



Our Lady of Mercy Primary School

Lead Teacher Professional Practice File

“Lead teachers are recognised and respected by colleagues, parents/carers and community members as exemplary teachers. They have demonstrated consistent and innovative teaching practice over time. Inside and outside the school they initiate and lead activities that focus on improving educational opportunities for all students. They establish inclusive learning environments, meeting the needs of students from different linguistic, cultural, religious and socio-economic backgrounds. They continue to seek ways to improve their own practice and to share their experience with colleagues.” AITSL



School Personnel

Lead Teacher

OVERVIEW

Lead Teachers promote the school teaching and learning philosophy. They draw upon their teaching experience to serve as expert resources and mentors for new and developing teachers. They are dedicated to the improvement of the teaching profession and are able to provide constructive criticism and helpful solutions to other teachers without alienating or discouraging them. They should possess good observational and analytical skills and be able to offer fresh, creative solutions in difficult situations.

AITSL defines Leader Teacher as;

“Lead teachers are recognised and respected by colleagues, parents/carers and community members as exemplary teachers. They have demonstrated consistent and innovative teaching practice over time. Inside and outside the school they initiate and lead activities that focus on improving educational opportunities for all students. They establish inclusive learning environments, meeting the needs of students from different linguistic, cultural, religious and socio-economic backgrounds. They continue to seek ways to improve their own practice and to share their experience with colleagues.”

ROLE DESCRIPTION

A Lead Teacher:

Promotes professional learning for continuous improvement

The Lead Teacher will strive for ongoing professional excellence. They will keep up to date with the latest educational trends and research. They will participate in formal and informal professional development with an aim to inspire others. Lead Teachers apply their knowledge of effective teaching and learning to facilitate processes with an aim to improve student performance. They model reflective practice and engage teachers in an ongoing improvement cycle. Lead Teachers aim to create a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that leads to solutions to identified issues.

Facilitates improvements in instruction and student learning

Lead Teachers are highly accomplished classroom practitioners. They use their knowledge of effective classroom practice to model instructional strategies and methods of differentiation. Lead Teachers work shoulder-to-shoulder with classroom teachers to improve their teaching practice and instructional strategies. They engage in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and help make connections to research-based effective practices. For example, a Lead Teacher might help a struggling teacher focus on proven methods of teaching in order to make lessons more effective for students. They model effective practice or provide feedback to the classroom teacher through classroom observations. Lead Teachers liaise with leadership with an aim to advocate for access to professional resources and other materials, that supports teachers in effective practices and developing a professional learning community focused on school improvement goals.

Promote collaboration and not competition

Lead Teachers promote collaboration and an open door policy by acknowledging that they themselves are life long learners. They collaborate with colleagues in the design, implementation and measurement of effective lessons. Lead teachers understand the meaning of valued added data and focus on teacher impact as a means of celebrating successes. They promote teacher-to-teacher learning through initiating professional learning networks both within the school and regional communities. They encourage teachers to share their celebrations and tribulations as an acknowledgement of their ongoing aim for excellence. Lead Teachers are highly knowledgeable about the AITSL standards and assist teachers in aligning practice, pedagogy and professional development to the teacher standards.

KEY ATTRIBUTES REQUIRED FOR THIS ROLE

A Lead Teacher is a respected colleague and exemplary teacher who displays the following attributes:

- An excellent classroom practitioner
- A willingness to engage with professional networks
- A hunger for learning and personal growth
- Enjoys supporting colleagues' individual professional growth by serving in roles such as mentor, coach, and content facilitator;
- Good listening and problem solving skills
- Effective communication and collaboration skills

It is recommended that Lead Teachers do not hold another role such as – CPL, Key Literacy or Numeracy Teacher, etc...

This role does not include:

Analysing whole school data and developing curriculum plans.

While the lead teacher may engage in data analysis at a classroom level, whole school data analysis with an aim for strategic planning should be left to the collaboration of the Leadership Team and Coordinator of Professional Learning.

SUGGESTED LEAD TEACHER RELEASE TIME

In consideration of what is required to fulfil the role, individual schools determine an appropriate amount of release time for their Lead Teachers. A format of release time on an 'as needs' basis is highly encouraged due to the individual and personalised nature of teacher development. Teachers will receive release time and training to observe and work with colleagues on their instructional practice. If DOTT time is used for classroom collaboration and observations, the Lead Teacher should log this so that totals can be collated for banked DOTT purposes. Up to one full day can be paid each term in consideration of the logged DOTT time used.

REQUIREMENTS

The Lead Teacher role is allocated a 2-year minimum term with the possibility to be re-elected or return to regular classroom duties at the end of the time period. In this way, an exit strategy is embedded to allow others the opportunity to step into a leadership role.

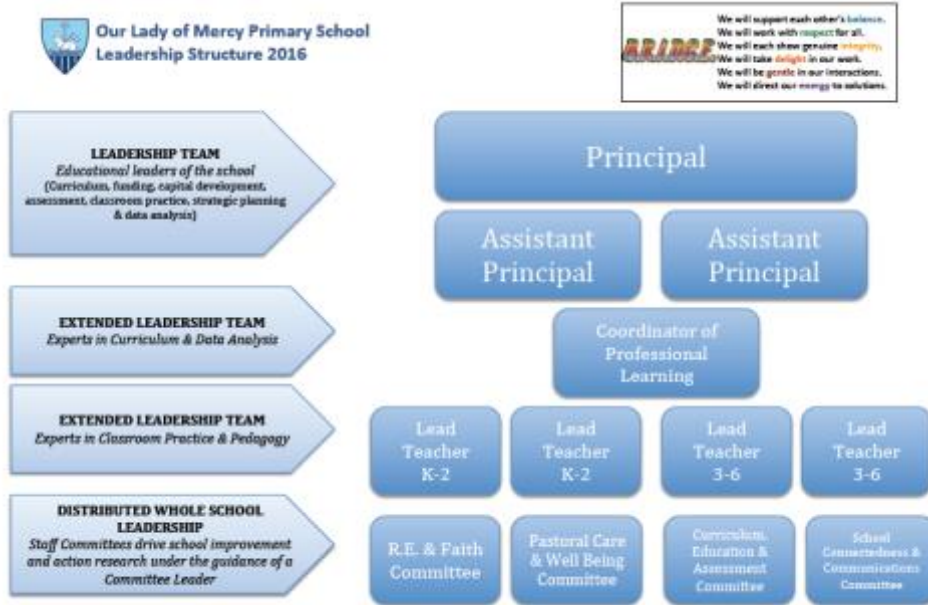
In addition to the previously listed job description, Lead teachers are required to:

1. Maintain confidentiality of teacher progress, information is to be kept within leadership and the extended leadership team
2. Keep a professional log in which all job tasks are diarised
3. Keep detailed feedback notes, providing a copy to individual teachers for their improvement in professional practice (this will assist teachers with their TRBWA requirements)
4. Meet regularly (minimum twice per term) as a group, to
 - a. support each other in moving staff along the AITSL Classroom Practice Continuum and improving instructional teacher practice
 - b. collaborate on instructional methods to improve teacher performance and student outcomes
 - c. brainstorm common problems that are preventing teachers from improving practice and design dedicated solutions
 - d. Support each other in rehearsing critical conversations to be hand with staff members
 - e. provide a brief summary report for leadership detailing celebrations and success of individual staff members
5. Encourage teachers to collaborate and learn from each other, suggesting classroom visits for observations of best practice
6. Assist teachers where required with renewal and change of status for TRBWA registrations (in consultation with your Assistant Principals / Principal)
7. Maintain their own outstanding classroom practice by undertaking in professional readings and keeping up-to-date with the latest educational trends and research

STRUCTURE

Lead Teachers are appointed by staff nomination or self-nomination. These individuals are recognised by their peers as outstanding classroom practitioners and who contribute to staff collegiality in a positive manner. New and current staff are allocated a Lead Teacher by Leadership. The Lead Teacher categories are divided into two main groups, K-2 and 3-6. There maybe times that Lead Teachers are asked to support specialist teachers also.

Lead Teachers are considered part of the extended leadership team and may be invited to various leadership meetings to guide whole school strategic instruction when required.



<ol style="list-style-type: none"> 1. Introduction meeting 2. Explain Explicit Teaching instructional model 3. Invite new staff member to observe your practice (e.g. a warm up, a spelling mastery lesson, etc...) 4. Arrange meeting to plan a lesson together for the new staff member to implement 5. View classroom practice and provide feedback (face-to-face meeting). Set professional goals. 6. View classroom practice and provide feedback on goals. 7. Repeat process every three weeks for a full term 8. This process may continue for a whole semester and when deemed ready, the teacher moves into "existing staff" observations 	<ol style="list-style-type: none"> 1. meet with staff and provide opportunity for them to explain their professional goals for improvement in relation to the EI instructional model 2. First full classroom observation against the E.I. instructional model 3. Face-to-face meeting to share your observations and recommendations (goals) against the individual teacher's goals e.g. <i>are the areas of improvement you observed also areas of improvement that they recorded as their professional goal?</i> 4. If required, set aside meeting time to help teachers design lesson plans to improve practice 5. Depending on the agreed goals and recommendations, provide a <u>minimum</u> of two classroom visits per term, however, this is dependant on the individual and your professional opinion. 6. Always provide written feedback and make yourself available for meetings as required
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FURTHER CONSIDERATIONS

Lead teachers are assigned to staff by the Principal and Assistant Principals however the following practice is accepted and encouraged;

- **Joint K-2 / 3-6 Lead Teacher observations** – for example both K-2 Lead Teachers may observe a teacher’s practice regardless of who is their assigned Lead Teacher. In this way Lead Teachers can gain an objective opinion on the teachers they are mentoring
- **Cross Cluster Observations** – Lead Teachers are encouraged to buddy up once a year and observe teachers outside their regular cluster group
- **Exemplary Practice Observations** – As Lead teachers get insight into many different classrooms, they should endeavour to direct teachers to observe each other’s practice during DOTT times or ask leadership to relieve them to do so (e.g. You may be mentoring a teacher who needs to improve their Literacy warm ups and you know of another teacher in the school who is exceptional at this, you may recommend they go and observe this teacher). This in turn encourages collaboration and not competition

Should you find it particularly difficult to work with a staff member, please consult the leadership team. It is acknowledged there may be personality clashes and at times throughout the year there may need to be a re-allocation of Lead Teachers to staff members. At all times, energy should be focused on solutions and on working together. Reallocation should be considered a last resort.

PROFESSIONAL LOG

All Lead Teachers are required to keep a professional log. The purpose of this is to record how you use your time. It need not be detailed but rather used as a reference. An example of your professional log is listed below (see table 1.0). You may choose to record by hand or set up an online Google.doc to record your time use. It is imperative that in addition to this, you keep both a hard copy and e-copy of all the teacher observations you make.

Date	Lead Teacher: Mrs X	Time (minutes allocated)
	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom observations <input type="checkbox"/> Providing feedback (email or face-to-face) <input type="checkbox"/> Teacher Meeting (e.g. lesson planning) <input type="checkbox"/> Meeting with Leadership <input type="checkbox"/> Meeting with Lead Teacher Group <input type="checkbox"/> Self-improvement (e.g. Learning how to coach with Dr. Lorraine Hammond. This could be emailing her for advice or sitting in on her coaching and observation sessions). This could also be attending a leadership course or doing a professional reading). 	
<p>EXAMPLE</p> <p>11/03/16</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom observations <input type="checkbox"/> Providing feedback <input checked="" type="checkbox"/> Teacher Meeting <input type="checkbox"/> Meeting with Leadership <input type="checkbox"/> Meeting with Lead Teacher Group <input type="checkbox"/> Self-improvement 	<p>30mins</p> <p><i>meet with year 1 teacher to provide feedback and set goals</i></p>

LEAD TEACHER RESOURCES

The following pages provide some background information and useful resources

EXPLICIT TEACHING BREAKDOWN

The following elements of Explicit Instruction must be considered before, during and after each lesson:

1. Focus instruction on critical content.

Teach skills, strategies and vocabulary terms, concepts and rules that will empower students in the future and match the students' instructional needs.

2. Sequence skills logically.

Consider several curricular variables, such as teaching easier skills before harder skills, teaching high frequency skills that are less frequent in usage, ensuring mastery of prerequisites to a skill before teaching the skill itself, and separating skills and strategies that are similar and thus may be confusing to students.

3. Break down complex skills and strategies into smaller instructional units.

Teach in small steps. Segmenting complex skills into smaller instructional units of new material addresses concerns about cognitive overloading, processing demands, and the capacity of students' working memory. Once mastered, units are synthesized (practiced as a whole)

4. Design organised and focused lessons.

Make sure lessons are organised and focused, in order to make optimal use of instructional time. Organised lessons are on topic, well sequenced, and contain no irrelevant digressions.

5. Begin lessons with a clear statement of the lesson's goals and your expectations.

Tell learners quickly what is to be learned and why it is important (WALT – We are learning To, WILF – What I'm looking for and TIB – This is because). Students achieve better if they understand the instructional goals and outcomes expected, as well as how the information or skills presented will help them.

6. Review prior skills and knowledge before beginning instruction.

Provide a review of relevant information. Verify that students have the pre-requisite skills and knowledge to learn the skill being taught in the lesson. This element also provides an opportunity to link the new skill with other related skills.

7. Provide step by step demonstrations.

Model the skill and clarify the decision-making processes needed to complete a task or procedure by thinking aloud (self-talk) as you perform the skill. Clearly demonstrate the target skill or strategy, in order to show the students a model of proficient performance.

8. Use clear and concise language.

Use consistent and unambiguous wording and terminology. The complexity of your speech (e.g. vocabulary, sentence structure) should depend on students' receptive vocabulary, to reduce possible confusion.

9. Provide an adequate range of examples and non-examples.

In order to establish the boundaries of when and when not to apply a skill, strategy, concept or rule, provide a wide range of examples and non-examples. A wide range of examples illustrating situations when the skill will be used or applied is necessary so that students do not under use it. Conversely, presenting a wide range of non-examples reduces the possibility that students will use the skill inappropriately.

10. Provide guided and supported practice.

In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance. When students demonstrate success, you can gradually increase task difficulty as you decrease the level of guidance.

11. Require frequent responses.

Plan for a high level of student – teacher interaction via the use of questioning. Having the students respond frequently (i.e. oral responses, written responses or action responses). Helps them focus on the lesson content, provides opportunities for student elaboration, assists you in checking understanding, and keeps students active and attentive.

12. Monitor Student performance closely.

Carefully watch and listen to students' response, so that you can verify student mastery as well as make timely adjustments in instruction if students are making errors. Close monitoring also allows you to provide feedback to students about how well they are doing.

13. Provide immediate, affirmative and corrective feedback.

Follow up students' responses as quickly as you can. Immediate feedback to students about the accuracy of their responses will help ensure high rates of success and reduces the likelihood of practising errors.

14. Deliver the lesson at a brisk pace.

Deliver instruction at an appropriate pace to optimise instructional time, the amount of content that can be presented, and on – task behaviour. Use a rate of presentation that is brisk but includes a reasonable amount of time for students' thinking/processing, especially when they are learning new material. The desired pace is neither so slow that students get bored nor so quick that they can't keep up.

15. Help students organise knowledge.

Because many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent and explicit. Well – organised and connected information makes it easier for students to receive information and facilitate its integration with new material.

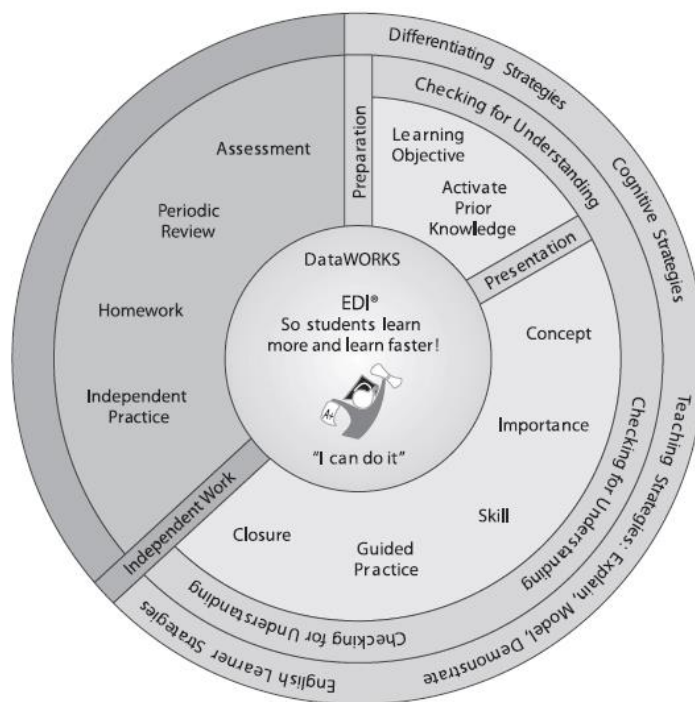
16. Provide distributed and cumulative practice.

Distributed (vs. massed) practice refers to multiple opportunities to practice a skill over time. Cumulative practice is a method of providing distributed practice by including practice opportunities that address both previously and newly acquired skills. Provide students with multiple practices attempts, in order to address issues of retention as well as automaticity.

Critical Elements of Explicit Instruction

- Optimal use of instructional time - Students engaged and on task at all times
- High levels of success at all stages
- Focused on critical content matched to students' instructional needs
- Sequenced logically - Breakdown complex skills and strategies into smaller steps
- Supported practice
- Timely feedback – immediate and affirmative

Source - Archer, A. & Hughes, C. *Explicit Instruction – Effective and Explicit Teaching*, (2011), Guildford Publications



Explicit Instruction Lesson – Observation

Teacher:

Year level:

Date:

Coach:

Topic:

Time:

Warm Up	Time:	Observations	Comments
Knowledge, strategies and rules reviewed for automaticity			
or			
Specific review of pre-cursor skills for the lesson to follow			
Fast paced			
Recite, recall, demonstrate			
Differentiated examples			
Lesson Opening	Time:	Observations	Comments
Gain students' attention			
State learning outcome / WALT (what are we learning today) WILF (what am I looking for)			
CFU			
Lesson importance			
Review necessary pre-skill or background knowledge and CFU			
State success criteria			
Preview the lesson content/goals/activities			
I do	Time:	Observations	Comments
Define skills to be taught			
Clear explanations, step by step / think alouds			
Evidence of task analysis and logical sequencing of material to be learned.			
Unison Oral Responding			
CFU (whiteboards, verbal, physical responses)			
Choosing non-volunteers			
We do	Time:	Observations	Comments
Guided practice			
Planned differentiated support /extension examples			
Individual, partner and group work			
Unison oral responding			
CFU (whiteboards, physical responses)			
Choosing non-volunteers			
You do	Time:	Observations	Comments
Independent practice			
Teacher provides individual feedback and monitoring			
Planned differentiated support /extension tasks			
Pacing			
Appropriate pacing (min 10-12 responses per minute during teaching phase)			
Close	Time:	Observations	Comments
Review critical content (Ploughback)			
Review success criteria			
Preview/link to next lesson			

Model of Instruction provided by Dr. Lorraine Hammond Email: lhammond@ecu.edu.au

EXPLICIT INSTRUCTION MODEL

OPENING THE LESSON

- WALT
- WILF
- Success Criteria
- Lesson Importance
- Activation of prior knowledge (Warm-Up)



I DO

This is the part of the lesson is where the teacher explicitly teaches the new skill or concept. It is focused teaching time and generally students do not ask questions. If questioning occurs in this phase it must be purposeful and will often be used to CFU or to enhance student engagement. The student's role is to watch and listen while the teacher explains and models step-by-step the procedure and strategies. During this phase the think-aloud strategy and the use of physical objects may be used to demonstrate and clarify the concept.



WE DO

During the We-Do phase teachers provide guided practice to students as the work together to practise more examples.

'**WE DO**' starts with working through multiple examples step by step with students. Guide them through each step, stopping to verify that they are correct. **As the 'WE DO' proceeds**, gradually release responsibility to students so that they are working with increasing independence on each example



YOU DO

During the I-Do phase students are provided an opportunity to apply their understanding of what has been taught. The purpose of independent practice is to provide students with additional repetitions of the lesson's concepts and skills in order to demonstrate competence (REF).



CLOSING THE LESSON (PLOUGH BACK)

- Revisit - link what they have just learned back to the Learning Intentions
- Review - summarise the lesson's main points, steps and/or bulletproof definitions
- Reflect - on whether or not they have been successful and why
- Project - to where their learning is heading and where they will use the new skill or concept in the future

ADDITIONAL INFORMATION

The model for explicit instruction must include the following things:

Warm ups – for covering content not speed, can be 10-15mins or up to 30 mins. More than just rote learning, we need to ensure that students are thinking and applying content in other situations.



RECITE: students repeat information either with the teacher or as an echo. This aids student learning and gives the teacher an opportunity to correct and repeat.

RECALL: students answer questions or fill in gaps about information that have been covered during the recite phase. This is done to the level of automaticity. “Automaticity indicates that the student can utilize the information quickly and without needing to pause to recall it.” Glossary of Education <http://www.education.com/definition/mastery-and-automaticity/>

APPLY: students demonstrate understanding by applying to other contexts. ‘Information learned and processed through higher-order thinking processes is remembered longer and more clearly’ (Brophy, Jere. “Probing the Subtleties of Subject-Matter Teaching.” Educational Leadership (April 1992).

30/40/30

In the 30:40:30 model; questions of different levels of complexity are specifically targeted to meet the needs of these three groups. The warm-up items are NOT chunked into 30:40:30. Items of different levels of difficulty are mixed to ensure that all students are engaged throughout the entire session.

Using this strategy; 30 percent of the consolidation session is delivered by planning items that can be answered confidently by the entire class, but are specifically included to provide the opportunity for group one to achieve success and remain engaged. These questions are delivered quickly, as the brisk pace ensures the engagement of all students.

Another 40 percent of questions are targeted to and can be answered by the middle and higher groups confidently, but are also essential for the lower group as this is where they get the opportunity to imitate the behaviours of more successful students and slowly and safely build their competence and confidence.

The final 30 percent of questions are designed to challenge everyone, but are specifically targeted to the upper group of students. These provide opportunities to apply and answer extended, increasingly complex or higher order questions.

WARM UPS

Warm Up information

- Recite, Recall and Apply
- Review previous learning
- Fast-paced session varying in length
- Whole class
- CFU occurring throughout

Literacy	Numeracy	Lesson Warm-Up
Usually delivered at the start of the Literacy block. A typical literacy warm-up includes:	Usually delivered at the start of the Numeracy block. A typical numeracy warm-up includes:	Specific lesson warm-ups are used at the start of teaching a lesson.
<ul style="list-style-type: none"> • Sight words, vocab and non-words • Phonics • Phonemic awareness • Tracking & segmenting • Spelling rules • Grammar concepts • Punctuation concepts • Comprehension strategies • Reading passages • Selection of previous work covered 	<ul style="list-style-type: none"> • Number facts • Times tables • Rules, formulas coverage of all maths strands • Maths vocab • Applications on concepts/skills • Math Problems • Place Value • Selection of previous work covered- Origo stepping stones modules (snapshots) 	<p>Activate prior knowledge, placing relevant knowledge in to working memory – in effect ‘warming up’ the brain</p> <p>Make connections between what is already known and what is to be learnt</p>

Checking For Understanding (CFU)

Warm-ups must be interactive and varied. Systems need to be put in place by teachers to make students accountable and to check for understanding. This is usually done by stopping at key points and asking individual students or the whole class.

The 30/40/30 model should be followed to ensure differentiation.

- 30% of the warm up should be pitched to the lower level (the grade level)
- 40% of the warm up should be pitched at benchmark level (a year above level)
- 30% of the warm up should be pitched at the extension level (2 to 3 years above year level)

Crucial for Success

Teach first – Concepts need to be explicitly taught before being included in the warm up; however chanting months of the year, days of the week, measurement terms, sight words and basic number facts etc can be added to the warm up prior to teaching – this familiarity will help with the teaching that follows.

Change regularly – Warm ups need to be changed regularly to maintain student interest. Slide orders on PowerPoints must be changed and check for understanding strategies need to be varied.

Intent – Consolidations and warm ups must be intentional, planned and well thought out, to ensure appropriate coverage, effective and interactive delivery [while CFU], monitoring of student understanding and knowledge, and pacing

Relevancy – Early and well known concepts/skills need to be eventually removed from the warm up to make room for more recently acquired concepts and skills, and to keep the

warm up within time constraints. Do revisit this material throughout the term/semester however... to check for automaticity.

Setting S.M.A.R.T. Goals

(source: June 22nd, 2012 by [The DreamChoosers Team](#))

There are endless examples of goal-setting strategies. So many, in fact, that they can confuse and overwhelm people.

The easiest way to begin planning your goals is to utilize the S.M.A.R.T.(E.R.) acronym. There are actually a lot of different “meanings” for those letters, but this post will discuss the most-used ones. You might want to take out a piece of paper or open up your tablet computer, so that you can take some notes on how to use this acronym to bring your own desired goal(s) into reality!

What does the acronym stand for?

S - Specific
M - Motivational or Measurable
A - Attainable
R - Realistic or Relevant
T - Time-bound

E - Evaluation
R - Reward

S.M.A.R.T. goal setting is a powerful way of motivating yourself and others. Using this strategy helps you create a written plan that includes extremely clear objectives.

What is a “Specific” goal?

You’ve only established your goal if it’s crystal clear and can be communicated either verbally or in writing. Don’t set goals that are too fuzzy. If you can’t articulate it to someone else, then it still needs to be refined. For example: Setting a goal of “I will lose weight” is too vague. A specific goal is “I will lose 10 pounds this month.” It is clear and unambiguous; without any “If...Then...” to it. To make goals specific, they must state exactly what is expected, why is it important, who’s involved, where is it going to happen and which attributes are important. A specific goal will usually answer the five “W” questions:

What: What do I want to accomplish?

Why: Specific reasons, purpose or benefits of accomplishing the goal.

Who: Who is involved? And who is not involved?

Where: Identify a location.

Which: Identify requirements and constraints.

What is a “Measurable” Goal?

Goals must be measurable. Many of us want to lose weight as a goal. Again, a goal of “I will lose weight” is ambiguous. Clearer goals could be “I will lose fat and weight at a rate of 10 lbs per month. I will lose 1-2 inches around my waist line in 6 weeks. I will avoid eating sugar, refined carbohydrates and starches for at least 6 weeks.” This is a concrete, measurable goal and it’s easy to gauge if you’ve hit your target.

What you’re looking for here are concrete criteria for measuring progress toward the attainment of the goal. The

thought behind this is that if a goal is not measurable, it is not possible to know whether you’re making progress towards it! Measuring progress is supposed to help you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach the ultimate goal.

What is an “Achievable” Goal?

Your goal needs to be attainable. Saying you’ll lose 30 pounds in 30 days is unachievable if you want to do it in a healthy way. There’s no metabolic way you can lose only fat in that amount of time. Losing 10 pounds of fat in 30 days, however, is reasonable. Avoid setting yourself up for failure by setting goals that are too far out of reach. You should be striving and reaching for your goal, not plunging off the edge of a cliff.

It’s important to be aware of the contributing factors that will help you reach — or not reach — your expected outcome.

Here are some concepts to consider for losing weight and getting healthy: cleaning all unhealthy food from your cupboards and fridge, enlisting family support, considering your emotional attachments to food, doing more exercise, examining your motivation to exercise, and managing your time so that you do not sabotage your goal because you don’t [plan it in your calendar](#).

Remember: while an attainable goal may stretch you in order to achieve it, the goal is not extreme. That is, the goal is neither out of reach nor below a standard of performance that you can reach for. Too high or too low

are both meaningless. When you identify goals that are important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. The theory states that an attainable goal may cause goal-setters to identify previously overlooked opportunities to bring themselves closer to the achievement of their goals.

What is a “Realistic” Goal?

Evaluate yourself and how much you have on your plate. A goal might be “Achievable” by someone with no other commitments, but what about you? That’s what “Realistic” means. Do you have the time, skill set, and enthusiasm to change your lifestyle? If you’re in the middle of renovating your house or you’re working full time and raising kids, is the goal that you have set realistic?

Be fair to yourself and set realistic goals within the context of your daily life. Maybe you’re not ready to make the time to change your habits. In order to make a change, you have to make it a priority!

The other way to look at the “R” is “Relevant – What is a “Relevant” Goal?

Basically – a Relevant goal is one that matters. A Bank Manager’s goal to “Make 50 peanut butter and jelly sandwiches by 2:00pm.” may be Specific, Measurable, Attainable, and Time-Bound, but lacks Relevance. Many times you will need support to accomplish a goal: resources, a champion voice, someone to knock down obstacles. Goals that are relevant to your boss, your team, your family or your organization will receive that needed support. So it needs to not only be Relevant to you, but also to the people that you need to help you. How can you make your goal “Relevant” to them? Relevant goals (when met and understood) drive everyone forward to accomplish them. A relevant goal means that you can answer Yes to these questions:

Does this seem worthwhile?

Is this the right time?

Does this match your other efforts/needs?

Are you the right person?

What is a “Time-specific” Goal?

Simply, you must create a time frame within which to achieve your goals. It’s amazing how powerful a firm deadline can be. This takes your goal from happening “someday” to happening this month.

Time-specific goals create a sense of urgency and action.

Plus, both long- term and short-term goals can be achieved using the same S.M.A.R.T. system.

To really advance your goal-setting strategies, enlist the help of your family and friends. Many people schedule weekly or daily chats to create and fine-tune their goals. When you create your S.M.A.R.T. goals together, everyone on your team knows what his or her role is in helping you get to where you want to go. The most successful people surround themselves with other successful people. So share your goal-setting plans with your team and work together to achieve success in a given time.

A commitment to a deadline helps you and your support team focus your efforts on completion of the goal on or before the due date. This part of the S.M.A.R.T. goal criteria is intended to prevent goals from being overtaken by the day-to-day crises that invariably arise. A time-bound goal is intended to establish a sense of urgency. A time-bound goal will usually answer the question:

When?

What can I do 6 months from now?

What can I do 6 weeks from now?

What can I do today?

What Is the “E.R.” Part Of A S.M.A.R.T.E.R. Goal?

As you can see from the above list, the “E.R.” portion of S.M.A.R.T.E.R. asks you to “Evaluate” and always to “Reward.” Not only do you need to have a consistent plan to see if you are on track with the other S.M.A.R.T. goal strategies, but you also need to have a “Reward” at the end. Perhaps better health is a “Reward,” or being able to walk across a stage as a new executive member of a team. But if that doesn’t float your boat – you need to tie *something* to obtaining that goal. It might seem “greedy” but if you are motivated by a pair of Christian Louboutin shoes, and you believe that if you obtain this goal, that this is an apt reward – then that’s the reward that you want to attach to this. Often people say that “obtaining the goal is its own reward,” but I don’t believe this. I have had weight loss and other goals time and again, and after I have achieved them, often slip back into my former “ways.” The “Reward” that you give yourself has to be a touchable reminder of where you have gotten and needs to anchor you there. If you have a weight loss goal, for example, your “Reward” could be an outrageously expensive pair of jeans in your new size. This will “anchor” you to stay at that weight – because you want to stay in those jeans! Goal setting should be an integral part of your lifestyle. It is the first step in achieving success: it establishes the road map for your journey. S.M.A.R.T.E.R. strategies allow you to effortlessly follow a plan and will help guide you to a successful destination – and Reward!

<http://dreamchoosers.com/s-m-a-r-t-goals/>

LEAD TEACHER – PROFESSIONAL PRACTICE LOG

Date	Lead Teacher:	Time (minutes allocated)
	<input type="checkbox"/> Classroom observations <input type="checkbox"/> Providing feedback <input type="checkbox"/> Teacher Meeting <input type="checkbox"/> Meeting with Leadership <input type="checkbox"/> Meeting with Lead Teacher Group <input type="checkbox"/> Self-improvement	
	<input type="checkbox"/> Classroom observations <input type="checkbox"/> Providing feedback <input type="checkbox"/> Teacher Meeting <input type="checkbox"/> Meeting with Leadership <input type="checkbox"/> Meeting with Lead Teacher Group <input type="checkbox"/> Self-improvement	
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