



## Goal Setting: Building a Classroom Community

Now that you have identified some ways to build a positive classroom community, set a goal for building community and evaluating your effectiveness.

### Goal:

When I have built a positive and productive classroom community, one indicator is that I will see students engaging in the following behaviors:

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

Identify a block of time (e.g., morning meeting, centers, recess, etc.) and record evidence of desired behaviors or examples of non-desired behavior:

Data <sup>[1]</sup>	
Desired behavior(s)	Description of behavior observed (e.g., desired or non-desired)
1.	
2.	
3.	
4.	
5.	
If students displayed the opposite of the desired behavior, what steps will you take to increase the desired behavior?	



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**Another indicator of a positive community is to provide my students with an anonymous survey about their perceptions of the classroom.** (See [Classroom Climate Student Survey](#))

What is concerning for me from the survey?

What is a positive outcome from the survey?

### Did I meet my goal?

Were students engaging in the desired behaviors?

Yes

No

Did the survey provide me with results indicating that all students feel the classroom community is a positive and productive environment?

Yes

No

Notes:

When the goal was met, what went well?

If the goal was not met, what were the challenges?

### How will I meet the goal next time?

#### <sup>[1]</sup> Using Data

Before class, determine the behaviors that you want to see and write them on your goal sheet. During class, keep the goal sheet somewhere readily available to you, such as on a clipboard you carry with you. Use the space provided to note desired behaviors or when students are engaging in the opposite of the desired behavior. Use the Notes section to examine the results from the student survey.



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### **If you met your goal**

*Congratulations! Reward yourself with some behavior-specific praise and keep it up! Consider changing your goal to identify additional positive behaviors that you would like to see.*

### **If you did not meet your goal**

*Reflect on any challenges that you faced. Determine how to overcome those challenges and give it another try. Meeting with your Double Check coach to problem solve can be helpful.*

Challenges	Tips from the Field
<p><i>I try to engage my class in some relationship-building activities, but there are so many disruptions that I end up spending more time correcting behaviors.</i></p>	<p>Make sure you have reviewed and are reinforcing the classroom expectations and routines. If you find that many students are not meeting your expectations, it might be time to go over those with your students and perhaps even practice them before you start implementing activities that might cause more disruptions.</p>
<p><i>Most of my students appear to enjoy the class and each other. There are one or two that seem to want to hurt our classroom by saying and doing unkind things to their classmates.</i></p>	<p>Consider the type of relationship you have with the one or two students that are of concern. Is there a colleague or even another student you can employ to help you reach these students? You might want to consider the function of the student's behavior and address that separately from the class.</p>
<p><i>I am not sure what to do with the information from the student survey. It feels overwhelming.</i></p>	<p>Discuss the results with a trusted colleague or with your Double Check coach. Gathering this type of data can be scary and challenging, but now you have a starting place for improving the community in your classroom.</p>