



## Teacher Goal Setting and High Student Achievement

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**School Name:** Brooklyn STEM Academy

### **Background Leading to our Inquiry**

Due to the information presented in John Hattie's research, our team began to take a closer look at the current teaching practices of our teachers and how closely those practices align with the attributes and strategies that Hattie identifies as having a positive influence on student achievement. Often, the demands placed on classroom teachers can cause teachers to feel pulled in too many directions. At that point, they have a tendency to fall back on practices and strategies that feel comfortable and with which they have had previous success. While many of these "tried and true" practices and strategies are effective and engaging, reliance on them has prevented teachers from expanding the teaching techniques they use in the classroom.

Additionally, obtaining and maintaining our school's state STEM certification has required that we make changes in our teaching practices. While these changes have been embraced by all, it has been more difficult for some to seamlessly utilize these practices and strategies on a consistent basis. As our STEM recertification demands that we not only continue, but improve, the teaching practices and strategies used to provide holistic academic instruction in a STEM-based, project-oriented learning environment, we feel that we need to provide our teachers with as much information, and excitement, about ways to implement effective research-based teaching strategies as possible.

### **Purpose of Our Inquiry**

Therefore, the purpose of our action research was to determine how increasing teacher knowledge base and practices of strategies that have higher effect sizes will enhance our instructional practices.

### **Our Wondering**

With this purpose, we wondered how discussing research-based teaching strategies would diversify teacher knowledge base/practices and ultimately higher student achievement.

## **Our Actions**

- We introduced research-based practices and influences on student achievement based on John Hattie's research.
- We provided knowledge and opportunities for teachers to incorporate at least 1 practice into regular teaching through use of weekly forums/newsletters and/or monthly meetings.
- Teachers created instructional goals and steps.
- Teachers' goals were listed in the lounge to encourage authentic dialogue, conversation, and support.
- Teachers assessed practices and the impact on student learning using a goal rating scale.

## **Data Collection**

- Teachers brainstormed their goal and the steps on a Goal Setting Worksheet.
- Teacher goals were posted in the teacher's lounge.
- Teachers provided evidence through pictures or descriptions of activities/strategies related to their goal as they worked toward their goal.
- Teachers filled out a checkpoint sheet that showed the initial, middle, and final rating of how they feel they reached their goal. They also documented what the impact on student learning was through their goal.

## **Data**

- The pictures show the evidence of teachers implementing their new personal goals in the classroom.
- The first chart shows the increase from the initial scores for individual teachers, to the middle scores, and finally to the ending scores. 100% of teachers grew in their goal results. Most grew 2-3 points.
- The second chart shows teachers' initial average scores compared to the final average scores. The initial average score was a 2, while the mean for the final score was a 4.

## **Our Discoveries**

- We have learned that proclaiming and posting our goals provides ownership and accountability. Discussing goals does not seem to have the same impact as "speaking" them and having them displayed.
- Due to the goals being posted in the lounge, authentic collaboration and conversation has occurred. Teachers are supporting each other.
- We realize that we need even more professional development on Hattie's effect sizes and influences.

**Where we are Headed Next**

- Continue to create a meaningful goal for each school year.
- For the 2020-2021 school year, we want to start exploring an instructional framework for the school.

**Bibliography**

Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning*. New York: Routledge.

Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. New York: Routledge.

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Brooklyn STEM Academy

Principal: Jennifer Teare

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Teacher-Leaders:

Melissa Dragonette

Erin Hutchings

# Background Leading to this Inquiry

1. Survey 2 in the High Reliability School Report
  - a. 2.2 (teacher professional goals)
  - b. 2.6 (discuss effective teaching)
2. John Hattie's Research
  - a. Realign our teaching practices with the strategies and attributes that Hattie identifies as having a positive influence on student achievement.
  - b. Demands in the classroom are high, and human tendency is to go back to what feels comfortable.
3. STEM Certified
  - a. Difficult for some to make changes to how we teach.
  - b. STEM recertification demands that we improve our teaching practices.

# Purpose of This Inquiry



The purpose of our action research was to determine how increasing teacher knowledge base and practices of strategies that have higher effect sizes will enhance our instructional practices.

# Our Wondering

We wondered how discussing research-based teaching strategies and creating teacher goals would diversify teacher knowledge base and increase student achievement.



# Our Actions



- We introduced research-based practices and influences on student achievement based on John Hattie's research.
- We provided knowledge and opportunities for teachers to incorporate at least 1 practice into regular teaching through use of weekly forums/newsletters or monthly meetings.
- Teachers created instructional goals and steps.
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# Simple Goal Setting Worksheet

The basics of setting and completing your goals

Name Missy Dragonette Goal Start Date 1-6-20

My Goal is: Teacher Clarity - I would like my first graders to understand why they are learning a skill and why it will be important in their future.

Goal Completion Date \_\_\_\_\_ Two things that will help me reach my goal  
Evidence \_\_\_\_\_

Steps to Reaching my goal: \* Pictures of students placing names on targets.

1. Create a bullseye so students can target their goal.
2. Create small bullseye targets to place around my teaching area to remind me to address the skill before instruction.
3. Record student responses as to why I am teaching a skill.

# Simple Goal Setting Worksheet

The basics of setting and completing your goals

Name Erica Goal Start Date 10/1/19

My Goal is: to incorporate academic games into content area instruction as a way to allow for diverse learning styles 2) increase attention and motivation 3) provide immediate feedback 4) provide opportunities for positive, personal interaction in a structured environment.

Goal Completion Date 05/31/20 Evidence \_\_\_\_\_

Steps to Reaching my goal: 1. Photographs of students engaged in academic games.

1. Identify specific skills to be targeted through use of game-based instruction.
2. Find or create games that align with targeted skills and/or academic standards.
3. Explain and model expectations of game-based learning to student groups.
4. Practice using positive, pro-social interactions with students prior to game-based learning situations.
2. Check for understanding completed with students after academic game instruction/activity.
3. Student provided feedback on targeted skill and game objective.

I will know I have reached my goal because: ff I am able to incorporate at least 3 academic games into content area instruction per quarter and students are able to explain the purpose of playing each academic game.

developedgoals.com

# Data Collection



Personal Growth Goals  
Name: \_\_\_\_\_ School Year: \_\_\_\_\_  
Goal: \_\_\_\_\_

Scale:

	5 Innovating	4 Applying	3 Developing	2 Beginning	1 Not implemented
	I adopted behaviors and strategies associated with this element and have created new strategies to stimulate and engage students in these and situations.	I acknowledge adherence to the strategies and behaviors associated with this element consistently and fairly, and I do not monitor the effect on students' behavior.	I acknowledge adherence to the strategies and behaviors associated with this element consistently and fairly, but I do not monitor the effect on students' behavior.	I use the strategies and behaviors associated with this element incorrectly, inconsistently or with missing parts.	I am unaware of strategies and behaviors associated with this element.

Initial Rating: \_\_\_\_\_ (January)  
Middle Rating: \_\_\_\_\_ (by Feb. 14)  
Final Rating: \_\_\_\_\_ (by March 13)

How will I train myself to improve in this area?  
\_\_\_\_\_

Rate Myself on my Personal Growth Goal: Shade in where you are.

5			
5			
4			
3			
2			
1			
	Initial Rating Date: January	Middle Rating Date: Feb. 14	Final Rating Date: March 13

What strategies I have implemented to help me reach my goal? - Feb. 14

\_\_\_\_\_

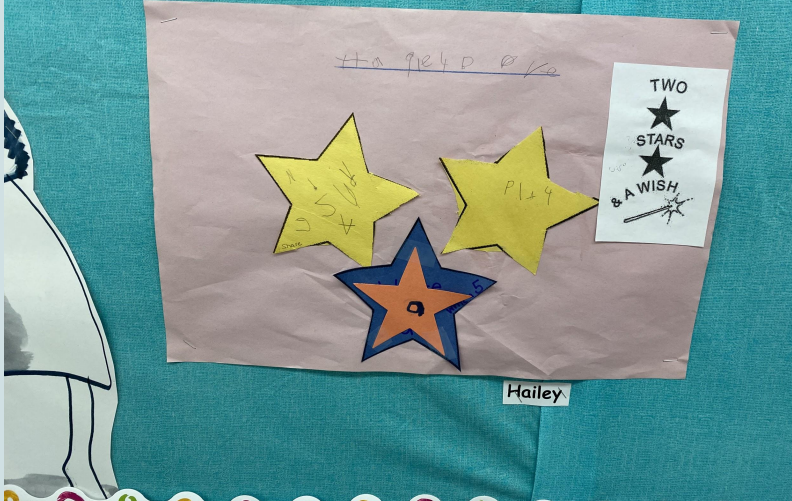
What was the impact on students and their learning because of the work I did in this area? March 13th

\_\_\_\_\_

# Our Data

Teachers' evidence of their goals.

## Mastery Learning-Prek



Listed 2 things they are good at and came up with one academic wish (goal). Each time a student achieves their wish, they put an orange star over the blue star.



## Collaborative Project-Art



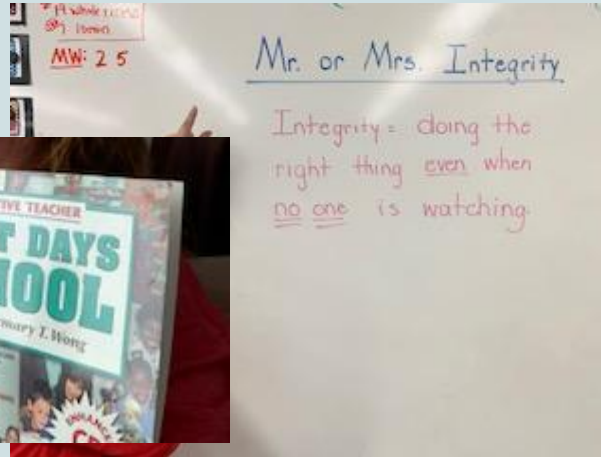
## Academic Games



# Our Data

Teachers' evidence of their goals.

## Classroom Management

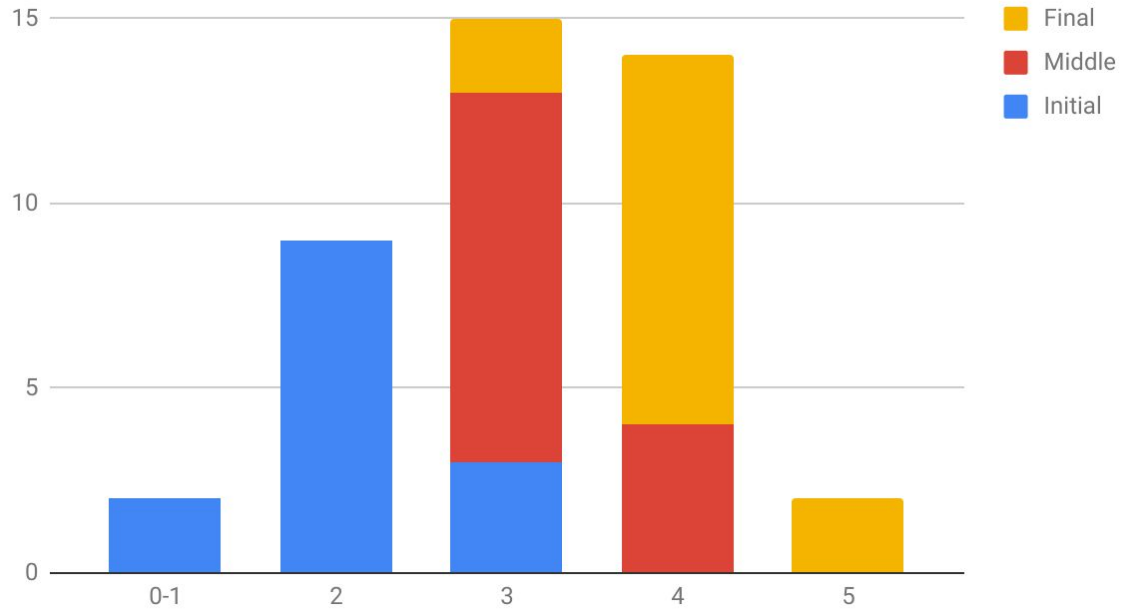


Teacher Credibility-  
forming relationships  
with students



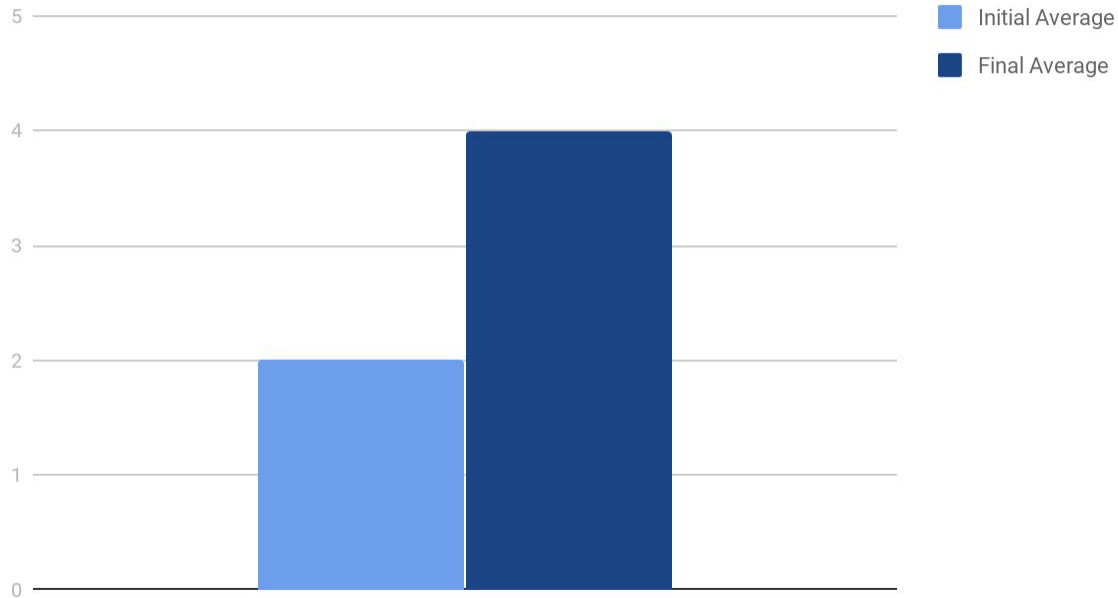
# Teacher Growth in Personal Goals

Initial, Middle, and Final Scores



# Average Number of Growth with Personal Goals

Points scored



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