

# INDIVIDUAL TEACHER GOAL SETTING

Jami Poore, Abbey Clark, and Chris Kane  
Silver Creek Elementary

- ▶ Our school has embarked on the PLC journey. We have begun using the SMART Goal Template with our leadership team. The next step for our building was to begin setting individualized instructional goals for our teachers.
- ▶ After hearing Dr. Warrick's research, we decided this was the next step for us.

## RATIONALE

- ▶ Our purpose was to carry our SMART Goal practice in to the next steps. We wanted to set individual teacher goals to spark reflection on our own teaching. We wanted this to impact classroom instruction and allow teachers to share their successes and their needs.

## THE PURPOSE


- ▶ How does individual goal setting and reflection impact instruction in our building?

WONDERING

- ▶ IPLI Teachers set their own goal and rationale for their goals
- ▶ Principal shared the why behind the goal setting with staff, then explained the process
  - ▶ IPLI Teachers shared their goals as models for the staff
- ▶ A Google Form was shared with teachers to set their goals, as well as generate a spread sheet to collect data
- ▶ Throughout the window, a self reflection sheet was sent to teachers through Google Forms
- ▶ IPLI team looked at growth over the window in individual teacher growth

## OUR ACTIONS

# Initial Collection



### Individual Teacher Goals IPLI 2019

Identify one target area for you to improve your instructional practices. This will be something you choose and monitor in 3 week increments. As we get close to the time, I will send out a monitoring sheet. It will be a quick check sheet with a quick reflection.

\* Required

Please list your goal below: \*

Your answer \_\_\_\_\_

Please list 2/3 reasons for selecting: \*

Your answer \_\_\_\_\_

What challenges do you expect to see? \*

Your answer \_\_\_\_\_

What is the desired outcome? \*

Your answer \_\_\_\_\_

# Data Checks

### Individual Goal Progress Check 1

Below you will log your progress on your individual goal that was set this year. Simply follow the question format below. It is using the 3, 2, or 1 like we do for our report cards, with the same meaning behind. Remember, this is your own reflection on your goal, charting your own perceived progress. Thanks!

Your email address (ckane@westclarkschools.com) will be recorded when you submit this form. Not you? [Switch account](#)

\* Required

List your last name \*

Your answer \_\_\_\_\_

Please List your goal \*

Your answer \_\_\_\_\_

Please Rate your progress (Our 3,2,1 scale for grading) \*

3

2

1

Please provide a short reflection of how this impacted your classroom instruction. \*

Your answer \_\_\_\_\_

# DATA GATHERING

	B	C	D	E	F	G
1	Please list your goal below:	Please list 2/3 reasons for selecting:	What challenges do you expect to	What is the desired outcome?		
2	Have all copies for upcoming week made by 1	I don't want to have to come in on the I want to be ready to leave after scho	Lack of sharing of resources from Lack of paper.		No working at school on the weekends; more time for family.	
3		This will help my students understand				
4	My goal is to implement I Can Statements into	This will also help me be a more succe	I expect my students to have diffi	My desired outcome is to use I can Statements for each lesson I teach and for my s		
5	To reach and give more time to students who	It is a personal reflection on me that I	finding the time additional resources to help	by end of year of course but I hope to work on ways now and it be a work in progres		
6	I want to give my students more opportunities	Multi-step word problems are by far t	Using math vocabulary and clear	I hope they will be able to show their work with pictures, written words, and/or numb		
7	I want to provide better instruction, resources	Based on CFA data and informal ass	Many of the students still struggle	My desired outcome is that I find new teaching practices, resources and interventio		
8	My goal is to make more positive contacts (ph	I want to draw more attention to good	Setting time aside to reach out to	Establishing great rapport and working as a team with parents.		
9	To work on the Jan Richardson Group Whispe	The majority of students will benefit fr	My groups like to read aloud & he	Students reading & tracking much more on their own pace.		
10	To use data from technology (ie. Moby Max) to	Technology is vital to this demograph Moby Max has many instructional res	Lack of resources (only 4 classro	To have students working with Moby Max on a more consistent basis (including in te		
11			Language barriers Student interest/motivation in rea Students with a learning disability			
12	All Wesley and Snyder students to grow 2 DR	I have a handful of students only gre		All students to show growth by two more DRA levels by the end of May.		

# SAMPLE OF GOALS







- ▶ Through reflection reading, it is clear that teachers feel focusing on a specific target has increased their instructional capacity
  - ▶ Several commented on how they were incorporating data in their decisions and instruction
- ▶ Many teachers took the goal setting to their students
  - ▶ Students set their own reading and math goals and are tracking their data
  - ▶ This information is being shared with parents and other teachers

## DISCOVERIES

- ▶ Our Leadership Team will continue to set and monitor school goals
- ▶ Teachers will begin next school year with an instructional goal that they will track, as well as incorporate it in to the teacher evaluation model that we use
- ▶ Students will each set quarterly goals for ELA and Math in all grades

UP NEXT

Chris Kane

Silver Creek Elementary

Team Members: Jami Poore and Abbigail Clark

[ckane@westclarkschools.com](mailto:ckane@westclarkschools.com)

**Background:**

Our school has embarked on the PLC journey over the last three years. We started from the ground, working towards embedding meaningful PLC culture into our practices. Through this process, we have developed pacing guides, guaranteed curriculum, common formative assessments, and norms for the PLC meetings. The process is in the fine-tuning stage, but we have become good at the work.

Through our IPLI experience and listening to Dr. Warrick talk, we learned that the next steps would be goal setting. While we wanted to jump right in to students setting goals, we felt that our teachers needed some practice and development on this first. In order to lead the students, teachers needed to have experience with goal setting and tracking. Our leadership team was already practicing goal setting, using the SMART goal template, and we began to plan for the next step, having teachers set, and track, their own goals.

**Wondering:**

How does individual goal setting and reflection impact instruction in our building?

**Actions:**

As we begin to plan, we wanted to have some clear steps. In our thinking, we knew that in order for teachers to lead students in goal setting, they needed to experience the process first. To mimic this thinking, we believed that our IPLI team needed to experience and practice first, in order to lead others through the process.

The IPLI team met with leadership to gain understanding of how the SMART goal for the school was set and tracked. The idea was to show an example of how to effectively set and monitor a goal. Following this, the IPLI team met and chose a format to use for recording a goal, monitoring the goal, and reflection. We decided on a Google Form, which would populate data for our team to analyze, but would be a simple format for teachers to use.

With the format identified, our IPLI teachers set their own goal. At a staff meeting, these teachers shared their goals, the template, and the rationale for setting individual goals.

Following the meeting, the template was shared with all teachers, and they were given three days to complete it.

Throughout the project, the IPLI team sent check in forms where teachers scored themselves on how they were doing on their goals. The most important item on the survey was the reflection piece, as we wanted to see their thinking and rationale. We wanted to see if it was having an impact on the teaching. The team would analyze these sheets, and meet with any teacher that may need assistance or had questions.

## **Data**

For data, we simply used the spreadsheets that were generated from the Google Forms. They organized the information and allowed us to review and categorize information. We were able to identify trends and look for places that we could assist. Time management and organization were big items that teachers were working towards improving. We recognized that teachers were trying to maximize their instructional time, whether it be reorganizing priorities in the blocks or thinking outside the box, in effort to add more time. Each of these showed their desire to increase the amount of hands-on time the teachers had with the students and technology.

One key thing was that in all of the goals, the focus was on the teacher doing something, not the students. The teacher reflections showed how they were utilizing time, information, and reflecting on practices of their own to meet student needs.

## **Discovery:**

Our team noticed that teachers were utilizing data to drive decisions. In their reflections, teachers provided real examples and student names to serve as rationale. They were making changes based upon real occurrences. The entire idea was to focus their attention on the goals, and teachers were working to reach their own goals. These goals were self-chosen, meaning that they had meaning to the specific teachers. This seemed to be the biggest take-away. By teachers identifying their own target, they were willing to monitor and adjust in order to meet this goal.

Another thing we learned through conversation was that teachers were inherently having students set their own goals within the classroom. We learned that students were setting targets and tracking progress on templates, in notebooks, or on chart paper in the room. While this was something we were hoping would occur at a later time, teachers felt that their own goal setting was powerful, and then passed it on to the students.

**Next Steps:**

Just as mentioned, we will start the next school year with teachers setting their own goals on the first teacher day. We want to know what area each teacher is focused on from the beginning. In addition, we are going to have teachers set math and reading goals with students. We want students to identify their targets and track their progress. The key will be in their own reflections, as students need to know and understand where they are in relation to their own goals. These data points will be embedded in to our PLC process and become a part of our school culture.