



MAY 10, 2024

Educator Growth and Development Plan- Educator Growth Goals



Today's Purpose

Develop a shared understanding of what an Educator Growth Goal is and may look like in our new TEVAL Plan

Opportunity to review your current MyPL and begin to develop goals for next year

Complete form telling us what cycle you think you should be on



Initial Goal-Setting Meeting

By October 15th- meeting will take place with evaluator to establish yearly goals

- Revisit Summative Growth Report from prior year to aid in refining existing goals or establishing new goals.

Mutual agreement on a professional growth goal and at least two associated measures of accomplishment (evidence)

Goals may be collaborative and may be adjusted as needed each year



High Leverage Goals

Non-negotiables

- Goals and feedback will be based on evidence, observations, and artifacts of professional practice as aligned to the lens of the agreed upon standards.
- Educators and their evaluators mutually agree upon a one-, two- or three-year goal and develop a plan for professional development and support that is consistent with their professional status and goals.

Best practices

- There should be discussion and exploration of how goals may/should be aligned with districtwide and individual professional development, professional learning communities, and other integrated efforts to support the goals, mission, and vision established within the district.

High leverage goals are based on professional practice standards and are transferable across roles, disciplines and positions and aligned to a strategic focus (ie: a vision of a graduate). They address strategies for developing conceptual understanding and have a high standard deviation effect size (Hattie 2009).



High Leverage Goals

To support our goals for student learning, our team will plan and implement academically productive talk where students are sharing, expanding and clarifying their thinking using evidence from text. We will observe students and evaluate their responses using established criteria. We will track student performance over time and compare it to student assessment data. We will monitor our progress in implementing accountable talk through records of our analysis of student performance and notes from our meetings.

In order to support students in increasing their fitness levels, I will work with them to use the XYZ Sentence Structure to write personal fitness goals. I will then support them checking in on their goals once a month to evaluate and reflect on their progress, and to adjust their goals as necessary. I will monitor my progress toward this goal by documenting student goals, progress, and reflections.

Can it be used across grades and subject areas?

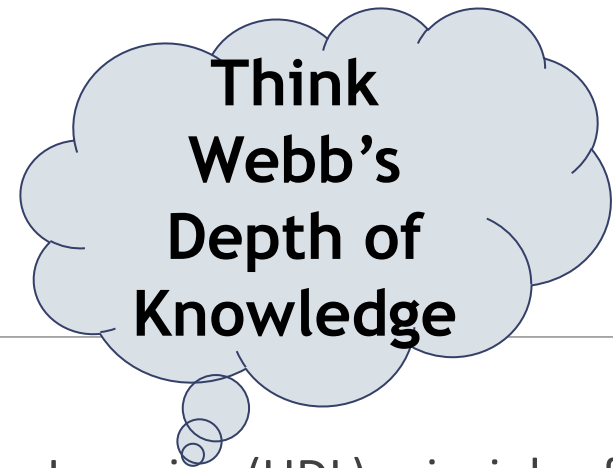
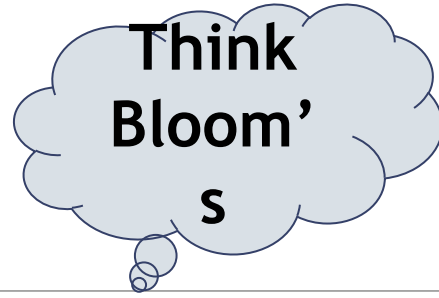
Will it advance student learning and progress?

Does it help develop conceptual understanding?

Is it based on a professional standard?

Is it aligned with a strategic goal (district, school, department)?

High Leverage Goals



I will develop and provide instruction based on the Universal Design for Learning (UDL) principles for multiple means of representation across areas of perception, language & symbols, and comprehension. I will monitor implementation by use of the departmental instructional planning template and progress on student comprehension by different categories of my students (reading disability, executive functioning weaknesses, high-achieving, multilingual learner, etc).

Can it be used across grades and subject areas?

Will it advance student learning and progress?

Does it help develop conceptual understanding?

Is it based on a professional standard?

Is it aligned with a strategic goal (district, school, department)?



Goal setting



Review evidence & Self reflect

- | | |
|---|---|
| <ul style="list-style-type: none">• Observational evidence• Student learning artifacts, work samples, portfolios• Implementation plans/lesson plan(s)• Educator learning logs/impact on practice reflection• Educator created learning materials• Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc.• Educator and/or student self-reflection• Mastery-based demonstrations of achievement• Rubrics, interim or benchmark assessments, other assessments | <ul style="list-style-type: none">• How do you see yourself contributing to the school or district's mission, vision, and/or Vision of a Graduate and what strategies can you learn more about to support that focus?• Based on your current students'/adult learners' strengths and needs, what new learning might you explore to address the needs?• Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?• Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about teaching and learning? What new learning might you want to explore to inform your understanding of these questions and professional practice?• In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice? |
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What's evidence?

- Essays
- Reflections
- Journals
- Portfolios
- Drawings, sketches
- Mind maps/concept maps
- Recordings
- Rubrics
- Demonstrations
- Tests/quizzes/exams
- Exit tickets
- Peer reviews
- Self-assessments
- Performances

- Student assessment of teacher (feedback surveys)
- Projects
- Lesson plans
- Team meeting agendas & minutes/outcomes
- Presentations
- Surveys
- Thought exchanges
- Goal-setting and monitoring
- Others.... ?

Goal setting



Self reflect & Review evidence

Draft your goal - provide a rationale, make sure it is aligned

- Why are you choosing this focus area/goal? Based on what evidence?
- What results do you expect to get by the end of the year?
- How do you plan to collect and analyze evidence to assess progress toward your goals?
- How will the data help us to analyze your practice?
- What evidence of educator learning, student learning, growth and achievement will you use to reflect, monitor and adjust your goal?
- For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?
- In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?

[RSD 10 Diversity, Equity and Inclusion Statement](#)

RSD 10 Shared Definition of High-Quality Learning

[RSD 10 Continuous Improvement Process](#)

[Region 10's Mission and Vision of the Graduate](#)

[Common Core of Teaching](#)

[Professional Standards for Educational Leaders](#)



Goal setting



Self reflect & Review evidence

Draft your goal - provide a rationale, make sure it is aligned

Develop your professional learning plan

- What research/professional readings might you explore to support your professional learning and achieve your goal?
- What specific professional learning might you need to achieve your goal?
- How might you apply your learning to practice? How often?
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?

Continuous Learning Cycles

MyPL

Instructional Coaching



How to prepare for goal setting in 2024

1. Review RSD 10's Vision of the Graduate and your school's strategic CIP Goals
2. Review the Common Core of Teaching for Connecticut
3. Research resources for professional learning to support your goal
4. Come with at least two pieces of evidence - last year or beginning of this year
5. Come prepared with your self-reflection already completed for discussion
6. Come with your draft goal statement and rationale, including evidence to demonstrate your growth
7. Come with your draft professional learning plan



Next Steps for today

Opportunity to review your current MyPL and begin to develop goals for next year

Complete form telling us what cycle you think you should be on