

GOAL COMMITMENT

EFFECT SIZE: 0.44

High-Quality Instruction Cycle Connection:

Step 1: Goals and Outcomes
Step 2: Planning Instruction
Step 3: Instruction

Utah Effective Teaching Standards Alignment:

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

Personalized, Competency Based Learning Framework Essential Component:

Learner Agency

WHAT?

Goal Commitment is a student's determination to achieve a particular goal. Goal commitment is especially important when the goal is both specific and difficult to accomplish.

WHY?

The effect size of goal commitment is 0.44 which is approximately a little over one year of growth for one year of learning. Students with higher goal commitment have been found to be more likely to invest time and energy in studying, and to use additional strategies to achieve deep knowledge of the subject under study.

HOW?

To foster student goal commitment, teachers provide students with relevant learning opportunities that value students' interests and backgrounds and allow learner agency and choice in accessing learning and demonstrating competency. Teachers provide students with opportunities and supports in setting and achieving their own learning goals.

PREPARATION:

- Design instruction to incorporate students' interests, abilities, and background to provide personalized, relevant learning.

- Identify time to teach students goal-setting strategies.
- Identify time for students to reflect on:
 - What their goals are.
 - Their motivation for achieving the goal.
 - The progress they are making in achieving their goals.
 - What steps still need to be taken to meet their goals.

IMPLEMENTATION:

Teacher Actions

- Teach students how to set a SMART (specific, measurable, attainable, realistic, timely) goal.
- Help students see how learning goals are relevant to their lives.
- Allow time for students to reflect on the progress of their goals.
- Take time to celebrate student progress towards goals.

Student Look-Fors

- Engage in goal setting related to achieving academic success.
- Engage in reflection related to what goals they should be setting, progress they've made, and/or how they know when they have achieved their goal.
- Give feedback on others' goals.
- Incorporate feedback into their own goal process.

Reflection

- Are students engaged in the goal setting and reflection process? If not, what barriers might be hindering their engagement, and what steps can I take to provide the necessary support?
- Are students making progress towards their goals? If not, what barriers might be hindering their progress, and what steps can I take to provide the necessary support?
- What supports can I provide students to increase the quality of their goals?

Go Deeper—Resources to learn more

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

Student Goal Setting: An Evidence-Based Practice <https://files.eric.ed.gov/full-text/ED589978.pdf>

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HOME CONNECTIONS

- Inform parents that their student has set learning goals and invite them to ask their student to tell them about their goals, their plans for achieving their goals and their reasoning for choosing their specific goals.
- Invite parents to assist their student in setting clear, realistic and achievable goals.
- Invite parents to aid their student in developing manageable steps and measures to track and achieve their goals, to check in with their student regularly about their progress and to celebrate their student's growth as they work towards and achieve their goals.
- Invite parents to share with their student the successes and challenges they are experiencing with their personal goals.

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