1 Setting Learning Goals

TIME:

30 minutes

ASSOCIATED INFLUENCE AND EFFECT SIZE:

Challenging goals:
0.59

Assessment-capable
visible learners:
1.44

RELATED TOOLS AND RESOURCES:

My Learning Goal
and Checklist

Overview

This lesson walks students through the process of goal setting. In addition to the learning intentions and success criteria, goal setting is an integral part of a student's ability to know—Where am I going? When goal setting with students, it's important to stay away from "do your best," and instead focus on personal-best goals. We want the goals that students set to challenge them to a new level of learning that is appropriate based off of their current readiness level.

Teacher Preparation

Prior to the Setting Learning Goals lesson, identify learning tasks that students can use to identify where they want to set a goal as a learner. If the students just took some form of an assessment, the data from that assessment can be used to support them in goal setting. Also, think through potential responses that could support the goal-setting process in case students need support getting started or thinking through different parts of setting their goal.

Identify how you will review the student goal-setting templates. Do you want students to turn in their notebooks? Will you walk around the room during the time students have to complete their goal-setting template? While students won't be following the SMART-ER goal-setting process exactly, the criteria for that process can be used to evaluate the strength in the goal.

SMART-ER goals are **S**pecific, **M**easurable, **A**mbitious, **R**esults-oriented, and **T**ime bound. We also want to make sure that we **E**valuate and **R**e-evaluate our goals.
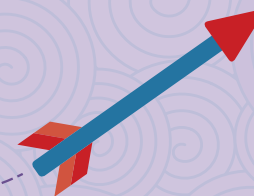
Teacher Planning Notes:

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Related *Learner's Notebook* Page

Setting Learning Goals

Goal setting is an important part of your learning and will support you in becoming an assessment-capable visible learner. When you create a *learning goal,* think about something you want to get better at that will help you as a learner.

There are three easy steps to setting a learning goal:

1 **Figure out what your goal is going to be and why it is your goal.**

2 **Figure out what you are going to do to meet your goal.**

3 **Determine any progress you made toward meeting your goal.**

2

Related *Learner's Notebook* Page

Here is a student example to look at.

1

What is my LEARNING GOAL?

I am going to include details and descriptions in my writing.

Why is it my LEARNING GOAL?

Details will help me to be clearer in my writing.

2

What am I going to do to meet my LEARNING GOAL?

Two times per week, I am going to write in my class journal about something that happened that day and use as many details I can. I will try to describe what happened with lots of information.

Once a week, I am going to go on our class website for reading and writing and practice answering some of the questions. I am going to use a graphic organizer before I write to identify details I want to include.

3

How will I know if I made progress toward meeting my LEARNING GOAL?

After I write in my journal, I am going to read what I wrote and highlight any details I used. I hope that as I get better including details, I'll see more words highlighted in my journal. If I don't have a lot of highlights, I will revise the writing with more descriptions.

I am going to save my graphic organizers so I can compare and contrast what they look like after I practice writing for a while.

3

Related *Learner's Notebook* Page

1   Setting Learning Goals

My Learning Goal

Date: _____

1

What is my LEARNING GOAL?

Why is it my LEARNING GOAL?

2

What am I going to do to meet my LEARNING GOAL?

3

How will I know if I made progress toward meeting my LEARNING GOAL?

4

Related *Learner's Notebook* Page

My Learning Goal Checklist

Date: _____

☐ My learning goal is focused on something I need to get better at.

☐ I wrote why my learning goal is an important goal for me.

☐ I have a plan to meet my learning goal.

☐ I identified evidence or proof I will use to know if I am making progress toward meeting my learning goal.

☐ I shared my learning goal with a peer who double-checked I had everything I needed.

(Continued)

5

Related *Learner's Notebook* Page

1 **Setting Learning Goals**

My Learning Goal Checklist (continued)

☐ **Did I meet my learning goal?**

☐ **Do I have to make any changes to my learning goal?**

☐ **What is my next learning step?**

Teacher Talk

Have students turn to page 2 in their notebook.

Today, we are going to begin to practice setting learning goals. Setting goals is something that we will do regularly in this class, so today we are going to take the time to make sure we all have a strong understanding as a class of what setting goals looks like for you as a learner.

I want you to think about a goal that you set for yourself in the past. Maybe you wanted to learn how to play an instrument, or play a sport, or learn a certain song, or read a certain number of books, or get to a certain level on a game . . . take a minute to think of something now.

Give students a minute to think about a goal that had in the past. If they can't think of a goal of their own, they can think of a goal that someone they knew had.

Now that you've thought about a goal you set for yourself in the past, think about how you went about achieving your goal. How did you know if you were making progress? What was "evidence," or things you were able to use, or see, to figure out how close you were in meeting your goal?

Have students get into pairs or groups of three and share what their goal was as well as how they knew if they were progressing toward meeting their goal.

After students have had a few minutes to share, invite a couple of responses to be shared with the class. Highlight anything in student responses that would support the goal-setting process students are about to learn.

Without even realizing it, your responses included parts of the goal-setting process that we are going to learn about today. By the end of class, you'll have created your own goal and figured out a way to tell if you are making progress toward meeting your goal. Let's learn more about setting learning goals.

Ask students to focus on page 2 in their notebook.

Follow along with me at the top of the page. Goal setting is an important part of your learning and will support you in becoming an assessment-capable visible learner.

When you create a learning goal, you want to think about something that you want to get better at that will help you as a learner.

There are three parts to setting your goal. First, you have to figure out what your learning goal is going to be and why it is your goal. Next, you need to figure out what you are going to do to meet your goal. Then, you need to determine how you'll know if you're making progress toward meeting your goal. Let's take a look at the example on page 3 in your notebook. Take a minute to read through it on your own right now.

Allow students a few minutes to read through the student example. Invite students to share what they noticed in the student example.

What are some things that you noticed about the student example?

This is a good time to weave in some of the components of the SMART-ER goal-setting process and point out some of the things students may notice in the example. For example, "Yes, that is something specific, right? The students will be able to focus their actions to meet their goal." After discussing the student example as a class, set the students up with whatever they will be using to help them set their goal. This might be a series of learning tasks or results from a unit or benchmark assessment.

Now that we have reviewed a student example and you know what "work" you are going to use to help set your goal, I'd like you to begin completing the student goal-setting template on page 4. After you complete your goal, you'll get with a partner and go through the goal-setting checklist. I'll be walking around the class, so please call me over if you need any help.

After students have had a chance to create their goals, get them into partners and have them share their goal and walk through the learning-goal checklist explaining to their partner how they met each criterion.

Now that you've had some time to complete your goal-setting template, I'd like you to get with a partner. Each of you is going to take turns going through the student goal-setting checklist and explaining how you have met each criterion in the checklist with your goal.

After students have had a chance to share with their partner, you can bring this portion of the lesson to a close.

Everyone worked really hard setting their goal today. We will come back and revisit these after we engage in some new learning to check and see if you have made progress toward meeting your goal.

The lesson can now be brought to a close.

Student Action

- Students' individual reflection

- Class review of student goal-setting example

- Individual goal setting

- Partner share out of goal

Teacher Planning Notes:

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