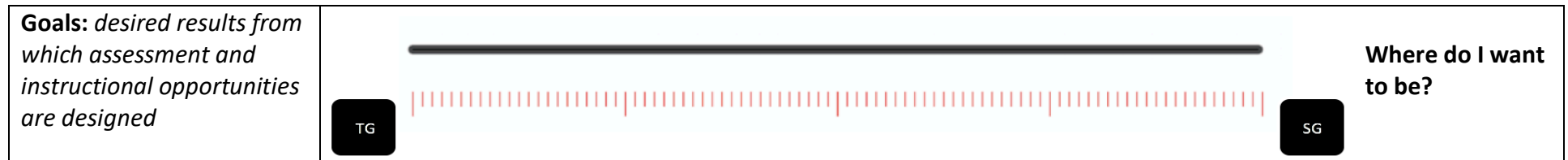


Goal Setting Tool

Purpose: The aim of goals is for the student to have greater clarity and commitment to continuous learning which is why it is so important to have the students see the interrelationship between the desired goal and the learning opportunity. This type of goal setting is typically done with the student as they confer with a teacher, coach, mentor, or expert.



Starting with Teacher Generated

Powerful teacher-generated practice is to identify and make visible key learning goals for students in language that clear and accessible. The teacher is directly modeling how those learning goals interrelate with the design of instructional choices for/with the students. As we begin to personalize the experience a bit more, students can begin to monitor progress toward the learning goals with you.

For example, students could:

- *Use a rubric for the learning goal to track growth over time.* For example, a math student could grow their capacity to use a graph, table, or verbal description to interpret key characteristics of a function. An art student could work on shading in a drawing to create the illusion of form, space and light in a drawing.
- *Select from a series of instructional choices.* Student identifies what is most appropriate from a range of options provided.

Moving the Slider toward Co-Created

As we move progressively toward co-creation, educators use observations in order to make judgments on whether students are ready to grow their level of self-direction. While all students are working on goal setting, every student can move at a different rate that is grounded in their willingness to actively reflect on their own work and articulate what is important. Students work with the teacher to reflect on current practices to identify areas of commitment that are beneficial to grow the student. For example, in a [second grade classroom](#) students identify one academic goal and one behavioral goal that the students write down and monitor growth over time. Tips to make this practice sustainable:

- *Listen to better understand where students are.* It may be helpful to use probing prompts (e.g., “Tell me more about...”, “How did you come to that conclusion...”) time for students to think before they respond as they take risks to share what is on their minds.
- *Make goal setting manageable for the student.* Focus on 1-2 goals at a time.
- *Identify actions, strategies, resources with students.* Identifying goals should be paired with learning moves that students can begin to take action on and monitor progress. The learning plan becomes more personalized as students pay attention to developing growth in an area that is valued both by the teacher and the student

Moving the Slider to the Right from Co-Created Toward Student Generated

As we are moving progressively, students are becoming better at observing their own behaviors and actions. They are paying attention to thinking about their own thinking as they work toward a goal.

- *Provide students with reflective prompts to guide their thinking.* For example, in writing students could consider:
 - What strategies do I use before I write to represent my ideas? How do these help?
 - How can I explain/represent clearly what I mean?
 - When I have difficulties in writing, I...
 - How has creating this piece of writing changed the way I think?
 - What did I learn about myself as a writer?
- *Look at student work together.* The student continues to take an active role in studying examples with you to identify patterns, look for growth over time, and offer valuable context to reveal their thinking. Here are several questions a teacher might ask during the conversation.
 - What do you like best in this _____(e.g., piece, writing, solution, design)?
 - What surprised you?
 - How are you feeling about the work so far?
 - What are you learning about the topic and yourself so far?
 - What do you intend to do next?