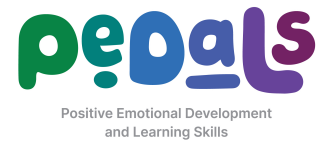


PEDALS Administrative Goal Setting Worksheet



What is it? The *PEDALS Administrative Goal Setting Worksheet* is a simple way for the administrative team to track goals and PEDALS progress, and reflect on what is working and what could be improved.

Why use it? For PEDALS to be successful and sustained, administrators at early childhood programs need to practice reflection, develop intentional, purposeful plans and demonstrate accountability by tracking and measuring progress.

How to use it. Use the *Worksheet* after completing the *PEDALS Administrative Self-Assessment* for the first time. Administrators can then use the *Self-Assessment*, along with their knowledge of their program, to set specific goals on the *Worksheet*. It's best if the *Worksheet* is filled out and regularly reviewed by an administrative team rather than an individual. Set specific goals based on the needs of the early childhood program with all members offering input and taking responsibility for tasks and successes.

When to use it. The *Worksheet* should be used throughout the planning and implementing phase of PEDALS. In previous PEDALS cohorts, administrators filled it out regularly for one to two years. The *Worksheet* should be reviewed and revised by administrators at least monthly.

Some tips:

- Information should be specific – include names and dates.
- Keep timelines short. While it's OK to include long term goals (e.g., revise policies and procedures over the next year), these should be broken into smaller activities that can be completed over the next week or month (e.g., create a first draft of Second Step description for policies and procedures that will be reviewed by leadership and teachers within one month). In our experience, by setting smaller goals, programs are less likely to become overwhelmed by PEDALS activities, and they're better able to see their progress.
- Share with leadership (even better, include them when filling out the *Worksheet*).
- When filling out the *How will you know if you're successful?* column, go beyond "Did it happen?" to "Did it have the intended outcome?" For example, for a teacher training, one measure in this column might be "The training occurred and everyone attended." But this doesn't necessarily mean participants got out of the training what you had hoped, or that the training will lead to the intended change in practice. You might possibly also include "Teachers report they are more confident implementing the curriculum," and "We observe teachers using the techniques in the classroom," as ways to measure success.

- Fill out the *What happened?* column after the activity occurs. This is the most important part of the worksheet; it's where you can reflect on whether the strategy/activity worked, and what should happen next. Perhaps a training for teachers occurred, everyone attended and found it useful, but afterward they still had questions about a particular technique in the training. You would include that in the *What happened?* column, along with next steps (e.g., hold another training to focus on the technique in question and revise training to address these questions next time). These next steps can then go into the *What are you going to do?* column in the *Worksheet* as your next goals.
- Learning what doesn't work can be as valuable as learning what does work because it provides an opportunity to make and try a different approach. If you discover that something didn't work well, acknowledge that it didn't work, and reflect on why it didn't work. If you need to try it again or in a different way, set a new goal around that. If you need to move on to something different, that's OK too.
- Acknowledge, share, and celebrate your successes.
- See the example completed *Worksheet* as a guide.

PEDALS Administrative Goal Setting Worksheet: Example

Program: Little Blessings	Name/s: Cindy R, Pam S, Malik F	Date: 9/1/18
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Area for improvement? (see Organizational Self-Assessment)	What are you going to do?	When are you going to do it?	Who is responsible?	How will you know if you're successful?	What happened? Date completed? <i>Completed AFTERWARDS, incl. next steps if applicable</i>
Write curriculum and SE supports into policies and procedures	Using the language in the Sustainability toolkit as a template, add Second Step to our policies and procedures	Create draft for review by 9/10/15 Revised draft presented to Big Boss by 10/10/15 Revise as needed and included in policies and procedures by 11/10/15	Cindy R and Pam S	If Second Step is in our policies and procedures	Revisions took longer than expected, but completed 12/10/15
Share curriculum information, vocabulary, and strategies with families in a variety of ways and discuss why it's important to use at home	Discuss Second Step at Family Night, and have the children demonstrate "belly breaths"	Family night: 11/10/15	Cindy R will lead the activity and work with teachers to ensure that the children are prepared	If the families seem interested, if the teachers report the families are talking about Second Step and/or the strategies	Went well. Families really paid attention when the children demonstrated belly breaths. Next: we'll send home a Second Step "1-pager" for families outlining some of the strategies
Train/mentor staff on how to effectively talk with families about SE development	Have a training by ECDC for all teachers at the Main St location about how to talk to families	Have training scheduled by 9/10/15 Hold training by 10/10/15	Malik F will reach out to ECDC to schedule training Malik F and Pam S will make sure a room is available, refreshments, teachers are available for training, etc.	If teachers report they're more comfortable talking with families about SE challenges	Had the training 10/5/15. Went really well Teachers tell us they feel less anxiety about talking to families about SE challenges

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Program/Site:		Name/s:			Date:
Area for improvement? (see Organizational Self-Assessment)	What are you going to do?	When are you going to do it?	Who is responsible?	How will you know if you're successful?	What happened? Date completed? <i>Completed AFTERWARDS, incl. next steps if applicable</i>

Area for improvement? (see Organizational Self-Assessment)	What are you going to do?	When are you going to do it?	Who is responsible?	How will you know if you're successful?	What happened? Date completed? <i>Completed AFTERWARDS, incl. next steps if applicable</i>