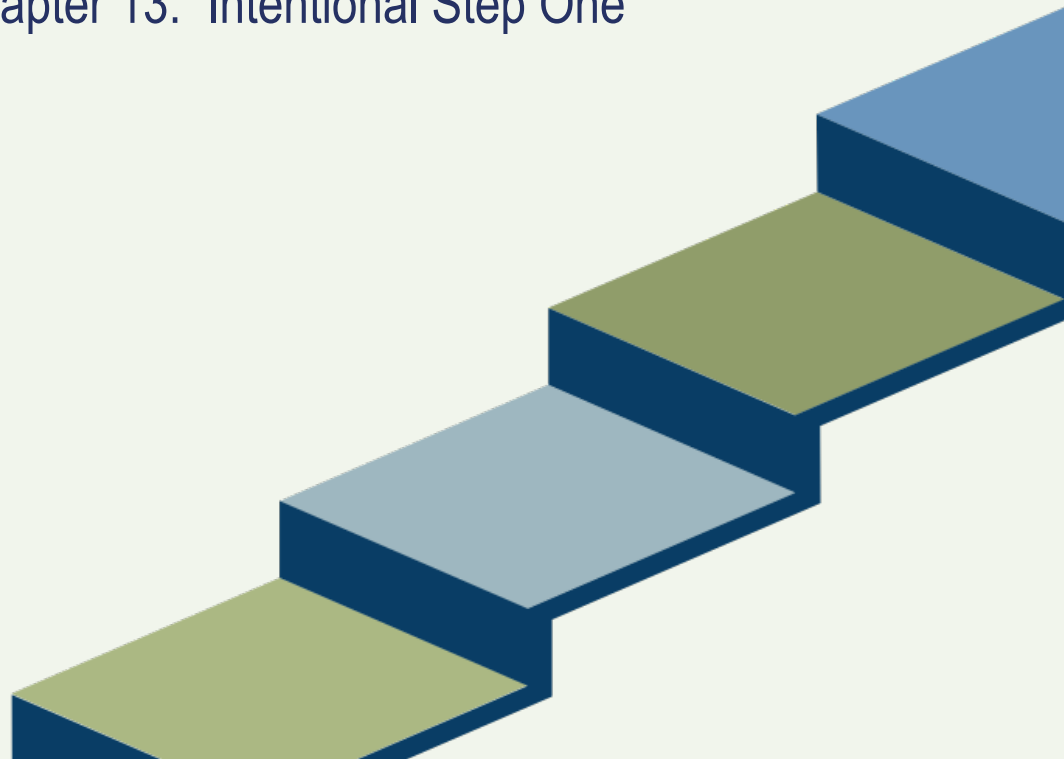


Intentional Instructional Moves

Strategic Steps to
Accelerate Student
Learning

Companion Guide

Chapter 13: Intentional Step One



Chapter 13

Intentional Step One: Provide Direct Instruction

For students who are new to the practice of setting goals, direct instruction can be a useful method for clarifying what a goal is and walking them through the necessary steps. Teachers can use the I Do, We Do, You Do approach, explaining and modeling the process before inviting students to set goals independently. For instance, teachers might introduce younger students to the difference between a wish and a goal. They might then share books that portray stories of goal setting, use anchor charts to establish goal-setting norms, and teach students about SMART and WOW goals (completed Within One Week) (Clever, 2019).

Intentionally planning lessons that teach goal-setting skills allows teachers to establish a set of norms and expectations for goal setting in the classroom (Nordengren, 2019). Students will set short- and long-term goals throughout the year, check in with their teacher and peers, revise their goals as needed, and evaluate their progress.

Strategy 1: Introduce Goal-Setting Books

The teacher can incorporate books and articles that feature stories about setting and achieving goals. It's helpful to include fiction, nonfiction, and business texts so students can see both real and fictional examples. For instance, an elementary school teacher can introduce the purpose of goals, how they can guide student learning, and how it feels to achieve them using a picture book like *The Boy Who Harnessed the Wind*. The class can discuss William Kamkwamba's goal to bring electricity to his village and how he created a plan to achieve that goal (2016). For a list of recommended Goal-Setting Books for all ages, see the corresponding handout.

Goal-setting books offer tangible examples of people who have set goals and worked hard to achieve them. This allows students to experience the power of both small, every day goals and larger, long-term goals. They also learn that success is possible through hard work and perseverance. In this way, reading about goal setting helps build self-efficacy (.92) and teaches students that their efforts (.77) can lead to progress. Moreover, students can cultivate a stronger sense of self-awareness as they reflect on how they might apply the goal-setting principles to their own life.

Strategy 2: Journey Map

To create a Journey Map, students write their goal at the top of a graphic organizer and break it down into incremental steps using separate columns (Step 1, Step 2, Step 3, etc.). As they work through each step, students will jot down their thoughts about the process in the corresponding thought bubbles. Encourage students to be descriptive and elaborate on their thoughts. For example, they might note that a particular step was really tough or that they are ready for the next step. For a sample Journey Map, see the corresponding handout.

The Journey map allows students to think through the individual steps it takes to accomplish a larger goal. It also helps them visualize the bigger picture and reevaluate as they move through the steps. Mapping out students' goals personalizes them and centers student choice. Students can see the relevance of what they're working toward and gain greater control of their learning process. This promotes self-management skills along with problem-solving and stress tolerance. Also, Hattie notes that having clear goal intentions (.48) is a high-impact strategy.

Teaching Tip: Setting goals is an integral part of student development, but we need to emphasize the necessity of follow-through as well.

Strategy 3: Reflecting on My Goals

Teachers can also use goal-setting reflection questions to help students identify their goal and why it matters to them, their time frame for achieving it, and the actions they will take to complete it. For instance, teachers can create a handout that asks students to reflect on the following questions:

1. What is your goal?
2. When will you reach your goal?
3. What will you do to reach your goal?
4. Why is this goal important to you?

See the “Goal Reflection handout” for a sample.

This strategy allows students to make connections between their learning and their goals. As they set targets for their learning, they must understand their current knowledge and skills and create a plan for improving. It also helps them recognize that learning and goal-setting are both ongoing processes. As students evaluate and reflect on their goals (.75), they can practice self-efficacy (.92), self-management, responsible decision making, and problem-solving.