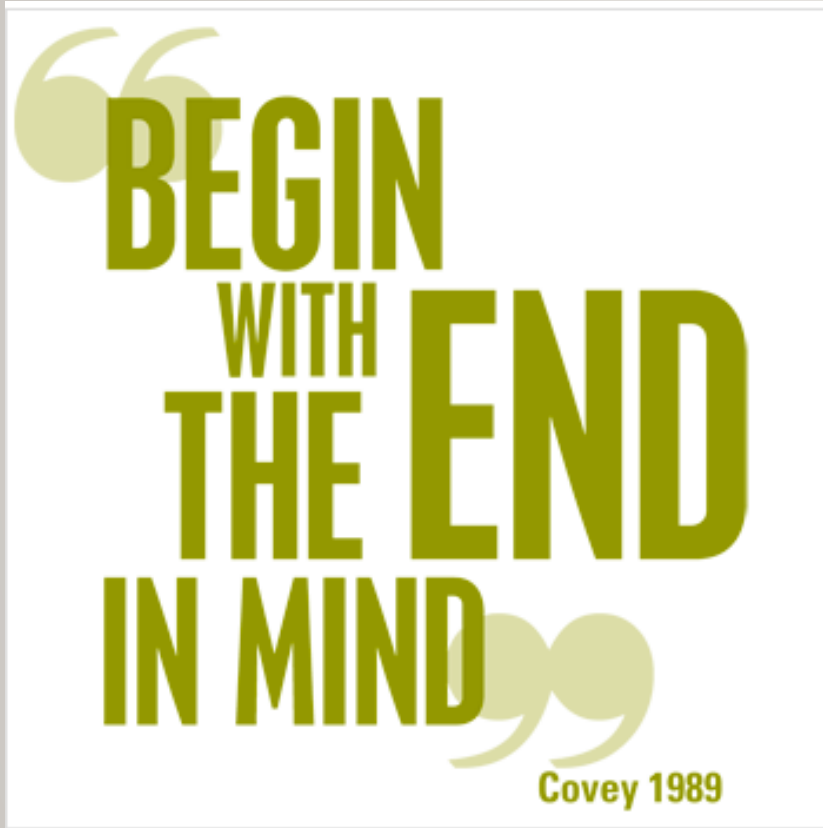# "A TEACHER'S GUIDE TO STANDARDS- BASED LEARNING"

CHAPTER 3: SETTING GOALS AND TRACKING PROGRESS

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BEGIN WITH THE END IN MIND
Covey 1989

- Determine the importance of goal setting with students
- Compare the various approaches to goal setting
- Strategies to teach goal setting
- Understand the importance of students tracking their progress toward their goals

GOAL SETTING

- Have you ever set goals with your students?
  - What kind of goals were set?

THE IMPORTANCE OF GOAL SETTING

Goal setting:

- Is an integral part of a standards-based learning environment.

- It helps focus students on individual needs related to specific learning targets

- Helps students learn in four distinct ways:

  1) Focus students' attention on both the task and target for learning

  2) Stimulate effort

  3) Increase students' persistence

  4) Improve students' capacity and desire to adopt new learning strategies

SETTING GOALS

- Setting goals should be a continuous part of the learning process, not a periodic event.

- Schedule time for students to reflect on their goals on an ongoing basis.

  - Reflective Fridays – Review the week's work, accomplishments, learning, and goals.

TYPES OF GOALS

1. **Comparative Orientation Approach**
   - Goals primarily focused on grades. Students typically compare themselves with others in a normative manner.
   - Example: I want to raise my proficiency scale score from a 2.0 to a 3.0 so I can put my sticker on the 3.0 chart with the other kids.

TYPES OF GOALS

2. Mastery Orientation Approach

Read article and discuss

Fostering a Mastery Goal Orientation in the Classroom

Marilla D. Svinicki
The University of Texas at Austin

Raise your hand if you have ever had a student ask you one of these questions: "Will that be on the test?;" "Is there anything I can do for extra credit? I have to have an A in this class!;" or "Could you just tell me what you want?" Have you ever wished that all your students would ask this question instead: "Could you help me understand this better?"

I have yet to meet an instructor who can't identify with either of those situations. As teachers, we would like our students to work for the sake of learning, not for the sake of a grade. Translated into more psychological terms, we wish our students would adopt a mastery goal orientation toward the class rather than a performance goal orientation. The theories and research on achievement goal orientation toward motivation have been very prolific (Elliott & Dweck, 2005), and point out the advantages of having students adopt a mastery goal orientation toward their learning, just as we instructors would have them do. Mastery goals focus students' attention on achievement based on intrapersonal standards of learning; performance goals focus on achievement based on normative or comparative standards of performing. Colloquially we often think of this as being learning-oriented as opposed to grade-oriented (Eison, 1982).

When students adopt mastery-oriented goals, they engage in more effective learning strategies, such as learning from their mistakes, changing strategies that don't work, and seeking help when necessary. They also are more intrinsically motivated, the gold standard of motivation. Performance goals lead to a focus on the outcome rather than the process of learning, such as achieving success by any means, avoiding the appearance of incompetence, and being more susceptible to extrinsic sources of motivation (Elliott & Dweck, 2005; Harackiewicz et al., 2002). Since most instructors are focused on helping students learn, we'd rather work with those students who are similar.

When we examine the characteristics of mastery-oriented learners, one quality that seems to stand out is their willingness to take risks and learn from their mistakes. They appear to be confident that nothing bad will happen to them when they fail. They feel that their classroom is a safe place, where they are supported when they stumble and assisted when they try. If this is indeed the underlying base for mastery orientation, then as instructors we need to find ways of helping students feel safe so that they are willing to take risks. Learning is a risky business, but we can minimize fear and maximize risk-taking by the structure of the classroom. What follows are suggestions drawn from psychological theory and research about how an instructor can create that safe environment.

TYPES OF GOALS

2. Mastery Orientation Approach

- Goals primarily focused on developing and improving personal knowledge, skills, and competence through self-regulation, effort, and autonomy.

- Example: I want to raise my proficiency scale score from a 2.0 to a 3.0.

MASTERY ORIENTATION APPROACH

- Reflective prompts & questions can be used to encourage more mastery-orientated goals
  - **Reflective prompts**
    - "When I don't understand something, I …"
    - "I'm getting much better at…"
    - I need to get help with…"

  - **Reflective questions**
    - "What did you find easy about learning to…"
    - "What helped you when _____ got tricky?"

    Students can use their responses from these reflective prompts to set new goals for themselves.

COMPARISON AND MASTERY ORIENTATIONS

TEACHER BEHAVIORS THAT REFLECT A COMPARISON ORIENTATION	TEACHER BEHAVIORS THAT REFLECT A MASTERY ORIENTATION
Teacher publicly shares group-level data or individual results in the belief that social comparison motivates students	Teacher helps students identify weaknesses, ways to address gaps in learning, etc.
Uses extrinsic rewards like prizes and parties when students move to a certain proficiency status	Focuses on growth-related feedback by showing a clear relationship between effort and outcomes
Provides limited opportunities for student involvement; simply shares results	Encourages students to chart their results
Provides little guidance about what students should study or revisit	Shares individual level results privately with students
	Focuses attention on how students perform in relation to their past performances and standards
	Sometimes uses intangible rewards like praise and discussion of results toward progress
	Involves students in analysis, goal setting, and follow up
	Uses whole-group or individual interventions, and multiple approaches for reteaching

STRATEGIES FOR TEACHING GOAL SETTING

- Modeling Goal Setting
  - ➢ Teachers should continually model goal setting with their students. Students will feel inclined to set goals themselves as they see the growth and success that stem from setting goals.
- Examples:
  - Professional Goal:
    - Teacher can share professional goal of increasing engagement in his classes with students.
    - He created this goal based on end of year survey results.
    - As a results, he plans to embed three hands-on activities per week in his lessons.
    - He will keep track of his goal with his lesson planning template and students rating him on occasion.

STRATEGIES FOR TEACHING GOAL SETTING

- Examples Continued:
  - Personal Goal:
    - Teacher can share personal goal of incorporating meditation into his daily routine as a means of managing stress.
    - He will keep track using a cell phone app.
    - He aims to practice meditation daily for four weeks and will track his progress weekly.
    - He will share the results with students at the end of four weeks.

STRATEGIES FOR TEACHING GOAL SETTING

- Share examples of Famous individuals setting goals:

The famous basketball player Michael Jordan wrote the following about goal setting in his book, I Can't Accept Not Trying: Michael Jordan on the Pursuit of Excellence:

I approach everything step by step....I had always set short-term goals. As I look back, each one of the steps or successes led to the next one. When I got cut from the varsity team as a sophomore in high school, I learned something. I knew I never wanted to feel that bad again....So I set a goal of becoming a starter on the varsity. That's what I focused on all summer. When I worked on my game, that's what I thought about. When it happened, I set another goal, a reasonable, manageable goal that I could realistically achieve if I worked hard enough....I guess I approached it with the end in mind. I knew exactly where I wanted to go, and I focused on getting there. As I reached those goals, they built on one another. I gained a little confidence every time I came through.

...If [your goal is to become a doctor]...and you're getting Cs in biology then the first thing you have to do is get Bs in biology and then As. You have to perfect the first step and then move on to chemistry or physics.

Take those small steps. Otherwise you're opening yourself up to all kinds of frustration. Where would your confidence come from if the only measure of success was becoming a doctor? If you tried as hard as you could and didn't become a doctor, would that mean your whole life was a failure? Of course not.

All those steps are like pieces of a puzzle. They all come together to form a picture....Not everyone is going to be the greatest....But you can still be considered a success....Step by step, I cant see any other way of accomplishing anything.

I Can't Accept Not Trying: Michael Jordan on the Pursuit of Excellence is published by HarperSanFrancisco, a division of HarperCollinsPublishers (ISBN 0-06-25119)

STRATEGIES FOR TEACHING GOAL SETTING

- Explicitly Teaching Student Goal Setting
  - Guide students to set goals with the three core questions:
    - **Where am I going?**
    - **Where am I now?**
    - **What strategy or strategies will help me get to where I need to go?**

STRATEGIES FOR TEACHING GOAL SETTING

- To explicitly teach goal setting to students, there are 3 phases for consideration. They include:

  1. **Setting the goal**
  2. **Setting strategies to obtain the goal**
  3. **Reviewing and reflecting on the goal regularly**

STRATEGIES FOR TEACHING GOAL SETTING

1. **Setting the Goal**
   - Specific, short-term and "just right" in terms of difficulty of challenge and attainment
   - Examples:
     - "My goal is to get a 3.0 (proficient) about knowing my multiplication facts."
     - "My goal is to be consistently proficient in writing a thesis statement."

STRATEGIES FOR TEACHING GOAL SETTING

2. Setting Strategies to Obtain the Goal

- Have students create action plans that specify the goal, strategies, time line, and notes to assist them in their goal setting.
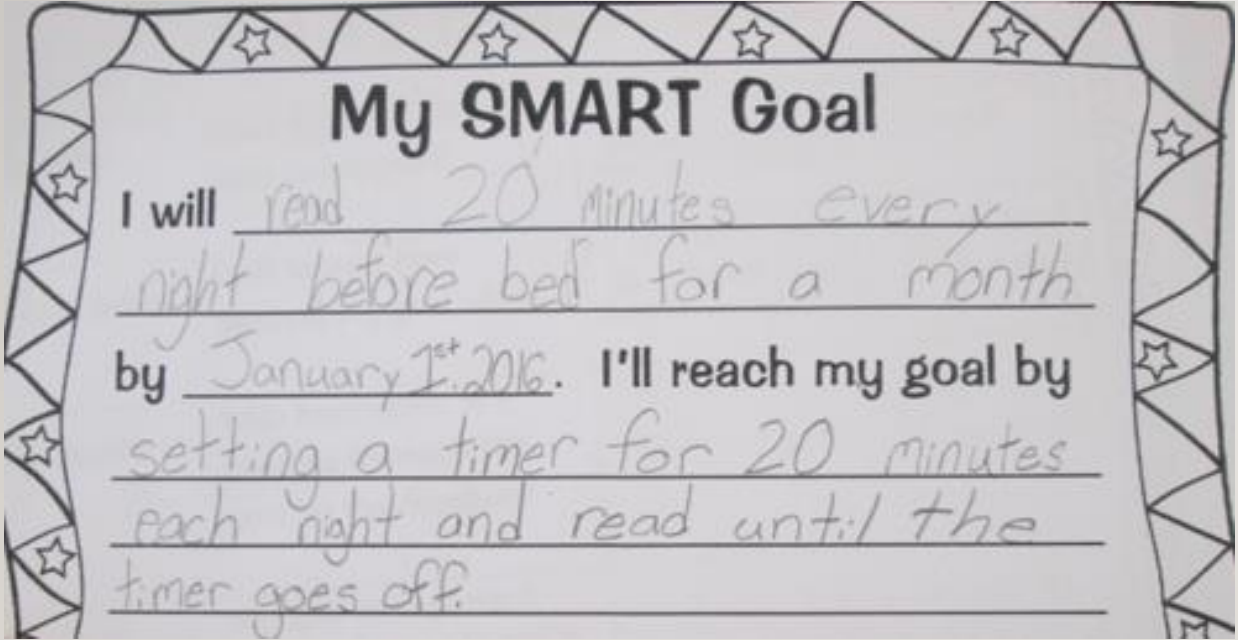- Older students (grades 4-12) can begin to identify obstacles to success.

STRATEGIES FOR TEACHING GOAL SETTING

3. Reviewing and Reflecting on the Goal Regularly

- Provide students with regular time and resources for self-assessing and self-regulating.

- On a regular basis, have students ask themselves:

  - Am I still going down the right path?

  - Have any variables changed that will affect my plan?

  - Was my goal really achievable? Should I amend it?

GOAL SETTING TEMPLATES

My SMART Goal

I will _read 20 minutes every night before bed for a month_ by _January 1st 2016_. I'll reach my goal by _setting a timer for 20 minutes each night and read until the timer goes off._

My Academic Goals

Name: _____

Quarter 4

Specific Academic Goal:
_____
_____

Deadline: _____

Things I can do to achieve this goal:

-
-
- /
-
-

Quarter 3 Academic Goal:
_____
_____
_____
_____
_____
_____
- -

Reflection (Did you meet your goal?)
_____
_____
_____

GOAL SETTING TEMPLATES

SMART Goal Setting

We set SMART goals by setting a detailed goal and creating a plan to achieve it because a goal without a plan is just a wish!

S Specific	What exactly do you want to accomplish? Why is that important?
M Measurable	How will you know when you have met your goal?
A Action Plan	What will you take to make sure you reach your goal?
R Realistic	How do you know you can accomplish this goal?
T Timely	By when will the goal be accomplished?

TRACKING PROGRESS

- Tracking progress can be as simple as using a piece of graph paper to track scores over time or students tracking their progress toward specific learning targets.

- We should encourage our students to work toward progress, not perfection. Doing so will allow our students to maintain a positive perspective, celebrate achievements, and continue persevering toward their goals.

TRACKING PROGRESS

Tracking My Own Learning

Student name: _____ Class: _____ Date: _____

Learning target: _____

_____

My beginning score: _____ My goal score: _____ by: _____

Assessment dates:

A _____
B _____
C _____
D _____
E _____
F _____
G _____

Proficiency Scale

4.0	
3.0	
2.0	

VIDEO: GOAL SETTING

IN CONCLUSION:

When teachers focus students on goal setting in standards-based learning environments, *"students develop into more confident and competent learners, they become motivated (energized) to learn, increasingly able to persist during demanding tasks and to regulate their own effort and actions"* (Moss and Brookhart, 2009).