

Goal Setting

Now that you have completed all the Toolkit modules, take some time to reflect on your progress as a writing instructor. Use this activity to develop new short-term and long-term goals for your writing instruction by considering the successes and challenges you recognized through collecting and examining student data in Modules 1 and 2. Remember to create specific and measurable goals. When you have completed the activity, share your goals with a coach or instructional leader in your school for feedback and support.

Reflecting on Progress

In this section, take a moment to reflect on the progress you made in your writing instruction as well as the challenges you encountered. Additionally, consider how student data inform your understanding of students' writing progress and room for growth.

Reflection on progress

What progress do you feel you made in your writing instruction (e.g., improved student engagement, increased use of the writing process, writing across more subjects)?

Related recommendation(s):

What challenges do you continue to face in your writing instruction (e.g., difficulty modeling strategies, low student motivation, lack of student independence)?

Related recommendation(s):

How do student data inform your understanding of students' writing progress and room for growth (e.g., analyzing writing samples, reviewing assessment scores, observing writing conferences)?

Related recommendation(s):

Developing Short-Term Goals

Identify two specific short-term goals related to writing instruction that you would like to achieve in the next month. A short-term goal should be a change you can make in your writing instruction over the course of a few lessons or a unit. These goals should address the challenges you identified and align with the progress you want to make in your writing instruction.

Short-term goal example

What do I want to change in my instructional practice?

I want to provide feedback on each student's writing goal at least once a week.

Related recommendation(s):

Recommendation 4: Create an engaged community of writers

What steps do I need to take to work toward my goal?

I will have weekly student data and will be able to identify students' current progress toward their writing goals.

How will I know if I accomplished my goal?

Print out goal cards for students, tape goal cards to writing folders, leave time during writing lesson to circulate and fill out goal cards for about a quarter of students as students are working independently.

Short-term goal 1

What do I want to change in my instructional practice?

Related recommendation(s):

What steps do I need to take to work toward my goal?

How will I know if I accomplished my goal?

Short-term goal 2

What do I want to change in my instructional practice?

Related recommendation(s):

What steps do I need to take to work toward my goal?

How will I know if I accomplished my goal?

Developing Long-Term Goals

Identify two specific long-term goals you would like to achieve over the next few months or more. A long-term goal should be a change you want to see in outcomes for your students or classroom. These goals should align with your vision for writing instruction and address the progress you aim to make based on student data.

Long-term goal example

What student outcomes do I want to change in my classroom?	<i>I want all students to be able to write independently and uninterrupted for 20 minutes at a time.</i>
Related recommendation(s):	<i>Recommendation 2a: Teach students the writing process</i>
What steps do I need to take to work toward my goal?	<i>All students will be able to outline, draft, or revise continuously for 20 minutes.</i>
How will I know if I accomplished my goal?	<i>I need to teach students strategies for each component of the writing process, I need to model being flexible with strategies, I need to slowly build up stamina by having students write for longer and longer stretches at a time (and celebrate when students reach each new time goal).</i>

Long-term goal 1

What student outcomes do I want to change in my classroom?

Related recommendation(s):

What steps do I need to take to work toward my goal?

How will I know if I accomplished my goal?

Long-term goal 2

What student outcomes do I want to change in my classroom?

Related recommendation(s):

What steps do I need to take to work toward my goal?

How will I know if I accomplished my goal?

Monitoring and Evaluating Progress

Monitoring your progress and evaluating the effectiveness of your instruction is crucial for continuous growth as a writing instructor. In this section, decide how you will monitor your progress toward your short- and long-term goals, identify the resources and support you need to meet your goals, and plan for acknowledging and celebrating your achievements along the way.

Monitoring and evaluation
Goal 1:
Goal 2:
Goal 3:
Goal 4:

How will I monitor my progress toward my goals (e.g., regular self-reflection, data analysis, peer observations)?

What resources or support do I need to help achieve my goals (e.g., professional development opportunities, access to writing materials, collaboration with colleagues)?

How will I celebrate and acknowledge my achievements as I make progress toward my goals (e.g., sharing successes with colleagues, recognizing students' growth, personal rewards)?

Share your completed worksheet with your coach or instructional leader. Seek additional feedback and insights from your colleagues and offer support and suggestions to others as well. Use this collaborative environment to refine your goals and make adjustments as needed.

Remember, setting goals is an ongoing process, and it is important to revisit and revise them periodically. You want to ensure they remain relevant and challenging and that they support continuous improvement.