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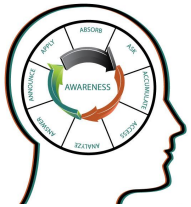

Develop Your Data Mindset

Module 6 - Classroom Level Goal Setting
Part 1 - Background Knowledge

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Learning Goals

- Increase knowledge of goal setting
- Increase knowledge of potential benefits of goal setting
- Increase knowledge of cautions to consider when goal setting
- Increase knowledge of characteristics of good goals

SLDS Data Use Standards

- K.2.D Data Context: Knows the circumstances and purposes for which data are collected
- K.1.D Types of Measures: Knows various types and purposes of assessments and other measures
- K.1.E Data Metric: Knows that measures can be broken down into data metrics, which are calculated for analysis and monitored for changes
- S.1.A Goals and Questions: Identifies baseline measure(s) and poses questions that can be answered with data
- K.3.B. Data Limitations: Knows that data have limitations and that these limitations affect the interpretation and usefulness of data

Teacher Thought

If I understand the process of setting, monitoring, and evaluating student achievement goals, as well as benefits and cautions to consider, then I will be able to set more personalized and accurate goals for my classroom.

Introduction

Teacher 1:
I can't believe it's only the end of September and we have already done all of this awesome data work in our PLCs! This is very different than last year.

Teacher 2:
I know! We are learning things we can actually use!

Teacher 3:
I can't believe I understand universal screening and it isn't even Fall Break! I wonder what Ryan is going to throw at us today.

Teacher 4:
I'm starting to trust that our PLCs this year are going to be valuable, so I have faith it will be something good.

Teacher 5:
Let's hope today we will do something that will involve our students with the data we utilized for universal screening.

Introduction

Ryan:
Did I hear that correctly?! It's like you have a crystal ball; we *are* going to delve into something that involves students with our fall benchmark interim assessment data. My week is made with knowing you believe our PLCs are valuable! My personal goal this year is for all of us to become effective educational data users, and it sounds like we are well on our way. I can't imagine where we will be by the end of the year. Now, wait, before I get ahead of myself, let me refocus and share our topic for today's PLC meeting.

Setting, Evaluating, and Monitoring Achievement Goals

First, let's specifically look at *classroom level* goal setting. We set goals to support students' learning AND our teaching efforts. That's the beautiful thing about setting goals; it brings light to both if we make sure we are following a few key protocols. Let's use our time together today to learn the important fundamentals of setting goals with students at a classroom level.

Introduction

Ryan:
I hope you remembered to bring your Data Binder to this PLC meeting because as you know, we do utilize it *every* meeting.

Classroom level goal setting is exciting because we are going to involve your actual STUDENT data. From what I heard, we are all motivated by that! I may not be a classroom teacher anymore, but my first passion will always be the students. Just like our previous meetings, we are going to first review background knowledge we will need for our district's protocol. I have created a Goal Setting flyer to assist you. For now, there are multiple choice items that you will complete.

If you recollect from the previous meetings, you will fill in the terms by answering the multiple choice questions. Then you will keep the information in a binder for all of our PLC and Data Team meetings throughout the year. During this activity you will complete your flyer online, but at the end of the module, you will have access to print the document and store it in your physical binder if you'd like. In your binder, you should see your Goal Setting flyer for our meeting today. It is the 3rd September edition. Go ahead and take it out by clicking here.

Activity - 06.01.01

The basic definition of an achievement goal is...

- The desired level of achievement
- A level of learning that has already been achieved
- Level of existing knowledge
- Current level of achievement

Standard: K.2.D Data Context

Activity - 06.01.02

Achievement goals exist to...

- Facilitate improvements in student learning and support teachers in their work with students
- Create extra work for teachers and students
- Make students feel extra pressure to learn
- Give teachers and students something to talk about

Standard: K.2.D Data Context

Activity - 06.01.03

Potential benefits of academic goal setting include...

- Increased academic effort
- Increased desire to seek challenges
- Illuminated link between effort toward learning and success
- All of the above are potential benefits

Standard: K.2.D Data Context

Activity - 06.01.04

A(n) _____ achievement goal represents a desire to achieve a pre-defined level of performance, such as a goal to be proficient on the state assessment or a goal to be proficient on a math learning target.

- Performance-based
- Mastery-based
- Arbitrarily-selected
- Hope-filled

Standard: K.1.D Types of Measures

Activity - 06.01.05

A(n) _____ achievement goal represents a desire to demonstrate increased skills, knowledge, or understanding, such as a goal for student knowledge to grow from the beginning to the end of an instructional period.

- Performance-based
- Mastery-based
- Arbitrarily-selected
- Hope-filled

Standard: K.1.D Types of Measures

Tutorial

All of us have goals, but understanding the types of goals will help you to know which ones to set and how to meet them. Setting the correct ones will have an effect on long-term performance.

The term, **achievement goal**, may be defined as a desired level of achievement, which means that a student works to achieve a specific goal in an evaluative setting, like your classroom.

The purpose of an achievement goal is to facilitate improvements in student learning and support teachers in their work with students (Stronge & Grant, 2009).

Several benefits may be realized as a result of goal setting. Academic goals may serve as motivators (Usher & Kober, 2012), stimulating a desire for students to seek challenges and put forth increased effort (Senko, 2016). Furthermore, academic goals may illuminate the link between success and effort toward learning (Ames & Archer, 1998).

Tutorial

There are a couple of different types of achievement goals: performance-based and mastery-based.

A **performance-based achievement goal** represents a short-term goal or a desire to achieve a pre-defined level of performance, such as earning an “A” grade on a unit test or achieving proficiency on the annual state assessment.

A **mastery-based achievement goal** represents a desire to demonstrate increased skills, knowledge, or understanding, so rather than setting a goal of earning an A on a Spanish unit test, you’d set the goal of becoming fluent. Mastery-based goals are long-term and always just beyond reach, which makes motivation easier to maintain than with performance-based achievement goals.

Activity - 06.01.06

If you work with a student in your class to set a unique goal for the student, you are setting a(n) _____ level goal.

- Individual
- Group
- Grade
- School

Standard: K.1.E Data Metric

Activity - 06.01.07

If you set a goal that represents all students in your classroom, you are setting a(n) _____ level goal.

- Individual
- Group
- Single
- Introductory

Standard: K.1.E Data Metric

Activity - 06.01.08

Ms. Johnson and her student, Jackie, set a goal for Jackie to increase her beginning-of-year assessment scale score by 5 points on the end-of-year assessment. This is an example of a(n) ___ level goal.

- Individual
- Group
- Multi
- Introductory

Standard: K.1.E Data Metric

Activity - 06.01.09

Mr. Roberts set a goal for 75% of his class to achieve proficiency on the district's end-of-year interim assessment. This is an example of a(n) _____ level goal.

- Individual
- Group
- Single
- Introductory

Standard: K.1.E Data Metric

Tutorial

An achievement goal may focus on an individual or a group.

An **individual level goal** may represent a single student. An example of an individual level goal would be to increase a single student's fall assessment scale score by 10 points on the spring assessment.

A **group level goal** may represent multiple students in a classroom, grade level, school, or district. An example of a group level goal would be for 60% of students in a class to achieve proficiency on the district's end-of-year interim assessment.

Activity - 06.01.10

When setting an achievement goal for a single student or group of students in your classroom, it's important to ensure the goal is

- Challenging yet attainable
- Education-dependent and accompanied by strategies for reaching the goal
- Embraced by the entity for whom the goal is set
- All of the above

Standard: K.2.D Data Context

Activity - 06.01.11

Whether you are setting a goal for an individual student or group of students, the goal should be SMART. A SMART goal is

- Specific, measurable, appropriate, realistic, and time-bound
- Supportive, malleable, aggressive, reasonable, and tough
- Super, magnificent, awesome, remarkable, and terrific
- Simple, meager, adequate, rational, and tense

Standard: S.1.A Goals and Questions

Activity - 06.01.12

A(n) _____ goal for your students is focused on a clearly defined area, such as the content area of reading or the literature or vocabulary subcategories of reading.

- Specific
- Measurable
- Appropriate
- Realistic

Standard: S.1.A Goals and Questions

Activity - 06.01.13

A(n) _____ goal for your students can be measured using an appropriate assessment, such as the district's interim reading assessment.

- Specific
- Measurable
- Realistic
- Time-bound

Standard: S.1.A Goals and Questions

Activity - 06.01.14

A(n) _____ goal for your students aligns with your role as a teacher and the roles of the students in your class, such as your responsibility to contribute to improved student reading ability by teaching the students vocabulary that is relevant to the content area of your class.

- Specific
- Measurable
- Appropriate
- Realistic

Standard: S.1.A Goals and Questions

Activity - 06.01.15

A(n) _____ goal for your students is challenging, but attainable, such as the goal set to increase a student's percentile to a level that is not impossible to achieve.

- Measurable
- Appropriate
- Realistic
- Time-bound

Standard: S.1.A Goals and Questions

Activity - 06.01.16

A(n) _____ goal for your students has a defined time-frame, such as a goal set at the beginning of the year that represents the desired achievement level at the end of the year.

- Specific
- Appropriate
- Realistic
- Time-bound

Standard: S.1.A Goals and Questions

Activity - 06.01.17

Which goal aligns best with the SMART criteria of being specific, measurable, appropriate, realistic, and time bound?

- 80% of the students in my class will increase their reading percentile from fall to spring on the district's interim reading assessment.
- 90% of the students in my class will understand vocabulary relevant to the content I teach.
- 70% of the students in my class will demonstrate proficiency.
- 80% of the students in my class are competent in the content I teach.

Standard: S.1.A Goals and Questions

Tutorial

Just because an achievement goal is established doesn't mean it's a good goal. There are several characteristics that represent a good goal. A goal should be *challenging, attainable, desirable, education-dependent, and accompanied by strategies for reaching the goal* (Usher & Kober, 2012). Furthermore, a goal should be *proposed, or at least embraced, by the entity for whom the goal is set.* For example, a student should embrace an individual level goal that is set of the student. A teacher should embrace a group level goal that is set for the teacher's classroom.

Tutorial

Writing a good goal may be facilitated by implementing the SMART approach to goal setting. A SMART goal is:

- Specific
- Measurable
- Appropriate
- Realistic
- Time-Bound

Tutorial

In terms of the SMART acronym,

- “Specific” means the goal is focused on a clearly defined area, such as the content area of reading or the literature or vocabulary subcategories of reading.
- “Measurable” means the goal can be measured using an appropriate assessment, such as the district’s interim reading assessment.
- “Appropriate” means the goal aligns with the role of the teacher and students, such as a teacher’s responsibility to contribute to improved student reading ability by teaching the students vocabulary that is relevant to the content area of the teacher’s class.
- “Realistic” means the goal is challenging, but attainable, such as a goal to increase a student’s percentile to a level that is not impossible to achieve.
- “Time-Bound” means the goal has a defined time-frame, such as a goal set at the beginning of the year that represents the desired achievement level at the end of the year.

Tutorial

An example of a SMART goal would be that 80% of the students in my class will increase their reading percentile from fall to spring on the district's interim reading assessment.

- The goal has a specific focus on increasing student percentiles in the area of Reading
- The goal is measurable using the district's interim reading assessment
- The goal is appropriate because it aligns with the teacher's responsibility to teach vocabulary to students that is relevant to the subject area of the class
- The goal is realistic because it suggests that most students will increase their respective percentiles, which means there is an intention for them to grow more than the average growth of students with similar fall scores in the normative sample.
- The goal is time bound because it focuses in making improvements from the beginning of the year (i.e., fall) to the end of the year (i.e., spring)

Activity - 06.01.18

There are some cautions to consider around goal setting. If goals are set too high or without student input, your students may actually feel _____.

- Supported
- Excited
- Driven
- Demotivated

Standard: S.1.A Goals and Questions

Activity - 06.01.19

Another caution is that your students may not optimize their potential by only putting forth enough effort to meet low expectations if the goal is set _____

- Too low
- Too high
- Just right
- At an appropriate level

Standard: S.1.A Goals and Questions

Activity - 06.01.20

If goals are set WITHOUT strategies that can be implemented to promote achievement of the goal, your students may _____.

- Feel extra pressure or helpless
- Have a clear vision of the steps that need to be taken
- Be confident in the strategies they need to implement
- Know exactly what should be done next in order to make progress

Standard: S.1.A Goals and Questions

Activity - 06.01.21

A caution for you as a teacher is that if students FAIL to achieve their goals, you may be at risk for _____.

- being blamed
- being rewarded
- being praised for their failure
- being given extra compensation

Standard: K.3.B Data Limitations

Activity - 06.01.22

Another caution for you as a teacher is that the achievement of a goal is influenced_____.

- By your attitude only
- Only by the student's approach to learning
- By your teaching methods only
- By many factors beyond your control as a teacher

Standard: K.3.B Data Limitations

Tutorial

There are some *cautions* around goal setting to consider for students and teachers.

In terms of cautions for students, a goal could potentially have an adverse impact on student motivation if the goal is set too high or if is set without input from the student (Usher & Kober, 2012). A goal set too low may result in a student only putting forth enough effort to meet weak expectations of the low goal. If students are focused too intently on performance relevant to a goal, they may miss critical learning opportunities that exist beyond the narrow scope the goal (Stronge & Grant, 2009). A goal should include an accompanying action plan with strategies that will be implemented to promote achievement of the goal. Without an action plan, a student may be burdened with unnecessary pressure or a sense of helplessness.

Tutorial

In terms of cautions for teachers, when students fail to meet their goals, teachers may be unjustly blamed as a scapegoat for the failure (Stronge & Grant, 2009). Teachers undoubtedly play an important role in helping students achieve their goals; however, there are several external factors beyond the control of teachers that influence whether students achieve their goals.

Conclusion

Ryan:

Awesome work on filling in the information for your flyer relevant to setting classroom level goals in our district. Here is a finished and polished version for you to keep in your data binder to reference as we get going on using our fall interim benchmark assessment data for goal setting. Our data binders are going to be our best friends this year as we truly start to apply our evidence based decisions to positively impact students. Please remember to *bring your binder with you* to all of our PLC meetings as well as our Data Team meetings. Have a great rest of your day!

Link to classroom level goal setting flyer:
https://goo.gl/DJkDQx

Activity Answers

06.01.01	The desired level of achievement
06.01.02	Facilitate improvements in student learning and support teachers in their work with students
06.01.03	All of the above are potential benefits
06.01.04	Performance-based
06.01.05	Mastery-based
06.01.06	Individual
06.01.07	Group
06.01.08	Individual
06.01.09	Group
06.01.10	All of the above
06.01.11	Specific, measurable, appropriate, realistic, and time-bound
06.01.12	Specific
06.01.13	Measurable
06.01.14	Appropriate
06.01.15	Realistic
06.01.16	Time-bound
06.01.17	80% of the students in my class will increase their reading percentile from fall to spring on the district's interim reading assessment.
06.01.18	Demotivated
06.01.19	Too low
06.01.20	Feel extra pressure or helpless
06.01.21	being blamed
06.01.22	By many factors beyond your control as a teacher

Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my knowledge of goal setting vocabulary				
This module part increased my knowledge of potential benefits of goal setting				
This module increased my knowledge of cautions to consider when goal setting				
This module increased my knowledge of characteristics of good goals				

Well Done

You have completed this module part. You can begin the next lesson when you are ready.