

F.A.Q. and Quick Reference



T. A. R. G. E. T.

Teachers' Action Research Goals and Educational Timeline

An Individual Professional Learning Plan for Teachers



What is TARGET?

- A *teacher professional learning plan* which represents *explicit personal learning goals*
- A structure for *professional growth* with clearly defined learning objectives focusing on *improving student achievement*

When do teachers create their TARGET?

- *TARGETs* are established at beginning of each instructional year (*initial*)
- Teachers examine their results (*reflection*) at end of instructional year (*final*)
- The reflection sets the “stage” for Professional Development needs for the following year.

Who completes a TARGET plan?

- All teachers that have students assigned to them will complete a TARGET plan.

Do AIFs, network managers, media specialists, guidance counselors, deans complete a TARGET plan?

- No, only teachers that have students assigned and provide grades will be engaged in creating a TARGET plan. In some circumstances, an administrator may request that the above mentioned specialized areas complete a TARGET plan, however, they are not required to complete a Professional Learning Plan (TARGET) according to State statute.



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WHAT STUDENT PERFORMANCE DATA SOURCES MAY BE USED TO PLAN PROFESSIONAL LEARNING GOALS?

Reviewing student FCAT data in IDEAS is important and a reliable source for determining student needs in Reading, Writing, and Math. However, FCAT data may not be the most appropriate data source for content area teachers in order to write their professional learning goals.



POSSIBLE DATA SOURCES

- Screening instruments at the school and district-wide (FCAT, Alternative Assessment data, FAIR, IEP Progress Report, Odyssey, A.P. Exams, etc.)
- Curriculum-based and criterion referenced assessments that give an indicator for your students' placement at the beginning of the year
- Textbook and teacher designed pre and post-assessments
- End-of-course assessments
- Reading inventories



WHAT IS THE FIRST STEP TO PLANNING YOUR TARGET GOALS?

- With a focus on your School Improvement Goal, review your student data
- It is important to examine student data to identify the areas of need for the students you are assigned.
- Remember that READING data will be necessary as well as the measures of student achievement for the SUBJECT AREA CONTENT that you teach.
- Include **disaggregated** classroom level data.
- Remember to focus on **subgroups** not making AYP at your school.



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WHY DO I HAVE TO INCLUDE A READING GOAL IF I DO NOT TEACH READING?

All teachers include a Reading goal regardless of the content area that they teach. Reading is a district priority and all teachers are expected to support Reading in the content areas.

WHERE IS THE TARGET DOCUMENT LOCATED?

•The TARGET document and other TARGET resources can be located on the Professional Development website at <http://www.polk-fl.net/staff/professionaldevelopment/iplp.htm>

DO I NEED TO SAVE THE TARGET BEFORE I START ENTERING MY INFORMATION?

•Yes. It is best to save the TARGET to your computer desktop or documents folder before you begin. Remember to make a back-up copy of your TARGET when you are finished.

THE SAVED TARGET DOCUMENT TURNS BLACK WHEN I TYPE IN THE BOXES. DID I LOSE MY ENTRIES?

•No, the computer needs to refresh the document. Scroll the document down and then back up again and you will see your entries.

IS THE TARGET A WAY TO EVALUATE ME AS A TEACHER?

•No, the TARGET is a way to implement Professional Learning and analyze its impact on student achievement. TARGET is not a teacher evaluation instrument, but is required per State statute. The district uses a different instrument for teacher evaluation.

POSSIBLE PROFESSIONAL LEARNING ACTIVITIES FOR IMPLEMENTATION IN THE CLASSROOM:

- Action Research Project *
- Lesson Study Group *
- Peer Coaching *
- School Coaching *
- Professional Learning Communities
- PD360
- Other Web-Based Learning
- Independent Study
- Workshop
- Other (per admin approval)

*Powerful Designs for Professional Learning, National Staff Development Council, 2004

WHAT TYPES OF "EVIDENCE" COULD BE USED TO DOCUMENT RESULTS?

- Post test results
- Student Portfolios
- Lesson Plans
- Professional Development Agenda
- Coaching and mentoring logs
- Classroom walkthrough feedback
- Reflection journals
- PLC journals
- other

