

# PROFESSIONAL PRACTICES AND RESPONSIBILITIES

## TEACHER SELF-ASSESSMENT AND GOAL SETTING

### GUIDANCE AND SAMPLE DOCUMENT

#### Part I: Data Analysis and Goal Setting

This section is completed and provided to the appraiser within three (3) weeks from the initial *Goal Setting* conference. The purpose of this section is for the teacher to identify the data and processes used to determine students' academic and developmental needs, and the teacher's professional growth areas as they relate to student needs.

Goals are established to include a plan for implementation and attainment and described in the detailed plan. In order to ensure that attention is placed on depth and mastery of the goals, a maximum of four goals is encouraged.

**Example:**

<b>Goal</b> <i>(What do you want to achieve?)</i> <b>Dimension</b> <i>(What is/are the correlating dimension(s)?)</i>	<b>Actions</b> <i>(How will you accomplish the goal?)</i>	<b>Targeted Completion Date</b> <i>(When do you anticipate your goal will be met?)</i>	<b>Evidence of Goal Attainment</b> <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>
<p><i>Goal 1: 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></p> <p><i>Dimension(s): Monitor and Adjust; Achieving Expectations; Communication; Content Knowledge and Expertise</i></p>	<p>Work with Ms. Jones to better develop and embed questions in the lesson planning document.</p> <p>Use Bloom's Taxonomy as a reference.</p> <p>Identify informal methods for proficiency and progress levels.</p>	<p>Quarterly Progress</p>	<p>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.</p>
<p><i>Goal 2: I will increase my expertise in strategies which are effective with ELL student performance.</i></p> <p><i>Dimension(s): Differentiation; Achieving Expectations; Knowledge of Students; Content Knowledge and Expertise</i></p>	<p>Work with PLC group and seek online modules to learn and incorporate ELL researched-based strategies with planning, instruction, and the learning environment.</p> <p>Plan for listening, speaking, reading and writing activities as referenced in the English Language Proficiency Standards (ELPS).</p>	<p>Each Grading Period</p>	<p>Increased language proficiency of ELL students as measured through TELPAS.</p>

**While setting goals, consider:**

- *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?*

Throughout the year, teachers should formatively review their goals and professional development plan to determine how goals are being met. This ideally includes reflective conferences with administrators, peers or other professional colleagues. Evidence is collected to support how professional practices are enhanced as a result of this continuous improvement process.

**Part II:**

This *Goal Reflection* section should be completed two (2) weeks prior to the annual end-of-year conference for each of the goals in Part I, as follows:

**Goal # – [Write the goal here.]**

- a. Identify the evidence of goal attainment/progress, including the impact on student achievement.  
*[Describe and provide evidence to support how this goal was met or partially met, including changes in teacher practices and student performance. Share the impact on student achievement, providing data to demonstrate how these results are/were measured.]*
- b. Identify the professional development participation connections for this goal.  
*[Describe the types, frequency, and duration of professional development used to address this goal, including an analysis of how you have grown professionally as a result of these experiences. Include the type of support received.]*
- c. Describe how you used this goal and the professional development above to impact instruction and student achievement.  
*[Share how establishing this goal and targeted professional development to meet this goal impacted your instructional practices. Provide specificity related to your changes in knowledge and skills. Describe the impact on student achievement and the data sources used to measure these changes.]*
- d. What, if anything, would you have done differently? How will you extend this goal/learning?  
*[Describe what you would have done differently to either stretch the goal further or reach the goal. Share how you will continue to extend this goal or apply what you have learned in other aspects of the profession.]*