

**Goal Setting Conference Guide for Teachers  
2011-2012**

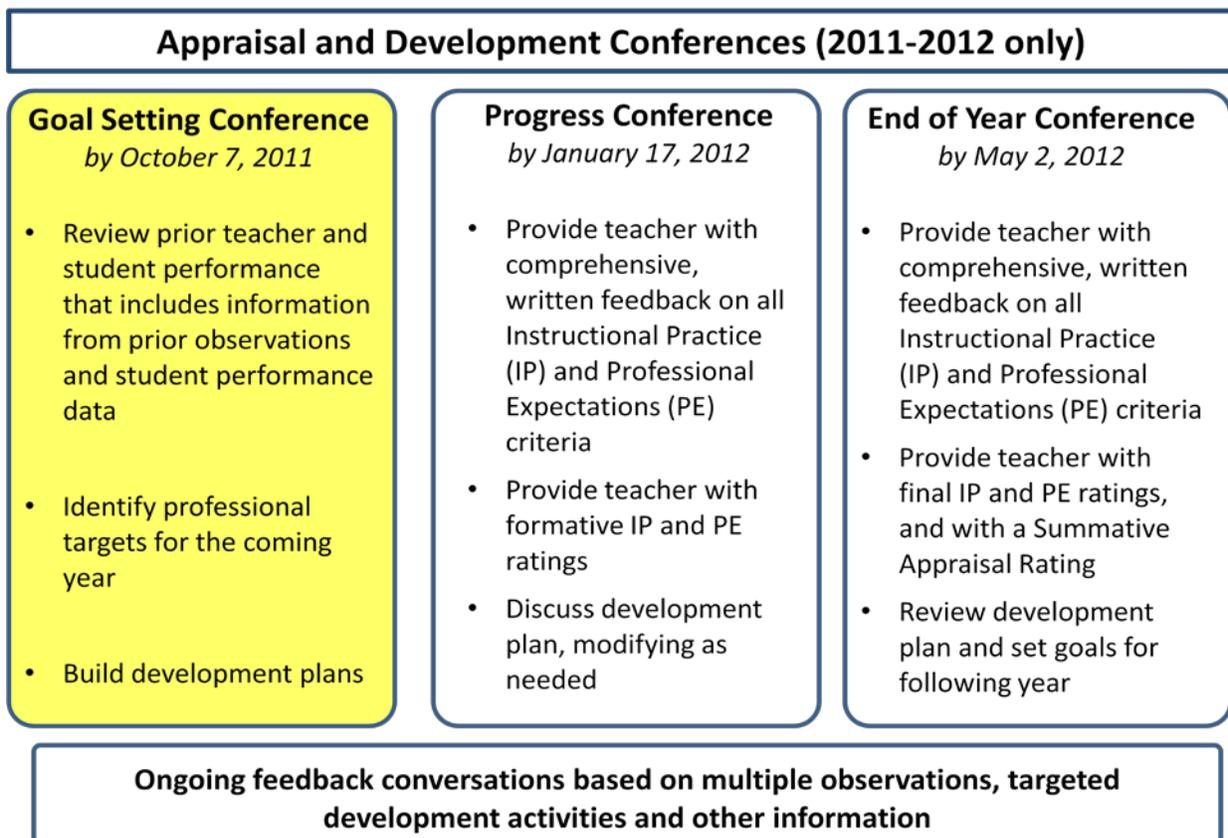


# Introduction

The appraisal and development process revolves around three yearly conferences between teachers and their appraisers: the Goal Setting, Progress, and End of Year Conference.

Each conference provides an opportunity for teachers and appraisers to discuss continuous professional improvement and ways to effectively guide students toward greater achievement.

During the conferences, appraisers and teachers discuss the teacher's past and present performance, the teacher's areas of strengths and improvement, and individualized professional development opportunities that support the teacher's continued learning and professional growth.



This Goal Setting Conference Guide is intended as a resource for teachers and includes information on:

- How to **prepare for the Goal Setting Conference**, including recommended action items that appraisers and teachers may take prior to each conference
- What to expect **during the Goal Setting Conference**, including recommendations on the structure of each conference and key talking points
- Action steps to take **after the Goal Setting Conference**

# Goal Setting Conference: Overview

GOAL SETTING CONFERENCE	
<b>Prior to the Goal Setting Conference</b>	
<p>The <b>teacher</b> should:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Self-reflect on prior practice (recommended activity), including prior year’s observations and any relevant student learning data to build a development plan</li> <li><input type="checkbox"/> Come prepared to discuss potential focus areas, professional targets and types of activities to include in development plan</li> </ul>	<p>The <b>appraiser</b> should:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Schedule time with the teacher</li> <li><input type="checkbox"/> Review any relevant information on the teacher’s prior performance, including prior year’s observations and any relevant student learning data</li> <li><input type="checkbox"/> Consider teacher’s focus areas and professional targets based on teacher’s prior performance using the standards for effective instruction and professionalism articulated in the Instructional Practice and Professional Expectations rubrics</li> </ul>
<b>During the Goal Setting Conference</b>	
<p>The <b>teacher</b> may bring:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Current draft of development plan (if IPDP)</li> <li><input type="checkbox"/> PDAS/MPDAS appraisal from last year</li> <li><input type="checkbox"/> Teacher Self-Reflection form (for personal use only)</li> <li><input type="checkbox"/> Annual planning materials</li> <li><input type="checkbox"/> Copy of IP/PE rubric</li> <li><input type="checkbox"/> Calendar (to schedule follow-ups or development plan check-ins)</li> </ul>	<p>The <b>appraiser</b> may bring:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Current draft of development plan (if PPA)</li> <li><input type="checkbox"/> PDAS/MPDAS appraisal from last year</li> <li><input type="checkbox"/> Teacher’s EVAAS report (if applicable)</li> <li><input type="checkbox"/> Other student outcome data (if applicable)</li> <li><input type="checkbox"/> Staff Review information from last year</li> <li><input type="checkbox"/> Copy of IP/PE Rubric</li> <li><input type="checkbox"/> Calendar (to schedule follow-ups or development plan check-ins)</li> <li><input type="checkbox"/> Appraisal and Development Implementation Manual</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Communicate objectives</b> of the conference and establish norms for communication</li> <li><input type="checkbox"/> <b>Engage with teacher in a reflective conversation</b> about the teacher’s strengths and areas for improvement</li> <li><input type="checkbox"/> <b>Review and discuss the teacher’s development plan</b>, making adjustments as necessary</li> <li><input type="checkbox"/> <b>Finalize the teacher’s development plan</b>, if changes do not need to be made following the conference, by signing the document and obtaining teacher’s signature at the conference.               <ul style="list-style-type: none"> <li><input type="checkbox"/> If changes need to be made after the Goal Setting Conference, teachers and appraisers must finalize and sign by October 7, 2011</li> </ul> </li> <li><input type="checkbox"/> <b>Establish clear next steps</b> for the appraiser and teacher after the conference</li> </ul>	
<b>After the Goal Setting Conference</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> If any changes needed to be made to the Development Plan, the plan should be finalized by October 7, 2011.</li> </ul>	

# Goal Setting Conference: In Detail

The Goal Setting Conference is the perfect opportunity for you to establish or further develop relationships with your appraiser based on feedback and support. The objectives of the Goal Setting Conference are to:

- **Review your prior performance**, including information from previous observations and student performance data
- **Identify professional targets for the coming year** based on your prior performance
- **Build development plans** based on your self-reflection, prior performance, and your professional goals

## Preparing for the Goal Setting Conference

To facilitate an effective conversation tailored to your needs, consider the following recommendations when preparing for the Goal Setting Conference.

1. **Engage in a self-reflection of your practice (optional)**. Self-reflection is not required, but is recommended. *The Self-Reflection Form* provides a framework to help guide your self-reflection. This form will not be included in your appraisal and is for your personal use only.
2. **Review any relevant information on your prior performance, including previous year's observations and any relevant student learning data (optional)**. Part of the self-reflection process will allow you to reflect on your performance in the previous year and build your teacher development plan. Consider reviewing the following sources of information:
  - Prior year student assessment results
  - Appraiser notes from prior year's observation
  - Attendance records, pass/fail rates, grade distribution, discipline and classroom management records

## During the Goal Setting Conference

Effective Goal Setting Conferences can be structured in many different ways. The following agenda and sample talking points are meant to illustrate one way a Goal Setting Conference can be structured.

Goal Setting Conference Agenda	
<p><b>Introduction and Overview</b></p> <ul style="list-style-type: none"> <li>• Appraiser sets the purpose of the conference</li> <li>• Teacher and appraiser discuss teacher questions on the appraisal and development system</li> </ul> <p><b>Review of Prior Year's Performance</b></p> <ul style="list-style-type: none"> <li>• Teacher self-reflects on prior year's performance</li> <li>• Teacher and appraiser discuss outcomes from previous year's appraisal, Student Performance, and progress on professional learning targets</li> </ul> <p><b>Discuss and Build Teacher Development Plan</b></p> <ul style="list-style-type: none"> <li>• Teacher and appraiser solidify Focus Areas and Professional Learning Targets</li> <li>• Teacher and appraiser discuss relevant activities and supports</li> </ul> <p><b>Next Steps and Closing</b></p> <ul style="list-style-type: none"> <li>• Appraiser and teacher complete the teacher's Development Plan by October 7, 2011 and sign the completed Development Plan.</li> </ul>	
Action	Suggested Talking Points/Guiding Questions
<p><b>Introduction and Overview</b></p>	<p><b>Appraiser sets the purpose of the conference.</b></p> <p><b>Appraiser and teacher discuss questions on the appraisal and development system.</b> This is a good time to ask any outstanding questions that you may have about the appraisal and development system.</p>
<p><b>Review of Prior Year's Performance</b></p> <p><b>Resource That May Help You Prepare:</b>            Teacher Self-Reflection Form (optional);            Observation and student performance data from prior year;            Instructional Practice and Professional</p>	<p><b>Teacher self-reflects on prior year's performance.</b> Be prepared to reflect on your performance and discuss your strengths and weaknesses. It is recommended that you ground your self-reflection in the language of the Instructional Practice and Professional Expectations rubric, and cite as many specific examples from your practice as possible. One way you can structure this conversation is as follows:</p> <ul style="list-style-type: none"> <li>• <i>One area of strength is [Instructional Practice/Professional Expectations criteria]. An example of why this is an area of strength is _____.</i></li> <li>• <i>One area I would like to develop is [Instructional Practice/Professional Expectations criteria]. An example of why this is an area I would like to develop is _____.</i></li> </ul>

<p>Expectations rubric</p>	<p>Some other possible conversation starters include:</p> <ul style="list-style-type: none"> <li>• <i>Last year I learned _____.</i></li> <li>• <i>I am planning to do _____ this school year because _____.</i></li> <li>• <i>I was/was not satisfied with the impact that I had on my students last year because _____.</i></li> <li>• <i>Last year, my students achieved/did not achieve their goals because _____.</i></li> <li>• <i>I would like to try _____ this year.</i></li> </ul> <p><b>Teacher and appraiser discuss outcomes from previous year’s appraisal, Student Performance, and progress on professional learning targets.</b> Appraisers may provide teachers with feedback on teacher’s prior year’s performance.</p> <ul style="list-style-type: none"> <li>• <u>Prior observation review:</u> <i>Appraiser may frame the discussion in the following ways---</i> <ul style="list-style-type: none"> <li>○ <i>You mentioned that _____ went well last year, which is something that was highlighted in last year’s observation when [give concrete example].</i></li> <li>○ <i>You mentioned that you would like to change _____ from last year, which is an area that was highlighted in your observation last year when [give concrete example].</i></li> </ul> </li> <li>• <u>Student performance review:</u> <i>Appraiser may ask the following questions---</i> <ul style="list-style-type: none"> <li>○ <i>Let’s take a look at the areas your students grew last year, based upon state-, district- or teacher-created assessments.</i></li> <li>○ <i>What will the academic targets for your students be this year?</i></li> <li>○ <i>What is the rationale behind each of these targets?</i></li> <li>○ <i>How will you measure and track progress towards those targets?</i></li> <li>○ <i>When will you assess progress toward your student learning targets?</i></li> <li>○ <i>What are some of the steps we need to take to help your students meet the student learning targets?</i></li> <li>○ <i>What support do you need to achieve your benchmark targets?</i></li> </ul> </li> </ul>
<p><b>Discuss and Build Teacher Development Plan</b></p> <p><i>Resource Needed:</i> IPDP or PPA</p>	<p><b>Teacher and appraiser discuss teacher’s development plan,</b> based on teacher’s self-reflection and prior year’s performance. This conversation may be structured differently depending on whether you are on an IPDP or PPA.</p>
<p><b>Next Steps and Closing</b></p>	<p><b>Appraiser and/or teacher will summarize any goals set and next steps that have been established</b> to ensure a clear understanding of what was agreed upon.</p> <p><b>Appraiser clarifies the next steps in the appraisal and development process so you know what to expect.</b></p> <p><b>Teacher asks final questions.</b></p>

## After the Goal Setting Conference

After the Goal Setting Conference, please remember to take care of the following items:

- **Finalize and sign your Teacher Development Plan** by October 7, 2011.
- **Follow-up on next steps** established between you and your appraiser during the conference.