PROFESSIONAL PRACTICES AND RESPONSIBILITIES

TEACHER GOAL SETTING AND PROFESSIONAL DEVELOPMENT TEMPLATE

Teacher _____	Teaching Assignment _____
Campus _____	Initial Submission Date_____
Appraiser _____	Appraisal Year _____

Initial Conference Date _____	*Appraiser Initials* _____	*Teacher Initials* _____
Formative Review Date _____	*Appraiser Initials* _____	*Teacher Initials* _____
Formative Review Date _____	*Appraiser Initials* _____	*Teacher Initials* _____

The Professional Practices and Responsibilities Domain is rated after the end-of-year conference when the appraiser and teacher meet to finalize the annual appraisal process.

Dimensions:

1. Professional Demeanor and Ethics
2. **Goal Setting**
3. **Professional Development**
4. School Community Involvement

Part I: Data Analysis and Goal Setting

Note: This section must be provided to the appraiser within three (3) weeks of the first day of school.

1. Identify the data and processes used to assess students' academic and developmental needs.
   - ❑ Texas Academic Performance Report (TAPR)
   - ❑ State student assessment data
   - ❑ Curriculum-correlated assessment data
   - ❑ Diagnostic assessment data and/or observations
   - ❑ Teacher-designed assessments
   - ❑ Other standardized assessment results
   - ❑ Cumulative student performance/classroom data
   - ❑ Other: _____

2. Identify the data and processes used to assess your professional growth areas.
   - ❑ State student assessment data
   - ❑ Formal evaluation results
   - ❑ Walkthrough feedback
   - ❑ Supervisor, colleague and/or peer feedback
   - ❑ Analysis of instructional planning and delivery practices and expertise
   - ❑ Analysis of content knowledge and expertise
   - ❑ Analysis of the learning environment practices and expertise
   - ❑ Analysis of data-driven practices and expertise
   - ❑ Other: _____

Professional Goals:

Goal *(What do you want to achieve?)* **Dimension** *(What is/are the correlating dimension(s)?*	**Actions** *(How will you accomplish the goal?)*	**Targeted Completion Date** *(When do you anticipate your goal will be met?)*	**Evidence of Goal Attainment** *(How will you know your goal has been met? How will you know whether or not it has impacted instruction and student achievement?)*
Goal 1: *Dimension(s):*			
Goal 2: *Dimension(s):*			

Part II: Goal Reflection *(See Goals in Part I.) This section is completed prior to the end-of-year conference.*

Goal 1 -

a. Identify the evidence of goal attainment/progress, including the impact on student achievement.

b. Identify the professional development participation connections for this goal.

c. Describe how you used this goal and the professional development above to impact instruction and student achievement.

d. What, if anything, would you have done differently? How will you extend this goal/learning?

Goal 2 -

a. Identify the evidence of goal attainment/progress, including the impact on student achievement.

b. Identify the professional development participation connections for this goal.

c. Describe how you used this goal and the professional development above to impact instruction and student achievement.

d. What, if anything, would you have done differently? How will you extend this goal/learning?

Goal Setting and Professional Development Cycle of Continuous Improvement:

Be prepared to discuss target areas for continued professional growth and new goals for next year, along with your professional development plan to support these new goals. In order to organize your thoughts, you may use the area below.

Goal *(What do you want to achieve?)* **Dimension** *(What is/are the correlating dimension(s)?*	**Actions** *(How will you accomplish the goal?)*
Goal 1: *Dimension(s):*	
Goal 2: *Dimension(s):*	
Goal 3: *Dimension(s):*	

End-of-Year Conference Date _____

Appraiser's Signature _____

Teacher's Signature _____