

## Goals for Implementation

*This resource shares considerations about setting specific goals in the following areas: teacher practice, student and staff investment, and student growth, as well as sample goals and outcomes for each area.*

### Sample Goals and Outcomes:

Target	Measurement	Year 1 Goal	Considerations
<b>Student and Staff Investment</b>	<p><b>Teacher and Leader Survey:</b> We will send an electronic survey to educators at the end of each quarter. We will have a survey for teachers and a survey for principals/coaches. Surveys are on a 5-point scale (Agree, Somewhat Agree, Neutral, Somewhat Disagree, Disagree). Surveys will be anonymous.</p> <p><b>Student Survey:</b> We will ask all teachers to choose five students to take a pencil and paper survey each quarter. The survey will be on a 3-point scale (Yes, Kind of, No). Teachers should try to choose five new students each quarter.</p>	<p>A 1.5 point increase on the scale from the beginning of the year to the end of the year.</p> <p>A 1 point increase on the scale from the beginning of the year to the end of the year.</p>	<p>Early implementers shared that their levels of investment in the materials increased throughout the school year as they gained confidence in using them and saw their students rise to the level of rigor. Consider setting a goal around improvement in investment over time or incremental goals around growth.</p>

	See below for sample survey questions for teachers and students.		
<b>Teacher Practice</b>	<b>Walkthrough Data:</b> As leaders conduct informal walkthroughs and formal observations, they will document the use (or evidence of the use) of strategies in classrooms on the walkthrough form.	Teachers will exhibit growth from baseline as measured by our walkthrough tool. Each teacher will have a goal they are working towards and as a system, we'll see an average of 1 point improvement across focus indicators on our walkthrough tool.	As teachers become more familiar with the materials, systems and schools can shift their focus to ensuring that the materials are being used effectively. Consider establishing a focus area for teachers as defined by a shared walkthrough tool (for example, in ELA, that might be ensuring that students use precise and accurate evidence to support answers). This focus area can be system-wide or specific for individual teachers. In addition, using a walkthrough tool that is aligned to the system's vision can be helpful as well, as it provides a concrete set of look-fors and can also be used as a coaching tool for teachers, coaches, and leaders.
<b>Student Outcomes</b>	Student performance on curriculum-specific common assessments (i.e. End of Module/Unit assessments)	Students will exhibit growth in proficiency on curriculum-specific assessments.	When adopting materials, many schools experience an "implementation dip" in the first year as a result of the significant increase in rigor in daily tasks. Because this adjustment takes time for both teachers and learners, it is

			important to make considerations when setting goals in this area. When making goals for student learning, review II.2 on assessment and grading.
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Sample Questions for Surveys	
Teacher satisfaction with the curriculum	<ul style="list-style-type: none"> <li>▪ The curriculum provides me with resources that help me reach all students</li> <li>▪ The curriculum has helped me build knowledge in my content area</li> <li>▪ The curriculum is helping my students learn</li> </ul>
Teacher knowledge and confidence with the curriculum	<ul style="list-style-type: none"> <li>▪ I understand how to use the curriculum</li> <li>▪ I am confident in my ability to teach a full lesson with the curriculum</li> <li>▪ I understand the learning goals of the unit I'm currently teaching</li> </ul>
Teacher satisfaction with curriculum supports	<ul style="list-style-type: none"> <li>▪ Trainings on the curriculum help me understand and use the materials</li> <li>▪ PLCs help me understand and use the curriculum</li> <li>▪ Observations and feedback from my coach help me understand and use the curriculum</li> <li>▪ Meetings with my coach help me understand and use the curriculum</li> <li>▪ Observations and feedback from my principal help me understand and use the curriculum</li> <li>▪ Module walkthroughs help me understand and use the curriculum</li> <li>▪ I have the support I need to understand and use the curriculum</li> <li>▪ I have resources that help me understand and use the curriculum</li> </ul>
Specific questions for leaders	<ul style="list-style-type: none"> <li>▪ I have the information and resources I need to support teachers at my school in implementing the curriculum</li> <li>▪ The work I do as a principal/coach supports teachers in understanding and using the curriculum</li> </ul>

	<ul style="list-style-type: none"><li>▪ The curriculum is helping teachers improve their instructional practice</li><li>▪ The curriculum is helping students learn</li></ul>
Sample questions for student surveys	<ul style="list-style-type: none"><li>▪ Do you find class interesting?</li><li>▪ Is the material you study in class relevant to your future?</li><li>▪ Is the material you study in class challenging?</li><li>▪ How do you typically feel in class?</li></ul>