

Teacher Goal-Setting and Professional Development (GSPD) Plan Sample Document

The Goal-Setting and Professional Development (GSPD) process is an ongoing, recursive process where teachers reflect on current professional practices, identify professional growth goals, establish a professional development plan to attain those goals, track progress towards goals over the course of the year, and reflect on goal attainment, including how the goals and professional development actually refined practices. The teacher self-assessment, goal setting and professional development are all interwoven and applied throughout the year to positively impact each teacher’s professional practices and ultimately increase student performance.

What does the GSPD process encompass?

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| Teacher Self-Assessment | Each teacher will conduct a self-assessment by reviewing data and reflecting on professional practices to determine teacher and student needs. In addition to student and teacher data, this review includes an in-depth analysis of the domains, dimensions, and descriptors of the T-TESS Rubric and the Texas Teacher Standards outlined in Texas Administrative Code, Chapter 149. Both of these documents communicate best practices and identify standards for teacher performance. As a result of the self-assessment, the teacher formulates targeted goals to discuss with the appraiser during the <i>GSPD Conference</i> . The goals should reflect how the teacher will change his/her practices to effectively impact student outcomes. |
| GSPD Conference | The GSPD Conference with the appraiser and teacher is critical to the T-TESS support system, as it ensures that both the teacher and appraiser are clear about the goals and subsequent actions to reach the desired outcomes. It is also an opportunity for the teacher to outline the support systems needed to achieve the goals. Per TAC, Chapter 150, the appraiser will approve the goals. |
| GSPD Plan Implementation and Formative Reviews | The teacher will engage in targeted professional development outlined in the GSPD Plan and periodically will assess how the professional development plan and goals are being met in a way that have an enduring impact on performance with the individual teacher and students. This ideally includes reflective conferences with appraisers or through other professional forums such as faculty meetings, department/grade levels meetings, peer coaching, etc. The teacher will maintain data/evidence to track goal attainment and participation in professional development activities detailed in the approved plan. (TAC, Chapter 150.1003). Although the method for collecting data and evidence to support goal attainment and professional development is a local decision, collecting and maintaining evidence is an important aspect of the T-TESS process. Options may include portfolios, electronic profiles, content management systems, etc. Prior to the End-of-Year Conference, teachers should prepare to bring their Domain 4 evidence/data prior to the meeting, which includes their GSPD Plan |

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| | documents and evidence showing progress toward goal attainment and the professional development activity plan. Teachers should also be prepared to discuss activities they have undertaken that conform to the various practices articulated in Domain 4. |
| End-of-Year Conference (Domain 4 Aspect) | This EOY Conference provides an opportunity for the appraiser and the teacher to summarize the year, to collect information that will provide evidence to score Domain 4 of the T-TESS Rubric, and to discuss next year's goal(s) and professional development plan. It is also an opportunity to celebrate successes, identify areas for continued learning to refine their practices, record lessons learned, and apply these in new ways. |

Part I

- Which data sources provide information regarding respective students' needs and learning goals? What do multiple sources of data indicate about these learning needs?
- Based on the analysis and results of student data, what teacher goals are necessary to ensure that your growth, as the teacher, is connected to students' needs?
- Which data sources provide information regarding the teacher's professional growth areas? How else might the teacher collect information to guide areas of professional growth?
- How will data be used in ongoing and meaningful ways to continue identifying the other areas of need for professional growth?

Example Goals

| Goal <i>(What do you want to achieve?)</i> Dimension <i>(What is/are the correlating dimension(s)?)</i> | Actions <i>(How will you accomplish the goal?)</i> | Targeted Completion Date <i>(When do you anticipate your goal will be met?)</i> | Evidence of Goal Attainment <i>(How will you know your goal has been met? How will you know whether or not it has impacted instruction and student achievement?)</i> |
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| Example Goal: <i>I will improve my abilities to monitor and adjust instruction through targeted questioning techniques at varied levels of cognition, the use of wait time, and academic feedback to students.</i> | Develop and embed questions in the lesson planning document. Use Bloom's Taxonomy as a reference. | Quarterly Progress | Increased ability to effectively monitor and adjust instruction as measured through peer and administrator feedback, student responses/cognition, and student performance data, i.e., student work, unit assessments, grades and state assessment results. |

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| Dimension(s): Monitor and Adjust; Achieving Expectations; Communication; Content Knowledge and Expertise | Identify informal methods for proficiency and progress levels. | | |
| Example Goal: I will increase my expertise in strategies which are effective with ELL student performance. Dimension(s): Differentiation; Achieving Expectations; Knowledge of Students; Content Knowledge and Expertise | Learn and incorporate ELL researched-based strategies with planning, instruction, and the learning environment. Plan for listening, speaking, reading and writing activities as referenced in the English Language Proficiency Standards (ELPS). | Each Grading Period TELPAS Outcome Results Analysis, When Available | Increased language proficiency of ELL students as measured through TELPAS. |
| Example Goal: I will enhance my ability to develop aligned formative and summative assessments which directly measure students' knowledge and skills for specific lesson/unit outcomes. Dimension(s): Data and Assessment; Activities; Achieving Expectations; Knowledge of Students; Content Knowledge and Expertise; School Community Involvement | Research and apply high-yield strategies to formatively assess students. Monitor and track how formative assessment data informs learner outcomes. Collaborate with team members to develop and gather feedback regarding formative/summative assessments. Compare assessment results to determine the accuracy of data. | Targeted analysis for each unit EOY comparison of formative and summative assessments and effectiveness of this data | Evidence of formative and summative assessments aligned to learner outcomes, data results used to inform practices, and correlational data to measure the effectiveness of assessments and mastery of learner outcomes. Data tracking and communication systems. |

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| <p>Example Goal: <i>I will incorporate differentiation strategies which include varied content, process and product expectations for students, using data and students' learning profiles as the basis for decisions in order to increase overall performance and close gaps in learning.</i></p> <p>Dimension(s): <i>Differentiation; Achieving Expectations; Knowledge of Students; Content Knowledge and Expertise; Monitor and Adjust</i></p> | <p>Research and apply differentiation strategies specific to content, process and product expectations.</p> <p>Connect learning to Rtl research and make connections to differentiation through tiered instruction with other instructional staff.</p> <p>Establish processes for tracking how differentiation is planned, executed and assessed for impact.</p> | <p>Progress will be detailed each grading period with a formal analysis of relationship data (strategy to performance outcomes) compiled prior to the EOY conference</p> | <p>Lesson plans which detail differentiation for content, process and product modifications/ accommodations.</p> <p>Ongoing examples of student differentiation with content, process and products.</p> <p>Data measures used to guide differentiated strategies and measure formative and summative performance.</p> |
| <p>Example Goal: <i>I will develop and execute lessons that consistently include student-centered activities and the expectation for students to monitor their own learning through specific student-led strategies.</i></p> <p>Dimension(s): <i>Activities; Achieving Expectations; Knowledge of Students; Content Knowledge and Expertise; Classroom Environment, Routines</i></p> | <p>Collaborate with the team during planning meetings to adjust lesson plans for student-centered activities. Systematically implement and evaluate one strategy per week that facilitates student-centered instruction and analyze implementation/impact.</p> <p>Identify key transition steps to release responsibility for learning to students. Develop processes and structure which create and promote</p> | <p>Progress will be detailed each grading period with a summative analysis for trends and patterns with activities</p> | <p>Lesson plans which detail student-centered activities and how they are consistently implemented across lessons.</p> <p>Generate a journal to track implementation strategies/activities and reflect on the impact using varied data sources (to be noted).</p> |

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| <i>and Procedures; Classroom Culture</i> | a student-centered, student-led classroom. Discuss with team members how student-centered instruction is impacted across the T-TESS Rubric dimensions/descriptors. Observe other classrooms, online lessons, etc., and identify key factors that promote student-centered instruction. | | Student reflections, peer evaluations, documented processes and products. Ongoing team meeting discussions in agendas/notes related to establishing student-centered, student-led classrooms. |

- *Why are these goals important?*
- *What impact will these goals have on teacher and student performance?*
- *What are the specific actions necessary for the goals to be accomplished?*
- *What types of resources and/or support are needed to achieve these goals? How will these be provided?*
- *How will evidence be collected in ongoing and systematic ways to show implementation and impact?*
- *How will I ultimately know if I accomplished the goals?*