

APPROPRIATELY CHALLENGING GOALS

EFFECT SIZE: 0.60

High-Quality Instruction Cycle Connection:

Step 1: Goals and Outcomes

Utah Effective Teaching Standards Alignment:

- Standard 1, Elements 1, 4
- Standard 2, Elements 1–4
- Standard 3, Elements 1, 3

Personalized, Competency Based Learning Framework Essential Component:

Learner Agency
Demonstrated Competency
and Assessment

WHAT?

Appropriately Challenging Goals are a foundational precondition for meaningful learning that occurs through cultivating student engagement and the development of intrinsic motivation. Students thrive most when teachers clearly describe the ultimate goals of instruction and when the goals are achievable, yet challenging.

WHY?

The effect size of appropriately challenging goals is 0.60 which is approximately one and a half years of growth for one year of learning. When teachers and students work together to establish appropriately challenging goals for learning, the effect creates a clearer direction of learning for students and educators and increases students' motivation and achievement levels. Furthermore, challenging goals are an essential component for growth and development of students as it establishes accountability to shift responsibility to the student for learning and empowers students to advocate for their needs.

HOW?

To help students know where they have been, where they are now and where they are going in the learning process, educators design and co-design with students appropriately challenging goals using strategically sequenced learning progressions.

PREPARATION:

Educators plan high quality, personalized instruction that is informed by student progress data, provide multiple opportunities for students to reflect upon and assess their own growth towards the established goals, and allow multiple opportunities and means for demonstration of competency

IMPLEMENTATION:

Teacher Actions

- Communicate to or co-construct with students the appropriately challenging goals.
- Provide opportunities for students to reflect on where they are in their learning progression and determine what supports they may need to achieve the goal(s).
- Provide feedback on where students are in the learning process and where to go next.

Student Look-Fors

- Provide targeted feedback on the learning goal to peers.
- Document their progress towards the learning goal.
- Analyze work products, seek feedback and refine work quality to set incremental goals based on progress.
- Provide rationale for meeting learning goals using work samples and self-reflection.

Reflection

- How did I communicate the appropriately challenging goals to students?
- How did students engage and demonstrate motivation towards the learning goal?
- What opportunities did I provide for students to reflect on their progress towards the learning goal?
- To what degree are/were the goals focused on learning and not just doing?
- What opportunities did I provide students to provide input on their own goals?

Go Deeper—Resources to learn more

Guiding Students to Set Academic Goals: <https://www.edutopia.org/article/guiding-students-set-academic-goals>

Goal Setting Practices that Support a Learning Culture: <https://kappanonline.org/goal-setting-practices-support-learning-culture-nordengren/>

IRIS Goal Setting: <https://iris.peabody.vanderbilt.edu/module/sr/cresource/q2/p06/#content>

(Continued)



HOME CONNECTIONS:

- Model strategies and language to parents and students that exemplify the school as a place that is welcoming for all students.
- Engage regularly with parents about the learning happening in the classroom with positive examples of how students are contributing to the classroom community and overall content focus areas.
- Promote a welcoming environment where parents view the teacher as approachable and promotes inclusivity of the needs and concerns parents share regarding students.

For further information, please contact:
Jennifer Throndsen, Director
Teaching and Learning
jennifer.throndsen@schools.utah.gov