



Goal Setting: Cultural Relevance in Content
Assessment of the Classroom Setting

Goal:
 % of students on-task (e.g., engaged during independent work; engaged during small group work; engaged during math instruction; following directions and meeting behavioral expectations during circle time).

Simple Data ^[1]		
Activity/Topic	% of Students On-task	Types of Disruptions
<i>Example</i> Science Warm-Up	70	Calling out, not getting into seats, looking for materials
Notes:		

Did I meet my goal? Yes No	
If YES, what went well?	If NO, what were the challenges?
How did the strategy ensure that all students felt more connected to the classroom environment and each other?	

How will I change my goal next time?	
Stay the same	Focus on another specific area



[1] Using Simple Data

Keep the goal sheet somewhere readily available to you at all times (e.g., on a clipboard you carry with you). During a class period or day, record your simple data. The simple data you record will depend on the goal you set. For example, you can make generalized classroom-wide assessments about the number of students engaged in an activity or lesson during activities where students previously seemed disengaged. Additionally, make any quick notes during the class or day to help fill out the bottom portion of the goal sheet in the "Notes" section.

Recording simple data on the goal sheet should not take long or interfere with class time. If you find it is interfering with your routine, try and adjust the way you record the data. Basically, make it work for you and your classroom. At the end of the class or day, review your data and determine if you met your goal.

If you met your goal

Congratulations! Reward yourself with some behavior-specific praise and keep it up! Consider increasing your goal.

If you did not meet your goal

Reflect on any challenges you had. Determine how to overcome the 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>There are still times during instruction when many students seem disengaged and uninterested.</i></p>	<p>As you find engaging ways to increase your students' time on-task, incorporate those strategies and similar ones more often into your lessons.</p>
<p><i>Students seem to be up and moving around the classroom at times when it's not appropriate.</i></p>	<p>Provide clear expectations for students as to the appropriate behaviors allowed when starting a new assignment, activity, or lesson. If students still get up more than you would like, consider if there are times when you can provide more opportunities for movement for all students or just to those who demonstrate the need for more.</p>
<p><i>There is a group of students that tends to argue more with each other during transitions and lessons.</i></p>	<p>Notice which students might be having trouble getting along. Consider ways that you can help these students work through their differences. This might best be done privately with those students rather than publicly in front of the class. Perhaps partnering or grouping the students together to complete an enjoyable task will help to build a sense of community. Perhaps purposefully separating the students for some time to limit their interaction while you work on building their trust with you and with each other is the first step.</p>