Purpose: Conduct a collaborative conversation between teachers and administrators about progress toward the SLGs and PPG selected for this school year. This should include a review of student progress, as well as potential adjustments to strategies and supports needed.

Timeline: Due by Feb. 15th (Can extend to PLT on Feb. 18th)

**Guiding Questions for 2 Student Learning & Growth Goals (included in the form on TalentEd)**

Student Learning and Growth Goal (copy from initial)

Data Collected (Bring baseline and current data to the goal conference)

* What type of data did you collect? (describe and/or name the assessments)
* Formal/Informal

Data Statements

* What is the data telling you?
* Be Specific and enter number of students in each statement
* \_\_\_\_\_\_ students are meeting the goal at the mid-year check.
* \_\_\_\_\_\_ students are on track to meet the goal by the end of the year.
* \_\_\_\_\_\_ students are not making adequate progress toward the goal.
* \_\_\_\_\_\_ students are making zero or negative progress toward the goal.

Trends

* What do you notice in terms of skills or subgroups of students? (TAG, ELL, SpEd, etc.)
* Are there outliers that you will need to consider either interventions or extensions for? (Those making zero/negative progress or those who have already met)

Strategies Used

* What strategies have you used so far?
  + Constructing Meaning
  + Student Engagement Strategies (specify)
  + Questioning Techniques
  + Group Work
  + Collaboration
  + Technology
  + etc.

Effectiveness of Strategies

* Were the strategies used effective?
* How do you know?

Strategy Modifications

* Based on the information above, what strategies will you modify in order to meet your end of the year goal?
  + Interventions
  + Maintenance
  + Interventions

**Guiding Questions for 1 Professional Growth Goal (included in the form on TalentEd)**

Professional Growth Goal (copy from initial)

Activities

* What activities, strategies, or professional learning opportunities have you completed so far?

Personal Learning

* What has been your personal learning from the above activities that relates to the goal?

Impact on Student Learning

* How have the above activities improved student learning?

Strategy Modification

* What further activities will you do for the remainder of the year to meet your goal?

Support

* What support do you need to achieve your goal?

\*\* The professional goal may be talked about during the conference or at a separate time. The key is to make sure teachers are working on their goals, and collecting evidence. Also, if they are in need of support – advice, materials, training, etc. – help them to find the resources needed.

**Intact Groups –**

* Include all students in your classes (majority of assignment for secondary) who were with you at the beginning of the year in time to take the pre-assessment, (This time frame should at minimum contain all of September) and are enrolled to take the mid-year assessment.
* We will touch base again about the definition of the intact group for the end of the year.
* Teacher may NOT selectively choose students to not include such as those on an IEP or with a low ELP level. This guidance is clear, and has not changed since last year.