timeline.</li> <li>Follow-up with requested support from teachers.</li> </ul>

Process Step	Purpose	Actions
<b>Professional Development Plan Implementation</b> <i>(Throughout the School Year)</i>	To establish and implement the plan as a continuous process designed to improve teaching and student performance in a systematic and ongoing manner.	<b>Teachers</b> <ul style="list-style-type: none"> <li>Regularly monitor your progress toward goals.</li> <li>Collect evidence and data which links to the goal(s) and T-TESS Rubric domains, dimensions, and descriptors.</li> <li>Discuss progress toward the goals with the appraiser.</li> <li>Modify your goals, if necessary, based on appraiser approval.</li> <li>Obtain additional supports from the appraiser and/or colleague(s), if needed.</li> </ul>
<i>Formative Reviews</i> <i>(Throughout the School Year)</i>	To periodically assess how the professional development plan and goals are being met and adjust actions, as necessary, to reach the goals.	<b>Appraisers</b> <ul style="list-style-type: none"> <li>Establish timelines to periodically discuss the plan with teachers, i.e., staff meetings, grade/department meetings, individual teacher conferences.</li> <li>Coach, support and follow-up with requested support from teachers.</li> <li>Validate teacher implementation and connect GSPD plan and implementation to informal and formal observations.</li> <li>Determine if goal revisions/additions should occur.</li> </ul>
Process Step	Purpose	Actions
<i>Prepare for End-of-Year Conference</i> <i>(Prior to the scheduled end-of-year conference)</i>  <i>Note: Teachers must submit their GSPD Plan and evidence prior to the end-of-year conference.</i>	To collect evidence and data that supports how the goals were met prior to the End-of-Year Conference.	<b>Teachers</b> <ul style="list-style-type: none"> <li>Identify the evidence and other data that align with each of the goals and support how the goals were met and/or progress towards the goal(s), including the impact on student performance.</li> <li>Organize the GSPD evidence/data prior to the conference and submit these to the appraiser.</li> <li>Prepare to discuss the evidence/data, goals, actions, timelines/completion dates, and ways to maintain and/or further develop practices.</li> <li>Draft preliminary goals and professional development for the following school year.</li> <li>Complete Part II of the GSPD plan, if requested.</li> </ul> <b>Appraisers</b> <ul style="list-style-type: none"> <li>Schedule End-of-Year Conferences.</li> <li>Communicate expectations for what teachers are to do prior to the conference and expect during the conference.</li> </ul>

Process Step	Purpose	Actions
<p><b>End-of-Year Conference</b></p> <p><i>Note: Must be conducted at least 15 days prior to the last day of instruction.</i></p> <p><i>Domain IV is not scored until after the end-of-year conference.</i></p> <p><i>Preliminary Goal-Setting and Professional Development for the Following Year</i></p>	<p>To review and assess goals, professional development, and evidence/data to determine how goals were met and the impact on professional practices and student performance.</p> <p>To link goals and areas of refinement as a continuous improvement cycle of professional development.</p>	<p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>• Discuss the evidence and data with the appraiser as they relate to the goal(s) and professional development.</li> <li>• Reflect on changes in knowledge and skills, including the impact on professional practices and student performance.</li> <li>• Celebrate successes and identify areas to continue learning and refining practices.</li> <li>• Record lessons learned and apply these in new ways.</li> </ul> <p><b>Appraisers</b></p> <ul style="list-style-type: none"> <li>• Prepare for and conduct the End-of-Year Conferences.</li> <li>• Focus on growth over the course of the year, goal attainment and the teacher’s evidence.</li> <li>• Connect changes in practice to changes in student performance.</li> <li>• Celebrate and validate the teacher’s successes and refinement areas.</li> <li>• Emphasize the continuous improvement process.</li> <li>• Discuss and draft goals and professional development for the following year as a continuous improvement process.</li> </ul>

The teacher self-assessment, goal setting and professional development processes are all interwoven and applied throughout the year to positively impact each teacher’s professional practices and ultimately increase student performance.

