

ESTIMATED TIME

1 class period plus out of class time

PREREQUISITES

Best taught after first quarter grades are submitted, this lesson could be done at the beginning of the year; however grade reports provide a better learning experience for students since they can reflect on their evaluations.

When dealing with a group of students and grades, it is also important to preface the lesson with a clear message about privacy. Students can legally expect a certain amount of privacy when teachers are passing out grade reports and adequate space in which to work so that privacy is respected.

This lesson will take one full class period and will require that students have all their teachers sign off on their goals. Students should be given multiple days to complete this task with ample time to meet with their advisors.

RESOURCES AVAILABLE

- **PEP Rubric** (*How student will be evaluated to be completed by student and teacher*)
- **SMART GOALS OVERVIEW** (*background and tips for developing goals*)
- **Personal Education Plan Getting Started Checklist** (*the plan for completion of the PEP*)
- **Academic Check-In** (*Review of student work to be completed by teachers*)
- **Teacher's Suggestions** (*Summary of teacher suggestions to be completed by student*)
- **Self-Assessment of Strengths and Weaknesses** (*Self-reflection to be completed by student based in part on teacher and advisor discussions and comments*)
- **Goals for This Year and Next** (*SMART long-term goals to be completed by student*)
- **Short Term Goals for Current Semester** (*SMART short-term goals to be completed by student*)

ACROSS THE CURRICULUM

This lesson incorporates grades and goals from multiple subject areas. It is meant to support the work that classroom teachers are already performing.

LESSON PLANNING

LESSON GOAL

Set personal goals and create a personalized education plan, looking back on previous work and looking forward to the future.

Essential Question

What strategies can I use to set SMART (specific, measurable, attainable, relevant, and time-bound) goals for myself?

Student Expectations

1. Participate in small and whole group discussions about SMART goals.
2. Develop short- and long-term goals.
3. Complete the personalized education plan.
4. Set up and meet with teachers to complete the *Academic Check-In*.
5. Meet with advisor to review the *PEP*.
6. Follow through on short- and long-term goals.
7. Compose a reflection on goal setting.

LESSON OBJECTIVES

1. Develop short-term and long-term academic, experiential, and personal goals.
2. Obtain current grades in all courses and develop goals for these courses.
3. Offer recommendations to help assist in academic progress.

RATIONALE

This lesson is crucial for developing self-reflective students who demonstrate self-direction in their academic, internship, and personal lives. Assignments such as these help students take ownership over their academic lives and help to develop their drive to improve school work, which often has positive rewards beyond the classroom.



Goal Setting: Personal Education Plan (PEP) Rubric



Smart Goals Overview



Getting Started Check List

PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Distribute the *Goal Setting PEP Rubric* to introduce this lesson and explain how students will be evaluated. Prep this lesson with a discussion regarding the logistics and details of how students get their grades, why they are receiving grades, and what they can do after they get their grades.
2. **SMALL GROUP**
 - a. Have small groups of students develop a definition of what a goal is. Encourage them to differentiate between a goal and a task.
 - b. Hand out *SMART GOALS OVERVIEW* and have the groups review the information, comparing their definition of a goal to the characteristics of a SMART Goal.
 - c. Have students write one sample SMART goal and discuss the following questions.
 - Does the goal have all the characteristics of a SMART goal (specific, measurable, attainable, relevant, and time-bound)?
 - If you achieve a goal too easily, should the goal have been harder?
 - If the goal takes an extraordinarily long time to achieve, is the goal realistic?
 - What did you learn about goals that would lead you to change other goals?
 - If you still need to develop skills even though you achieve a goal, how can this affect the goals you set?

ASSESSMENT

SMART Goal Discussion Contribute to an understanding of SMART goals.

3. **WHOLE GROUP** Have students summarize their responses from the small group discussion. Then distribute the following documents, the *PEP*, to each student along with a copy of his or her grade report:
 - *Personal Education Plan Getting Started Checklist* (the plan for completion of the *PEP*)
 - *Academic Check-In* (Review of student work to be completed by teachers)
 - *Teacher's Suggestions* (Summary of teacher suggestions to be completed by student)
 - *Self-Assessment of Strengths and Weaknesses* (Self-reflection to be completed by student based in part on teacher and advisor discussions and comments)
 - *Goals for This Year and Next* (SMART long-term goals to be completed by student)
 - *Short Term Goals for Current Semester* (SMART short-term goals to be completed by student)
 - *PEP Rubric* (How student will be evaluated to be completed by student and teacher)

Academic Check-In

Teacher/Es Suggestions

Self-Assessment of Strengths and Weaknesses

- 4. WHOLE GROUP** Review the purpose of each document. Explain that over the next few days, students will be meeting with their teachers and advisors to complete the *Academic Check-In* and *Teacher's Suggestions* documents. Based on these meetings, and self-knowledge, students will complete the *Self-Assessment of Strengths and Weaknesses*, *Goals for This Year and Next*, and *Short Term Goals for Current Semester*. Review the *PEP Rubric* so that students will know how they will be evaluated on this lesson.
- 5. INDIVIDUAL** Have students review and begin developing each section of the *PEP*. Monitor their work and answer any questions they may have.

ASSESSMENT

Short Term Goal Setting Identify three short-term goals, which are SMART (specific, measurable, attainable, relevant, and time-bound).

ASSESSMENT

Long Term Goal Setting Identify three long-term goals, which are SMART (specific, measurable, attainable, relevant, and time-bound).

- 6. INDIVIDUAL** As each student completes the *PEP* over the next few days, he or she should meet with the advisor. This meeting should review each part of the *PEP* that the student completed, critically analyze the students' goals, and urge students to consider any obvious gaps in their work. It is important that the advisor, as the adult, not impose their view of what the student do. If the student is to develop the self-direction that this lesson is meant to foster, it must come from the student. The advisor is meant to advise. Afterwards the advisor's role is to support the student in pursuing these goals.

ASSESSMENT

Advisor Meetings Set up a meeting with the advisor to discuss the *PEP*.

ASSESSMENT

Completion of the PEP Complete the entire *PEP*.

- 7. INDIVIDUAL** Students should periodically take the *Academic Check-In* sheet around to all of their teachers and then hand it in to their advisor. Then, advisor and student can meet regarding the *Academic Check-in*. This will allow them to look back at the goals and determine progress. As students complete the *PEP*, have them use the *Sakai* Assignments tool to submit it for evaluation.



ASSESSMENT

Academic Check-In: Take the *Academic Check-In* to all teachers to have them complete it.

This worksheet is titled "Goals for This Year and Next" and is part of the "21st Century Skills Self Knowledge" series. It includes a header with the title and a date field. Below the header, there is a section for "Goals for This Year" and "Goals for Next Year," each with a list of lines for writing. At the bottom, there is a section for "Please Set Personal or Experiential Goals" with a paragraph of text and a line for writing. The footer contains the text "© 2014 Center for Experiential Learning, Leadership and Technology (CELLT)." and a URL.

Goals for this Year and Next

This worksheet is titled "Short Term Goals for Current Semester" and is part of the "21st Century Skills Self Knowledge" series. It includes a header with the title and a date field. Below the header, there are several sections for "Short Term Goals" with numbered lines for writing. At the bottom, there is a section for "Remember!" with a list of items: "Specific," "Measurable," "Attainable," "Relevant," and "Time-bound." The footer contains the text "© 2014 Center for Experiential Learning, Leadership and Technology (CELLT)." and a URL.

Short Term Goals for Current Semester

8. INDIVIDUAL Over the next few weeks, hold periodic individual, small group, or whole class discussion about progress toward goals. Explain that sometimes it's ok to fail (in a safe and supportive environment). High school is a safe time to fail and with the help of nurturing and caring adults, students can rebound and learn quite a bit from failure. Failure to meet goals does not matter much, as long as you learn from it. Encourage students to feed lessons learned back into their goal setting programs. Remind them that goals change as one gets older. Encourage students to adjust their goals regularly to reflect growth in knowledge and experience. If goals do not hold any attraction any longer, students should feel free to let them go. Encourage students to review and update their *PEPs* periodically to reflect current priorities.

ASSESSMENT

Follow Through: Follow through on 75% of goals.



Student Pages

REFLECTION

Have students reflect in writing on the following questions. Have them use the *Sakai* Assignments Tool to submit their reflections for evaluation.

ASSIGNMENT 2

- Now that you have completed your assignment, what goal are you most anxious about accomplishing?
- Which goal are you most nervous about?
- How do you think you will do on accomplishing all of your goals?
- Do you feel as if you have a plan that can work?
- Do you feel better about your classes now?

ASSESSMENT

Reflection Compose a reflection on goal setting.

ASSESSMENT

Use the *Goal Setting: PEP Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results. In addition to the rubric, each submission should be evaluated individually for appropriateness for submission to the ePortfolio before posting.

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

SCHEDULE

- Add Assignments to the Schedule

EVALUATE/REVIEW

- Use Drop Box to access and evaluate student assignments
- Use Assignments to access and evaluate student assignments
- Student Portfolio
- Add a test or quiz if desired

LESSONS

- Review Lessons
- Add Resources if desired
- Change a Lesson if desired
- Schedule a Lesson
- Unschedule a Lesson

COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

Ohio Academic Content Standards

Grade 9 English Language Arts Communication: Research

2. Identify appropriate sources and gather relevant information from multiple sources.

4. Compile and organize important information and select appropriate sources to support central ideas, concepts, and themes.

8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

Grade 9 English Language Arts Communication: Oral and Visual

Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students with IEPs may have a difficult time with some of the written sections. Therefore it may be appropriate to plan to work through these sections with them. In addition, they may need the help of the IEP coordinator to circulate the *Academic Check-in* to all of their teachers.

GIFTED AND TALENTED

Gifted students always seem to get a lot out of this lesson. The teacher could challenge the gifted students to come up with bigger and better goals. This is especially important for students who are high ability but low achieving. These students are often motivated by challenges and the advisor can push these students. Furthermore, gifted and talented students should be asked to have goals that strongly connect into their *Teacher's Suggestions* forms. This challenges them to write specific goals that typically are richer and more meaningful for students.

ADDITIONAL RESOURCES

WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

- Use this site for information about SMART goals and tips for developing them. <http://www.goal-setting-guide.com/smart-goals.html>
- Use this site for background information about SMART goals and objectives. [http://en.wikipedia.org/wiki/SMART_\(project_management\)](http://en.wikipedia.org/wiki/SMART_(project_management))

Physical Fitness Goals

- Use this site for an example of how to set physical fitness goals. <http://www.healthybodyfitness.com/>
- Use this site for a complete overview of physical fitness and establishing SMART goals for physical fitness. <http://www.fitness.gov/nolanryan.htm>