

SMART Goal!

Teacher(s): _____

Grade: _____

Date: _____

Circle: EO, IFEP, LEP, RFEP, or ALL

Target:

- Individual
- Small group
- Whole group
- Grade level

Specific (Goal):

1. **By April 30, 2015 all participating teachers will have established a growth mindset math classroom through the use process praise/feedback and the portrayal of challenge, mistakes, and effort as highly valuable.**
2. **By April 30, 2015 all math anxious students' interest and disposition toward math will increase as well as their growth mindset.**

Measurable (How?):

1. Checklist
2. Classroom Observations
3. Teacher Survey
4. Student Survey

Action Steps (What?):

1. State Positive Classroom Norms Everyday before the Math Lessons
2. Use checklist to daily self-monitor use of process praise/feedback & portraying challenge, effort, and mistakes valuable.
3. Use the Growth Mindset Framing and Feedback Tools to Communicate Growth Mindset Messages daily in math class.
4. Post Quotes which Communicate a Growth Mindset

Relevant (Why?):

1. We want to help reduce students' math anxiety
2. Reducing their math anxiety, increasing their growth mindset can lead to better grades and high achievement on math assessments.

Time Frame (How long?):

1. PDSA Cycle –Feb 17-20
2. PDSA Cycle-February 23-27
3. April 15th, 2015

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Teacher(s): _____

Grade: _____

Date: _____

Circle: EO, IFEP, LEP, RFEP, or ALL

Target:

- Individual
- Small group
- Whole group
- Grade level

Specific (Goal):

1. **By April 30, 2015 all participating teachers will have established a growth mindset math classroom through the teaching and learning of major concepts on brain science, brain behavior, brain building, and brain boosters.**
2. **By April 30, 2015 all math anxious students' interest and disposition toward math will increase as well as their growth mindset.**

Measurable (How?):

1. Checklist (Everyday)
2. Teacher Survey (After each Unit, about weekly)
3. Student Survey (Bi-Weekly)
4. Formative Assessments for Units 1-4

Action Steps (What?):

1. Teach Introduction and Brain Basics and Formatively Assess
2. Teach Brain Behaviors and Formatively Assess
3. Teach Brain Building and Formatively Assess
4. Teach Brain Boosters and Formatively Assess

Relevant (Why?):

1. We want to help reduce students' math anxiety
2. Reducing their math anxiety, increasing their growth mindset can lead to better grades and high achievement on math assessments.

Time Frame (How long?):

1. PDSA Cycle 1d – Introduction and Brain Basics Feb 17-20
2. PDSA Cycle 2d- Brain Behavior-February 23-27
2. PDSA Cycle 3d-Brain Building March 2nd-6th
4. PDSA Cycle 4d-Brain Boosters March 9th-13th