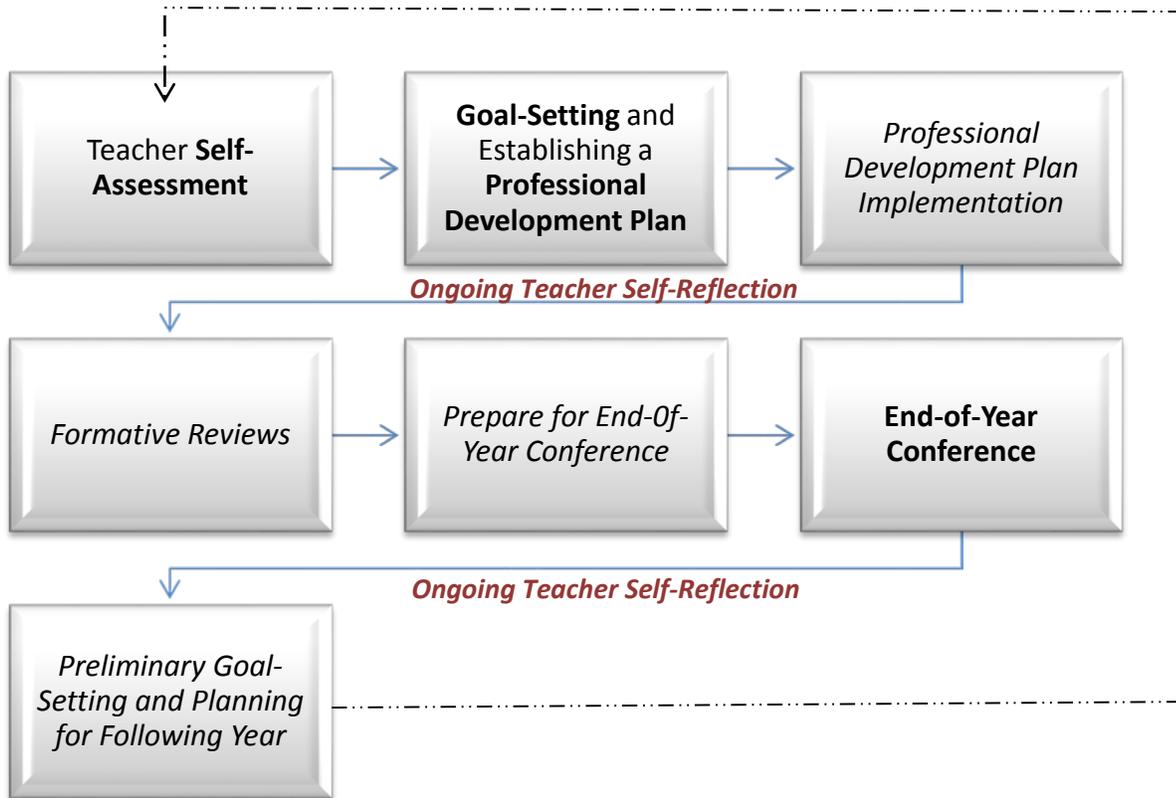


Texas Teacher Evaluation and Support System (T-TESS)

Teacher Goal-Setting and Professional Development (GSPD) Plan Process Overview

PURPOSE: Teachers authentically engage in reflection about current professional practices, identify professional growth goals, establish and implement a professional development plan to attain those goals, and track progress toward the goals over the course of the year.



Process Step	Purpose	Actions
Teacher (Student) Self-Assessment <i>(Prior to the Goal-Setting Conference)</i>	To review teacher and student data, identify areas for professional growth, and promote a school culture of professional learners.	Teachers <ul style="list-style-type: none"> Independently and perhaps collectively review data and reflect on professional practices, including reviewing the domains, dimensions, and descriptors of the T-TESS rubric. Formulate targeted goals on the Goal-Setting and Professional Development Plan template to include Goals, Actions, Targeted Completion Date, and Evidence of Goal Attainment. Schedule an in-person GSPD Conference with your appraiser. Appraisers: <ul style="list-style-type: none"> Determine if the proposed template will be used or if local changes will be incorporated. Provide an overview of the expectations for the GSPD process, including how teachers are expected to self-assess, set goals, establish a professional development plan, and collect evidence. <i>Share established timelines for the process.</i>

Process Step	Purpose	Actions
<p>Goal-Setting Professional Development Plan Conference (Within six weeks from the orientation for new teachers/new to the district OR within six weeks from the first day of instruction for returning teachers.)</p> <p><i>Note: Goals must be approved by the appraiser.</i></p> <p><i>*A Goal-Setting Conference is required for teachers in their first year with T-TESS or if new to the district.</i></p>	<p>To identify professional goals for continuous growth and establish a professional development plan to affirm, challenge and enhance practices which facilitate goal attainment.</p>	<p>Teachers</p> <ul style="list-style-type: none"> • Discuss the vision for professional growth with the appraiser in the GSPD Conference, including a professional development plan for how the goals will be met over the course of the year. • Specify the types of support needed to meet the goals. • Identify milestones that will demonstrate progress towards the goals is occurring. • Specify the evidence that will support goal attainment. <p>Appraisers</p> <ul style="list-style-type: none"> • Schedule to meet with teachers, as determined. • Ensure that teachers complete the GSPD process by the established timeline. • Follow-up with requested support from teachers.
<p>Professional Development Plan Implementation (Throughout the School Year)</p>	<p>To establish and implement the plan as a continuous process designed to improve teaching, learning and student performance in a systematic and ongoing manner.</p>	<p>Teachers</p> <ul style="list-style-type: none"> • Regularly monitor your progress toward goals. • Collect evidence and data which links to the goal(s) and T-TESS Rubric domains, dimensions, and descriptors. • Discuss progress toward the goals with the appraiser. • Modify your goals, if necessary, based on appraiser approval. • Obtain additional supports from the appraiser and/or colleague(s), if needed. <p>Appraisers</p> <ul style="list-style-type: none"> • Establish timelines to periodically discuss the plan with teachers, i.e., staff meetings, grade/department meetings, individual teacher conferences. • Coach, support and follow-up with requested support from teachers. • Validate teacher implementation and connect GSPD plan and implementation to informal and formal observations. • Determine if goal revisions/additions should occur.
<p>Formative Reviews (Throughout the School Year)</p>	<p>To periodically assess how the professional development plan and goals are being met and adjust actions, as necessary, to reach the goals.</p>	<p>Appraisers</p> <ul style="list-style-type: none"> • Establish timelines to periodically discuss the plan with teachers, i.e., staff meetings, grade/department meetings, individual teacher conferences. • Coach, support and follow-up with requested support from teachers. • Validate teacher implementation and connect GSPD plan and implementation to informal and formal observations. • Determine if goal revisions/additions should occur.
<p>Prepare for End-of-Year Conference (Prior to the scheduled end-of-year conference)</p> <p><i>Note: Teachers must submit their GSPD Plan and evidence prior to the end-of-year conference.</i></p>	<p>To collect evidence and data that supports how the goals were met prior to the End-of-Year Conference.</p>	<p>Teachers</p> <ul style="list-style-type: none"> • Identify the evidence and other data that align with each of the goals and support how the goals were met and/or progress towards the goal(s), including the impact on student performance. • Organize the GSPD evidence/data prior to the conference and submit these to the appraiser. • Prepare to discuss the evidence/data, goals, actions, timelines/completion dates, and ways to maintain and/or further develop practices. • Draft preliminary goals and professional development for the following school year. • Complete Part II of the GSPD plan, if requested.



The teacher self-assessment, goal-setting and professional development processes are all interwoven and applied throughout the year to positively impact each teacher's professional practices and ultimately increase student performance.