

**Figure 4.3: Derick’s Goal-Setting Autonomous Action Plan**

<b>SECTION ONE—The Action</b>
<p><b>Action and Steps:</b> What is the action I (we) will take to address student learning needs based on current data?</p> <p>I will implement strategies to increase student engagement based on research:</p> <ul style="list-style-type: none"> <li>• Develop a protocol (survey) to learn my students’ perspective on how often their interests and insights are taken into account when lessons are presented.</li> <li>• Identify and use a protocol that prompts me to spend time getting to know the interests and challenges of the students in my class (one-on-one interviews, group discussions, and so on).</li> <li>• Use student interests and experiences to build relevance into my teaching and classroom instructional strategies.</li> </ul> <p><b>Rationale:</b> What does the research say about this action?</p> <p>When lessons are created with relevance for students in mind, and when students are given choice and input into how they are to engage in learning knowledge and skills, engagement increases. When engagement increases, learning outcomes increase. Marzano’s meta-analysis of teacher practices indicate that educators who are able to connect with the personal interest of their students have better overall outcomes.</p> <p><b>Collaborators:</b> If you are collaborating on this action, who is your team and what common knowledge will be necessary for you to work collaboratively?</p> <p>I am the only teacher in the 5th grade so I don’t have a grade-level team. However, I asked my school instructional coach to work with me to reflect on the outcomes of my goals and to adapt my practices to increase student engagement.</p>
<b>SECTION TWO—SMART Goal</b>
<p><b>S—Specific</b>—Who will this action impact and how?</p> <p>Students in my class will demonstrate more engagement in classroom learning activities which will increase learning outcomes on math common formative assessments (and other subjects).</p> <p><b>M—Measurable</b>—What positive change in learning data do you intend to accomplish?</p> <p>Increased student engagement in the classroom will be demonstrated by an increase in student outcomes on unit formative assessments on grade-level essential standards.</p> <p><b>A—Attainable</b>—How many students will this innovation impact?</p> <p>The percentage of students scoring 85 percent or better on formative assessments will increase from 19 students to 25 students by the end of the third quarter.</p>

**R—Results Oriented**—How will you know if your action has made an impact? What is your data point?

Anecdotal records of engagement/increased student learning outcomes on common formative assessments and benchmark assessments will increase from 60 percent proficiency to 89 percent proficiency.

**T—Time Bound**—When will you (your team) evaluate your impact? With what tool?

I'm going to utilize the formative and summative assessments for each unit of instruction and the NWEA benchmark assessment given at the end of the third quarter.

**What is your SMART Goal?**

By implementing student engagement techniques in my classroom to increase student engagement in math lessons, the number of students who demonstrate proficiency on end-of-unit formative assessments on math essential standards, by scoring 85 percent or better, will increase from 60 percent (17 students ) to 89 percent (25 students) by end of the third quarter.

**SECTION THREE—My Posse**

Who will be your champion(s) as you pursue this goal?

My principal and the instructional coach are aware of my goal and the intended outcomes. They have offered to provide support and guidance as I pursue ways to learn more about my students and bring more engagement into my classroom teaching and learning activities.

How will you celebrate this goal?

I will be sharing my progress and outcomes with my instructional coach and two other colleagues who teach math in third and fourth grades. They have promised to support my work and give input for suggested adaptations if necessary. I have also asked the principal if I can share my personal goal with my colleagues at our staff meeting to share how I used this adaptation in my teaching to impact student achievement.

**SECTION FOUR—My Why—My Voice**

How does this plan connect to your *why* as an educator? How does it highlight your voice?

I came into this profession because I wanted to make a difference in students' lives. I have found that instead of making a difference, I have been struggling to keep my head above water and keep the class engaged and discipline in order. My goal is by identifying student engagement in my teaching practice and following researched advice on how to connect and engage with my students, we will all be more successful and engaged in the learning process and there will be less discipline needs.

I'll be better able to make that difference I entered the profession to make.