CHILDREN'S LEARNING INSTITUTE™

Continuous Improvement for Teachers Project

TOOLKIT GUIDE **#2**

Setting Goals and Creating Action Plans

Use this guide when you have completed analyzing your data and are ready to set goals for the cycle.

This guide corresponds with the **Plan for Improvement** stage of the cycle.

1. Choose a Professional Learning Session (PLS)
2. Choose Activities to Practice
3. Set Goals
4. Complete Action Plan in the TBGS Short- Term Goals Report

Step 1:
Choose a Professional Learning Session (PLS)

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Based on your work analyzing data to set goals for instruction, select a professional learning session (PLS) to find strategies that will best target the needs of the children in your classroom.

To access the PLS:

1. Go to the CLI Engage Dashboard.

2. Find the **purple** bar for ONLINE LEARNING AND PROFESSIONAL DEVELOPMENT.

ONLINE LEARNING AND PROFESSIONAL DEVELOPMENT

3. Click the Full Course Catalog.

4. Find and click the program, **CIT Professional Learning Sessions.**

Full Course Catalog

Enroll in courses here, and browse our full catalog for teachers and caregivers of children ages birth through kindergarten.

CIT Professional Learning Sessions

24 Courses
Best Fit for: TEACHERS

These brief courses, or professional learning sessions, are designed to be used by teachers participating in the Continuous Improvement for Teachers (CIT) project.

VIEW COURSES →

5. Under the **Not Yet Enrolled Section**, Click the [Enroll] button next to your selected PLS.

6. Click on the Beginning of Project Survey and complete.

7. Click on the Demographics Questionnaire and complete.

8. Click on the Pre-Test link and answer a few questions to gauge your knowledge base.

9. To begin the course, click on the course name next to this symbol:
   - Follow the instructions for viewing content provided within the PLS.

10. After you have reviewed all the course content, complete the Post-Test. We've organized the available sessions (bulleted) under their broad categories below.

Continuous Improvement *(required)*

• Understanding Continuous Improvement

Differentiated Instruction *(required)*

• Integrating Data and Instruction
• Effective Scaffolding Techniques

Classroom Management

• Setting Up the Environment for Intentional Teaching

Social and Emotional Development

• Using Responsive Teaching to Support Social and Emotional Growth

Oral Language Use

• Using Effective Language Building Strategies: Labeling and Describing
• Using Effective Language Building Strategies: Comparing, Explaining, and Linking
• Teaching Vocabulary throughout the Day

Read Alouds

• Supporting Comprehension through Interactive Read Alouds
• Using a Book Read to Teach Vocabulary

Print Knowledge, Letter Knowledge, & Early Reading

• Teaching Letter Names and Features
• Teaching Letter-Sound Correspondence
• Teaching Print Concepts
• Teaching Students To Read

Written Expression

• Writing Approaches
• Opportunities for Writing

Math

• Developing Number Sense and Operations
• Teaching Geometry, Spatial Sense, and Patterns
• Teaching Measurement and Classification

ELL

• English Language Learners (ELL)

Phonological Awareness

• Listening, Sentence Segmenting, and Syllables
• Onset-Rime, Rhyming, and Alliteration
• Blending, Segmenting, and Manipulating Phoneme

Under **Practice These Strategies** within each PLS, a list of activities and their objectives is provided. You can click on the activity name to read the full lesson. These activities give you a structured opportunity to practice strategies from this session. It is suggested that you select two activities to practice and an additional activity to film. Filming one of the activities is required. Take note of these, as you will record them in your action plan (Step 4). See example activity below.

Step 2:

Set Goals in the Teacher Behavior Goal Setting System (TBGS)

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HOW MANY GOALS DO I SET?
We encourage you to set as many goals from the PLS as you can manage, keeping in mind that many strategies can be practiced together. For some PLS, it is reasonable to practice all the strategies presented in one cycle. You must set no less than five goals per cycle (if the PLS includes at least five goals).

PLANNING A *CONTEXT*
Several domains in the TBGS include "context" strategies, or identifying where or when you plan to practice (you will see these at the bottom of the domain). We encourage you to set a context goal in addition to your instructional goals to help you remember to practice strategies in a variety of contexts throughout the day.

CARRYING OVER GOALS FROM A PREVIOUS CYCLE
For most goals, you'll mark them as *met* at the end of the cycle. However, we recognize that you may want to continue practicing more challenging goals in future cycles. No problem! These can be left untouched in the Short-Term Goals Report. However, these do not count toward the five new goals you must set for a new cycle, and you must include all goals (past and current) in your new action plan.
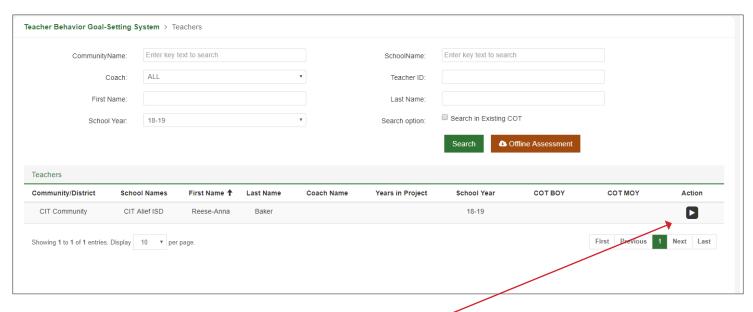
Step 2A:

Documenting Observed Classroom Strategies

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1. Log in to cliengage.org

2. On the dashboard, locate the green banner, **Quality Improvement and Innovation**.

> QUALITY IMPROVEMENT AND INNOVATION ⌃

3. Click on the Teacher Behavior Goal-Setting System.

> **Teacher Behavior Goal-Setting System**
>
> For CIT participants: Record your goals, action plans, and reflection responses here.

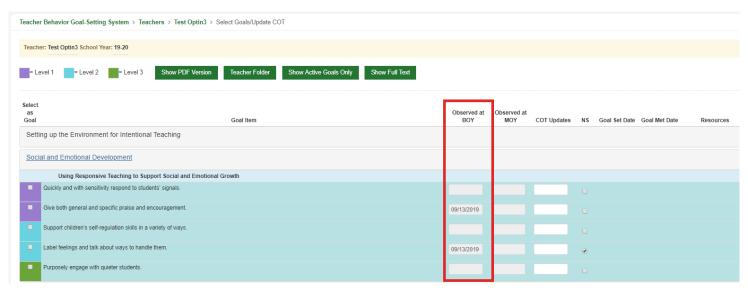4. You should see an entry for your name:

5. Click the black play button to access your folder.

6. Click the green box, **Select Goals/ Update COT**.

A new screen will appear. Look at the strategies under the Domain area for which you are setting goals. In this example, we will use Social and Emotional Development. In the left column under Obs. check the boxes for strategies you are currently using in your classroom. If you are using the strategy but would like additional support to improve the quality of your implementation, click the *NS* box as well to indicate *needs support.* In the example below, the teacher feels as though she:

- Gives both general and specific praise

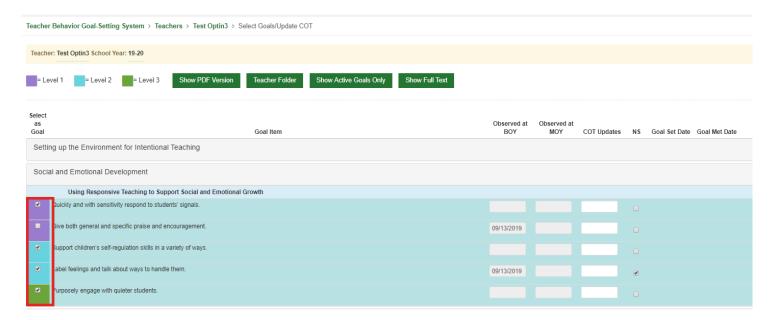- Labels feelings and talks about ways to handle them, but needs additional support.

7. Click Save if you want to come back to finish the assessment later; Finalize if you are done.

Step 2B:
Setting New Goals for Classroom Strategies

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1. You are ready to set some goals for the cycle. In the far left column, click the checkboxes next to the strategies you are setting as goals. For example, this teacher is setting goals in Social and Emotional Development.
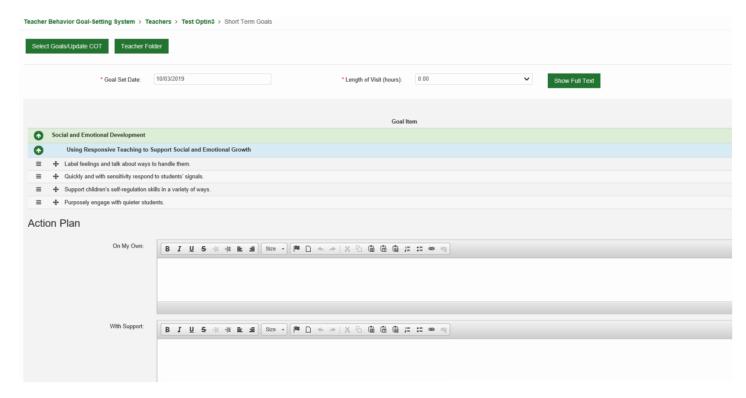
2. When you are finished selecting goals, scroll down to the bottom of the page and click Create *New Short-Term Goal Report*.

3. A new page will appear with your selected goals listed at the top and a blank Action Plan underneath.

Step 3:
Create an Action Plan

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An action plan is a simple outline of how you're going to practice your goals over the two-week cycle. There are three sections to the action plan:

❶ ON YOUR OWN:
Think about your goals and articulate how you will work them into your routines and classroom activities. Remember to record the names of the activities you will use in your three practice sessions. Align the practice activities you've selected with your lesson plans for the next week and describe how they fit.

❷ WITH SUPPORT:
If you have a coach, co-teacher, professional learning community, or other support available, think of ways they can help you reach your goals (e.g., providing content guidance, reviewing your practice video).

❸ ADDITIONAL COMMENTS:
Record any other thoughts, feelings, or details about your cycle planning here.

After you have recorded your plan:

Be sure you have indicated a *Length of Visit* at the top, or the action plan will not generate correctly.

Click *Save* and then *Generate Teacher STG Report* to access a printable PDF version of your short-term goals report and action plan.

After you have recorded your plan:

Be sure you have indicated a *Length of Visit* at the top, or the action plan will not generate correctly.

* Length of Visit (hours):	1.00 ▼

Click *Save* and then *Generate Teacher STG Report* to access a printable PDF version of your short-term goals report and action plan.

> Save   Generate Teacher STG Report

Look for the PDF to pop up in the bottom left corner of your browser. Print your goal report for reference.

Teacher_STGRepor....pdf ^

Sample Short Term Goal Report with Action

Community/District: CLI TEST COMMUNITY, CIT Community
School: Test School 1, CIT Alief ISD
School Year: 2019-2020

Teacher: Test Optin3
Observer: SS_Tracy Osborn
Date: 09/13/2019

Selected Goals

Social and Emotional Development

Using Responsive Teaching to Support Social and Emotional Growth

- Label feelings and talk about ways to handle them. 15
- Quickly and with sensitivity respond to students' signals. 12
- Support children's self-regulation skills in a variety of ways. 14
- Purposely engage with quieter students. 16

Action Plan

On My Own:

I will introduce the song *If You're Happy and You Know It* in whole group and discuss emotions with children.
I will get down on children's eye level and listen to them before I begin talking.
I will plan to do the OK/NOT OK activity in small group next week so that by the end of the week every child has had a chance to participate. I will choose one group to video this activity.
I will prepare and use equity sticks to ensure that every child gets an equal chance to participate in class discussions.

With Support:

I will share the importance of social emotional development with my teaching assistant and enlist her support in the classroom. I will also discuss any questions I may have about this topic with my coach on our next call.

Additional Comments:

I learned a lot from reading through the PLS and watching the videos.