

Personal Goal(s)

My first goal is my personal goal for the course, which is *to earn an 'A' in HDF 412, to ultimately graduate with a 3.7 or higher*. My second personal goal is *to determine where I would potentially want to teach/ which grade level/ model I prefer most*.

Both my interpersonal and personal goal, as with most of my endeavors with the leadership minor, will be aided by the usage of my signature strengths, as they have such an impact on how I act in my daily and academic life. I will use all of my strengths to achieve my personal goal in earning an A in HDF 412, to ultimately graduate with a 3.7 GPA or higher. My context will help me to remember and apply all that I have learned in the past; my significance, achiever, and competition will help my to execute and drive my desire to complete this goal; and finally, I will use communication as the method in which I will deliver my content in order to explain and demonstrate my knowledge and explain my thoughts. I will work hard to present and deliver assignments that reflect the level of quality that I put into my work.

In response to my second personal goal, determining where/ what I want to teach, I have given this a great deal of thought and research throughout the semester. Now that I will be student teaching next semester and hold my student teaching license, I can really begin to look for jobs (and hopefully even apply for some too!) I have been looking into different housing options throughout New England, perusing

SchoolSpring for job openings, and looking into [cross-state] certification programs as well.

7D Model and Personal Goals Application

The 7D coaching model proves useful in breaking down my progress on these two personal goals. I will first apply the 7D model to my personal goal of *earning an A in HDF 412, to hopefully achieve a 3.7 total GPA*.

First, I **declared** the need to get good grades in order to graduate with a total GPA of 3.7. I next **defined** the goal as listed above, *earning an A in HDF 412, to hopefully achieve a 3.7 total GPA*. Now with a definition and declaration I am able to enter the core of the model, and start by **distinguishing** the key features of the situation, by really analyzing the key features of each assignment guideline. I really focused on the rubrics to be able to note all of the things that needed to be covered / discussed in assignments. With the rubrics in front of me, I checked off what I completed as I went along. With regards to **differentiation**, I realize that there are other alternatives other than an A in the class, but I believe it is a strong goal to set, and so long as I gave all of my best efforts it is an acceptable differentiation. Next, I further **develop** the logistics of the plan, which would be submitting quality work, giving all assignments by best efforts, and participating in class.

Then, I move on into the “action” part of the model, in **deciding** that I need to plan in advance timelines to completing each assignment, allocate proper amount of time to manage class content relative to other coursework, and to have enough time to reflect on content following submission. **Determine** is the final step, as I am now

assessing the effectiveness of my goal and looking for self-feedback so that I can improve in the future. Overall, I would say that this semester has been extremely stressful, with a multitude of assignments from all classes, there really was too little time to complete so much work. Ultimately my goal proved very difficult to do given these time constraints, but I do believe my work has reflected my “best efforts” . Something that was disappointing though is on some work, such as Module I, I believed I had a very strong final product, but it appears not to be so. As my differentiation plan suggests, I can personally know that I did everything I could by giving each assignment my “all”, even if the grade doesn’t reflect it.

With my second personal goal, I first **declared** that there was a need to look at what school model I prefer (middle or high school), and what state/ area I would like to get a job. I later **defined** my goal as *to determine where I would potentially want to teach/ which grade level/ model I prefer most*. I **distinguished** the key features of the situation next, noting I would need to consider housing, classroom environment , and school structure. I began to **develop** the logistics of the situation, realizing first that wherever I got a job I wanted to be somewhere by the coast (to possibly coach Sailing). I also realized that I most likely would like to stay in New England, as opposed to traveling back home to New Jersey (but am not opposed to the idea). In addition to location, I also looked at classroom environment and school structure, mainly contrasting middle school and high schools. For example, in the middle school model, teachers meet in a

common planning time, in which they can exchange ideas, talk about student concerns, coordinate assignments, plan a team-taught lesson, etc. I think this is one of the greatest and best assets that teachers can do, and really draws me into the middle school model. I also recognize that the cognitive levels of middle school children are lower by nature than those of high school students, realize that dialogue, for example, would be at a more basic level in the middle school, as opposed to conversation that could be had among high school students. Throughout the course of the semester, and my involvement thorough both a high school and middle school placement, I am able to see these differences, and the visits have had some impact on my decision process. I really like the middle school model and think that it has strong educational philosophy roots. I think all teachers on the same page is one of the clearest assets the students can have, as I know my experiences in the past in my own schooling did not reflect this level of cohesive planning/ togetherness. The middle school I am placed at has a great sense of community because of the “teaming” that goes on, and you are truly supported by your colleagues in this setting.

I plan for **differentiation** by realizing that most likely I would take a position wherever I am offered a job, and that although I can take my thoughts into consideration, I also have to realize the scarcity of teaching jobs in the current marketplace, and react accordingly. Thus, I need to stay open-minded and plan for both to be viable alternatives, although I am currently favoring one more (MS). I have

decided that the best way to achieve my goal is to keep exploring! As I am entering the middle school first next semester for student teaching I need to be aware of things that make middle school unique, and whether I would be “upset” without them at the high school level. The process will be continual throughout the entire next semester, as the **determine** part of the model suggests, as I will be analyzing what is occurring the schools, as well as planning of the future as well. I will continue to check for job postings, conduct location research, and look for housing as well, hoping to soon finalize some of these career decisions!