

Guidance Memo: Developing Goals for the IPDPs

All teachers and administrators must start the yearly evaluation process with a goal-setting conference. At this meeting, the administrator and teacher should review both student performance and teacher performance from the previous school year. Working together, the administrator and teacher should set specific learning goals for students. Then, they also set professional development goals for his/her own growth. Both of these sets of goals will serve as the teacher's Individualized Professional Development Plan (IPDP), which is consistently revisited throughout the year to monitor progress. IPDPs should be finalized by September 30th. Outlined below are the recommended steps for setting both learning goals for students and professional development goals for teachers during the beginning of the year conference.

Student Learning Goals

All goals should be anchored in improving student performance. Therefore, the teacher and administrator will begin the goal-setting process by examining student performance and establishing goals for each of the teacher's classes or group of students.

1. Establish area(s) of focus

Together the teacher and administrator identify at least two areas of focus for each of the teacher's classes or groups of students.¹ Each focus area should be a skill or behavior critical to the students' success in the course and be aligned to the standards and/or curricular objectives. Specifically:

- Teachers of ELA should consider including RI.1, RI.10, RI.1, RI.10, W.1, W.2
- Teachers of Math should consider including standards from the CCSS major areas of work for their grade and at least one mathematical practice, such as Mathematical Practices 3 and 4;
- Teachers of History and Social Studies should consider including RH.1, RH.10, WHST.1, and WHST.2.
- Teachers of Science and Relevant Technical Subject Areas should consider including RST.1, RST.10, WHST.1, and WHST.2.
- All teachers should also include key standards from the NJCCCS not addressed by the CCSS.

The focus area(s) should be recorded in the "Areas of Focus" section of the Student Learning Plan.

2. Establish students' end points in the area(s) of focus

The teacher and administrator should then agree on a goal for the students' progress toward mastery of the focus area over the course of the year. They should discuss how they will know if the group of students has mastered the standards in the focus area(s) and identify the culminating student performance task for each focus area. Teachers should consider using:

- The culminating tasks included in the curricular resources selected by the district (e.g., Expeditionary Learning, Math in Focus)
- The culminating tasks developed by the district (e.g., NPS Science Units)
- Any formal interim assessments (e.g., CRESST, the Achievement Network, FitnessGram).

The student end point and culminating task for each area of focus should be recorded in the "Student End Points" section of the Student Learning Plan.

¹ If the teacher teaches grades 4-8 and subjects covered by the NJ ASK assessment, then only one area of focus is required. All other teachers must have two areas of focus.

3. Determine students' starting points in the area(s) of focus

Next, the teacher and administrator review the most recent student data available related to the focus area. This data may be the student's performance on the prior year's NJ ASK assessment or another district-approved diagnostic assessment that the teacher administers in the first two weeks of the school year. Using this data, the teacher will determine the students' current performance levels in the focus area. Then, the teacher will record the students' performance levels in the "Student Starting Points" section of the Student Learning Plan. There is a lot of flexibility in how the students' starting points are captured. It can be as specific as each student's score on the assessment, a summary of the performance levels or the class average on the assessment.

4. Identify instructional tools and resources

Together, the administrator and teacher will review and select specific curricular materials and instructional resources available to support student progress towards goals. They should consider the recommended curricular resources for Tier 1 (e.g., Core Knowledge Language Arts Program), Tier 2 (e.g., Just Words), and Tier 3 (individualized supports). Once identified, the instructional resources should be captured in the "Instructional Tools and Resources" section of the Student Learning Plan.

Professional Development Goals

Using the Student Learning Plan as a guide, the teacher and administrator should also agree on professional development goals that will support teacher's execution of the Student Learning Plan.

1. Identify growth area(s)

First, the teacher and administrator identify specific Indicators in the Framework for Effective Teaching that are critical to the teacher's ability to implement the Student Learning Goals. The indicators selected should be areas of the teacher's practice that need improvement and/or can be leveraged to support the group of students to achieve the goals set the teacher set for them. The teacher and administrator should spend time reviewing the teachers' summative evaluation and observations from SY 12-13 to identify the Indicators that could most help the teacher become significantly more effective. The Indicators and the teacher's goals for her performance in these areas should be recorded in the "Growth Area(s)" section of the Professional Development Plan.

2. Establish action steps for the teacher

Next, the teacher and administrator agree on specific strategies the teacher will utilize to improve his/her practice as it relates to the Indicator. These strategies should be framed as action-oriented steps that are time-specific (*i.e.* contain deadlines or frequency). These strategies should be captured in the "Action Steps for Teacher" section of the Professional Development Plan.

After the Goal-setting Conference

Once the teacher and administrator have finalized the teacher's Goal Plan, the goal-setting process is complete. However, tracking progress toward goals is a year-long endeavor, and goals should be revisited consistently throughout the year. The Goal Plan provides teachers and administrators with a shared tool for communicating about goals and anticipating growth areas, and they will serve as a reference document for other evaluation conferences (especially the Mid-Year Review and Annual Evaluation conferences), feedback discussions, and professional development over the course of the year.