Goal-Setting Conversations

An effective goal-setting conversation will lead to a detailed action plan and set the coach and teacher up for success. Some teachers will review their CHALK observation data and generate their own goal and action steps. Other teachers may want more support from their coach in reviewing the data, identifying an area for growth, and crafting a goal. In this scenario, the coach can listen and notice where the teacher has energy or motivation to work within a CHALK focus area, then use questions (see examples below) as the teacher develops a goal and determines how to achieve it.

The coach may begin with broad questions like, "What will it look like when you have achieved this goal?" to encourage teachers to envision their goal. Working backwards from the goal and breaking it down into parts is an effective method for generating specific, realistic action steps.

Once a teacher has brainstormed several strategies, the coach encourages them to select and refine 1-3 key action steps that will have the greatest impact on their instruction and student learning. The coach and teacher also consider who else might support the teacher's work, such as a co-teacher or the coach themself, and include those individuals in the action steps.

Language for the Goal-Setting Conversation

What does progress on this goal look like?

What five strategies are you thinking….

Which of these would you want to begin with?

What kinds of supports will you need?

Who would ideally support you and/or collaborate with you?