

Center Grove Community School Corporation  
Goal Action Plan

Teacher \_\_\_\_\_ Year for which goal is written: \_\_\_\_\_

Areas of Certification: \_\_\_\_\_

**Baseline Condition:** (Describe the condition which the goal will address. What is currently taking place which you hope to impact by implementing your goal? What do you want to change?)

My goal will address the best practices that every teacher should include in their instruction. One aspect of best practices is using a variety of questions from Bloom's Taxonomy. Currently, my questioning, activities, and assignments in the regular classroom require students to think across Bloom's Taxonomy. However, the distribution of the levels are not equal. While I do reach the higher levels of Bloom's Taxonomy, my questions/activities focus on the low to mid levels.

**Goal:** (Describe the ideal state you are trying to achieve. What will be taking place with implementation? The goal should be a natural progression from the description in the Baseline Condition.)

I will achieve an even distribution of questions/activities from Bloom's Taxonomy during classroom discussions and homework for \_\_\_\_\_ novel study. This means an equal amount of low, mid, and high level questions. Reaching this goal will help promote thinking and address the corporation goal of creating problem solvers.

**Anticipated Challenges:** (Describe those conditions which might have to be overcome in order to progress toward the accomplishment of the goal. What can stop or slow you down?)

1. Some students may not know basic concepts that are required before they can reach the mid and high levels of Blooms.
2. Meeting the higher level of Bloom's Taxonomy may be difficult based on the unit of study and the time of the unit. For example, if students are learning a new concept, such as gerund phrases, the first several days of the unit require many low level questions to ensure basic understanding.

**Strategies:** (Describe specific actions which you hope to utilize that will lead to the accomplishment of your goal. How will you get to your goal? Think about people and material resources).

1. One of my strategies includes tiering. Some students will not be prepared to reach the high levels of Blooms on a particular concept. Instead of allowing this to prevent those students who are prepared from reaching those levels, I will create tiered assignments/activities to reach the higher levels.
2. KWLs will be a helpful strategy. They will help me assess student knowledge and show me what they need to know before I can reach the higher level of Bloom's Taxonomy.
3. Classroom discussions is another strategy I will use. Discussions will help breed thought as students can respond to other students.
4. I will also use a variety of strategies to extend student thinking. Such strategies include "Think-Pair-Share" and follow up questioning.

**Evidence of Attainment:** (Describe what you will be able to use at the end of the year to show/demonstrate progress toward your goal. How will you know that you have had impact on the baseline condition?)

1. I will keep track of the numbers of times I have reached certain Bloom's Taxonomy levels when creating lessons or planning discussions.
2. I will use pre and post tests that demonstrate an improvement in a student's ability to respond to higher level questions.
3. I will share artifacts that demonstrate progress toward my goal such as lesson plans from the unit and final products from classroom activities.
4. Literacy coach Kathy Sagorsky will periodically visit my room to track the levels of Bloom's Taxonomy that I am reaching during a lesson.

*Date Submitted*

*Teacher  
Initials:*

*Administrator*

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\_\_\_\_\_

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*Initials indicate approval of the goal.*

## **PERSONAL REFLECTION ON GOAL COMPLETION**

**REFER TO CURRENT YEAR'S GOAL(S)**

*Reflection and Celebration:* Evaluate your progress toward attainment of the goals and specific strategies. How did you reward yourself for your achievement?

In order to obtain my goal, I began using the literacy strategies on the quick reference guide. Think-Pair-Share was one of these strategies. With this strategy, I generally asked mid level questions, which required some think time for students. After 30 seconds, the student turned and shared their thoughts. Although this strategy was simple, it was effective. Think Alouds was another strategy that I incorporated into lesson plans. I modeled the activity for the students by reading and explaining my thought processes about symbolism in the passage. Then, select students read passages while explaining literary devices they found. I also used Gallery Walks. This was a way to address kinesthetic learners while students rotated to different levels of Bloom's Taxonomy questions. KWL was one additional strategy I incorporated. In order to gain insight into the time period of \_\_\_\_\_, I conducted a KWL of the 1960's.

Tiering is part of my teaching, but it was necessary for this unit to help improve my ability to reach higher level thinking. For my \_\_\_\_\_ newscast, for example, I used tiering. First, the lesson was tiered because I allowed student choice. Students had the opportunity to choose any significant moment from \_\_\_\_\_ to re-create. Some students had to explain the significance of the event to the novel and how it helped to continue the plot. Additionally, some students created their own dialogue vs. dialogue in the text.

Because I believe learning is a social activity, classroom discussion has always been a part of my teaching. For the first time ever, however, I achieved true discussion in class. Instead of asking questions and looking for a certain response, I asked open ended questions and invited students to create and pose questions of their own. Some student questions even generated more thoughtful responses than questions I asked. While I was still the facilitator of these discussions, I had to relinquish some control in the classroom to allow students the opportunity to ask their own questions and truly examine all aspects of the question. Even though this was a risk, it was necessary to achieve true discussion. This discussion undoubtedly allowed students to develop their critical thinking skills.

I value learning and the opportunity to improve my teaching, so I was pleased at the success of my gap. My success also helped to increase my confidence in the classroom because of the increase in student engagement. I know this student engagement is attributed to the high yield instructional strategies I have used. I have had the opportunity to share this success with my grade level colleague along with some of my ideas from the unit. Additionally, CI time has allowed me to meet with my classroom walkthrough group to share.

I'm excited to build upon my improvements in the area of classroom walk throughs in the future, and I plan on building upon these techniques to create more higher level questions for other units of study. Additionally, I will create a word wall to help the students with the language of an effective conversation.

*Additional Professional Growth Experiences During this School Year:* (Workshops, seminars, professional readings, and other activities designed to enhance professional growth.)

I had the opportunity to meet with Herb Buddon, a writing consultant. Mr. Buddon facilitated meaningful conversations about writing and the teaching of writing in our classrooms. He also provided some hands on activities to use in the classroom. One activity I have incorporated is the the 3 A's (Argue, Agree, and Apply). While reading a piece of text students highlight points they agree with, disagree with, and could apply to their lives. This helps students to engage with the material and make connections with their own lives.

Perhaps one of the biggest risks I have taken involved my use of technology in the classroom. Through technology meetings with Julie Bohnenkamp and Joanna Ray, I have thought of ways to incorporate technology in my classroom, and I was motivated to create an online course this year to use for my students. Through this course, students have had the chance to interact with the material differently and prepare for high school classes that frequently use Epsilen.

Recently, I attended Pat Quinn's RTI presentation titled "In the Trenches". Learning the terms associated with RTI and ways of implementing interventions has prepared me for response to intervention at

In order to enhance my ability to create authentic conversation in the classroom, I read *Building Literacy through Classroom Discussion* by Mary Adler and Eija Rougle. This book outlined the traditional IRE method of discussion and provided tips on creating authentic discussion. Additionally, I read numerous literacy articles provided by Kathy Sagorsky.

Goal Conference Date: \_\_\_\_\_

*Adminisrator*

Other Information Attached: Yes \_\_\_\_\_ No: \_\_\_\_\_