



Big Goals

Putting the TRANSFORMATION in ETO



- On average, less than 20% of our students read on grade level
- Our schools are labeled 'persistently failing' by the state of Florida
- Our students are brilliant, talented and capable
- Our teachers hold the key to igniting our students' potential
- Only way to sustainably improve student performance is through improving the teaching and learning in our schools.

As a teacher in the ETO, you are leading a revolution of transformation for our students. Every day, every moment in your classroom counts to insure students catch up and access the opportunities they deserve. It starts with you taking the lead.

Student learning and transformation



STUDENT ACHIEVEMENT

To what extent will students emerge from this classroom on a path of expanded opportunities due to major academic and personal growth?

CULTURE OF ACHIEVEMENT

To what extent are students “on a mission” toward a destination that matters to them?

RIGOR

To what extent are students engaging deeply with content and skills needed for success in this course & beyond?



Goal driven teaching and learning

- WATCH TAYLOR DELHAGEN VIDEO
- SHARE TAYLOR REFLECTION ON THE YEAR

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Teacher Leadership

To what extent is this teacher “on a mission” toward a clear vision and constantly striving to operate as an effective leader?

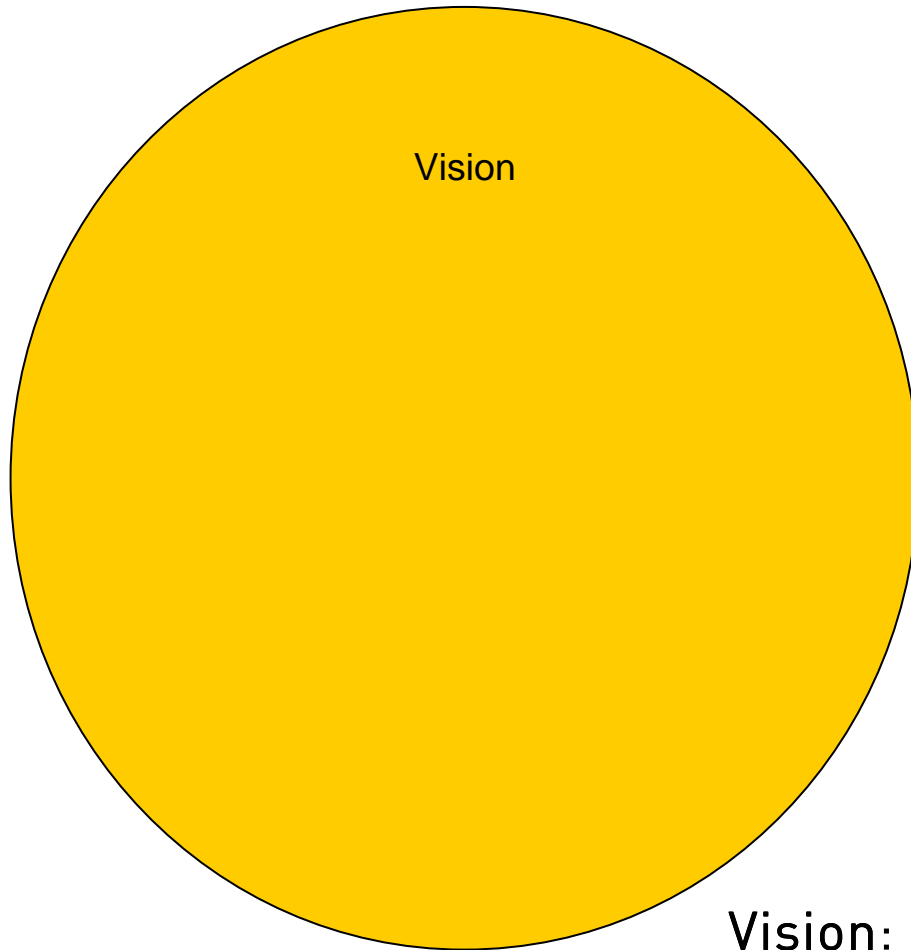
To what extent is the teacher ...

- ... setting a strong vision / big goal & constantly investing students and influencers?
- ... planning purposefully and executing effectively to reach the vision/goal?
- ... working relentlessly to maximize learning & continually increasing effectiveness?

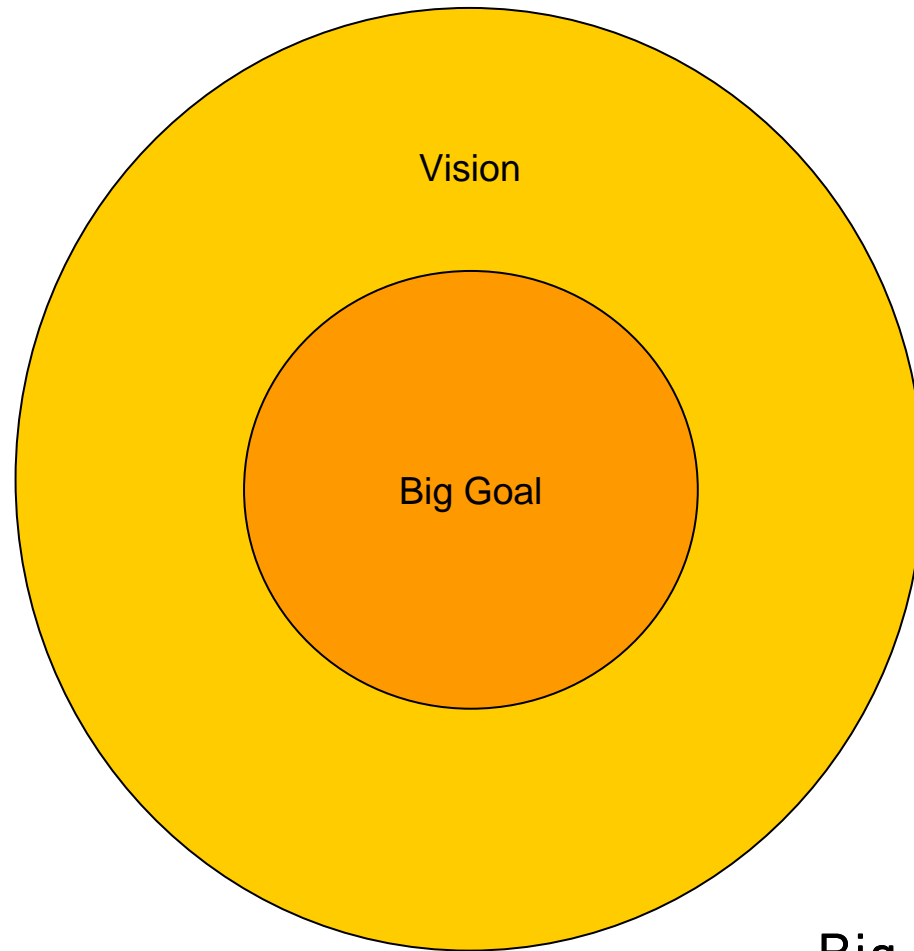


Big goals and transformation

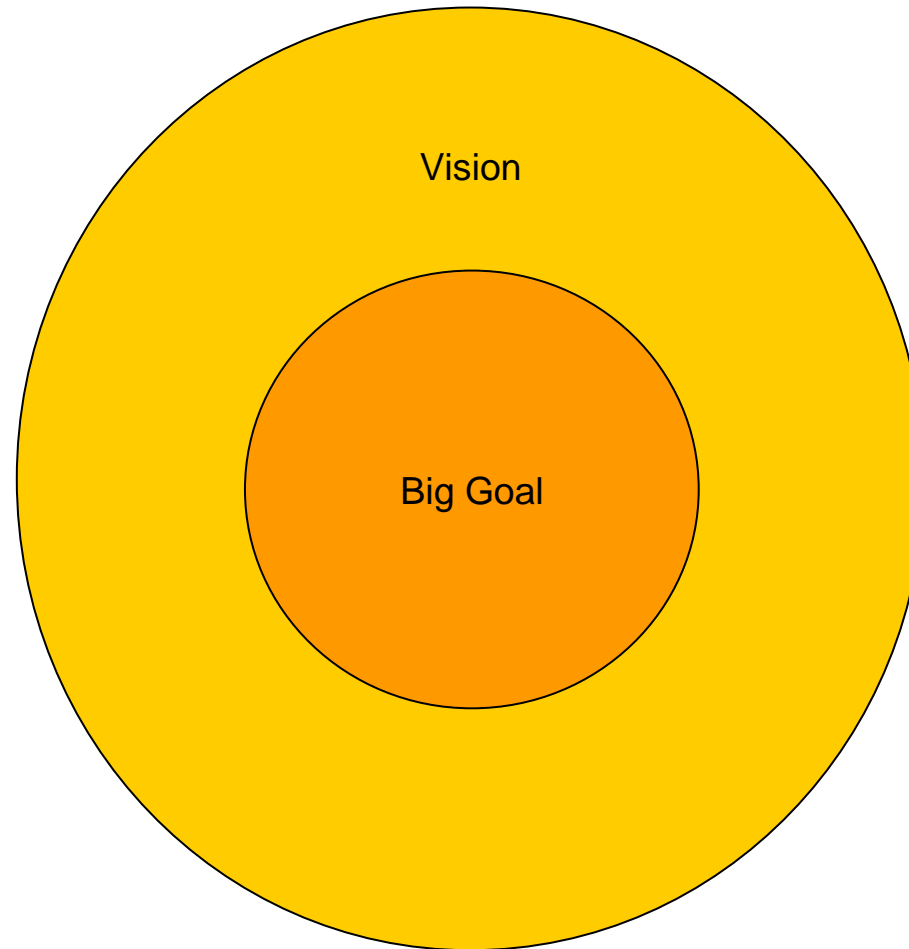
- My students are behind, my school is on notice and under a tight watch, I must see improvement and make sure I am doing what I'm told to make things better.
- My students did better on the interim than other teachers in my department and I heard they were the highest scores in the ETO.
- My students have gone up X% since the baseline.
- My students are not positioned to access the opportunities they deserve, specifically, they aren't on track to be college ready. I am the leader in my classroom who can make them ready.
- By the end of the first quarter, my students needed to show mastery of X, Y, Z thing to be on track to achieve our goal. They mastered X and Y, but not yet Z.
- If my students don't master Z, they won't be in a position to access the opportunities they deserve.



Vision: All we want students to accomplish – now and over time – so they can earn outstanding academic and life opportunities. All we want to be true of our classroom in service of increasing student achievement.



Big Goal: The bold, measurable and public declaration of what students will achieve this year in pursuit of that vision.



WHY BIG?



For example...

A transformative, Big Goal –

- Mr. Shah's Science Class

100 students will pass the 11th grade science FCAT and be positioned to take and succeed in upper level science in 12th grade – increasing their college readiness.

Big Goals provide...



Reason to work hard and the focus to work smart



For example...

We will grow as readers and writers



Students will enter 11th grade on level by growing an average of X on Fair, passing the reading FCAT and with one excellent, grade level writing piece in persuasive, expository and narrative writing.

We will pass FCAT



We will master grade level content with an average of 80% so that we can pass the FCAT and enter 10th grade on track to take and succeed in AP classes.



Qualities of a BIG GOAL

BOLD



Put a stake in the ground about what our students are capable of that pushes the limits of what others think is possible

MEASURABLE



Leave no room for ambiguity – it's easy to tell whether students have or have not met the goal.

INSPIRING



Worth working toward because achieving them will make a significant difference for students.

Qualities of a BIG GOAL

BOLD



RIGOROUS
HIGH EXPECTATIONS

MEASURABLE



STRONG ASSESSMENTS
ALIGNMENT
BENCHMARKS FOR ACHIEVEMENT

INSPIRING



OPENS ACADEMIC DOORS
WORTH DOING

Group Discussion



How can I go about developing my vision and big goal?

Establishing YOUR Vision and Big Goal



What pathways would position your kids for outstanding academic and life opportunities? Given your context, what key milestones must your students accomplish this year to access those pathways?





What knowledge and skills must your students master this year to perform at or above the level of peers in more affluent communities and gain access to key pathways to opportunity?



What traits and mindsets are necessary for your students to achieve academically and pursue life-changing opportunities this year and ongoing?



Given your students' own interests and ambitions, how will you shape the Big Goal so that it can be wildly motivating?

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**What role can my vision and big goal play
– or fail to play –
for me and my students?**

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Daily work with a Big Goal – a preview



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- **Planning Purposefully**
 - what do students need to learn and by when to achieve this goal?
- **Tracking with data** (*different from just having data*)
 - where are students against the goal?
 - do students and their influencers know where they are and what it will take to achieve the goal?
- **Rigor**
 - what level of work will really get us there?
- **Culture of Achievement**
 - are students and teachers working relentlessly in service of achieving the goal?



Taking Action – NEXT STEPS

How do I go about developing my vision and big goal?

- Resources to help:
 - Online tutorial
 - www.teachingasleadership.org
 - Materials from today
- Check your goal for action. Consider:
 - Does achieving this deeply matter to my students' futures?
 - Can I work purposefully toward achieving this goal?
 - Does this goal fire me up? Will this be a good 'north star' for the year? Will I care about achieving this all year long, come hell or high water?