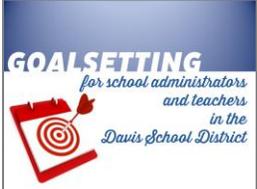
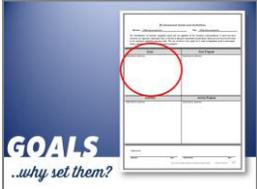


MicroPD: **GOALSETTING**

The conference between an administrator and teacher to set goals for progress during the academic year is one of the most important activities of the first few weeks of any school year.

<p>1</p>  <p>GOALSETTING for school administrators and teachers in the Davis School District</p>	<p>GOALSETTING</p>
<p>2</p>  <p>GOALS ...why set them?</p>	<p>GOALS...why set them?</p> <p>We set goals so that we can improve. We tend to improve according to our goals. If we set specific, focused goals, we are much more likely to improve in those areas than if we set less focused goals or no goals at all.</p> <p>There may be some growth without goals – due simply to the experience of teaching and learning – but that growth is unmanaged and unfocused. Growth WITH goals is much more powerful. That is why we set goals.</p>
<p>3</p>  <p>CONFERENCING ...is critical.</p>	<p>CONFERENCING...is critical.</p> <p>In the Davis School District, teachers and administrators sit down together to set and review teacher goals.</p> <p>Why do it in conference? A personal meeting helps teachers feel valued, validated, and part of a team.</p> <p>A conference gives an administrator a chance to give meaningful feedback to a teacher individually.</p> <p>In this conference, it is clear to teachers that the administrator has a role as an instructional leader. It may never be clearer than at this time.</p> <p>In short, the goal-setting conference sends a powerful message of importance.</p>
<p>4</p>  <p>MEANINGFUL ...and focused on learning.</p>	<p>MEANINGFUL...and focused on learning</p> <p>Goals need to be meaningful. That should be obvious, but all too often we set goals that are important, but often they are simply necessary steps, not really the goal we have in mind.</p>
<p>5</p>  <p>probably not this...</p> <p>MEANINGFUL ...and focused on learning.</p>	<p>Many teachers are tempted to set goals that focus on specific activities they can do. This is great! But it is not really part of our mission in Davis District, that is, it may not be clear that it is about <i>Learning First</i>.</p>
<p>6</p>  <p>yes!</p> <p>MEANINGFUL ...and focused on learning.</p>	<p>When teacher goals are focused on students, the activities they will need to engage in in order to improve learning become more clear. A teacher may indeed organize themselves to accomplish some of the personal goals which first came to mind, but they will be as steps to a much more meaningful outcome.</p>

7



MEANINGFUL....and not so meaningful.

Here are some examples. Notice that none of these goals is a bad goal. They're all great ideas! They'll all probably benefit students. But only probably. The stated goals on the right side of the screen are much less focused on students and their learning needs. Those on the left, while still part of what a teacher does, are also aimed at improving student learning.

NOTE: With the adoption of the Common Core, this is the perfect time for teachers to set goals about incorporating the skills and abilities identified which these standards identify.

8



DATA...is your tool both before and during.

Data is a powerful ally when setting goals. If we know what our students' needs are, it is much easier to focus on addressing them. Think about your own goals. Are they focused on areas of your teaching in which you feel the very weakest? They probably should be. And each of us has areas that we are not as good at as other things.

Think about data you have:

- Parent surveys
- Principal feedback
- Personal reflection
- Achievement scores
- Participation rates

Use these to focus your goals this year.

9



MEASURABILITY...focuses effort

Stating a goal in terms which are measureable makes it much easier to recognize progress (or the lack of it).

For example: "I will do [whatever] three times each semester..." "I will remember to [whatever] twice during each class period...."

10



ACTION PLANS...include activities.

In Davis District we identify goals – focused on student needs and learning and then, in the box below, we identify activities. These are our action plans and they include the steps and sub-goals that help us to improve student learning.

This box matters a great deal! Fill it out thoughtfully. If we have a GOAL to improve our health, our activities might include: altering food choices, changing activity types and levels, and even seeking out people with similar goals to associate with.

The same is true for us as educational professional. What SPECIFIC ACTIONS can you take to lead you to achieving your goals? What you write in this box will determine how successful you will be. Think carefully!

<p>11</p> 	<p>GROWTH...and professional development.</p> <p>Think about that goal of improving our health again. Besides changing what we eat and our exercise levels, we might also READ A BOOK, JOIN A SUPPORT GROUP, or even TAKE A CLASS.</p> <p>The same is true of teachers! Think about borrowing or buying a book on a topic area in which you have a goal. Your curriculum supervisor can certainly recommend (and probably LOAN you) one. Or take an in-service class. If you can't find one that fits your needs: Ask your administrator or contact your curriculum supervisor. Professional development is there for you. You just have to find it.</p>
<p>12</p> 	<p>FOLLOW THROUGH...is the hardest part!</p> <p>Not all teachers are good at keeping track of goals. They just have too much to do! We know that. But there are ways to keep goals in mind.</p> <p>Post them on a wall near the teacher desk. See them daily.</p> <p>Principals can visit to “check-in” on the goals once a term, or so.</p> <p>Share your goals with colleagues. They will help! They may have similar goals!</p> <p>[Allow for sharing of other ideas. Again, think about health goals: what works there will work here!]</p>
<p>13</p> 	<p>FOLLOW THROUGH...matters!</p> <p>Teachers are often so busy and so overwhelmed that it is difficult to be reflective. But this is CRITICAL to goals. We have to reflect on where we are, how we're doing, and what to do next. We need time to be self-evaluative, to analyze ourselves critically, in order to plan next steps and make corrections.</p> <p>When do we do this? Make time. Administrators: help teachers make time for this, and then review with them what they've reflected about.</p>
<p>14</p> 	<p>EXPECTATIONS...at the school level.</p> <p>What are the expectations at your (our) school? The specific needs that an administrator has noted should be talked about, voiced, brought out in the open. Teachers need to know, or be reminded, about the things that matter most and that, frankly, they could really work on. The “Right Man (or woman)” for this job is the administrator.</p>