



Goal Setting: Posting and Using a Schedule
Monitor Student Understanding and Use of the Schedule - Example

Now that you have made a daily schedule for your classroom and are ready to post it, set a few goals to determine whether or not the schedule produces the results you want. Your goal for day 1 of implementation may be different than your goal for day 2, 3, or 4. Most importantly, try to set goals that are realistic. For example, a goal for day 1 should not be, "*The students can recite the schedule without looking at it,*" but perhaps that could be your goal for week 2.

A few questions to consider when setting goals for your schedule: Do my students understand the schedule? Can they recite it? How often do I refer to the schedule during a class period? Do I follow the schedule consistently? Has the schedule reduced confusion and/or disruptions? Use the following goal sheet to determine if the daily schedule is effective in your classroom.

Goal: % of students are able to recite the schedule from anywhere in the room.

Simple Data ^[1]

- 100%
 About 80%
 About 50%
 Less than 50%

Some students were squinting and could not see. Others said they could not read it.

Did I meet my goal? Yes No

If yes, what went well?	If no, what were the challenges?
	The students near the back could not see the schedule. Also, after asking students why they could not read it, some expressed that the words were hard to see.

What changes need to be made to meet my goal next time?

- Increase goal
 Stay the same

Move the schedule to the side board where it will be closer to all the students, even those in the back. Also, change the print to something simpler and make it larger.



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[1] Using Simple Data

Keep the goal sheet somewhere readily available to you at all times, such as 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, to collect the simple data in example goal #1, estimate how many students can see and recite the schedule. To collect simple data for example #2, write activities on the goal sheet and, during class, circle whether or not you prompted before each activity. Additionally, make any quick notes during class that will help you 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 to adjust the way you record your data. Basically, make it work for you and your classroom.

At the end of the period, 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.



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Challenges	Tips from the Field
<p>“ “ <i>I can't engage students for 80% of the day.</i></p>	<p>Look into scheduling peer and cooperative learning activities throughout the daily routine. Ideally, no activity within a subject should last more than 20 minutes (the more variety, the better).</p>
<p>“ “ <i>Students are off task despite posting and using a schedule.</i></p>	<p>Re-teach the schedule to the students. Also, begin the day by reviewing the schedule (e.g., during morning meeting). In addition, be sure to provide precorrections (see Using Precorrection) during scheduled activities where students particularly struggle to stay on task. Don't forget to provide behavior-specific praise (see Using Behavior-specific Praise) to students who are on task and being successful during challenging periods of the day.</p>
<p>“ “ <i>After recess and/or PE class, my students tend to misbehave more so than any other time in the schedule.</i></p>	<p>Explain explicitly how you want students to enter class and settle after these activities (Hint: This is usually more effectively communicated at the beginning of the school year before the first few days of recess). Additionally, tasks/activities planned immediately after recess should work to focus and calm students (e.g. have students enter the room to relaxing music, sit at their desks, take a few deep breaths, and then begin teacher-led instruction).</p>
<p>“ “ <i>At the end of the day (or last five minutes of class), my students (and even I) are easily distracted and more irritable.</i></p>	<p>Avoid excessive independent work at the end of the school day. Modifying a schedule, especially in later class periods, can make a big difference (e.g. breaking up longer independent assignments and adding teacher-led activities).</p>