



LAMAR UNIVERSITY

Week 3: Targeting and Addressing a Need

Overview

As a part of your Week 2 assignment, you chose two areas of weakness based on campus Academic Excellence Indicator (AEIS) Report data. This week, you will narrow your focus to one targeted weakness and write a measurable S.M.A.R.T. goal and an objective for the target weakness. You will also research appropriate strategies/activities, including specific professional development, to address the target area.

Rubric

Use the following rubric to guide your work.

Tasks	Accomplished	Proficient	Needs Improvement	Unacceptable
Week 3 Assignment: Targeting and Addressing a Need				
Part 1: Targets, Goals, and Objectives (ELCC 2.2 k-i, s-i, iv; 2.3 k-i, s-i, ii,iii,iv; 2.4 k-i, ii,s-i, ii, iii; 2.5 k-i, s-i, ii, iii, iv; 2.6 k-i, ii, iii; s-i, ii, iii; 2.7 k-i, s-i; 2.9 k-i, s-l, ii, iii iv)	States the area of weakness and rationale. (10 points)	States either the area of weakness and/or the rationale. (8 points)	No criteria stated and no points listed. (7 points)	Does not state the area of weakness or the rationale. (0 points)
Part 2: S.M.A.R.T. Goal and Objective	Composes one S.M.A.R.T. goal and one objective according to the critical elements outlined in the lecture. (10 points)	Composes one S.M.A.R.T. goal and one objective using some critical elements. (8 points)	Composes one S.M.A.R.T goal or one objective using critical elements. (7 points)	Does not compose one S.M.A.R.T. goal and/or one objective using critical elements. (0 points)
Part 3: Strategies and Activities	Records and elaborates on the usefulness of three strategies/activities, including professional development, that address the target area's weakness. Cites research. (10 points)	Records, with minimal elaboration, two strategies/ activities, including professional development, that address the target area's weakness. (8 points)	No criteria stated and no points listed. (7 points)	Does not record strategies/activities, or records strategies/activities with no elaboration. (0 points)
Mechanics	Few errors in grammar, spelling, or punctuation. (5 point)			Multiple errors in grammar, spelling or punctuation. Responses lack clarity and depth. (0 points)

Part 1: Targets, Goals, and Objectives (ELCC 2.2 k-i, s-i, iv; 2.3 k-i, s-i, ii, iii, iv; 2.4 k-i, ii, s-i, ii, iii; 2.5 k-i, s-i, ii, iii, iv; 2.6 k-i, ii, iii; s-i, ii, iii; 2.7 k-i, s-i; 2.9 k-i, s-i, ii, iii iv)

Remember from your lecture that goals should provide direction, focus, and be S.M.A.R.T. That is, they must be Specific, Measurable, Achievable, Realistic/Results-oriented/Research-based, and Time-bound (Learning Point Associates, Inc., 2004).

While goals and objectives are closely related, goals are broader, and objectives are more specific. Objectives (1) identify a target population, (2) identify assessments and data sources that will be used to meet the objective, and (3) specify anticipated growth or progress. For example, a goal might state, "By 2012, Paradise School will earn an Exemplary rating." An objective related to that goal might state, "90% of all third grade students will meet or surpass the state standard on TAKS Reading by the end of the current school year." Strategies then would be tied directly to the objectives.

In this week's assignment, you will decide on one area of campus weakness, state your rationale for selecting it, and write a S.M.A.R.T. goal and an objective to address the target need. You will also research strategies, including professional development ideas, to address the targeted weakness and meet the goal and objective. These will be used in Week 4 as you develop a campus action plan to address the target weakness.

Directions

1. Select one area of weakness identified in your Week 2 AEIS Comparison Chart activity and compose a brief rationale explaining why you chose this weakness.
2. Compose a S.M.A.R.T. goal and an objective to address the weakness.
3. Locate three research articles that suggest strategies to address the target weakness. At least one of the articles should address professional development ideas. An Internet search would also yield ideas and best practices. Refer to **Helpful Websites**.

Target Area of Weakness and Rationale for Selection

In a paragraph, state the area of weakness that you will target and your rationale for selecting it.

Maypearl High School's key weakness is mathematics. For the past two years Mathematic scores have kept Maypearl High School from reaching Exemplary status. As a recognized campus that is doing well in all areas including Science, it is important that Mathematics becomes our new focus. With mathematics and science working together we can reach students in all areas as to improving our mathematics scores.

Part 2: S.M.A.R.T. Goal & Objective

Compose a S.M.A.R.T. goal and an objective to address the weakness.

S.M.A.R.T. Goal:

More than 90% of Maypearl High School students will achieve a passing score on mathematics TAKS exams in order for Maypearl High School to achieve an Exemplary status by the end of the 2010-11.

Objective:

Maypearl High School will integrate Mathematics in all subjects in order to help all testing groups gain a better understanding. Subgroups such as Hispanic and Financial Disadvantaged students who have shown to be performing at a lower performance rate based on test results will receive additional assistance in order to help them gain mathematic concepts better.

Part 3: Research Articles

Choose three strategies/activities, including one that addresses professional development.

Article (Cite in APA Style)	Strategy/Activity Ideas
<ol style="list-style-type: none"> 1. (2009, June 9). HISD's Strong Progress on TAKS Scores Continues. Retrieved from http://www.hisd.org/ 2. Houston Independent School District, Battelle for Kids. (2007-2010) ASPIRE. Retrieved from http://portal.battelleforkids.org/ASPIRE/Home.html 	<p>Look into implementing a similar program to Houston ISD's ASPIRE program. This program allows information to be shared so that fellow educators can see where students' weaknesses are as well as where they are improving. In addition teachers are awarded for their excellence.</p>
<ol style="list-style-type: none"> 3. Russell D. (2010, March 14). <i>Chess and Math? Improving Math Performance 1 Move at A Time</i>. Retrieved from http://math.about.com/od/reference/a/chess.html 	<p>Implement alternative ways for students to use problem solving for learning. Such ways may be offering more hands on activities such as building ramps, rockets, or even playing chess or challenging puzzles.</p>
<ol style="list-style-type: none"> 4. Microsoft in Education (2010, March 14). <i>Use XNA game development to teach math concepts, problem solving, and more</i>. Retrieved from http://www.educationwebcasts.com/Webcast.aspx?i=4804 	<p>Encourage more students to take challenging courses such as game development and rocket engineering. Activities such as this can help bring in students that may not normally have a desire to focus on learning math skills.</p>

E-portfolio assignment: Continue to complete and post Campus-Supervised reflection logs in the e-portfolio. All course-embedded and Campus-Supervised logs must be completed by your 11th course in the program prior to the EDLD 5398 Internship course.