

# Student Goal-Setting Plans

Topic Overview Video (link) 



## Why:

Student agency increases learning by providing the students with some voice and choice in the learning process. Otherwise, students are simply attempting to be compliant and/or guess what they need to know and do to be successful. One step to increase student ownership is goal setting, in particular setting goals based on strengths, empowering all learners to grow academically and personally.

## Instructional Implications:

- ⦿ **Increase** student agency
- ⦿ **Teachers, students, and families** can observe measurable progress and growth
- ⦿ Students **develop self-advocacy skills**

## Guiding Questions:

- ⦿ Do students currently set and monitor goals themselves?
- ⦿ If so, what is the focus of the goals (academic, grades, assessment, growth, affective)?
- ⦿ What ownership/agency should your students have in the goal-setting and attainment process?
- ⦿ Is there a teacher or team already using student-led goal-setting and student-led conferences? If not, is there a teacher or team ready to pilot goal-setting with their students?
- ⦿ What goal-setting model will you use?
- ⦿ What data will the students use to set goals?
- ⦿ How will success metrics be identified?
- ⦿ How will we scaffold for younger or less able students?
- ⦿ How will we communicate this process to families?
- ⦿ What training will teachers need? When and how will it be provided? By whom?
- ⦿ How will we address resistance?
- ⦿ How will we celebrate student successes in progressing towards goals?

### 3 Best Practices:

1

Include goal-setting for academic and affective growth in GT services

2

Involve families and other key stakeholders in setting student goals and holding students accountable for those goals

3

Incorporate teacher goal-setting as part of the overall district systems of continuous improvement.

### Resources:

Advanced Learning Plans. *Colorado Department of Education*. <https://www.cde.state.co.us/gt/alp?authuser=1>

Advanced Learning Plans. *JeffCo Public Schools*. [https://www.jeffcopublicschools.org/programs/gifted\\_talented/advanced\\_learning\\_plans?authuser=1](https://www.jeffcopublicschools.org/programs/gifted_talented/advanced_learning_plans?authuser=1)

Gentry, M., Gray, A., Whiting, G.W., Maeda, Y., & Pereira, N. (2019). Gifted Education in the United States: Laws, access, equity, and missingness across the country by locale, Title I schools status, and race. Authors. <https://education.purdue.edu/geri/new-publications/gifted-education-in-the-united-states/>

Harold, B. (2019). What is personalized learning? *Education Week*. <https://www.edweek.org/technology/what-is-personalized-learning/2019/11?authuser=1>

Johns, S. & Wolking, M. The Core Four of personalized learning: The elements you need to succeed. *Education Elements*. [https://www.edelements.com/hubfs/Core\\_Four/Education\\_Elements\\_Core\\_Four\\_White\\_Paper.pdf](https://www.edelements.com/hubfs/Core_Four/Education_Elements_Core_Four_White_Paper.pdf)

Phelps, V. & Lewis, K. (2023). *Strength-based goal setting in Gifted Education*. Prufrock Press.

Richardson ISD, Advanced Growth Plan Using MAP Data ([Advanced Growth Plan using MAP Data - Google Docs](#))

Richardson ISD, Personalized Interventions Plan for GT ([Copy of Personalized Interventions Plan for GT - Google Docs](#))

Standard-aligned advanced learning plan. *Canon City Schools*. <https://www.canoncityschools.org/departments/gifted-talented-education/standard-aligned-advanced-learning-plan?authuser=1>

Vargo, J. (2022). Six examples of what personalized learning looks like. *Education Elements*. <https://www.edelements.com/blog/six-examples-of-what-personalized-learning-looks-like?authuser=1>

# Student Goal-Setting Worksheet

**Directions:** Use these guiding questions to help you build more goal-setting practices with your students.

1

What are your current goal-setting practices with students?

Academic goals

Goals for grades

Assessment goals

Growth goals

Affective goals

2

What ownership or agency should your students have in the goal-setting process?

3

Are any campuses or teachers willing to pilot goal-setting practices? What training do they need to roll out goal-setting effectively?

4

What goal setting model will your district use?

5

What are your current goal-setting practices with students?

How will you celebrate student success?

How will you recalibrate for expansion?