Goal Setting

June 21, 2018

Why do we need a strong goal?

Successful innovation and scaling requires that innovators have a clear understanding of what they hope to accomplish, what problem is being solved, and some way of knowing when they get there.
-Center for Reinventing Public Education

Student Centered and Grounded in a Real Problem

"We fail more often because we solve the wrong problem than because we get the wrong solution to the right problem."
– Russell L. Ackoff

Example Goal Statement

First Draft:

High school students will demonstrate student agency, engagement, and collaboration skills in personalized learning environments.

Colorado Education Initiative

CEI SHOWCASE
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Example Goal Statement

First Draft:

High school students will demonstrate **student agency**, **engagement**, and **collaboration skills** in personalized learning environments.

Clarifying Outcomes

- ## Student Agency
  - Students identify and track learning outcomes for themselves.
  - Students select how they will demonstrate their learning.

Clarifying Outcomes

- **Engagement**
  - Students have a sense of belonging and trusted partnerships at school. (Emotional Engagement)
  - Students attend to tasks and work to compete what they have set out to do. (Behavioral Engagement)
  - Students take what is learned, apply it to new contexts, and persist in learning about topics deeply. (Cognitive Engagement)

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Clarifying Outcomes

- ## Collaboration skills
  - Students own tasks within a group context.
  - Students communicate well with others.
  - Students understand and value other perspectives.
  - Students monitor and adapt their behaviors and group needs.

Example Goal Statement

Second Draft:

High school students will **develop and track their learning goals**, **apply what they learn in multiple contexts to demonstrate mastery of content and skills**, **and** **leverage an understanding of multiple perspectives to manage their work with others**.
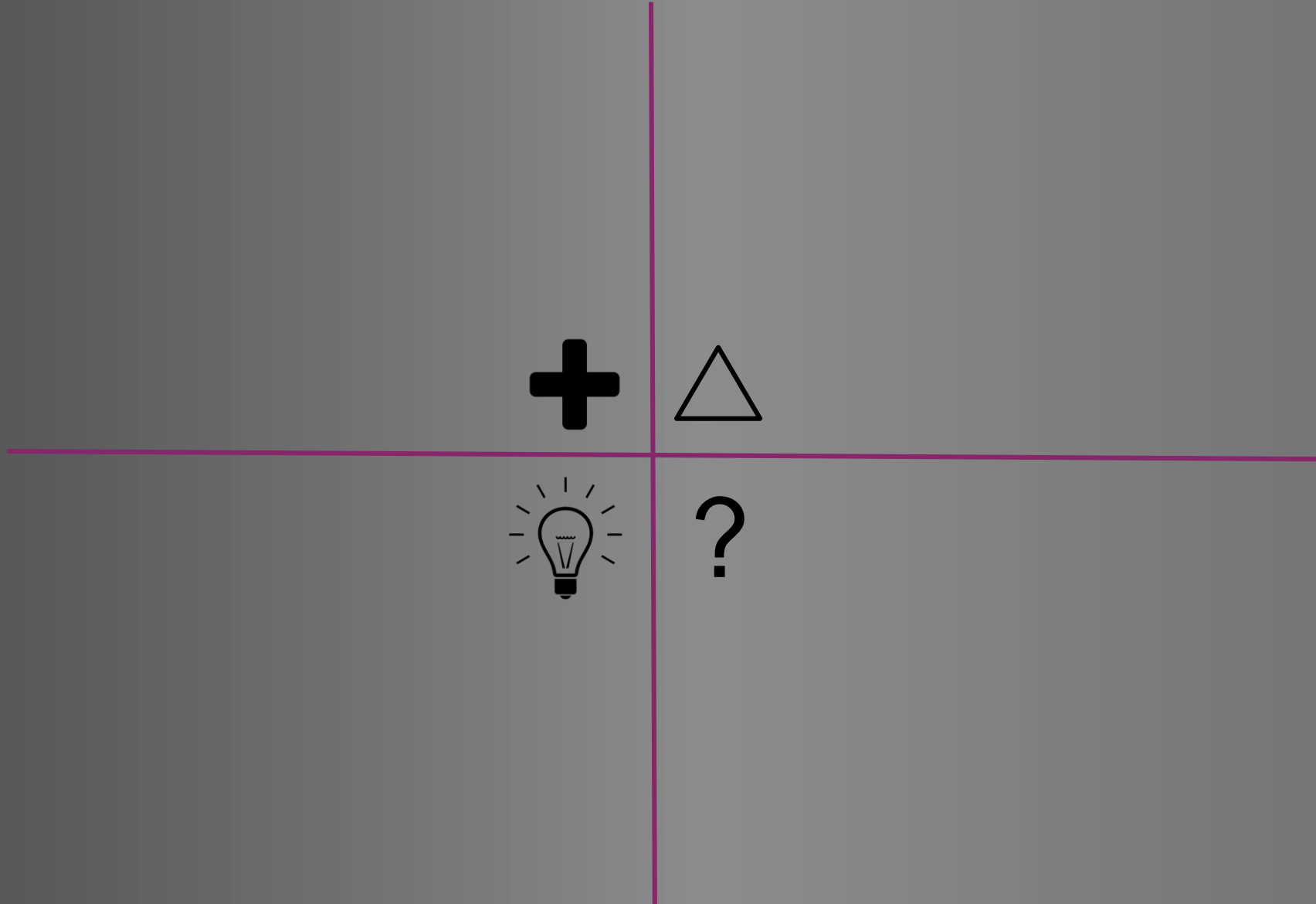
Are we using ill-defined jargon in our goal?

What would these outcomes look like in the classroom?

What behaviors might we see from students that would demonstrate that we are reaching these outcomes?

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Feedback Time!

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Questions to Ask: 10 minutes for each team

Is this goal realistic, or have you identified too many outcomes in one goal?

Are these outcomes your highest priority? Why?

Is this solving a real problem for your students furthest from opportunity?
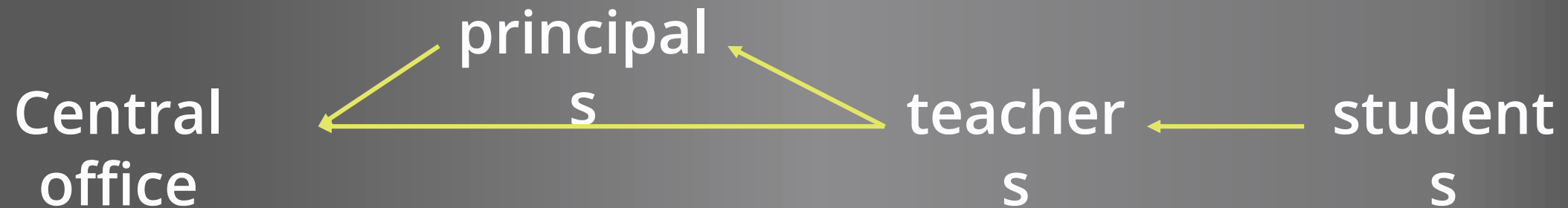   - How do you know?

How will you know you are being successful? How will you measure these outcomes?

Working backward from goals

June 21, 2018

Building backward from student goals

start here

principals

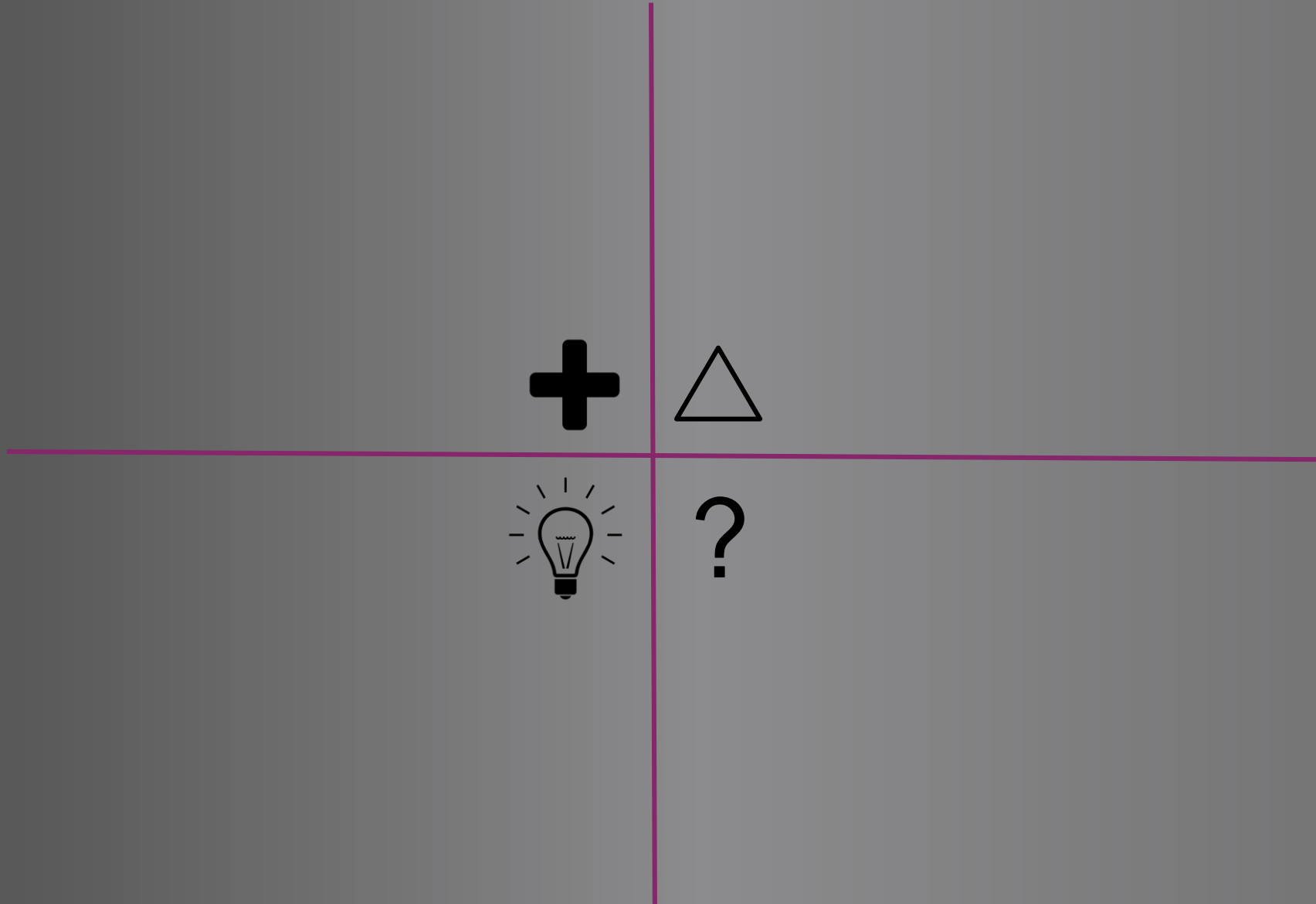Central office

teachers

students

Questions to Ask: 10 minutes in your team

What activities, structures, and conditions need to exist in classrooms to provide students with the experiences you discussed in the last segment?

What needs to change in teacher practice or in learning resources to support those activities, structures, and conditions?

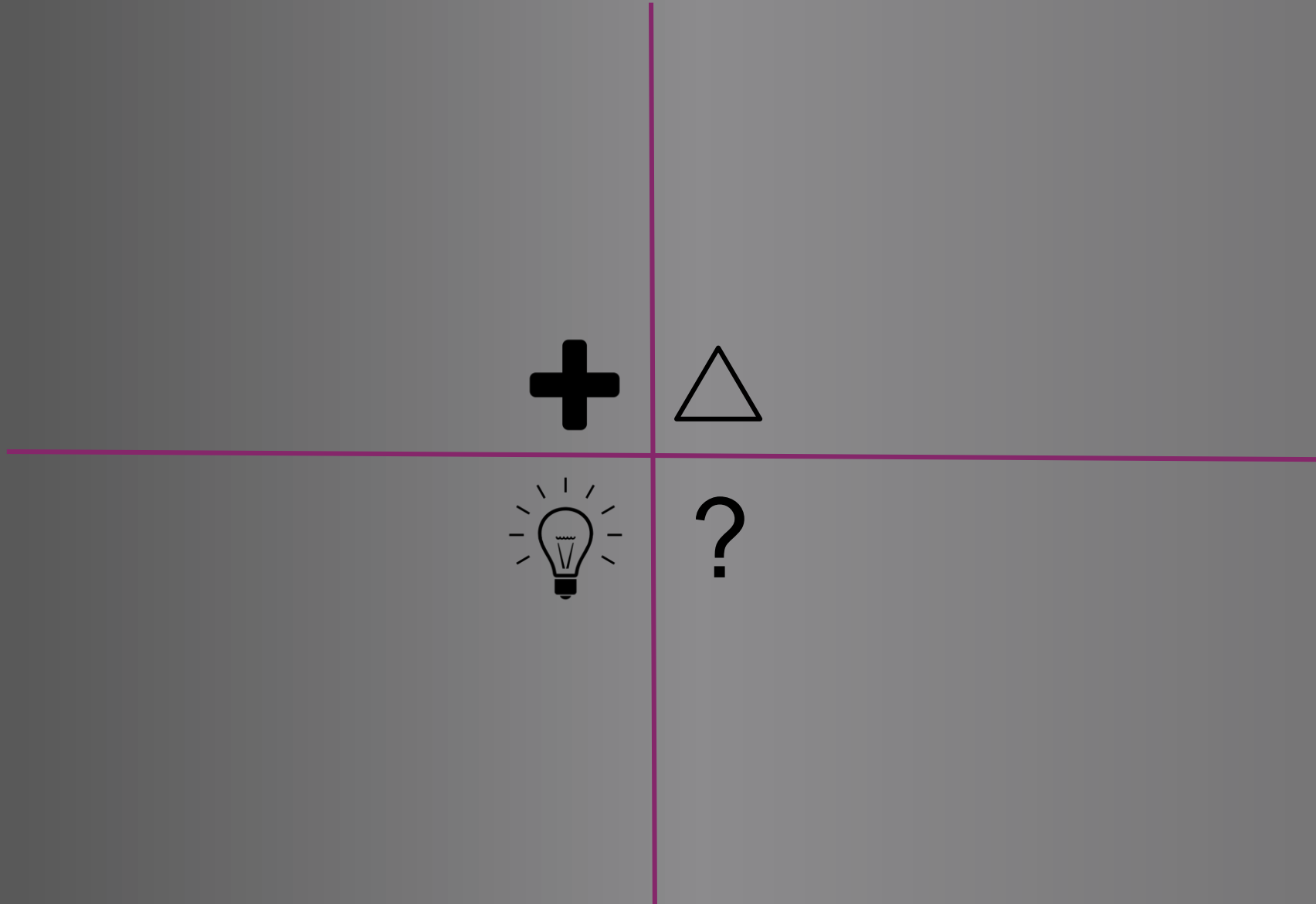# Feedback Time!

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Questions to Ask: 10 minutes in your team

What supports do teachers need to work in the ways discussed in the prior segment?

What needs to change in principal practice?
What needs to change in central office practice?

Feedback Time!

Thank you!