

THE POWER OF SMART GOALS

WRITING THEM RIGHT



GOAL-SETTING

Think back to a time when you made a significant change in your life. It may have been professional, physical, relational, educational, or spiritual.

Whatever change you desired, it required you to do something differently.





GOAL-SETTING

Goal setting is an important method of accomplishing any lifetime change or achievement. However, there are some key points and elements you should consider before setting your goals.





WHEN SETTING GOALS.....

- Decide what is important for you to achieve in your profession or life and making your choices based on this knowledge
- Separate what is important from what is irrelevant so that your focus is in the right place
- Motivate yourself to achievement to ensure will not abandon the process when it become difficult
- Build your self-confidence based on the measured achievement of the goals
- Ensure your goals are your own and no one else's
- Express your goal in a positive way
- Talk to others about your goals in a positive manner
- Ask or garner support in trying to achieve your goal



WHEN SETTING GOALS.....

- You should allow yourself the opportunity to enjoy the achievement of the goals and reward yourself appropriately
- You must learn various lessons that are appropriate while trying to achieve your goal and be willing to receive feedback into future performances
- In learning from mistakes and errors, you are guaranteeing future success. None of us know everything about everything. Each of us are life-long learners learning from one another
- You should have a plan that let's you generate alternatives
- Remember you should evaluate the process continuously



WHAT'S ONE OF YOUR GOALS?

Take a minute and write one of the goals you indicated on your PDP. If you have not created your PDP, quickly think of something you want to accomplish.





GOAL-SETTING

- Goal-setting has to become personal, real, and compelling for us in our daily lives.
- We must be willing to work through the barriers that may prevent us from accomplishing our goals. It will be hard work, but the benefit is much greater.
- So why do we not use goal-setting and monitoring more pervasively as an important method in our classrooms?



BARRIERS TO GOAL-SETTING AND MONITORING

- Hard Work
- Lack of Common Assessment or understanding of the assessment process
- Lack of Feedback
- Vulnerability





BARRIERS TO GOAL-SETTING

What are some barriers that could potentially keep you from accomplishing your PDP goals?

How will you overcome them?



SO WHAT IS THE DEFINITION OF SMART GOALS?

The definition of SMART is :

Specific

Measurable

Achievable/Attainable

Realistic

Time bound





LET'S TAKE A LOOK AT DESIGNING SMART GOALS

Specific

There should be no doubt when you have reached your objective.

For example, "My goal is to read three books in the next 2 months. Or, to begin a Professional Learning Community with the NC Pre-K teachers in my county". Or, maybe my "goal is to go to London in the summer of 2013".



SMART GOALS MUST BE:

Specific cont.

- What are you going to do?
- Why is this important to do?
- How are you going to do it?
- Are my goals clear and easy to understand?

Action words like direct, organize, lead, plan, coordinate, plan, build, utilize, etc. should be utilized when creating SMART goals.



SMART GOALS MUST BE:

Measurable

- Can you measure your goals? The aforementioned goals are both specific but not particularly measurable.
- If you can't measure it, you can't manage it. Choose a goal with measurable progress, so you can see the change occur over time.
- Establish specific guidelines towards progress and meet the goal. Progress motivates you to keep striving to meet the goal.



SMART GOALS MUST BE:

Attainable/Achievable

- Can you achieve your goal with your current circumstances, resources, skills?
- When you identify goals that are important to you, you begin to figure out ways to accomplish them. You develop attitudes, skills, and the capacity to reach them. You begin seeking new opportunities to make your goal come true.
- Goals that are too far out of our reach, we will not be motivated to try. They are in fact, demotivating. A goals needs to stretch us slightly, but not discourage us to quitting.



SMART GOALS MUST BE:

Realistic

- For us to be motivated to accomplish a goal, it must be realistic and doable. This is not a synonym for “easy”. The learning curve is not a vertical scope. The skills needed to do the work is available. Our goals should push, change and cause us to examine our skills and knowledge, but it should no break us. We must devise a plan or way to accomplish the goal.
- Be sure to set goals that you can attain with some effort. Set the bar high enough for a satisfying achievement..
- Again, if the goal is too difficult, you set the stage for failure. On the other hand, if your goals are too easy, you may send a message of not being very capable of achieving much.

SMART GOALS MUST BE:

Time bound

- Set a deadline for your goal. Without a time limit, there's no urgency to start taking action now. Deadline also must be attainable and realistic.
- Putting an end point to your goal gives you a clear target to work toward.

SMART GOALS WORK!

The bottom line is this is a process. To grow and move from one place to another takes time, patience, commitment, feedback, and support.





SMART GOAL

Goal 2: 5a

Reflect on student work and determine the next steps to improve student achievement when designing weekly lesson plans.



FROM SURVIVE TO THRIVE

It is good to have an end to journey toward;
but it is the journey that matters in the end.”

Ursula K. LeGrin

Thriving takes commitment.





BEGINNING WITH THE END IN MIND

Stephen Covey popularized goal-setting in his book “The 7 Habits of Highly Effect People,” and one goal that stands out is his Habit #2 – Begin with the end in mind. According to Covey, this is the habit of personal leadership. With it, you can lead yourself.

Concentrating on what is relevant will help you avoid distractions and you can focus on success.

COVEY AGAIN

Covey's Habit #7, Sharpen the Saw, is another valuable tool in attaining your goals. Covey call this one the habit of self renewal and it is the secret ingredient to moving toward success. Sharpening the Saw requires you to examine four areas: mental, physical, social/emotional, and spiritual. Nourishing this habit in an ongoing process and should never stop.



Suggested Directions for Completing the Professional Development Plan

1. Fill in identifying data on the beginning teacher and the mentor teacher. Specify the school year and indicate (by placing an x in the box) the year in which the licensure renewal process the teacher is serving.

School Year:	2010-2011	Year:	1	2	3	4	Career Status
							Lateral Entry: 1 2 3
Name:	Ms. Sarah Help	Position/Subject Area:	Pre-K	School:	Forever Learning CDC		
Mentor:	Ms. Joy Mentor	Position/Subject Area:	Mentor	School:	Learning Station CDC		
(Required in the first three years for all beginning teachers)							

Suggested Directions for Completing the Professional Development Plan

2. Review the North Carolina Professional Teaching Standards and elements. The NCPT Standards Assessment may be completed to assess the teacher's standing relative to each of the standards. Plus (+) indicates standards that the teacher demonstrates well. Deltas (Δ) are the indicators that the teacher desires to improve. The teacher guides the process. Teachers can also use information from their first observation.

NC Professional Teaching Standards

Teachers Demonstrate Leadership

Teachers Establish a Respectful Environment for a Diverse Population of Students

Teachers Know the Content They Teach

Teachers Facilitate Learning for Their Students

Teachers Reflect on Their Practice

Suggested Directions for Completing the Professional Development Plan

3. Based on the review of the NCPT Standards, identify one standard in which the teacher will focus for the PDP year. List this particular standard on the PDP under the section labeled “Standard to be addressed”.

Standard(s) to be addressed: **Standards 4 and 5**

4. Teachers facilitate learning for their students.

5. Teachers reflect on their practice.

Element(s) to be addressed:

Suggested Directions for Completing the Professional Development Plan

4. Identify one or two elements under the chosen standard(s) on which the teacher will focus during the PDP year. List the letter identifying the selected elements (ex: a & c) under the section labeled “Elements to be address”.

Standard(s) to be addressed: **Standards 4 and 5**

4. Teachers facilitate learning for their students.

5. Teachers reflect on their practice.

Element(s) to be addressed:

4h. Teacher uses a variety of methods to assess what each student has learned.

5a. Teacher analyzes student learning.

Suggested Directions for Completing the Professional Development Plan

4 cont. Rewrite the elements as a SMART goal for Goal 1 and Goal 2 on the PDP.

Goals for Elements

Goal 1 4h. Use Math and Literacy anecdotal notes and formative assessment results to plan differentiated instruction on a weekly basis.

Goal 2: 5a. Reflect on student work and determine the next steps to improve student achievement when designing weekly lesson plans.

Suggested Directions for Completing the Professional Development Plan

5. Identify activities/strategies the teacher will use to focus on the targeted elements during the PDP year. Each activity should begin with an action word. This may be a bulleted list. One activity may be used for one or both goals. The activity tells you how the teacher will accomplish the goal. You can have several activities for each goal.

Activities/Actions

4h. Collect anecdotal notes in literacy and math domains.

Analyze formative assessment results related to math and literacy skills.

5a. Keep a reflective journal and write ideas for upcoming lesson plans.

Suggested Directions for Completing the Professional Development Plan

6. Identify expected outcomes and evidence of completion for activities. These may be listed in bulleted form. The outcomes and/or evidence may or may not be measurable. Write what you expect the students to be able to do, what has to happen to change the 1) behavior, 2) attitudes and/or 3) skill level. Keep the end results in mind.

Expected Outcomes and Evidence of Completion

Anecdotal notes

Completed formative assessments

Weekly lesson plans w/differentiation indicated, specific activity and materials

Implementation of weekly lessons

Student work and Reflection journal entries

Suggested Directions for Completing the Professional Development Plan

7. Identify the resources (people, funds, material, or time) needed to accomplish each activity/strategy. Once again, this may be a bulleted list and resources may be used for one or all activities.

Resources Needed

Website – math and literacy activities for Pre-K children

Notebook with formative assessment results

Complete Formative Assessment Grids

Lesson plans with space for differentiated instruction

Suggested Directions for Completing the Professional Development Plan

8. Identify a target date for each activity/strategy. Record the expected completion date.

Timeline

March 2011

Beginning in October and continue until May 2011



Suggested Directions for Completing the Professional Development Plan

9. Throughout the year, periodic conferences should be conducted to assess the teacher's progress in realizing the targeted goals. Summaries of these conferences should be recorded on the Mid-Year and End-of-Year Reviews.

Professional Development Plan – Mid-Year Review to be completed by (date February 27, 2011)

Teacher: Mrs. Tonya Help

Evidence of Progress Toward Specific Standards or Elements to be Addressed/Enhanced

Ms. Ashford is using her formative assessment to differentiate instruction for her students.

Lesson plans outlines specific goals for all of my students.

Reflection journal for lesson plans and anecdotal notes:



INDIVIDUAL REFLECTION: A SMARTER GOAL

Return to the goal you wrote at the beginning of the webinar. Can you make your goal SMARTer? Apply the SMART criteria to your goal. How do you feel about your goal now? Has your motivation for achieving it changed? Will you approach accomplishing this goal differently? What would you change?



NEXT STEPS

Comments

Questions

Additional assistance needed



Early Educator Support, Licensure and Professional Development Unit

Link:

http://ncchildcare.dhhs.state.nc.us/general/mb_ncprek.asp

CONTACT INFORMATION

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