**Goal Setting for Student Academic Progress Form**

**Teacher’s Name** Grade 4 Teacher

**Subject/Grade Mathematics** Grade 4 - Math\_\_\_\_\_\_ **School Year** 2012-13

**Evaluator’s Name** *Principal*

**Directions:** This form is a tool to assist teachers in setting a SMART goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells (the boxes will expand to fit the text).

**Initial Goal Submission (due by** 9/30 **to the evaluator)**

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| ***I. Setting*** *(Describe the population* *and special learning*  *circumstances.)* | I teach math to a class of 25 students – 12 males and 13 females. 25% of the students are identified as ESOL/HILT, with ELP levels ranging from 1 – 4. Three students have been identified with specific learning disabilities and receive special education support within the classroom. |
| ***II. Content/Subject/Field Area*** *(The area/topic addressed based*  *on learner achievement, data*  *analysis, or observational data)* | 4th Grade Mathematics |
| ***III. Baseline Data*** *(What does the* *current data show?)* | Utilizing the “Exemplars” rubric, the baseline data show that my students range from novice to practitioner level in their problem solving ability. Novice – 8 students Apprentice – 12 students Practitioner –5 students Expert – 0 students. |
| ***IV. Goal Statement*** *(Describe what* *you want learners/program to*  *accomplish.)* | For the 2012-13 school year, all of my students will demonstrate measurable growth in mathematics. Each student will improve in their ability to problem solve, reason, and communicate in mathematics. Students will increase by at least one level on the open-ended task assessment portion of the 3rd Quarter Math Assessment.  |
| ***V. Means for Attaining Goal*** *(Strategies used to accomplish the goal)* |
| **Instructional Strategy** | **Evidence** | **Target Date** |
| **Introduce students to problem-solving notes on various tasks and have them use a checklist: understand, plan, try, check, reflect** | Students will use the checklist to record ideas and remember the steps of the problem-solving process | November  |
| **Utilize graphic/task organizers in order for students to identify strategies related to problem solving, reasoning and proof, communication, connections, and representation** | Students will readily use the task organizer throughout different instructional activities | January (mid-year) |
| **Students will be given opportunities to self-assess as they are working and upon completion of a task.**  | Students will complete their own rubric, enabling them to monitor and improve their performance throughout the year  |  April  |
| **Utilize problem solving tasks that capitalize on student’s interests** | Collection of tasks | Ongoing |
| **Use shortened or tiered tasks to support students who might benefit from****fewer and simpler words.** | Collection of tasks | Ongoing |
| **Analyze student work samples with grade level team during PLC, use samples from each level.** | Student rubrics, group reflection, student data  | Quarterly |

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| --- | --- | --- |
| **Beginning of Year**  |  |  |
| Novice | Apprentice | Practitioner  | Expert  |
| Alex | Will  | Ali  |   |
| Brian  | Katie | Calvin  |   |
| Kelly  | Becky  | Jenifa |   |
| John  | Sarah  | Stephanie |   |
| Miles | Margaret | Brianna |   |
| Kumar | Denise |   |   |
| Jose | Greg |   |   |
| Kendel  | Erin  |   |   |
|   | Marsol  |   |   |
|   | Nick |   |   |
|   | Crystal |   |   |
|   | Angelique |   |   |
| 8 | 12 | 5 |   |
|   |   |   |   |
| **Third Quarter**  |   |   |   |
| Novice | Apprentice | Practitioner  | Expert  |
|   | Brian  | Alex | Becky  |
|   | Kelly  | Miles | Brianna |
|   | John  | Jose | Crystal  |
|   | Kumar | Sarah | Ali  |
|   | Kendel  | Katie  | Calvin  |
|   | Will  | Margaret | Jenifa |
|   |   | Greg | Stephanie |
|   |   | Erin  |   |
|   |   | Marsol  |   |
|   |   | Nick  |   |
|   |   | Angelique |   |
|   |   | Denise |   |
|   |   |   |   |
|  | 6 | 12 | 7 |