"Must Haves" for Goal Setting and Learning Targets

Minimal requirements for all integrated and full-day classrooms at the ELC:

STUDENT GOALS:
- Starting with ELA only, focus on Letter ID first (optional to add in number recognition for math if desired)
  - -----ELA focus must be individualized for each student. Options include matching, receptive identification and expressive identification. Once students master letter ID, move on to letter sounds or sight words next, depending on the child. Letters sounds are recommended first before sight words.
- Each class must have at least **two** clubs (examples could include the 13 and 26 club as this matches our PS and PK benchmark goals and provides more individualization). You are welcome to have more than 2.
- Each class has visual posted to see who has met their goals
- All teachers need to have some sort of student goal tracker sheet that is kid-friendly
  - --Examples:
  https://docs.google.com/spreadsheets/d/1ZFuhR3cCzH5mFLwGcvAqi7ZXB7MqojgxFvLx5SooB-g/edit#gid=0

  https://docs.google.com/document/d/1-XQ-G7RA0unm3MITsoQ3rlHv4EA7YLEfT07auroQrMk/edit

FEEDBACK ON GOALS/CELEBRATION OF GOALS:
- Each student must be awarded the opportunity to meet one-on-one with their teacher to gain descriptive feedback on his/her progress towards the goal, at least **TWICE** a quarter.
- Even though you are formally providing descriptive feedback at least twice a quarter, please make sure you are using the vocabulary throughout your day (example, we are doing the ABC chart so we can…..)
- Student goal tracker sheets and teacher conferencing notes may be organized according to the teacher's preference (one binder with tabs, individual folders, etc.). However, it must be easily accessible and used frequently in the classroom.
- The celebration of each child's success on his/her goals is up to the discretion of the teacher. Please just consider that goals must be attainable enough for all students to receive a celebration at some point in the school year. The more frequent, the better! And in many cases, the more quickly they are recognized, the more effective it will be.

FOCUS WALL with "I am learning" statements
-One math, one ELA, and character trait posted at minimum
-Can go above and beyond: shape/number, colors, ABC chart, etc.

Progression of Skills for "I Can Statements"

ELA:

*Letter ID Focus

Progression to teach Letter ID: "I am learning about the letter ____".
*First uppercase then repeat for lowercase letters
I am learning to match the letter ____.
I am learning to say the letter _____.
I am learning to sort what is and is not the letter _____.
I am learning to find the uppercase letter ____.
I am learning to describe the letter _____.
I am learning to trace the letter ____.
I am learning to write the letter _____.
I am learning to make the letter sound.
I am learning to sort the uppercase and lowercase ____.
I am learning to say a word that starts with the letter _____.

MATH:

Math Focus

Progression for Number ID: "I am learning"
I am learning to match the number ____.
I am learning to say the number _____.
I am learning to sort what is and is not the number _____.
I am learning to find the number ____. (Receptive)
I am learning to count to ___.
I can show the number ___ (With fingers).
I am learning to describe the number _____.
I am learning to trace the number ____.
I am learning to write the number _____ with a model.
I am learning to write the number __ independently without a model.
I can count out the number __ with items (Manipulatives). (1:1) (ten frame)

Progression for Shape ID: "I am learning"
I am learning to match shape manipulatives.
I am learning to match shape pictures.
I am learning to sort the shape.
I am learning to find shape cards in the environment
I am learning to identify the shape
I am learning to describe shape
I am learning to create the shape with manipulatives

I am learning to draw the shape with my finger in the air.
I am learning to trace the shape
I am learning to draw the shape with a model
I am learning to draw the shape independently
I am learning to find objects that are shapes in everyday things (example: circle=wheel, pizza slice =triangle)

Progression of learning targets/focus wall/feedback:

- In clear language, I communicate the learning targets to my students.
- I engage students in clarifying any ambiguous terms in the learning target.
- My students can accurately describe the learning targets.
- I engage students in defining what success of the learning target looks like.
- My feedback to students is descriptive and timely, helping students to know how to close the gap in their learning.
- My students are actively learning to manage their own learning through self-assessment and goal setting.
- I ensure students use feedback to revise and refine their work.
- My students actively and effectively communicate with others about their achievement status and improvement.