



Teacher Professional Goal

Employee Name

[Click here to enter text.](#)

Campus

[Click here to enter text.](#)

Date of Goal Setting Meeting

[Click here to enter a date.](#)

Date of Summative Conference

[Click here to enter a date.](#)

Foundation:

(Complete this section prior to your Goal Setting Meeting with your appraiser.)

Professional Goal/Student Learning Objective:

Stage 1: Desired Results (Complete this section prior to your Goal Setting Meeting.)

Designed Teacher Outcome – Change in Practice / Evidence:

Stage 2: Expected Evidence (Complete this section prior to your Goal Setting Meeting.)

Designed Student Outcome – Change in Student Performance / Evidence:

Stage 2: Expected Evidence (Complete this section prior to your initial review.)

T-TESS Dimension Alignment:

Align your goal with 1-2 T-TESS Dimensions, this will help you focus your T-TESS conference conversations.

- ☐ **1.1: Standards and Alignment** The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with the standards and are appropriate for diverse learners.
- ☐ **1.2: Data and Assessment** The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.
- ☐ **1.3: Knowledge of Students** Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.
- ☐ **1.4: Activities** The teacher plans engaging, flexible lessons that encourage higher –order thinking, persistence and achievement.
- ☐ **2.1: Achieving Expectations** The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.
- ☐ **2.2: Content Knowledge and Expertise** The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.
- ☐ **2.3: Communication** The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.
- ☐ **2.4 Differentiation** The teacher differentiates instruction, aligning methods and techniques to diverse student needs.
- ☐ **2.5 Monitor and Adjust** The teacher formally and informally collects, analyzes and uses student progress data and makes necessary lesson adjustments.
- ☐ **3.1 Classroom Environment, Routines and Procedures** The teacher organizes a safe, accessible and efficient classroom.
- ☐ **3.2 Managing Student Behavior** The teacher establishes, communicates and maintains clear expectations for student behavior.
- ☐ **3.3 Classroom Culture** The teacher leads a mutually respectful and collaborative class of actively engaged learners.

Implementation Plan:

Stage 3: Plan for Learning (Complete this section prior to your Goal Setting Meeting.)

Action Step	Target Date	Evidence of Progress

Evidence, Notes & Artifacts

(Complete this section throughout the year, as needed.)

End of Year Reflections:

(Complete this section at the end of the year, prior to your Summative Conference.)