



Professional Goals

What You Need to Know

•In the new teacher evaluation system, there are goal-setting provisions related to professional growth and student growth. Therefore, there are two major categories of goals that you will develop. They are: instructional goals and student growth goals. Do not confuse instructional goals with student growth goals.

- Instructional goals - are any goals that you develop from the criteria or criterion in which you are being evaluated
- Student growth goals - are goals that specifically address academic student growth (Student Growth Goals 3.1, 3.2; 6.1, 6.2 and 8.1).

Important: Student growth goals will be discussed in another section of this field guide.

- Instructional goals are for the purpose of developing your teacher expertise over time through deliberate practice.
- The goals you develop will be determined by:
 - How you are being evaluated: Focused Evaluation or Comprehensive Evaluation
 - Your Self-Assessment and possibly your previous evaluation
 - Collaboration with your evaluator (mutually agreed upon)
- An instructional goal can be developed for one criterion or a component(s) within a criterion.
- An instructional goal(s) may be adjusted by the teacher during the school year.

•Here are some considerations for developing instructional goals:

- Goals are contextual: Setting goals should be based on the context of the classroom, school, the level of support, resources available, and time provided
- Goals are developed by using information and data
- Goals address a need. A goal is initiated by a need from the students or a need by the teacher. The goal should define that need and have strategies embedded in the goal to address that need
- SMART goal structure: You may want to use a SMART goal process for developing goals
- Goals should be challenging but realistic: When goals are developed using good baseline data, they are designed to be both challenging and realistic
- Measurements of success: Goals should have measurements and evidence that can be used as benchmarks throughout the school year so that they can be effectively monitored. The benchmarks should be formative and used to adjust the goal if necessary.

Implications

- Developing professional goals in the WSD is a much different process than how we have traditionally used in the past
- Your instructional coach is a resource to help you in developing your professional goals
- Make sure your evidence and measures align with your professional goals. Refer to the “Marzano Teacher Evaluation Model by State Criteria and the accompanying rubrics and evidences” when developing your professional goals. Give particular attention to “Proficiency.”
- Frequently monitor the progress of your professional goals
- Be sure to communicate your progress with your building evaluator
- Seek feedback from your instructional coach, building mentor, team, and evaluator
- Be sure to communicate any adjustments you wish to make with your building evaluator
- The Focused Evaluation is now based upon your level of proficiency for a specific criterion, and not the number of professional goals you accomplish during the school year.