

## Setting Goals

### Learning Goal

During this Conversation, participants will use a text book and their own experience to explore:

1. Key reasons for goal-setting
2. Strategies for helping students choose realistic goals
3. Ways to communicate evidence that students are working towards their goals
4. A process for monitoring, supporting, and celebrating goals.

### Materials

Print copies of **Case Studies** for everyone.

One copy of the text ***Knowing What Counts: Self-Assessment and Goal-Setting*** (Connections Publishing, Courtenay B.C. [www.connectionsublishing.ca](http://www.connectionsublishing.ca)) for each participant.

### Getting Started

Divide the group in half.

Ask Group 1 to read Short-Term Goals, pages 40-42 in ***Knowing What Counts: Self-Assessment and Goal-Setting***. At the same time, ask Group 2 to read Long-Term Goals, pages 43-46 in ***Knowing What Counts: Self-Assessment and Goal-Setting***. (Allow about 10 minutes.)

Ask Group 1 participants to find a partner from Group 2 and discuss what each has read. (Allow about 10 minutes.)

Invite participants to spend two or three minutes recording their own ideas about goal-setting. Then invite anyone to bring comments or connections forward that they think might be of interest to the large group.

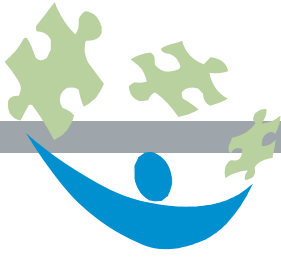
Form small groups. Distribute **Case Studies**.

Invite participants to choose one of the Case Studies for discussion and response.

### Debriefing the Learning

When the groups have finished, ask them to report on Question 3 in each of the case studies ("This is your colleague; what are you going to say?").

Record the suggestions on chart paper as they are discussed. (This record can be a valuable source of ideas after the session is over. If participants would find a typed summary helpful, ask a volunteer to prepare and distribute it.)



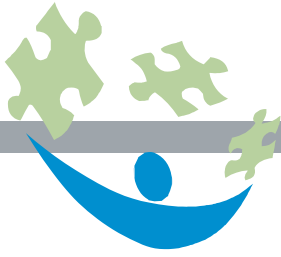
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### Taking Action

Ask individuals to use the Planning Frame from ***Knowing What Counts: Self-Assessment and Goal-Setting*** (pp. 46) to help them decide what action they are going to take individually. Follow the simple planning process to clarify next steps. You might want to use a similar process for establishing next steps for the group's learning.

### Extending the Learning

Goal-setting skills improve as students become more involved in setting criteria, self-assessment, feedback, and collecting evidence of their own learning. Participants may want to continue their learning by exploring related Conversations found within this Facilitator's Guide.



## Case Studies

### Case Study #1

Ms. S has been reading about goal-setting. She went to a day-long session about involving kids in assessment but whenever she gets her kids to set goals they seem so trivial or so broad in scope (like “become a better reader”) that the goals seem useless. There are so many things she needs to be teaching. She just doesn’t think she can spare the time.

What are the issue(s) here?

What does Ms. S need to think about?

This is your colleague; what are you going to say?

### Case Study #2

Mr. D’s class has set criteria for giving an oral presentation. He has a student with special needs who has an individual education plan. How does that student become involved in the goal-setting process?

Another of his students always tries to do too much and rarely experiences success. A third student never seems to take risks. How could he get him to buy into the idea of goal-setting? How can Mr. D use goal-setting to help his students succeed?

What does Mr. D need to think about?

This is your colleague; what are you going to say?