INDIVIDUAL TEACHER GOAL SETTING

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- Our school has embarked on the PLC journey. We have began 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

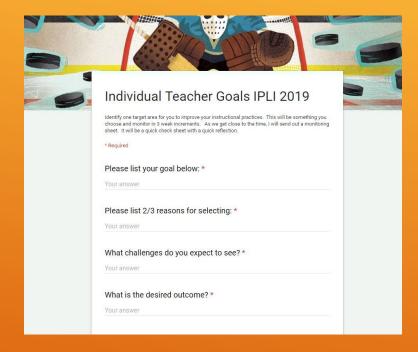
How does individual goal setting and reflection impact instruction in our building?

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



DATA GATHERING

Data Checks

	ndividual Goal Progress Check 1
q	slow you will log your progress on your individual goal that was set this year. Simply follow the uestion format below. It is using the 3, 2, or 1 like we do for our report cards, with the same eaning behind. Remember, this is your own reflection on your goal, charting your own perceived ogress. Thanks!
	our email address (ckane@westclarkschools.com) will be recorded when you submit this form. ot you? Switch account
*	Required
L	ist your last name *
Y	our answer
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91	Please list your goal below:	Please list 2/3 reasons for selecting:	What challenges do you expect to	What is the desired outcome?		
	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		No working at school on the wee	kends; more time for fam	ily.
	My goal is to implement I Can Statements into	This will help my students understand This will also help me be a more succ		My desired outcome is to use I co	an Statements for each le	esson I teach and for my s
	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 ho	pe to work on ways now a	and it be a work in progres
	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 t	heir work with pictures, w	ritten words, and/or numb
	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, i	resources and intervention
	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 we	ork <mark>ing as a team with pa</mark> r	ents.
	To work on the Jan Richardson Group Whispe	The majority of students will benefit for	My groups like to read aloud & ha	Students reading & tracking muc	h more on their own pace	
	To use data from technology (ie. Moby Max) to	Technology is vital to this demograph Moby Max has many instructional res		To have students working with M	oby Max on a more consi	stent basis (including in te
)	All Wesley and Snyder students to grow 2 DR	I have a handful of students only gree	Language barriers Student interest/motivation in rea Students with a learning disability		vo more DRA levels by th	e end of May.

SAMPLE OF GOALS

DATA CHARTS WITH REFLECTIONS

Please List your goal	Pleas Please provide a short reflection of how this impacted your classroom instruction.
Be more explicit when teach	2 When grammar was taught explicitly within context of reading and writing, the students did better on
To provide extra intervention	3 I have seen my kids revisit skills that we were not addressing that current quarter with 5th grade stude
My goal is to implement I Car	2 My students are getting better at being able to tell me or any other adult in the building what their lear
Find ways to challenge my hi	2 I am trying to find activities and things to do with my high ability kids/higher learners. I've been a little
Adding more quickchecks ove	2 I still have a lot of work to do, but I definitely made more of an effort the 2nd half of quarter 3 to do thi
Improve students' ability to e	2 This still feels like pulling teeth, but I know it is important. I incorporated this more into my daily math
Organization of desk area and	2 It helped me streamline what I utilize to create lessons and reduced stress inducing clutter.
Increasing parent communica	3 Communicating with parents, through emails or phone calls, has had a postive impact on my classroom
Have all copies made prior to	2 I felt more prepared having things done when possible prior to the weekend which made me more at 6
Allow more individual feedb	2 While I have always included writing in my curriculum and feedback to my students, I wanted to make
Establishing reading goals for	2 We have this for 2nd grade only. It exits arbitrarily for the other grades. With the RISE model getting e
Teaching science on a more o	2 It is extremely difficult to incorporate all subjects each day.
set reading goals for individu	2 I struggled to find enough time to really dig deep into the goal and objective for the kids to help them
Using our online resources to	2 By making a better effort to get the students on reflex and mob max more I was able to see progress in
Organizing classroom materia	2 It's still a work in progress, but the changes I've been able to make, along with plans I've made for futur
Improving math fact practice	2 With the addition of reflex math, my students get more practice with math facts (specifically multiplica
Finding more ways to help m	3 I have several students that are at 90% or higher on Reflex. I also have several students that have passe
Make learning fun	2 I feel like majority of my time is dealing with behavior and non-stop talking. I try to incorporate fun thi
Teaching the scientific proces	2 Students have really enjoyed learning about the process that all scientists follow when experimenting
To use classroom dojo and ot	2 I have used classroom dojo more than the beginning of the year to help with behavior, however I still b
All Wesley and Snyder Stude	2 My Dra's won't be completed until closer to may. I'm hoping all students will grow 2 DRA levels but I rat
Better integrate technology i	3 I have been more disciplined about having students complete Reflex math in the classroom as well as
My goal for this semester is t	3 We have finally gotten back on track and have been working hard, not only during our Guided Reading
Improved communication be	3 I tried to
To identify my Tier 3 Math sto	3 Small groups and interventions were much more targeted and specific. I was able to use data to ensure
My goal was to instruct more	3 I made 5th grade students the focus so that those students going on into 6th grade band would be bette
to use the given technology/	2 I gave myself a 2 because I think I have just gotten it under control and flowing well this week after spri
Improve on individualizing st	3 Provide more opportunity for one on one instruction.
I was wanting to try and bridg	2 I focused more on the goal within my own classroom, but I'm not sure I did much to bridge the gap betw
Classroom Rules	2 The expectations, rules, procedures and consequences of my classroom are intended to keep the class
My goal is to incorporate my	3 In PE class students were taught the different components of physical fitness, some facts about the mu
Improve fluency on subtracti	3 My students are better able to work 2 and 3 digit math problems since they are more fluent in subtracti
Incorporate more technology	2 I think it improved my classroom instruction because students enjoy being able to use the classroom co

- 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

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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 in in the fine-tuning stage, but we have become good at the work.

Through our IPLI experience and listing 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.