

Goal Setting Protocol (30 - 45 minutes)

- **Teacher presents the draft goals (5 min)**
 - a What are the three goals?
 - b Describes the purpose of each goal and why it is important to you (student need? Research interest? Next professional step?)
 - c Describes the possible evidence the professional expects to use to demonstrate outcomes (what kinds of data? what are the criteria for success? How will I know if I have met the goal?)

- **Teacher's burning questions**
 - a Teacher poses questions to the participants they would like to be answered or discussed about goals and/or evidence.

- **Clarifying questions (5 min)**
 - a Participants ask clarifying questions about the plan.
 - b Questions should be simple enough to answer with a yes or no response

- **Probing questions**
 - a Participant asks questions in an effort to understand better the teacher's thinking, decisions, and purposes

- **Discussion (10 minutes)**
 - a The presenting teacher does not speak for this part.
 - b It is not about the presenting teacher---it is about the proposed goal(s) and evidence
 - c Questions for participants:
 - i. What strikes me about the goals?
 - ii. What questions does it raise for me?
 - iii. Will the proposed evidence demonstrate successful attainment or progress toward the goals?
 - iv. Are the goals worth doing—is it work that will improve practice?

- **Response (5 min)**
 - a Teacher responds, saying how they now view the proposed goals and evidence, having heard the group's response.

- **Draft goals and/or evidence are modified to reflect the teacher's current thinking, based on the feedback from the Advisory. (10 min)**