

3.1 Refining A Professional Goal

Purpose of the Protocol: to help individuals refine their professional goals; to identify resources and support individuals may need as they work on their goals.

(2 minutes) *Introduction.* Select a timekeeper and a facilitator. Review the purpose of the Protocol and ground rules.

(3 minutes) *Presentation.* One person presents his or her professional improvement goal for the year, using the frame found in Figure 3.1a. The group listens in silence.

(2 minutes) *Clarifying Questions.* Participants ask clarifying questions about the proposed goal to help them fully understand it. Clarifying questions involve yes or no answers. If a discussion begins to evolve, the facilitator should redirect the group to ask only clarifying questions.

Figure 3.1a

3.1a The Goal

- Why is this goal important to me?
I continue to notice that my students struggle with citing evidence from the text to support their writing. Even though I have spent considerable time teaching this skill I am not satisfied with my students' results.
- How might the work toward this goal improve student learning?
I want my students to be prepared for next year and I know this skill is essential to their success in all subject areas. I have also noticed that in general our students score the lowest in this area on our common assessment.
- If I were successful with this goal, what might I see in June?
I personally hope to learn more strategies for teaching this skill, along with ways to scaffold or support students in this area. I want to see all of my students making improvements in this area.
- What might I collect as evidence of progress toward my goal?
I plan to have the students save three samples of their work from different points in the year. By looking at this student work we can see what progress they have made. I also plan to use the assessment results from our common assessment.
- What resources do I think I will need as I work on this goal?
I need to hear the successful strategies that my colleagues have used. I also hope to attend a workshop on this topic.

(10 minutes) *Playback.* Colleagues discuss what they heard about the presenter's goal, using the frame found in Figure 3.1b. The presenter is silent as colleagues speak.

(8 minutes) *Follow-up.* The presenter may follow-up or comment on any issue raised during the playback session.

Figure 3.1b

3.1b Goal Feedback

- What did I hear this person say about the desired outcome of the goal?

She would like to improve her students' skill in using evidence to support their written ideas.

- What am I wondering about with this person's goal?

I wonder if the writing is an obstacle for this skill. I wonder if her students are better at doing this skill verbally than in writing.

- What next steps or thoughts come to mind as I heard this person's goal?

I would like to see the actual student work to have a better picture of what skill this teacher is expecting of her students.

- Who might offer help to this person as he/she works on the goal?

Since this is an area that seems to be of great concern for our grade team I am wondering if we might devote team time to this during the year.

(2 minutes) *Debrief the Process.* Group members comment briefly on how the Protocol supported their learning and how they might improve upon the Protocol.

(5 minutes) *Reflection.* The presenter silently writes any ideas for refining the goal or plan, or for working on the goal.