Standard 7: SMART Goal Setting Form

Teacher's Name: Kelly Carruthers  School: Wakefield High School
Subject/Grade or Position: School Counselor  School Year: 2013 - 2014

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).
Specific, Measurable, Attainable, Realistic but Rigorous, Time Limited

 Initial Goal Submission (due by to the evaluator)

<table>
<thead>
<tr>
<th>I. Setting (Describe the population and special learning circumstances.)</th>
<th>House 2 Freshman class/ a variety of learning abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Content/Subject/Field Area (The area/topic addressed based on learner achievement, data analysis, or observational data.)</td>
<td>Intensified and Advanced Placement courses taken by students after their freshman year</td>
</tr>
<tr>
<td>III. Baseline Data (What is shown by the current data?)</td>
<td>Data attached</td>
</tr>
<tr>
<td>IV. SMART Goal (Describe what you want learners/program to accomplish.)</td>
<td>To increase the number of House 2 students taking at least one intensified and AP course by 30% during their 10th grade year by Fall of 2014.</td>
</tr>
</tbody>
</table>

V. Means for Attaining Goal (Strategies used to accomplish the goal)

<table>
<thead>
<tr>
<th>Instructional Strategy</th>
<th>Evidence</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Scheduling/4-Year Plans</td>
<td>Number of current House II Freshman students registered for intensified or advanced courses for next school year, 2014-2015</td>
<td>1/3/2014-5/20/2014</td>
</tr>
<tr>
<td>Six-session Confidence Building Small Counseling Group for 9th grade students who have demonstrated potential or interest to enroll in advanced courses but have not previously taken advanced level courses.</td>
<td>Pre/post test results for students to determine interest in attempting an intensified course</td>
<td>1/9/2014-3/6/2014</td>
</tr>
</tbody>
</table>

Teacher's Signature:  Date: 
Evaluator's Signature:  Date: 

Print or Type Evaluator's Name: Dr. Amy Shilo
Principal forwards one copy to the Professional Development Office
End of Year Teacher Reflection  X  Data attached

I was quite pleased with the results of the counseling groups, the classroom lessons and the individual education and career planning sessions. Working with the House 2 team teachers was a pleasure. They were quite cooperative and insightful when discussing students in general as well as of individuals. The teachers were supportive of the group meetings.

The results of the group sessions were fantastic with 87% of the members choosing to take at least one intensified or AP course for the 2014-2015 school year. The members indicated on both the post assessment as well as during closing comments, that they learned a lot about intensified classes and they were no longer as scared to take up the challenge of this level of study.

In addition to the group members, when I met individually with each of my freshmen, we discussed the student’s strengths and weaknesses then tried to identify a course which would accentuate and build on the student’s strengths. The number of House 2 students who enrolled in an intensified or AP course for the 2014-2015 school year is 69 compared to the 41 students currently enrolled in a more rigorous course. This is a 57% increase.

In future counseling sessions with this theme, I would like to begin the program earlier in the school year, such as the end of November in order to have more consistent meeting days. Due to snow days and delays, the original meeting dates and times had to be rearranged numerous times. In addition, by beginning earlier in the school year, group sessions would be completed before the majority of scheduling occurs with the entire caseload population.

Teacher’s Signature: ___________________________  Date: 6/4/14
Evaluator’s Signature: _________________________  Date: 6/4/14
Print or Type Evaluator’s Name: Dr. Amy Shilo
TITLE: “Moving-Up Academically: What it takes to Succeed in an Advanced Course”

TOPIC: Learn what skills it takes to be successful in an advanced high school course. Learn the difference between advanced courses and regular level courses.

GRADE: 9th grade students

Group Size: Two groups of 11-12 students each
Number of Sessions: 6 sessions
Length of Sessions: 45 minutes
Meeting Times per Week: 1x per week

OVERVIEW:

I. Group Introductions and Goal-Setting
II. Preparing for the Rigor
III. Relationship Building
IV. Dispelling the Myths Surrounding Advanced Courses
V. Impact of Advanced Courses
VI. Decision-Making, Wrap-up and Review Goals. Scheduling classes for next year.

OBJECTIVES:

1) Students will be able to articulate the challenges involved in advanced courses.
2) Students will be able to identify and apply time management strategies in relation to being successful in advanced courses.
3) Students will be able to identify organizational skills necessary to being successful in advanced courses.
4) Students will develop awareness of when their need assistance and communicate their needs to appropriate resources.
5) Students will be aware of the resources available to them at Wakefield.
6) Students will be able to articulate the advantages to taking advanced courses.

ASCA National Standards:

A:A1.1 Articulate feelings of competence and confidence as learners
A:A1.2 Display a positive interest in learning
A:A1.4 Accept mistakes as essential to the learning process
A:A1.5 Identify attitudes and behaviors which lead to successful learning
A:A2.1 Apply time management and task management skills
A:A2.2 Demonstrate how effort and persistence positively affect learning
A:A2.3 Use communication skills to know when and how to ask for help when needed
A:A2.4 Apply knowledge and learning styles to positively influence school performance
A:A3.4 Demonstrate dependability, productivity and initiative
A:A3.5 Share knowledge
A:B1.1 Demonstrate the motivation to achieve individual potential
A:B1.2 Learn and apply critical thinking skills
A:B1.3 Apply the study skills necessary for academic success at each level
A:B1.6 Use knowledge of learning styles to positively influence school performance
A:B1.7 Become a self-directed and independent learner
A:B2.1 Establish challenging academic goals in high school
A:B2.2 Use assessment results in educational planning
A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
A:B2.6 Understand the relationship between classroom performance and success in school
A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities
C:A1.6 Learn how to set goals
C:A1.7 Understand the importance of planning
C:A1.10 Balance between work and leisure time
PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
PS:A1.2 Identify values, attitudes and beliefs
PS:A1.3 Learn the goal-setting process
PS:A1.9 Demonstrate cooperative behavior in groups
PS:A1.10 Identify personal strengths and assets
PS:B1.1 Use a decision-making and problem-solving model
PS:B1.2 Understand consequences of decisions and choices
S:B1.12 Develop an action plan to set and achieve realistic goals

ASSESSMENTS:

- Pre/post test
- 2014/2015 student course requests.

TARGET POPULATION:

The identified 9th grade students received an A during the first quarter in one of their core subjects (English 9, math, World History, Biology) as well as feedback from the 9th grade team teachers. The two groups will contain both males and female. The students may receive Special Education or Gifted Services. The purpose of the groups is to build study skill techniques, identify expectation and course load differences for intensified or AP classes, and instill confidence to take the risk in choosing a more rigorous class. These groups are intended to give students tools to help facilitate change in their academic performance. These groups may be adapted with minimal changes for students in other grade levels.
PERMISSION SLIP:

December 17, 2013

Dear __________________

We are requesting your permission to have your student __________________ join a small counseling group intended to help students excel academically. The students selected for this group all have the potential to take intensified and AP classes during their high school experience, but have not attempted these rigorous courses. The focus of this group is to help students realize their potential and build their academic confidence.

Students who choose to participate in this group will explore their personal strengths and areas of growth; receive valuable knowledge concerning college, scholarships, and other post-secondary opportunities; and skills necessary to be successful throughout high school, including time management, study skills, and problem solving.

We hope you will allow your student to participate in this group counseling experience. Please feel free to contact me if you have any questions or concerns. Thank you for your time.

We are looking forward to working with your student.

Sincerely,

Kelly Carruthers, School Counselor
Wakefield High School
703-228-6723
Kelly.Carruthers@apsva.us

Joseph Spencer, School Counselor
Wakefield High School
703-228-6717
Joseph.Spencer@apsva.us

I give permission for my child, __________________, to participate in group counseling with Ms. Carruthers and Mr. Spencer at Wakefield high school.

__________________________________  __________________________
Parent Signature                      Date

__________________________________  __________________________
Student Signature                    Date

To teach and inspire, to reach and transform. Every student. Every year.
Wakefield High School

On a scale of 1 to 5, rate your ability for the following tasks:

1= Strongly Disagree    2=Disagree    3=No opinion/neutral    4=Agree    5=Strongly Agree

I can list three advantages to taking advanced courses.

1  2  3  4  5

I know what it takes to be successful in intensified courses.

1  2  3  4  5

I feel confident with the idea of taking advanced courses

1  2  3  4  5

I know what to expect in an intensified course.

1  2  3  4  5
RIP MODEL: Academic Confidence Building Group

Goals:
1. Students will be able to identify their strengths and areas for improvement
2. Students will know what is involved in being a "self-advocate"
3. Students will be able to identify the different programs that are available to receive extra help.
4. Students will be able to identify time management strategies
5. Students will understand the requirements and expectations associated with intensified and AP classes
6. Students will understand the importance of strength of schedule and taking challenging courses throughout high school

ASCA National Standards:
Students will:
- A:A1.1 Articulate feelings of competence and confidence as learners
- A:A1.2 Display a positive interest in learning
- A:A1.5 Identify attitudes and behaviors which lead to successful learning
- A:A2.1 Apply time management and task management skills
- A:A2.2 Demonstrate how effort and persistence positively affect learning
- B1.2 Learn and apply critical thinking skills
- A:B1.3 Apply the study skills necessary for academic success at each level
- A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities
- C:A1.6 Learn how to set goals
- C:A1.10 Balance between work and leisure time
- PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
- PS:A1.9 Demonstrate cooperative behavior in groups
- PS:A1.10 Identify personal strengths and assets

Two counseling groups of six sessions each on academic confidence building and educating students about what is involved in taking advanced courses was conducted over a period of 8 weeks (due to snow days and delays) to 9th grade students. Groups totaled 23 students.

Impact Statements:
All students were given a pre/posttest asking them to rate their knowledge of intensified courses on a Likert scale, ranging from 1-Strongly Disagree to 5-Strongly Agree.

Question 1: I can list three advantages of taking advanced courses (40% Increase)

Question 2: know what it takes to be successful in an intensified course (33% Increase)

Question 3: I feel confident with the idea of taking intensified courses (27% Increase)

Question 4: I know what to expect from an intensified course (27% Increase)

Results:
The results indicate that the students selected for this group had the ability to take intensified and AP classes, but lacked some of the confidence necessary to select these classes for the 2013-2014 school year. The members of the group answered all post-test questions in the affirmative (agree/strongly agree), however, during the pre-test the students were less sure of their abilities. This demonstrates that all students benefited from the group and gained the confidence necessary to attempt one or more intensified or AP classes either next year or before graduating. Twenty out of twenty-three members of the group also enrolled in at least one intensified course for the 2014-2015 school year.
Program Implications:

1. This group could include members from any grade level with anxiety about trying intensified or AP courses.
2. Will educate future 9th grade students about intensified courses.