

# ECS Goal Setting Form

## Purpose of Goal Setting:

Teachers have a definite and powerful impact on student learning and academic performance. The purposes of goal setting include focusing attention on students and on instructional improvement. This process is based on determining baseline performance, developing strategies for improvement; and assessing results at the end of the academic year. More specifically, the intent of student achievement goal setting is to:

- make explicit the connection between teaching and learning,
- make instructional decisions based upon student data,
- provide a tool for school improvement,
- increase the effectiveness of instruction via continuous professional growth,
- focus attention on student results, and ultimately, and
- increase student achievement.

**Establish at least 1 goal from the California Standards for the Teaching Profession on which you will focus (highlight/underline etc):**

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter
4. Planning Instruction & Designing Learning Experiences for All Students
5. Assessing Students for Learning
6. Developing as a Professional Educator

**Fill in the following chart. You may find some of the questions on the left helpful in guiding your thinking.**

<p><b>Goal for Student Learning:</b></p> <ul style="list-style-type: none"> <li>• SMART goals- specific, measurable, attainable, results oriented, time-bound</li> <li>• By _____ (time period - semester, year, unit), x% of students will demonstrate/achieve/ show/ attain _____ (a specific and attainable skill or task), as measured by _____ (assessment measurement - score on rubric, test, grade level proficiency).</li> </ul>	<p><i>What do I want my students to know and/or be able to do?</i></p>
<p><b>Guiding questions about evidence of goal attainment:</b></p> <ul style="list-style-type: none"> <li>• How well do they perform currently?</li> <li>• How will you know if they know/can reach the goal?</li> <li>• How will you know if they are “getting it” as a step towards mastery?</li> <li>• Match your evidence to the learning goal. Consider essay tests, term papers, short-answer quizzes, homework assignments, lab</li> </ul>	<p><i>What would success regarding this goal look like? What milestones or benchmarks might indicate progress toward it? What evidence and assessments will you use?</i></p>

<p><i>projects, problems to solve, performance tasks, surveys, on-task effort, observation, etc.</i></p>	
<p><b>Guiding questions about your teaching practices and student learning experiences:</b></p> <ul style="list-style-type: none"> <li>• <i>Taking into account your CSTP reflection, which sub-standards will be the focus of your teaching practice?</i></li> <li>• <i>What will I do to improve student performance to reach or exceed the goal?</i></li> <li>• <i>What difficulties might students have and how might I address them?</i></li> <li>• <i>What are the best strategies, activities, methods, organization, exercises, problems or questions for developing my students' ability to meet my learning goals?</i></li> <li>• <i>How can students practice using new knowledge to gain the skills I want them to learn?</i></li> <li>• <i>How are these learning activities connected to students' understanding?</i></li> </ul>	<p><i>What actions will I take to support students in achieving this goal?</i></p>

Date of initial goal-setting conference: \_\_\_\_\_

Proposed date for end-of-year review of progress towards goal: \_\_\_\_\_

**Agreement signatures:**

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Evaluating Administrator