

A Guide to a Great Goals Meeting

A conversation about goals, when done well, can build trust between a faculty/staff member and a supervisor, help the faculty/staff member prioritize their effort, and orient both people towards what really matters: ongoing growth, learning, and improvement. Follow the steps below to create meaningful and effective Goals Meetings with the faculty/staff members you supervise:

 **1. Launch goal-setting:** Make sure you have (re)launched the goal-setting process with those on your team, reminding them why we set goals and having them use the [guided Goals process](#) in myFolio to create thoughtful draft goals, either independently or via a [facilitated goal-setting activity](#).

 **2. Remind yourself of your role as a supervisor in the Goals Meeting:** While a Goals Meeting may be your first one-to-one conversation with a teacher or staff member for the year, it's important that the faculty/staff member feels ownership over the process. In order for the employee to have goals that are truly meaningful, your role is to be a coach and facilitator of their thinking.

Core values to prioritize in a Goals Meeting...	The purpose of a Goals Meeting is...	A Goals Meeting is not the place for...
<ul style="list-style-type: none"> • Curiosity • Safety • Vulnerability • Intrinsic motivation 	<p>To help the faculty/staff member gain clarity about:</p> <ul style="list-style-type: none"> • How they want to grow and improve • Why that growth is important to them • What progress will look like • How they might go about beginning their growth journey 	<p>The supervisor to:</p> <ul style="list-style-type: none"> • Share unexpected feedback • Tell personal stories about their own growth • Tell the goal-setter what their goals should be • Hand them a detailed plan for how to achieve their goals <p>There may be other conversations where some of this can occur, but the Goals Meeting is not the place.</p>

 **3. Do some pre-thinking:** Use the transcript from the Goals Wizard (visible when you click on a goal on the faculty/staff member's Goals page in myFolio) to get a sense of the goals and the thinking behind them. Both the faculty/staff member and the supervisor should also consider some questions related to the goals before coming to the meeting. Spend some time thinking about those on the supervisor list below; ask the faculty/staff member to consider the faculty/staff questions prior to the meeting.

Faculty/staff member	Supervisor
<p>What makes me excited about these goals?</p> <p>Why are these goals important?</p> <p>What's hard about these goals?</p> <p>How do my goals reflect evaluation and feedback I have received?</p> <p>What support do I need to make progress</p> <p>As I preview the goals, what am I curious about? What questions and wonderings do I have about the goals?</p> <p>As I consider everything I know about this person alongside their goals, what do I wonder about? towards these goals?</p> <p>What do I want to focus most of the conversation on?</p> <p>What is the "elephant in the room"?</p> <p>What questions do I think my supervisor will have?</p> <p>What questions do I want to ask my supervisor in this conversation?</p>	<p>As I preview the goals, what am I curious about? What questions and wonderings do I have about the goals?</p> <p>As I consider everything I know about this person alongside their goals, what do I wonder about?</p> <p>What do I appreciate about their goals and their thought process in getting to those goals?</p> <p>What are some truly open-ended questions I can ask about these goals?</p> <p>What possible supports could I suggest to help them make progress towards their goals?</p>

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4. Learn about the person: A central purpose of the professional growth process is to build trusting relationships where faculty/staff members feel seen as whole people. If you have time prior to the meeting, review the faculty/staff member's myFolio profile page to learn more about them. At the beginning of the meeting, spend a few minutes in informal conversation to build trust and get to know each other as people. Consider an **icebreaker question** you both can answer that helps you learn about each other in a casual way: "What's something that happened this week that you'll remember for a long time?" or "What's something you believed when you were 20 that you feel differently about now?"



5. Make the conversation rich with questions: Use the suggestions below to create a Goals Meeting rooted in trust and curiosity, and focused on the faculty/staff member's needs and goals.

Questions the supervisor might ask...		
Tell me more about the challenge you're trying to solve...		How does this connect with the greater goals of your department? The school?
What makes you excited about your goals?		What impact will this goal have on your students or the people you support?
Where are you worried about or stuck on as you think about making progress on these goals?		What support do you need from others to get there?
How do you know this is the right goal right now?		What questions do you have for me about these goals?
How does this goal fit into your journey of professional growth, the goals you've had in the past and the direction you are headed in the future?		What will progress around this goal look like?
Other question stems to consider...		
I wonder...	Tell me about...	... or just allow silence to make space for thoughts to emerge.
What if...	One thing we have talked about in the past...	
I'm curious...		



6. Write the note last, together: It's best not to take detailed notes during the conversation, other than a few reminders and headlines. Towards the end of the meeting, work together to consider the takeaways and main ideas from the conversation, and then decide which of you is going to write the summary in the form of Goals Meeting note – myFolio allows either of you to do so.



7. Share appreciation: Find a way, very soon after the Goals Meeting, to share specific and personal appreciation for the vulnerability and collaboration the goal-setter brought to the exchange. A myFolio spotlight, a comment on the Goals Meeting note, or a handwritten card are great ways to do this.

A note about collaborative and peer coaching: If your school engages in collaborative growth conversations between peers, rather than within supervisory relationships, the structure above will still work, substituting "growth partner" and "goal-setter" in place of "supervisor" and "employee."

An alternate approach: In some cases, it may be helpful to ask the faculty/staff member to reflect upon the questions from the Goals Wizard before the conversation but not to put anything down in writing; if you opt for this approach then the focus of the conversation should be on working together through the questions in the Wizard and capturing in myFolio the answers that emerge.

