Double Check

Goal Setting: Cultural Relevance in Content
Relevance Matrix

Now that you have had time to examine the content of your curriculum and lessons as well as the needs of your students, it is time to set a goal. Set a goal addressing how you will ensure that students are connected to the curriculum and ways that you will assess that. For example, if you determined that students should be provided with options for choosing a book to read for a book study so that they pick something of interest, determine a way to assess if their completion of the related activities has increased.

For the Week of: _____

Goal:

During _____, I will see _____ % of students on-task. My goal is to not have to redirect students more than _____ times this week.

Simple Data [1]

Day 1	Day 2	Day 3	Day 4	Day 5	Weekly Average/Total
_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
_____ Redirects	_____ Redirects	_____ Redirects	_____ Redirects	_____ Redirects	_____ Redirects

Notes:

Did I meet my goal?   Yes   No

If YES, what went well?	If NO, what were the challenges?

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 the selected class activity, record your simple data. The simple data you record will depend on the goal you set. For example, if your goal is that more students become engaged and remain on-task during independent reading, you will want to record the percentage of students following directions as well as how many times you redirect students. Additionally, make any quick notes during the activity 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 adjusting 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
Students are taking too long to get out their materials and start on the next activity.	Provide students with clear directions and expectations prior to the activity so that they come prepared and ready to proceed quickly. You may need to practice the routine for beginning the activity or challenge the students to be ready within a set time limit.
Some students are not completing the activity at all and are simply doodling on their paper.	If you had students pick out activities of interest on their own, find out if they chose something that they really are interested in or if they just chose something quickly that they have no real interest in. Help them to find something that truly interests and engages them.
Some students are trying to distract others from their work and are causing more students to be off-task.	Notice which students might be having trouble staying focused. Consider if the social pull of those they are sitting with is stronger than the pull to complete the assigned activity. If so, think about how you might adjust the seating arrangement to allow for fewer opportunities for distractions.