

# TEMPLATE FOR T-TESS GOAL SETTING

Dimension	State an Intention to Engage in Learning	Describe an Area of Focus	Include the Relevance	Add the Action/ Activities	Estimate a Completion Date	Identify Possible Evidence of Goal Attainment
<i>Standard</i>	<i>Action Verb</i>	<i>What?</i>	<i>Why?</i>	<i>How?</i>	<i>When?</i>	<i>How will you know?</i>
	I will apply	Various levels of questioning techniques (Bloom's Taxonomy) at the varied levels of cognition	to help students increase their comprehension, retention, and application of the reading content	By monitoring and adjusting my delivery of instruction through peer and administrator feedback, student responses / cognition, and student performance data Give extra time and attention to students that need extra help	End of each grading period	Student Performance Data, student work, unit assessments, 6 weeks grades, and state assessment and Level II student progress results
	I will illicit	Background knowledge from ELL's in Reading through a variety of activities (SIOP), including questioning techniques and graphic organizers	To help students process new information and build make connections to the text they are reading so that their reading comprehension increases	By using the KWL, think, pair, write  <b>Here you can list the SIOP Strategies you will be using</b>	January 2017	KWL charts, Student Performance Data, student work, unit assessments, 6 weeks grades, and state assessment and Level II student progress results