

Beginning of the Year | Goal Setting | Completed by the Educator

Self Reflection: *How do you want to grow as an educator and improve student learning? To answer this, consider at least one question (listed below) and reflect on your potential goals for this school year:*

- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about teaching and learning? What new learning might you want to explore to inform your understanding of these questions and professional practice?
- In reviewing the CT Common Core Teaching/Service Delivery rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current students' strengths and needs, what new learning might you explore to address the needs?
- Based on knowledge of your students and schoolwide goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Vision of the Graduate; what strategies can you learn more about to support that focus?
- What are you considering for your learning goal? What will it look like when you achieve this?

Self-Reflection:

In my role as the high school librarian, I often provide indirect support of students and staff by facilitating access to the library's spaces, resources, and services, thereby helping to implement the district's instructional vision and SOAR Vision of the Graduate. To further align with our school and district initiative to "build thinking cultures," I'd like to explore opportunities to incorporate interactive, student-centered activities that prompt students to critically think, reflect, and collaborate in an open, low-risk setting, transforming the library into a hub for active learning and intellectual exploration.

Building a Culture of Thinking

Instructional Practice Goal

Goal 1: I will create an interactive reflection space within the high school library, a Question Reflection Wall, to foster student engagement by posing rotating questions related to monthly library themes. The space will encourage students to engage with ideas through critical thinking and reflection, share diverse perspectives, and deepen, refine, or revise their understanding. This initiative will be integrated into an existing broader monthly interactive library experience and is designed to support both the District Instructional Vision and the school's Vision of the Graduate.

Rationale:

I chose this goal because...

I chose this goal to create an engaging learning environment that extends beyond traditional library use, to encourage students to critically think, collaborate, and reflect on a variety of topics.

This goal also supports my professional growth as it allows me to move beyond my traditional role and act as a facilitator of student learning. Through this process, I will develop an enhanced ability to foster a collaborative environment that promotes meaningful dialogue and encourages self-driven inquiry.

Connection:

This goal is related to...

[\[CT Common Core Teaching Rubric, CT Common Core Service Delivery Rubric, district vision, or vision of the graduate\]](#) because...

The goal aligns with the CCT Rubric for Effective Service Delivery Domain 3a by using the Question Reflection Wall to challenge students to think critically, engage with peers, and deepen their thinking.

This goal also supports the district's instructional vision and SOAR Vision of the Graduate:

- **Socially Responsible Contributor (Collaboration):**
Promotes collaboration and respectful relationships by encouraging students to take interpersonal risks in a safe, anonymous environment.
- **Open-Minded Engaged Citizen (Care and Trust):**
Fosters a sense of appreciation, understanding, and responsibility by encouraging students to reflect on diverse perspectives.

	<ul style="list-style-type: none"> ● Achievement Focused Student (Visible Thinking): Promotes higher-order thinking by challenging assumptions and applying knowledge to new contexts. ● Resilient Lifelong Learner (Reflection): Supports deeper learning by providing opportunities for reflection, externalizing thinking, and extending understanding.
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<p>Action Steps: <i>To achieve this goal I will...</i></p>	<p>Measure of Outcome: <i>I will know I met this goal through...</i></p>
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<ol style="list-style-type: none"> 1. Name the Initiative: Come up with an enticing name for the initiative to use to promote the Question Wall and interactive steps to coincide with the SOAR acronym. 2. Themes: Develop monthly library themes to be incorporated into the overall display/decor, book displays, trivia, crafts/activities, activity sheets (coloring pages, word searches, crosswords, etc...), and the new question wall. 3. Initial Preparation: Prepare the physical space and materials needed for the Question Wall, including the setup for student responses (e.g., sticky notes). 4. Design/Implementation: Design and implement the Question Wall each month, ensuring it includes rotating reflective questions and a space for student responses and reflection via physical sticky notes. 5. Promotion: Promote the monthly interactive library experience, including the Question Wall, through the design and display of promotional slides to be used for the electronic display boards in the library and the high school cafe. 6. Engagement: Engage students and staff by creating opportunities for them to participate in the interactive reflection space, encouraging collaboration and sharing of ideas. (potential avenues: content area library visits, clubs, sports, study halls, flex, etc...) 	<ol style="list-style-type: none"> 1. Evidence of displays and promotional signage 2. Photographs of student engagement - physical participation, sticky notes 3. My reflections after interacting with students and consideration of any feedback 4. Monitoring of traffic and participation data 5. Examples of Question Wall responses to show how students have articulated their thoughts 6. Analysis of student responses and reflections to identify deeper thinking, consideration of diverse perspectives, and extending thinking by responses to posts of others
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7. Refinement: Through observations, informal feedback, and monitoring of school/club/content area initiatives, as well as student/staff interest areas, create, adjust and/or refine reflective questions and themes.
8. Sustaining Engagement: Monitor participation (quantity and quality of interactions) and encourage deeper student engagement through follow-up questions or activities that connect to their previous reflections.
9. Ongoing Alignment: Reflect on the responses from the Question Wall to make adjustments as necessary to foster greater or deeper student connections while ensuring that the initiative stays aligned to the District Instructional Vision and SOAR values.

Climate of Care and Trust

Student Well-Being / SEL Goal