

Setting Learning Goals

The purpose of setting goals is to identify ways to move students' learning forward and to have a written record that can be referenced as the school year progresses.

Goals may relate to, for example, specific competencies, domains of learning or literacies.

Students develop a sense of ownership for their learning as they think about their own learning and thinking processes and are involved in the process of generating those goals.

Setting goals, taking personal responsibility for learning, and self-evaluation can become part of regular classroom discussions.

When determining—or later reflecting on goals—students may ask themselves:

- What do I want to be able to do? Why is this important?
- Why will this help my learning?
- How will I succeed in this goal?
- What actions should I take to help achieve this goal?
- What will my next steps be?
- How am I going to proceed with those next steps?
- How will I know that I achieved success? What are the signs that I should look for?
- Who can help me?
- How long do I need to achieve this goal?

Before the Conference:

Before the student inclusive conference, teachers can discuss and define what learning goals are and discuss examples of appropriate learning goals vs. goals that are inappropriate (e.g., too grand, too small, too vague, too hard).

Goal (vague)	Better goal (with plan)
I want to understand fractions.	I will ask questions when I don't understand parts of the math lesson.
I want to write more.	I will make a plan for my writing and add details about who, what, why where and when. I will use describing words.
I will be a better listener.	I will sit away from students who distract me. I will make eye contact with the speaker and take notes in class.

Developing A Goal During the Conference:





- This is a collaborative effort between the student, parent and teacher.
- During the conference, areas for growth will emerge and the teacher can then facilitate a conversation that leads to a goal.
- The teacher is able to draw on knowledge about the student as a learner and educational expertise, to design a goal that is appropriate for the student.
- The teacher can guide the goal setting process, making suggestions for improvement that involve the school, the child and the parents.
- The goal is framed in terms that are achievable, measureable and lead to growth over time.
- Support for the goal, in terms of what the teacher, the parent and the child will do also need to be recorded.
- Keeping in mind that the goal is intended to guide future learning, it is important to refer back to it in the near future.

My All-STAR Goal Plan

Name: _____

Date: _____

My Goal is:

 S	SPECIFIC - Three or more actions i will take to meet my goal:
 T	TRACKABLE – This is how i will track my progress:
 A	ACHIEVABLE – Two reasons I know I can meet my goal:
 R	REALISTIC TIMING - I plan to meet my goal on or before this date:

Next Steps:

For the goal to be meaningful, it is critical that it is visible and that all parties check in to assess progress.

At the beginning of the next conference, it is helpful to review previous goals and where the student’s current learning is in relation to that goal.