

EFFECTIVE FIRST GRADE LITERACY TEACHING TEAMS

A ULEAD INNOVATIVE PRACTICE REPORT BRIEF

THEME OVERVIEW

STUDENT GOAL SETTING AND MONITORING

Four outlier teacher teams excelling in first grade literacy were interviewed to understand their practices contributing to grade-level success while implementing the Science of Reading. Three themes were identified. Key research and literature, practices, and takeaways from the theme Student Goal Setting and Monitoring are in this brief. To review the full report visit schools.utah.gov/ulead/reports.



Key Research & Literature

Metacognition, which includes goal-setting and self-assessment, is crucial for student learning. Students with strong metacognitive skills tend to perform better academically, independent of intelligence (Perry et al., 2019; Veenman et al., 2004; Ohtani & Hisasaka, 2018).

Mastery-oriented goals are more beneficial than performance goals.

Mastery goals promote deep understanding, while performance goals can lead to competition and focus on external validation (Beach, 2020; Moeller et al., 2012; Schunk, 2019).

Student participation in goal creation is important. While students need guidance, involving them in the goal-setting process increases the likelihood of achieving those goals (Boekaerts, 2002; Moeller, 2012).

Goal setting should be combined with other strategies. Effective goal setting involves clear tasks, data-informed goals, formative feedback, and student strategies for addressing goal progress (American Institutes for Research, 2018; Dent & Koenka, 2016; Shunk, 2019).



Practitioner Practices

1. Effective goal setting is **rooted in teacher clarity**, which stems from understanding standards, data analysis, and explicit instruction.
2. Teachers utilize both **formative and summative data to determine student needs** and set appropriate goals.
3. Students have **individual goals that are challenging yet achievable**, with a focus on both mastery and process goals.
4. Students use **tangible trackers** to monitor their progress, fostering a sense of ownership and motivation. Celebrations **recognize growth and achievement**.
5. **Teachers provide timely and specific feedback** to support students in reflecting on their learning and progress toward goals.



Top Takeaways

1. Develop a clear understanding of learning trajectories
2. Provide a physical method for students to record progress
3. Maintain a collection of student work to demonstrate learning
4. Celebrate growth and achievement
5. Utilize student progress and goals in student and parent conferences

Visible Learning MetaX (2023) highlighted that “researchers have pressed the importance of a student’s ability to reflect on his or her work, discern its relationship to established standards, and make self-judgements.”