Goal Setting to Raise Student Achievement

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We have a great deal to celebrate. In your table teams, please share a celebration of:

-Specific increase in student learning
-A proud culture moment
-Evidence of professional development/ conversation paying off
-Leader's choice

Increasing the Effectiveness of Celebrations

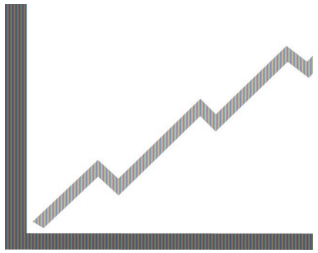
1. **Stop the comparisons:** eliminate words like best, fastest, smartest, etc.
2. **Spotlight the right:** reinforce the school culture priorities
3. **Praise the base:** Shine the light on the system that made the performance successful
4. **Retain the Praise:** 4 positive touch points per quarter improves retention by 96%; praise to their peers doubled
5. **Unlock the Hidden 31%:** Already optimistic people—need to be prompted
6. **Don't just praise the outcome:** praise *to* an outcome

Compiled by Shawn Achor

- A celebration about this year starting off in a manner better than you imagined.
- A celebration about a new staff member—certified or support, that has already exceeded your high expectations
- A celebration of a student success story.
- A celebration of positive feedback from a parent.
- A celebration of a goal you want to focus on this year and a benchmark event that reinforces you are on track to accomplish that goal.
- A celebration of feedback you or another leader received after providing a note or words of encouragement to a student or staff member.
- A celebration of a student and/or staff first semester success
- A celebration of learning from our morning of professional development.
- A celebration of a revised goal for the second semester—a goal you did not think possible at the beginning of the year.
- A celebration of a staff member turnaround after you initiated a difficult conversation.
- A celebration of a student demonstrating a character trait.
- A celebration of a first or second year teacher/recent hire to Operations who has distinguished himself/herself on your staff.
- A celebration of a success in the life of a student.
- A celebration of demonstration of professional growth
- A celebration of a staff understanding of a leadership decision.
- A celebration of a challenging decision that has proven to be the correct one.

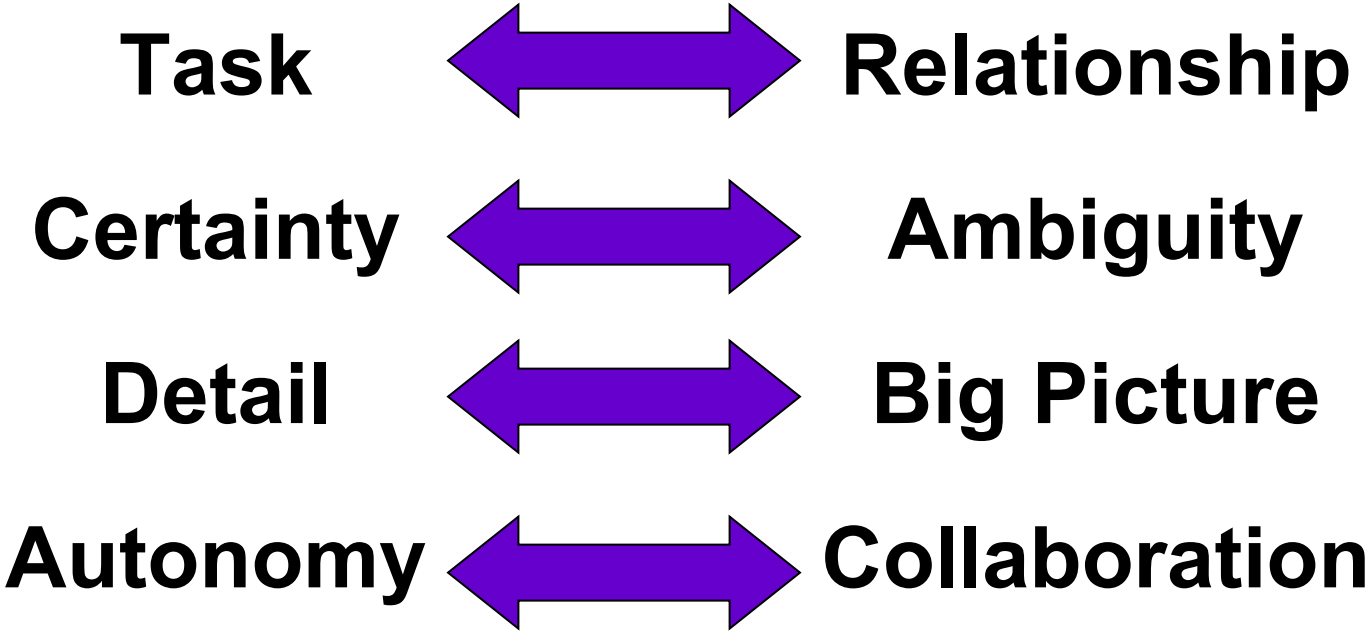
Objectives

- Identify, define and emphasize leadership behaviors that raise student achievement through purposeful goal setting.
- Identify elements of a healthy school culture that makes the achievement of challenging student achievement goals possible.
- Develop school and district goals for the 2025-2026 school year that increase student achievement. (Include checkpoints with Jim.)



There are predictable dynamics in groups.

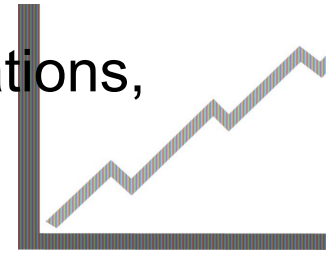
Principle: Predictable tensions arise for group members and group leaders.

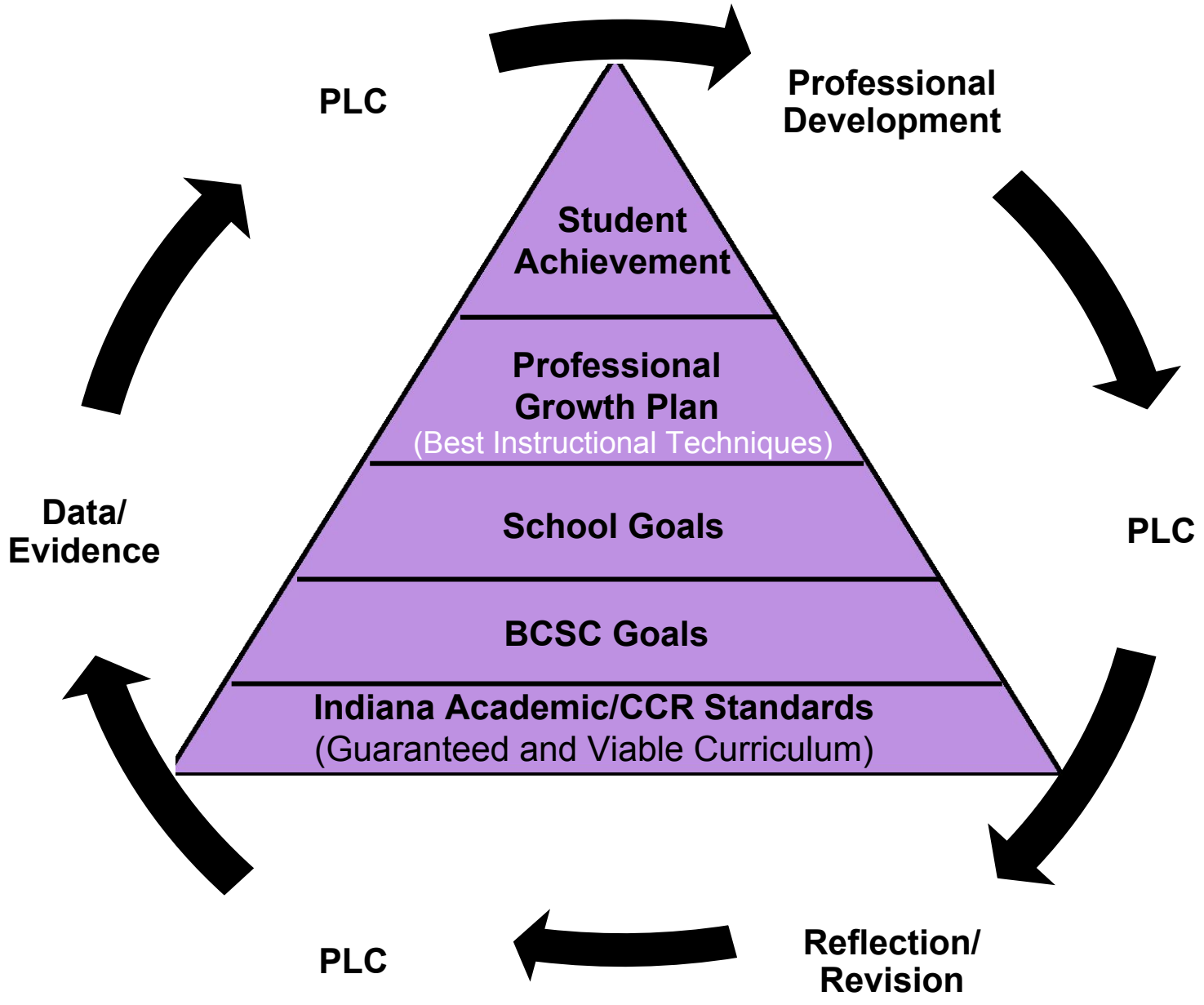


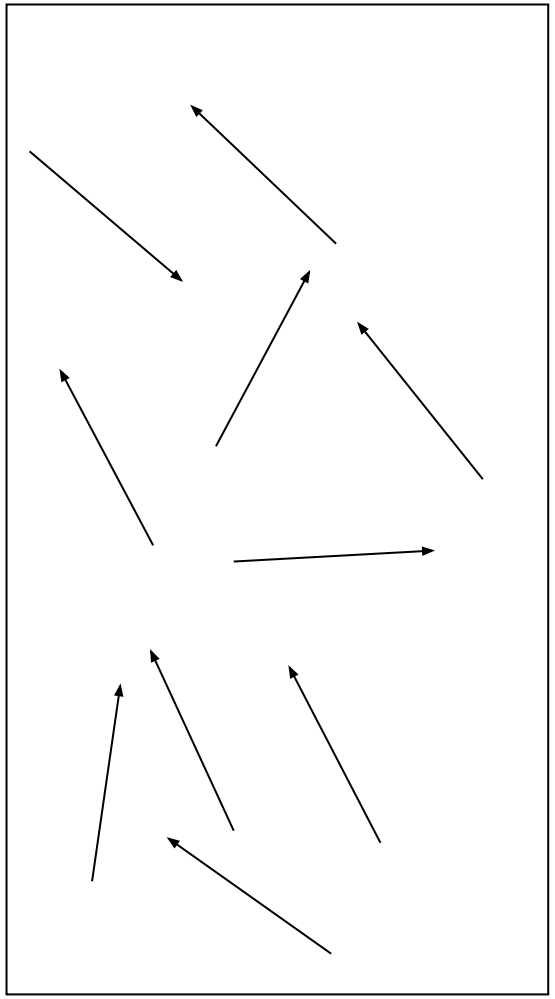
From Laura Lipton and Bruce Wellman, 2008

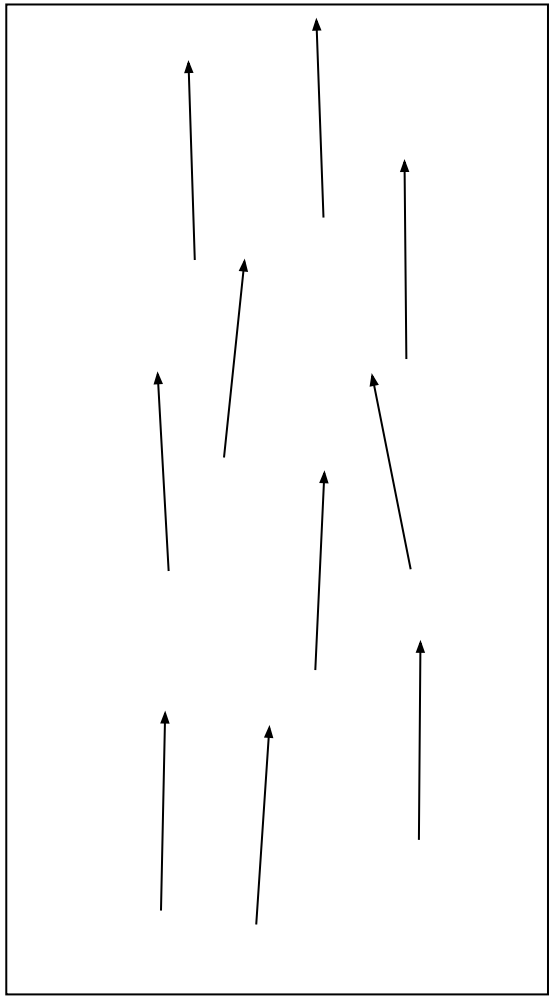
3 Hurdles to Gains In Student Learning

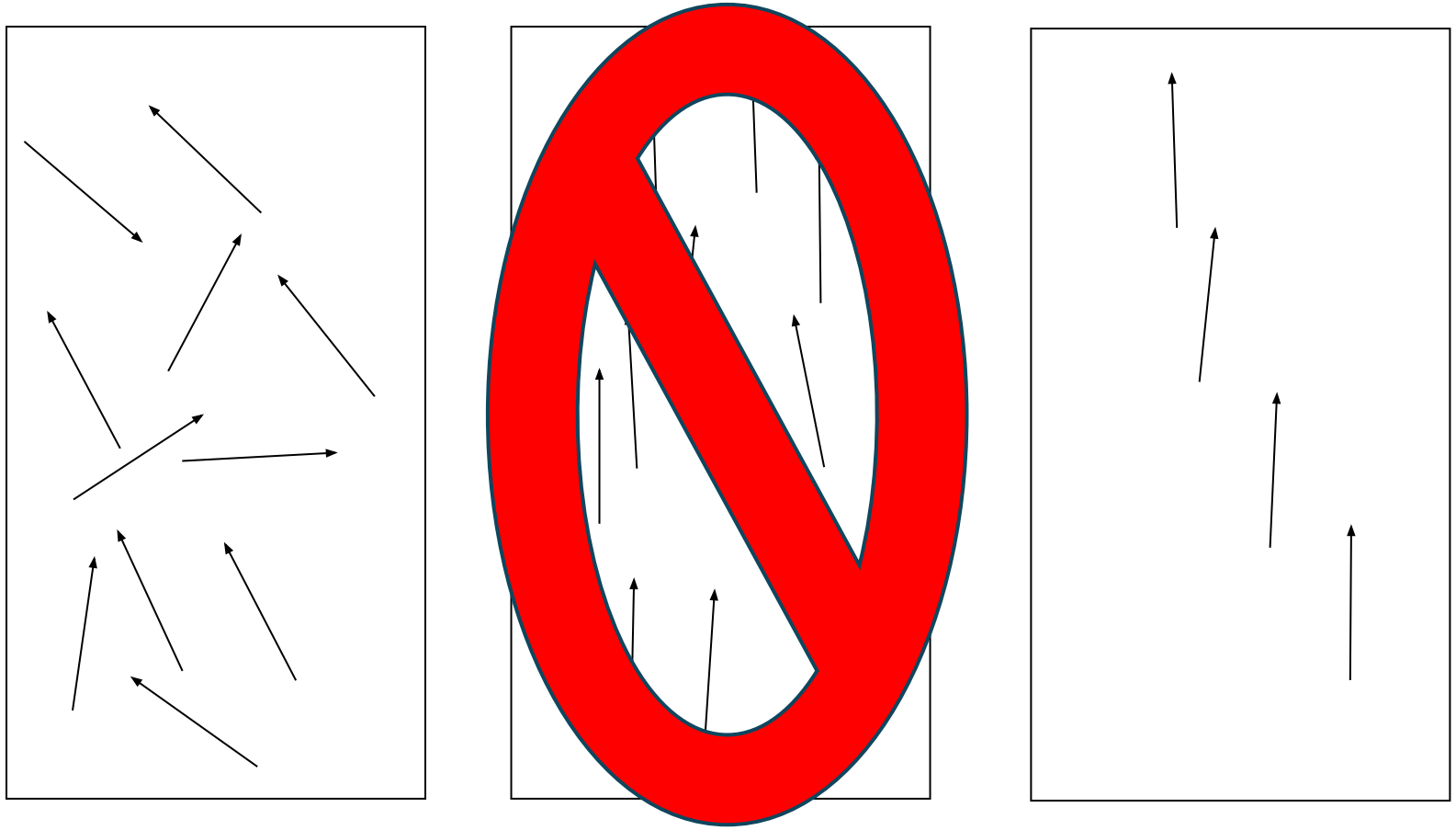
1. Lack of goals and/or goal clarity.
2. Overwhelming number of programs to address the concern
   - No program evaluation based on data
   - Sacred cows or “I feel it is effective”
3. Unaware or unresponsive to practices detrimental to successful goal attainment
   - Intervention pullout during core instruction
   - Whittling away of instructional time by starting late, leaving early, excessive time in self-directed learning
   - Incongruent instructional materials, intervention practices
   - “Important” interruptions to instruction for announcements, convocations, guest speakers, “culture building events”



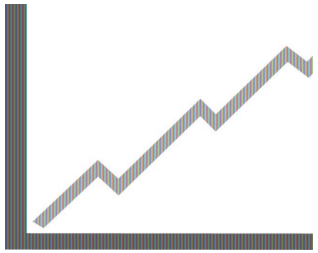

PLC
Professional Development
PLC
Reflection/ Revision
PLC
Data/ Evidence
Student Achievement
Professional Growth Plan
(Best Instructional Techniques)
School Goals
BCSC Goals
Indiana Academic/CCR Standards
(Guaranteed and Viable Curriculum)



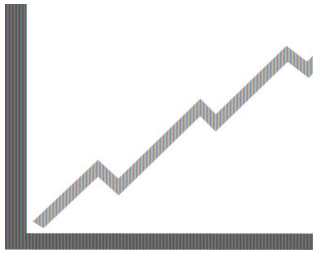




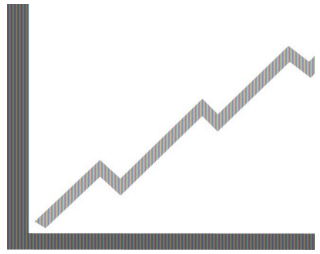
Discuss the 3 Hurdles.
Is there another hurdle we should consider?



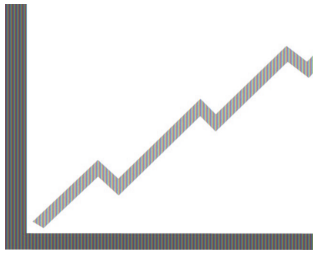
Thinking about your school, are there any hurdles that need to be removed?
If so, what are they?



Collective efficacy is the shared conviction that educators make a significant contribution in raising student achievement.
(Hatti, 2020)

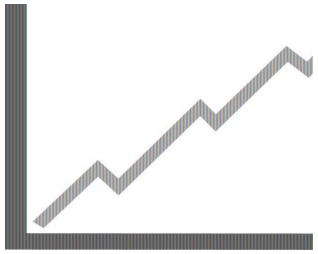


Collective efficacy was **three times** more likely to contribute to student achievement than any other influences on student learning. (Hatti, 2016)



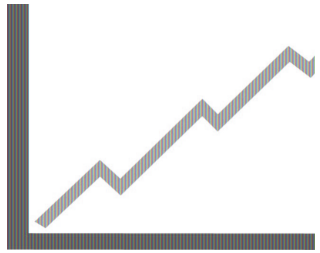
“When teams experience success and attribute that success to causes within their control, collective efficacy increases and teams come to expect that effective performance can be repeated.”

Collective Efficacy by Jenni Donoho



The Power of Psychological Safety

	Low Standards	High Standards
High Psychological Safety	Comfort Zone	Learning & High Performance Zone
Low Psychological Safety	Apathy Zone	Anxiety Zone



From: *The Fearless Organization* by Amy Edmondson

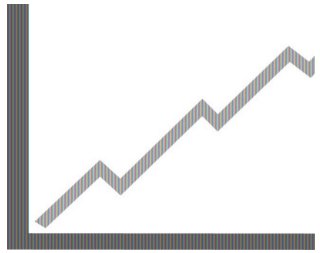
Accountability

- Hierarchical (Done to)
- Focuses on the problem
- Critical
- Short-term
- Out of my control

OR

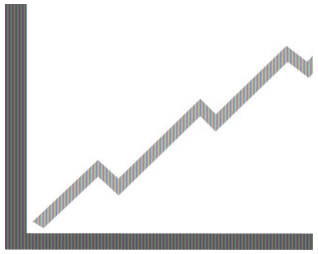
Capacity Building

- Collaborative (Done with)
- Focuses on improvement
- Affirming
- Long-term
- Led by me



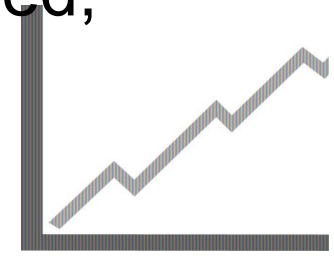
The Evolution of Goals

- No goal
- No specific goals
- Specific goal with no measurable checkpoints toward the achievement of the goal.
- Specific goal with measurable checkpoints toward the achievement of the goal but not effectively communicated.
- Specific goal with measurable checkpoints toward the achievement of the goal, well communicated but everyone does not know/understand his/her role in achieving the goal.



The Evolution of Goals (Continued)

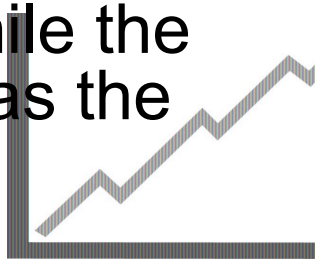
- Specific goal with measurable checkpoints toward the achievement of the goal, well communicated but everyone does not know/understand his/her role in achieving the goal.
- Specific goal with measurable checkpoints toward the achievement of the goal are well communicated, everyone understands his/her role in achieving the goal, yet checkpoints are not reviewed as planned.
- Specific goal with measurable checkpoints toward the achievement of the goal are well communicated, everyone understands his/her role in achieving the goal, checkpoints are reviewed as planned, current practices are not reviewed, adjusted if necessary or celebrated.



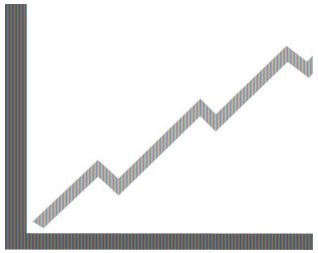
The Evolution of Goals (Continued)

- Specific goal with measurable checkpoints toward the achievement of the goal are well communicated, everyone understands his/her role in achieving the goal, checkpoints are reviewed as planned, current practices are not reviewed, adjusted if necessary or celebrated.
- Specific goal with measurable checkpoints toward the achievement of the goal are well communicated, everyone understands his/her role in achieving the goal, checkpoints, along with current practices are reviewed as planned, adjustments are made if necessary—and well communicated; midpoint celebrations take place to build momentum toward the final outcome. *

*Upon achievement of the goal, a rigorous review takes place while the outcome is fresh in everyone's mind and what is learned serves as the foundation for the following year's goal.

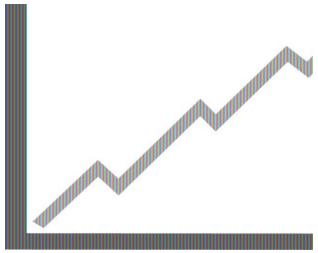


What are some ways we can keep the goal front and center…of our staff, students and community?

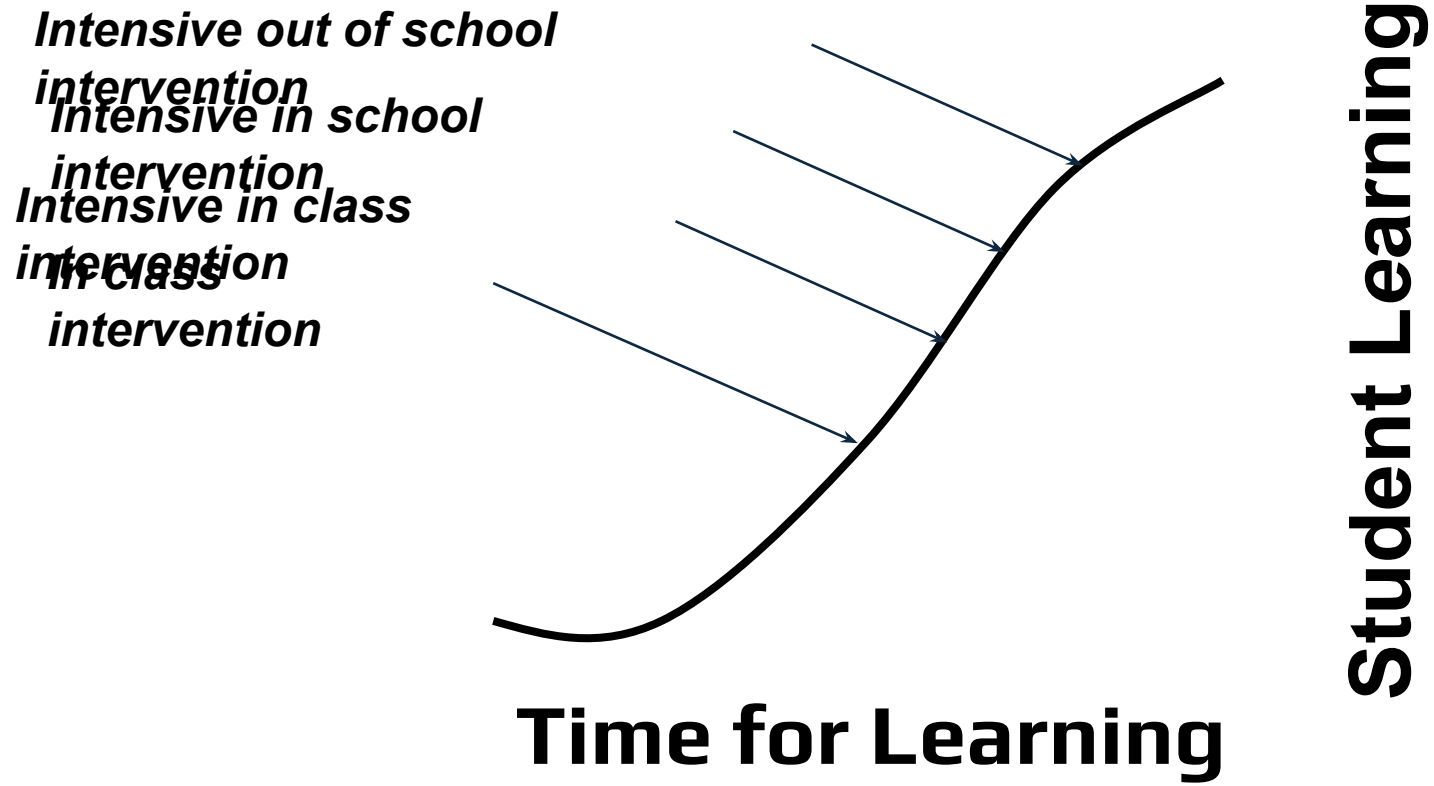


What is the strength of our goal setting process?

Where is an area we can improve on our goal setting process?



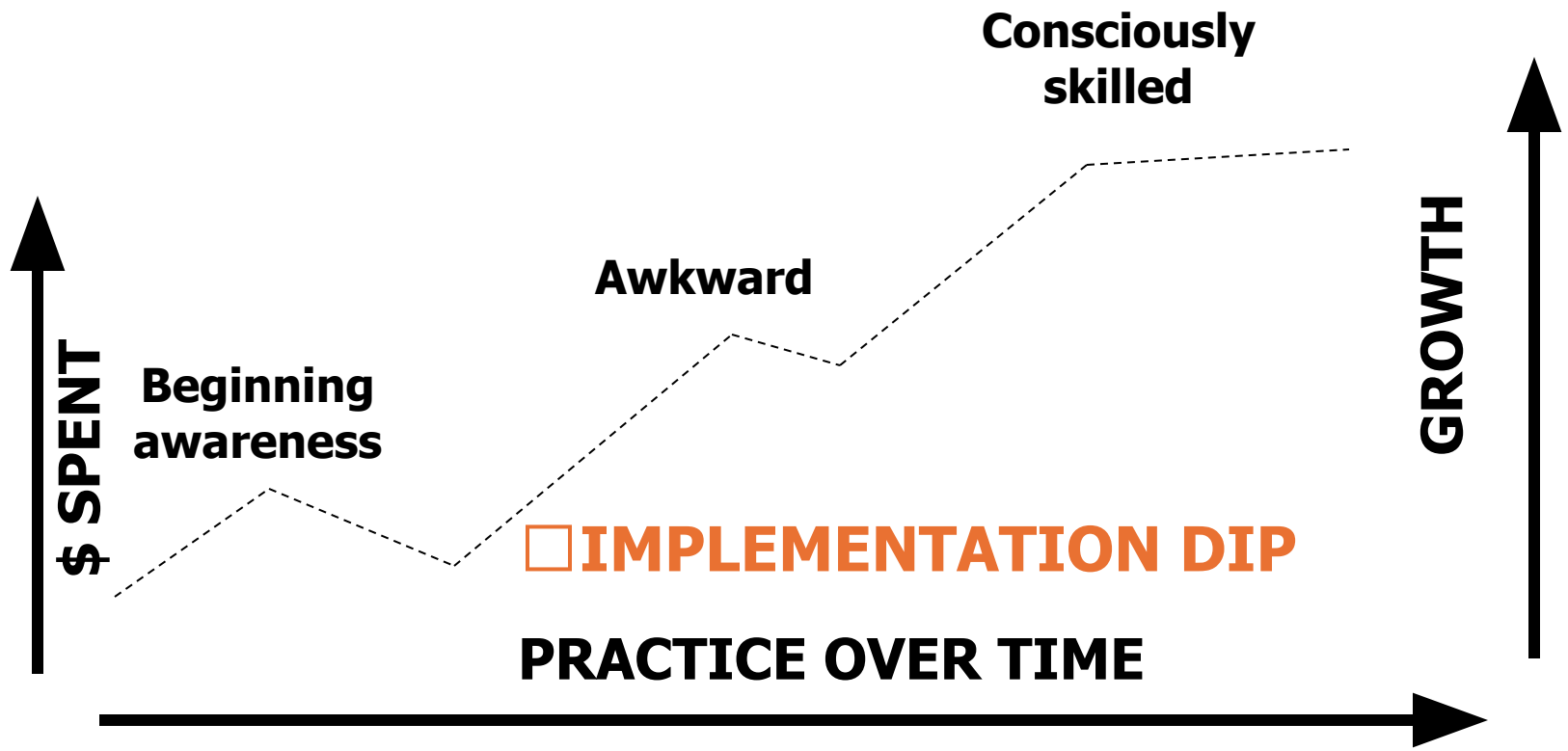
J Curve


Intensive out of school intervention
Intensive in school intervention
Intensive in class intervention
In class intervention
Student Learning
Time for Learning

What we've learned

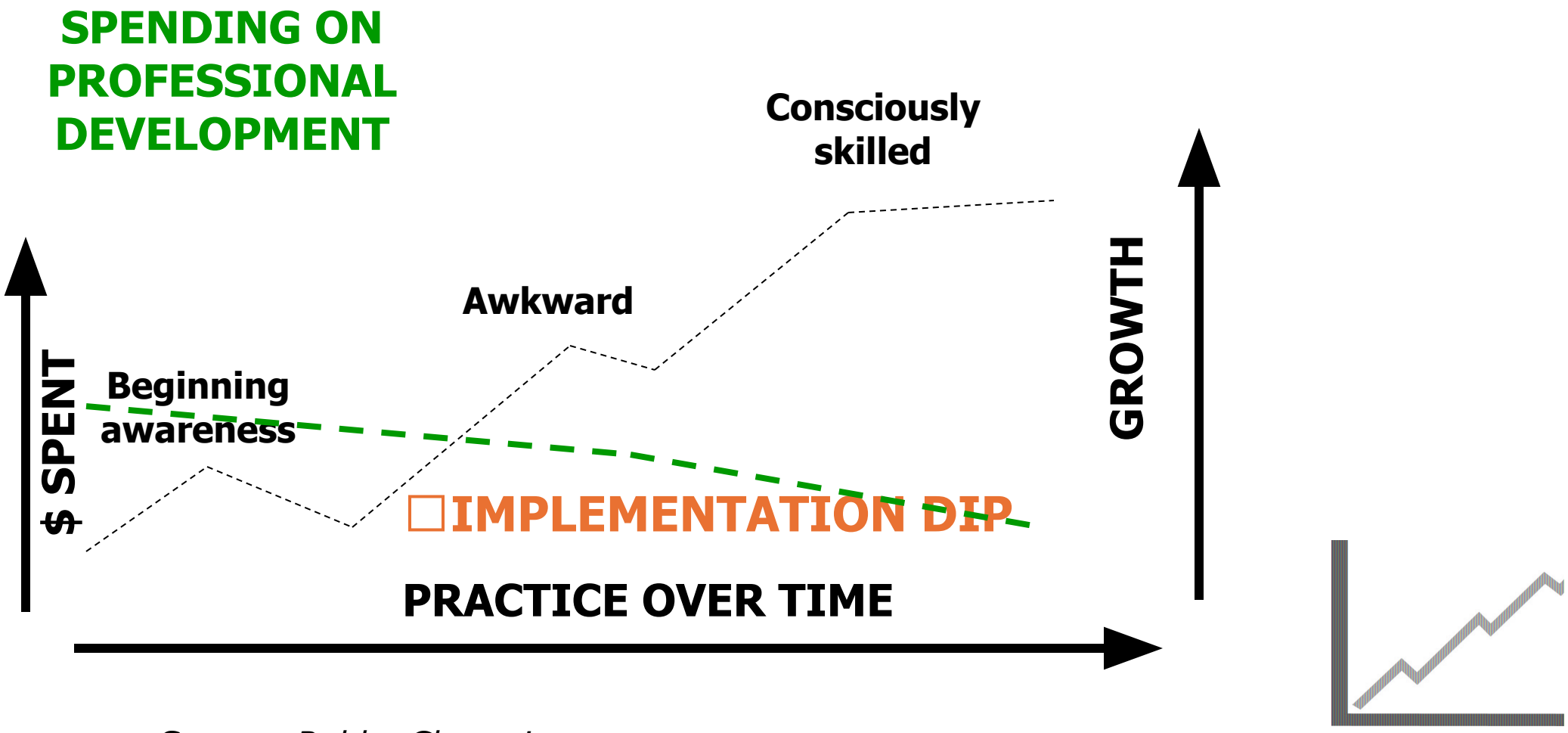
1. Be careful not to exit students from intervention too soon.
2. There are some great predictors and some not so much—know the difference
3. Be sure you know what you are predicting and it matters: Be specific in the problem you are identifying—everyone should know what the problem is, how we are trying to fix it and the progress we are making. This must be reviewed on a regular basis.
4. Don't rule out common sense and generalities but supporting data is important
5. There is a thing as too many or too much assessment
6. Common assessments increase dialogue about what is important to teach, but more importantly defines the level of quality of student performance.
7. Formative assessments done correctly are the most important tool for increasing student learning and teacher effectiveness.
8. Integrate goal setting into PLC—regular checkpoints toward the goal
9. Can't argue with the data—correlation is a powerful thing.

Model for Spending During Professional Development Process



Source: Robby Champion

Model for Spending During Professional Development Process



Source: Robby Champion

Place a good person in a bad system and the system will win every time.

Goal Work Time: Develop your school student learning goals. Refer to the elements of effective goals to help guide your development and/or revision of the goals.

Summary

- In one sentence, share a new idea you had today.
- In one sentence, share an idea or practice currently in place that was reinforced.
- In one sentence, share one thing from today that made you most uncomfortable and/or disagreed with.
- In one sentence, what one change can you make that will provide the greatest leverage to increase student and/or adult learning.
- What is one question you have?