

Resource Guide for Professional Goal Writing

**The purpose of this guide is to assist staff
members in the writing of professional goals.**

Revised September 2006

MISSION OF THE CORPORATION

The mission of the Plymouth Community School Corporation is to create and sustain an environment in which all learners excel.

EDUCATIONAL EXIT PROFICIENCIES

The School Board believes that the mission of the Corporation is being accomplished when there is valid evidence that its educational programs are making it possible for students to achieve the following educational proficiencies:

A. Lifelong Learner

- ☐ positive attitude toward learning
- ☐ independent thinker and learner

B. Reasonable Citizen

- ☐ self-motivated
- ☐ responsible for choices
- ☐ respect for moral heritage
- ☐ exhibits self-discipline
- ☐ honest, trustworthy, and dependable
- ☐ possesses basic life skills
- ☐ shows respect for self and others
- ☐ exhibits moral compass

C. Problem Solver

- ☐ sets priorities and goals
- ☐ possesses problem solving skills

D. Team Player

- ☐ ability to work in groups
- ☐ effective communication skills in writing and speaking

___ respect differences in others

E. Knowledgeable Individual

___ possesses core knowledge in basic skills: English, Math, and Science

___ has technological skills

___ possesses basic knowledge of History, Government, and Citizenship

___ has participated in-service to others in the community

What are Sources for a Goal Plan?

Teachers may want to consider the following sources:

1. The plan should be written in such a way that student learnings are improved. Plans for those in the probationary track should focus on identified criteria/standards.
2. Department, school, and school system plans and philosophies. Although teachers enjoy a great deal of academic freedom, nevertheless, it is important to adjust individual styles of teaching to fit the situation. This is an extremely important consideration when contemplating plans.
3. Team, Grade Level Goals, or Building Level Goals. Teachers may wish to work together on a common goal to improve instruction and/or student performance.
4. Previous year plans set by the teacher. It is reasonable to assume that all plans will not be completed in one year and that the results achieved might lead to changes or extensions of plans for another year.
5. Administrator evaluation of previous year or years. This would be especially true in the year following a Summative Evaluation.
6. Self-analysis. This, of course, is what the process is all about and runs through all the other topics.

What are the Principles of Professional Goal Writing?

Goals Should . . .

- A. Be significant and represent a needed change in behavior or a challenge for the person involved.
- B. Result in specific, observable and measurable proof of accomplishment.
- C. Be realistic and attainable.
- D. Differentiate between short and long-range commitments.
- E. Be directly related to and consistent with the vision and mission of the school and school system.
- F. Be clearly stated in writing in terms that everyone can understand.
- G. Include steps for implementation and a timeline.
- H. Include some standards of acceptable performance and evaluation.
- I. Be thoroughly discussed by the parties concerned and modified if necessary.
- J. Be referred to frequently throughout the school year.
- K. Be self-appraised in the end-of-the-year conference.

What are the Common Pitfalls of Professional Goal Writing?

1. Too many goals. It is far better to concentrate on one, two, or three significant goals than to attempt too many and not accomplish any of them well. No one can improve on many things at one time.
2. Goals are too broad or too global. Far too often educational goals have been stated in broad, intangible, comfortable terms, which defy actual measurement or observation. Specific action verbs should be used whenever possible. Example of a goal that is too broad: "I will keep abreast of trends in my subject matter area."
3. Goals are too trivial. Goals should be significant and represent a needed change in behavior. They should constitute some challenge for the person writing the goal: If it entails only what would be accomplished without any additional effort, it is not really an acceptable goal. The easiest goal statements to write are those, which are unimportant or trivial. Example of a goal, which is too trivial: "I will contribute to the teachers' flower fund."
4. Goals are too ambitious. Some teachers are overly conscientious and may develop goals that are far too ambitious to accomplish under the circumstances or within the length of time involved. Example of goal, which is too ambitious: "I will construct eight new learning centers each week in language arts and math."
5. Goals are too unrealistic. A good goal can be undermined by obstacles, which loom so large that it cannot be achieved. Constraint of the school environment, the human potentials and the time involved must be considered. Example of a goal which is too unrealistic: "I will increase each child's reading level by at least two years by the end of the current school year."
6. Goals are uncontrollable. Plans must be based on those actions that are under the control of the teacher. Example of a goal, which is too uncontrollable: "I will purchase new furniture for my classroom."

PLYMOUTH COMMUNITY SCHOOL CORPORATION
GOAL SETTING PLAN

VISION: The picture in your mind of the way you see yourself as being comfortable with or executing steps to improve professional performance.

GOAL: The specific achievement(s) you want to make that move you closer to your vision.

<u>STEPS TO COMPLETE PLAN</u> An outline of tasks, methods, and strategies you can use to accomplish the specific achievements.	<u>TIMELINE FOR STEPS</u> A list of specific dates for each task from the plan to be completed on time.
<u>ANTICIPATED PROBLEMS</u> A list of things that could go wrong with the plan.	<u>PREVENTION FOR EACH PROBLEM</u> Strategies you can employ to avoid or resolve these anticipated difficulties.
<u>PROOF OF COMPLETION</u> A demonstration or documentation that proves to us that you have successfully completed your plan.	<u>EVALUATION</u> <u>Satisfactory</u> - The smallest improvement you will accept. <u>Excellent</u> - Evidence of great achievement/expertise.

Teacher _____ Supervisor _____ Date _____

PLYMOUTH COMMUNITY SCHOOL CORPORATION
GOAL SETTING PLAN

VISION:	The students in my class write at the proficient level. They edit papers including their own. My students write equally well for different purposes.
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GOAL:	85% of my students write at the proficient level.
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<u>STEPS TO COMPLETE PLAN</u>	<u>TIMELINE FOR STEPS</u>
I will:	
1. develop writing prompts with my grade level to be used in the formal writing assessment.	1. August 2006
2. participate in a book talk over craft lessons.	2. September 2006
3. develop or find model writing samples for my students.	3. September 2006
4. chart results of first writing sample.	4. October 2006
5. develop strategies to address the writing weaknesses of my students after the first writing assignment.	5. October 2006
6. participate in the scheduled staff development session on using the writing process.	6. October 2006
7. make adjustments in my writing instruction based on the professional development.	7. October 2006
8. chart the second formal writing sample and share results with students.	8. November 2006
9. meet with my peers to discuss results and share instructional strategies.	9. November 2006
10. adjust my strategies to address the needs of my students.	10. November 2006
11. chart the third formal writing sample and share results with students.	11. January 2007
12. meet with my peers to discuss results and share instructional strategies.	12. January 2007
13. adjust my strategies to address the needs of my students.	13. January 2007
14. chart the fourth writing sample and share results with students.	14. February 2007
15. meet with my peers to discuss results and share instructional strategies.	15. February 2007
16. adjust my strategies to address the needs	16. February 2007

of my students. 17. chart the fifth writing sample and share results with students. 18. meet with my peers to discuss results and share instructional strategies. 19. adjust my strategies to address the needs of my students. 20. chart the sixth writing sample and share with students. 21. meet with my peers to discuss results and share instructional strategies. 22. adjust my strategies to address the needs of my students. 23. celebrate my student's success with them.	17. March 2007 18. March 2007 19. March 2007 20. May 2007 21. May 2007 22. May 2007 23. May 2007
<u>ANTICIPATED PROBLEMS</u> 1. I need to make effective use of my time. 2. The writing samples will add to my assignments.	<u>PREVENTION FOR EACH PROBLEM</u> 1. I will map out a schedule of times to devote to this goal with accompanying deadlines. 2. Design the writing prompts in such a way that the writing assignment replaces a current assignment.
<u>PROOF OF COMPLETION</u> My students have completed 6 formal writing assignments.	<u>EVALUATION</u> <u>Satisfactory</u> - 85% of my students write at the proficient level. <u>Excellent</u> - 90% of my students write at the proficient level.

Teacher _____ Supervisor _____ Date _____

Non-Specific and Specific Words or Terms

When trying to write precise goals, it is well to remember that the verb used will help determine both the specificity and the action. It is better to use words that lend themselves to more specific interpretation and action. Below are some examples:

WORDS OPEN TO MANY INTERPRETATIONS

know
appreciate
learn
understand
comprehend
believe
use
develop
master
try
discover
attempt
acquaint
keep abreast
improve

WORDS LIMITED TO MORE SPECIFIC INTERPRETATIONS

identify
locate
list
itemize
write
select
describe
compare
contrast
differentiate
construct
plan
solve
predict
choose
evaluate
organize
formulate
translate
integrate

RUBRIC FOR PROFESSIONAL GOAL ANALYSIS

	0	1	2	SCORE
# of goals	0 or >3	1	2 or 3	
Goals are (student achievement) oriented	-Not Research Based -Not Best Practice -Not Related to Instructional Process -No Indication of New Knowledge -Doesn't Change Teaching		-Goal Related to Instructional Process -Represents a Need Change of Behavior -Integrates Personal Growth to Professional Growth -Consistent with Best Knowledge and Best Practice -States How it Will Impact Students	_____
Goals are Specific (they focus on an area of student achievement)	- Goals Vague -Understood Only by the Writer -No Time Line -Open too Many Interpretations	-Time Line Not Precise - Used terms like "end of the year" "ongoing"	-Verbs in Goal Come From Right Hand List With Qualifiers (Specific Int.) -Target a Specific Area or Concern -Can Tell What Product is Going to Be -Specific Time Line -Action Oriented -Mutually Understood (Ad. and Staff)	_____
Goal is Controllable (by the Writer)	-Assigns Tasks to Others -Did Not Consider Obstacles and Preventions	-Most of the Actions are Taken by the Goal Writer	-Staff Member has Control Over Time and Other Resources -All Actions Taken By Goal Writer -Has Identified Obstacles and Preventions	_____
Goals are Measurable and Observable	-No Identified Outcomes -No Standards or Benchmarks -No Way to Document -Too Subjective	-Standards are Fuzzy or General -Remotely Aligned to School or District Goals	-I.D. Outcomes -Standard Set That Can Be Measured (Evaluation Standards) Over Time -Outline Steps (Benchmarks) -Aligned With School or District Goals	_____
Goal is Reasonable	-Does Not Fit with Mission of School and District -Does Not Relate to Building School Improvement Plan	-Aligns with School Improvement Plan	-Fits Within Mission of School and District -Obtainable -Necessary	_____

Total Score of 12 is needed _____

PLYMOUTH COMMUNITY SCHOOL CORPORATION
GOAL SETTING PLAN

VISION:

GOAL:

<u>STEPS TO COMPLETE PLAN</u>	<u>TIMELINE FOR STEPS</u>
<u>ANTICIPATED PROBLEMS</u>	<u>PREVENTION FOR EACH PROBLEM</u>
<u>PROOF OF COMPLETION</u>	<u>EVALUATION</u> <u>Satisfactory</u> <u>Excellent</u>

Teacher _____ Supervisor _____ Date _____