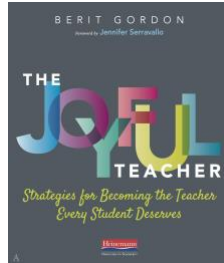


What Teaching Goal Is Right for Me?

A Self-Reflection Tool for Teachers and Coaches

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Reach out with any questions or to inquire about PD with your school.



Why use self-reflection checklists to set a goal?

Dear Teachers and Coaches,

Becoming and being the teacher every student deserves is a journey that should celebrate growth, not overwhelm. This goal-setting tool is designed to set you up for success by finding the right goal for YOU. Just as a class of students is not uniform in what they know and what they're ready for next, teachers deserve to be seen and valued for their strengths and needs. Through this progression of teaching goals, in which success in one area sets you up for success in the next, you will likely experience more joy and less frustration in our essential profession as educators. Then, you can be in it for the long haul, happily.

Identifying our strengths and needs can be tricky, though. We are all our worst critics, and sometimes what we want to have happened is different from what's in place. Try using this tool with a trusted coach, teaching buddy, or your PLC. You might check out the aligned artifacts to help you fill it out objectively or visit one another's classrooms together. For example, if you're unsure whether your classroom texts and posted images reflect the rich diversity of your students and the world around them, have a friend be a fresh set of eyes for what's on the walls and your library shelves.

Remember, no goal is more sophisticated or more complex than another. They all matter. Whichever goal you choose, remember to be kind to yourself and celebrate your progress on the way.

Directions for how to use the self-reflection tool and more

Here's what you can try:

1. **Find a time** with your coach, teaching buddy, mentor, or PLC. Every teacher has a copy of the "What's My Goal?" checklist and a list of aligned artifacts. Or, Berit will walk you through it in a workshop.
2. Ideally, **have access to your classroom and student work and fill out the checklist**. Look at student work or your room whenever you're unsure where you're at. For example, you know you *plan* to fit in conferences or small groups daily, but when you cross-check your conferring schedule and notes, you see it doesn't always fit.
3. After you fill it out, **look back at any area where you answered "Not Yet" and "Starting To" more than two times. These are potential goals**. Most of us will have at least several goals when this happens. To set yourself and your students up for the most success, start with the *first* goal (closest to the top) where this happens.
4. **Write your goal** on a sticky note, in your reminders, or on your calendar. You've got enough to keep track of!
5. **Go to *The Joyful Teacher* and check out the strategies** that align with your goal or develop your own. Choose a strategy to try right away. Mark another one or two to try later.
6. **Find a time** with your coach, mentor, buddy, or PLC to check in and celebrate your progress, ideally about two weeks later. **Decide what artifact** you will bring to mark growth. Look over the artifacts, see what is happening, and decide on the next steps.
7. **Repeat steps 5 and 6** at least once or until you feel progress. (If after three rounds of trying strategies, the artifacts still aren't showing much movement toward meeting the goal, consider returning to an earlier goal.)
8. Get a fresh copy of the checklist. **Fill out the portion that aligns with your goal**. Compare it to your earlier version. See what "Not Yet" and "Starting To"s have moved to Yes. **Celebrate**, big time. Tell your students what you've all done. Resist any allergic reaction to self-promotion, and try to enjoy this part.
9. When you have sufficiently celebrated that growth, **choose another goal**. Don't skimp on that celebrating part.

All the best,
Berit

Staying Happy and Healthy in a Demanding Job

<i>What do you notice?</i>	Yes	Sometimes	Not yet
I'm generally content to go to work each day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When people ask me what I do, I tell them the positive things about teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have some tough days, but overall, the good in my job outweighs the bad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I approach problems in my job and try to solve them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In five years, I foresee myself teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students, not summer vacations, are the best thing about my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Classroom Environment

What do you notice?

	Yes	Sometimes	Not yet
Walking into my classroom, it's clear what I value most as a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students and I can find things easily and put them back where they belong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students and I regularly look at and refer to what's displayed on the classroom walls.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My classroom resources and materials reflect a rich diversity, equal to that of the rich diversity of my students and the world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would want to be a student in my classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Management, Part 1

Routines and Rituals

What do you notice?

	Yes	Sometimes	Not yet
Students need few reminders of what to do, how to do it, and when to do it across various parts of the day/class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I spend an appropriate (minimal) amount of time redirecting students who are off task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students can explain to a newcomer, a substitute, or a guest what to expect for different parts of the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I reflect on and check for microaggressions by me and among students regularly, working toward an equitable environment for all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are regular routines that cultivate community and empathy and few that instill hierarchy and power.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Management, Part 2

Relationship Building

What do you notice?

Yes **Sometimes** **Not yet**

I know at least two things about each of my students, neither of which have to do with grades or academic performance.

I feel comfortable arranging my students into almost any group structure, knowing they will treat one another with respect.

I'm confident that I'm saying everyone's name the way they want it to be said and that every student can do the same for one another.

Students are deeply aware that I care about them and their well-being.

Independent Practice

What do you notice?

Yes Sometimes Not yet

The bulk of class time is students working on their own or in groups. I am "on" in front of the whole class briefly, if at all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students transition into independent practice smoothly and efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students work as hard or harder than I do during class time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most students produce a high volume of work on a consistent basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm able to use independent practice time to coach students and provide immediate feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most of my students are able to focus on the work at hand for at least as many minutes as their age, be pulled back for a quick refocusing point, and jump back in again for as many minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Formative Assessment and Feedback

What do you notice?

	Yes	Sometimes	Not yet
My lesson planning reflects where students are at and where they can go next.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a clear sense of what my students are able to do in relation to the grade-level and unit expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students have a clear sense of their strengths and what to work on and toward.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I spend more time doing formative assessments and providing feedback than on grading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have an organized system for keeping data and feedback on my students (that isn't just grades).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Planning Matters

What do you notice?

	Yes	Sometimes	Not yet
For each lesson and unit, I can state what I want students to know, understand, and be able to do by the end.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students can consistently answer: "What are you learning to do today? Why? How will you show what you learned?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All students are engaged in the lessons, not just the academic performers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lessons build on what came before, and they lead up to what comes next.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel confident in my knowledge of the content and can predict where my students might struggle with it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are multiple ways for students to engage in and be successful with the learning goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teacher-Led Instruction

What do you notice?

Yes **Sometimes** **Not yet**

My whole-class instruction is typically ten minutes or less per lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My instruction is layered so each student has something to grasp onto.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My daily instruction leads up to explicit end-of-unit understandings and goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students can say what they are learning to do and why for any given class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Talk and Collaboration

<i>What do you notice?</i>	Yes	Sometimes	Not yet
Students talk to one another to build understandings and to help and learn from one another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When it's time to discuss, students speak freely and stay on topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't have an answer in mind when I pose questions to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The work and thinking students produce together is better than what they do on their own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summative Assessment and Grading

<i>What do you notice?</i>	Yes	Sometimes	Not yet
I spend more time checking for understanding and responding accordingly than grading final work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students accurately predict how they will perform on assessments. I know this because they assess their work before I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessments reflect what I have taught and what I most value.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessments allow for multiple ways for students to show understandings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>