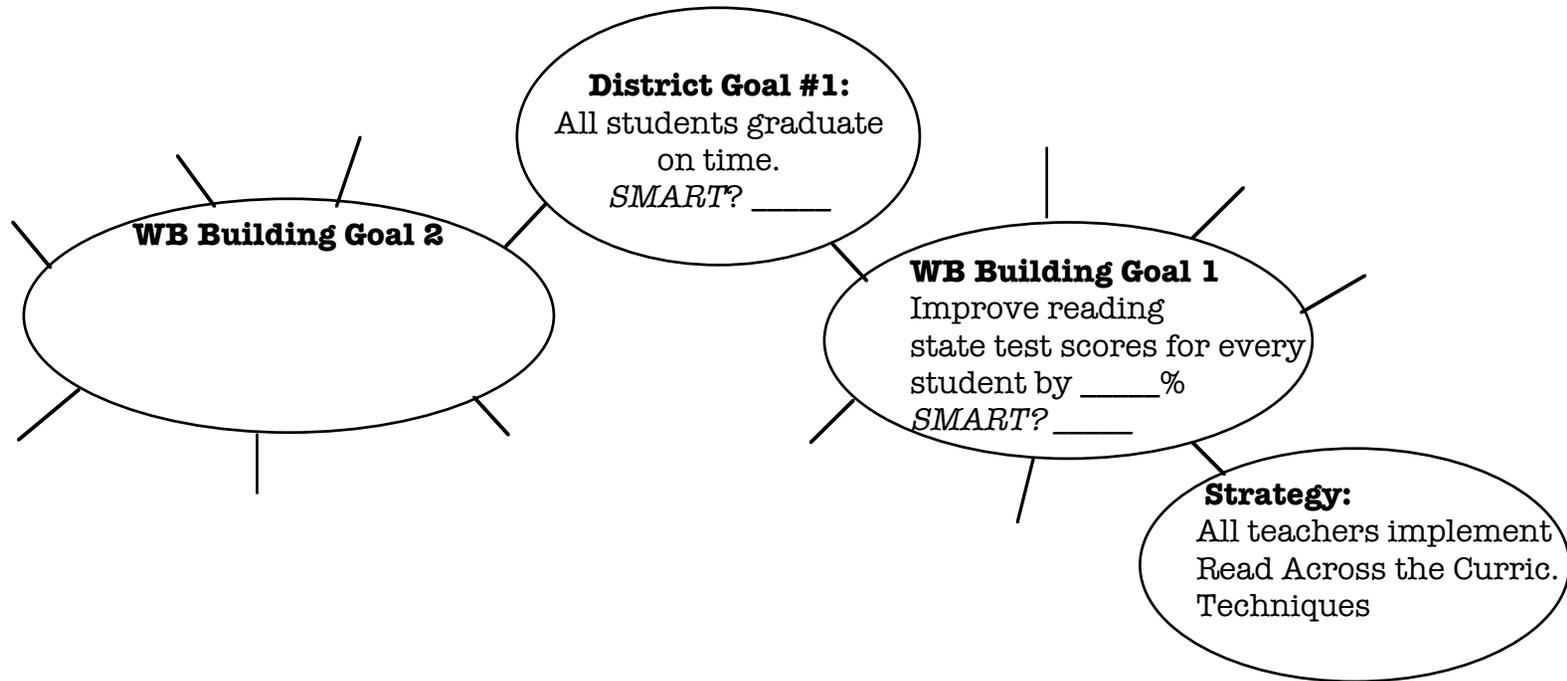


Road Map to Goal-Setting

Specific
Measurable
Attainable
Realistic
Time-specific



Road Map to Goal-Setting

PRACTICING PLC WORK FOR THE REST OF THIS SCHOOL YEAR ... READ ACROSS THE CURRICULUM IS ALREADY ON OUR PLATES, SO LET'S USE IT AS A PRACTICE RUN FOR DOING PLC WORK.

Overview: Westbrook building focuses on the existing Building Goal 1. We divide into team PLCs, each identifying a strategy they will try for the rest of the year. Each team PLC will meet regularly, measure their results, and will report back to the WBPLC (the large group) toward the end of the school year with their results and recommendations. This will allow our WBPLC to sample how a PLC works in a hands-on environment.

Steps:

1) Divide into Team PLCs (TPs :)

2) Each TP will set norms for how meetings will be handled. I will model this for you today.

Norms: agreed-upon code of behavior at PLC meetings; they should be reviewed at the beginning of each meeting. (Note: this seems silly and tedious, but comes HIGHLY recommended.)

3) As a TP, come up with one strategy that every teacher in your TP will implement.

-This strategy must have a goal and a way to measure outcomes

-The “stretch goal” is that success with your strategy will eventually lead to increased reading test scores, which may eventually lead to higher passage of the state reading exams, which should lead to an increased percentage of students graduating on time.

Establish the following Team PLC Plan:

I) What is your strategy?

II) How will you get a baseline (for example, create a pretest)?

III) What is the goal of using your strategy? This is not the same as the WB Building Goal. This is a smaller goal that you are reaching for with your one strategy. Make sure it is SMART.

Road Map to Goal-Setting

IV) How often will you revisit your strategy as a team? You should be communicating regularly with your team. The idea here is to use each other's good ideas to support learning in our classrooms. The PLC is really just a vehicle to get us playing on the same team, not just running a marathon next to each other.

-note: changes/revisions to the strategy are welcome, but make sure you've given your strategy a "fair" try before bailing out on it

V) Plan for formative assessments so you can measure how it's going. Just a pre- and post-test will not suffice. At post-test it is too late.

4) Implement your strategies in all of your classrooms. The topics you are teaching don't matter, it's the strategy and its affect on student learning that's being measured. When you measure trends over time, changes in performance will hopefully be apparent.

-

5) Keep all your data to share with the WBPLC Toward the end of the school year. We want to know what works and how to implement it ourselves later.

When considering measuring tools: Remember that they should not be a hassle. The idea is to build these strategies into your daily routine. This should not be a pull-out unit. It should replace something that is not working, not be additional work. The only out-of-the-ordinary activity might be in getting your baseline, depending on how you choose to do it.

Looking forward: The eventual goal is to have each group sharing good ideas with other groups for possible adoption as appropriate.

Road Map to Goal-Setting

EXAMPLE of a TEAM PLC PLAN

strategy x implemented in 4 classrooms

each agrees to use the strategy 3 out of 5 days a week for 6 weeks

they plan for formative assessments at least once per week in each classroom

each mon. am they get together for 15 min. w/a sharing form in hand (see sample)

as weeks go by, they look for trends (perhaps they chart each student's performance)

tweek the strategy if needed

report back to the large group on their strategies

Road Map to Goal-Setting

SAMPLE SHARING FORM

Weekly Team PLC report

Team members: JimBob, BillyBob, BettyBob, BobBob

Strategy: Creating flashcards for this week's key words instead of assigning a "vocab list." Three days a week students spend the first 5 minutes of class quizzing each other w/their flashcards.

Goal: That weekly quiz performance will improve because of increased comfort with associated vocabulary

Tracking Chart:

| <i>Student#</i> | <i>Avg. Test Score Pre-Strategy in my class</i> | <i>Week 1 Score</i> | <i>Week 2 Score</i> | <i>Week 3 Score</i> | <i>Week 4 Score</i> |
|-----------------|---|-------------------------|-------------------------|-------------------------|-------------------------|
| <i>1</i> | | | | | |
| <i>2</i> | | | | | |
| <i>3</i> | | | | | |
| <i>4</i> | | | | | |
| <i>5</i> | | | | | |

Note:

If you are all implementing the same strategy and all seeing increased performance = good strategy.

If you are all implementing the same strategy and only some are seeing increased performance, what are they doing differently? Now's where you spend more time talking - perhaps you should plan to observe their classroom in action.

Road Map to Goal-Setting

FAQs

1) But how will we know if our in-class strategies actually have a direct impact on the state tests?

You can't, anymore than you can know if it was the Shredded Wheat cereal the kid ate that morning that made him pass the test. But over time we can watch for trends and make logical conclusions.