PROFESSIONAL LEARNING GOALS

A Guide for Teachers

Participant's Guide

Purpose

Provide a context for Professional Learning Goals (PLGs)	Show a connection between Professional Learning Goals and the Teacher Keys Effectiveness System (TKES)
Use the SMART goal setting structure when developing the Professional Learning Goals	Understand how to implement the Professional Learning Goals (PLGs) process

Reflection Question

How do Professional Learning Goals contribute to teacher effectiveness?

TLE Screen Shot

New | PSC Professional Learning Goal Setting

Additional Goals may be created by clicking New

1. Edit   Delete

This step is dedicated to writing a Professional Learning GOAL. If one of the six indicators applies, you will need to exit this step and select Professional Learning PLAN.

- Induction level teacher or administrator
- Educator returning to the profession after an absence of one or more years
- Educator who is new to Georgia

- Educator who is working in a certification field in which the educator has not worked before or has not worked in for a long period of time even though the educator is certified in this field
- Educator whose summative TKES/LKES rating is Level I or II

Date of Acknowledgement   - Not Set -

Goal Statement

Performance Standard(s) to which the goal   - Not Set -
relates: (Check one or more, as applicable)

Reflections on Practice and Growth

Answer the following questions after watching the video.

1. How do these teachers talk about students' growth?

2. How do these teachers talk about their own growth?

3. How can strong relationships help to support growth?

Teacher Considerations

Please take time to reflect on the following questions prior to beginning the professional learning goals process:

- What do I want to change about my practice that will effectively impact student learning?

- What does the school and/or class data show are areas of concern?

- How can I develop a plan of action to address my professional learning?

- Will this goal address the needs of all of my learners (low achieving, high achieving, students with special needs)?

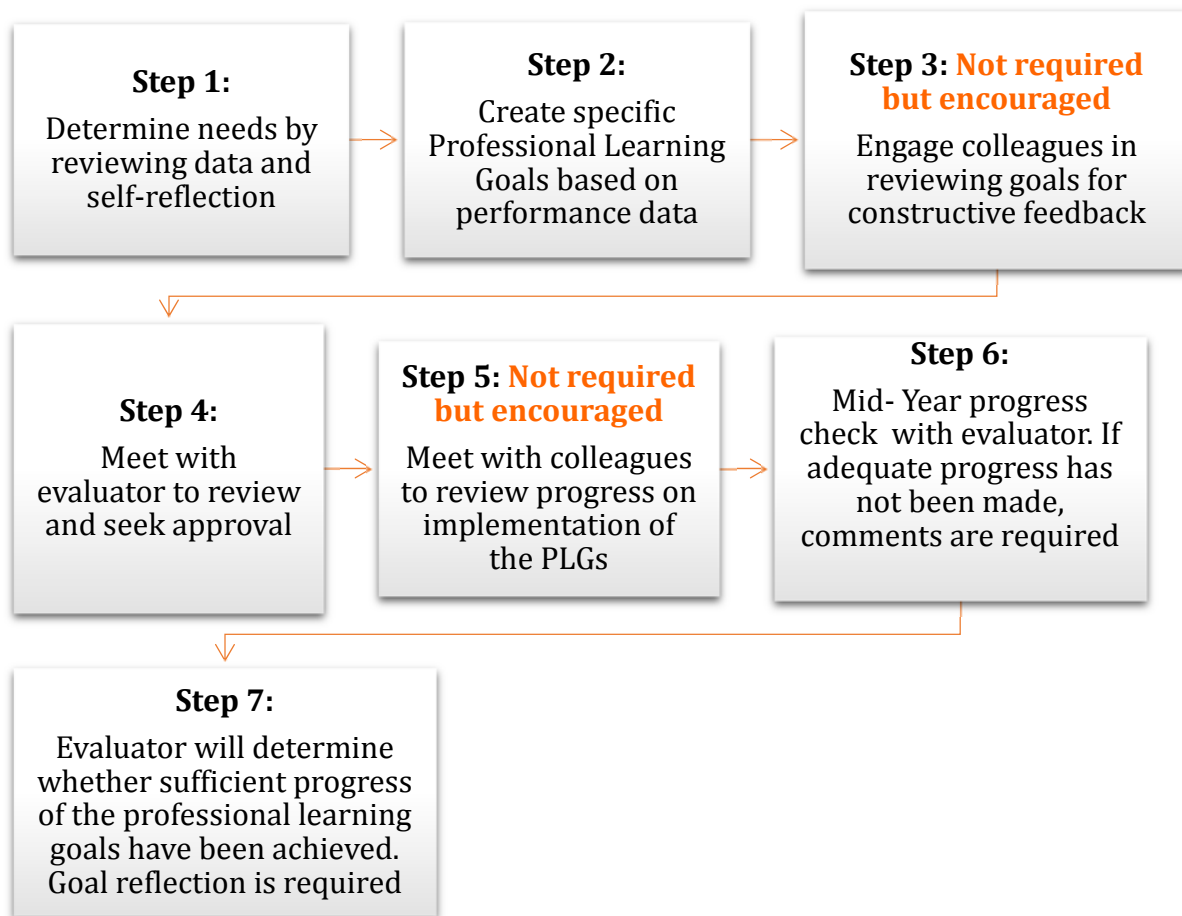- How will I know if I accomplished my objective?

Professional Learning Goals

Professional Learning Goals (PLGs) are based on student learning data, performance evaluation data, and school improvement goals. The purpose of PLGs is to drive job-embedded learning for the educator.

- Developed by individual educators based, at a minimum, on annual performance data.

- Educators are encouraged, but not required, to engage colleagues in reviewing the PLGs to provide constructive feedback.

- The educator will meet with the supervisor to review the PLGs and seek approval before beginning implementation.

Professional Learning Goals Process

Step 1:

Determine needs by reviewing data and self-reflection

Step 2:

Create specific Professional Learning Goals based on performance data

Step 3: Not required but encouraged

Engage colleagues in reviewing goals for constructive feedback

Step 4:

Meet with evaluator to review and seek approval

Step 5: Not required but encouraged

Meet with colleagues to review progress on implementation of the PLGs

Step 6:

Mid- Year progress check with evaluator. If adequate progress has not been made, comments are required

Step 7:

Evaluator will determine whether sufficient progress of the professional learning goals have been achieved. Goal reflection is required
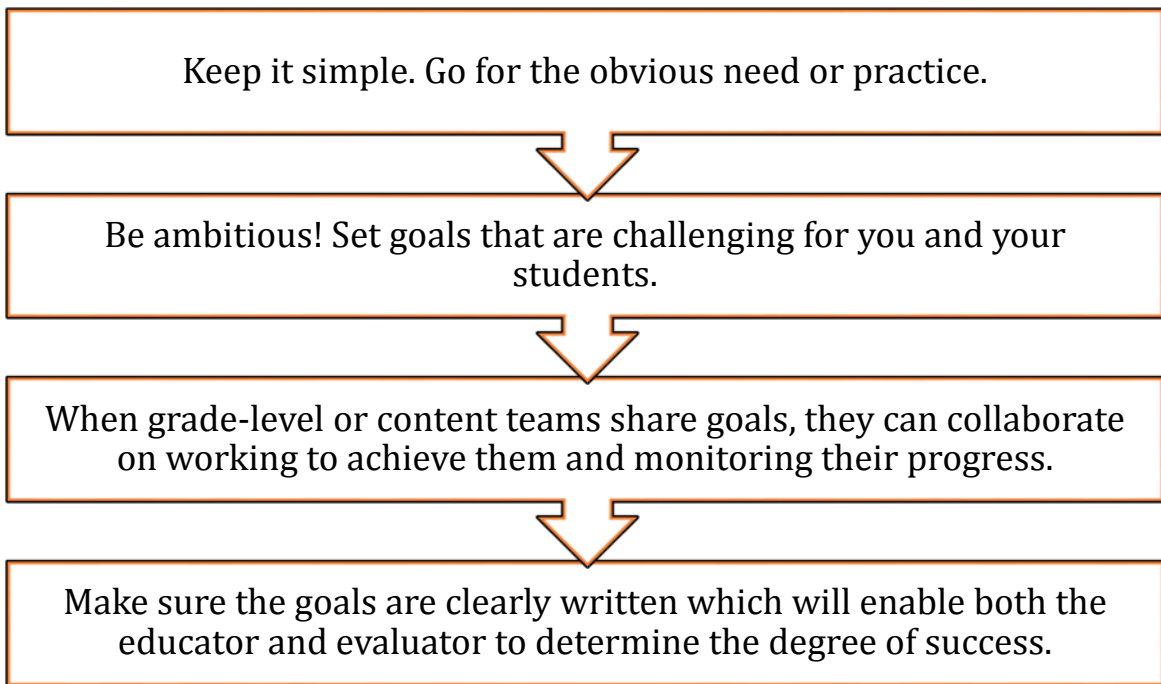
Professional Learning Goals Process

- ✓ What do I want to learn? In what area do I want to improve?

- ✓ What resources are available to me within my Professional Learning Community?

- ✓ What kind of professional learning will I need?

- ✓ How will it affect teaching and learning in my classroom?

- ✓ How will I know I improved in this area? What evidence will I have?

Professional Learning Goals

Personal Focus	Student Focus
• Review self-assessment, previous evaluation feedback, and student data. • Consider school and team goals for professional practice. • Consider what instructional practices are necessary for your students to achieve the student learning goals. • Craft SMART goals for professional practice.	• Draw on school, team, and classroom-level analysis of student performance. • Consider what instructional practices are necessary for your students to achieve the student learning goals • Craft a SMART goal for improved student learning.

Best Practices

Keep it simple. Go for the obvious need or practice.

⬇

Be ambitious! Set goals that are challenging for you and your students.

⬇

When grade-level or content teams share goals, they can collaborate on working to achieve them and monitoring their progress.

⬇

Make sure the goals are clearly written which will enable both the educator and evaluator to determine the degree of success.

S.M.A.R.T. Goals

S	• Specific and Strategic
M	• Measurable
A	• Ambitious/Attainable/Actionable/Achievable
R	• Rigorous/Relevant/Research Based/Results
T	• Timed/Tracked

Avoid Common Pitfalls

Pitfall: Too many goals	Limit the number of professional learning goals to ensure focus on the most important results.
Pitfall: Unclear accountability	Create goals that you can make a direct impact on in order to achieve the goal.
Pitfall: Unclear expected results or measures	Clearly describe the qualities or measures of the expected results to reduce ambiguity.

S.M.A.R.T. Professional Learning Goals Activity

- *Determine why each of the four statements are not SMART professional learning goals.*

- *Revise each statement to make it a SMART professional learning goal (Use the SMART Tool below).*

Statements
1. During 2017-2018 (upcoming) school year, I will improve student outcomes in 4th grade mathematics.
2. I will participate in professional learning sessions on Academically Challenging Environment throughout the school year.
3. To increase the number of students scoring at level 3 or higher on the AP US History exam.
4. All students will demonstrate measurable progress in each of the writers' workshop rubric areas from September to April in the 2017-2018 (current) school year.

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SMART GOALS TOOL

Specific (What do you want to achieve?)	Measurable (How will you know the goal has been met?)	Actionable (What action will you take? How will you accomplish the goal?)	Relevant (How does the goals tie into your key responsibilities?)	Time (When do you hope to complete this?)	Professional Learning Goal	Describe Possible Evidence

Possible Revision Ideas

1. In recognizing the importance of effectively communicating mathematical thinking in 4th grade, I will create open-ended performance tasks to assist students with developing higher order thinking skills in mathematics. By June, all grade 4 students will demonstrate mastery of 80 percent of the processes that effectively communicate thinking on open-ended higher order thinking tasks as measured by a teacher-created common rubric.

2. I will participate in professional learning sessions on Academically Challenging Environment throughout the school year and incorporate at least two concepts taught in a systematic way during the 2017-2018 school year.

3. By consistently using the College Board Test Prep materials and resources, I will increase the number of students scoring at level 3 or higher on the AP US History exam during the 2017-2018 school year.

4. By using concepts taught in the Reading and Writing workshop, all students will demonstrate measurable progress in each of the writers' workshop rubric areas from September to April in the 2017-2018 school year.