

PERSONAL GOAL SETTING

Set a SMART Goal

Overview

Goals help you focus your efforts on a specific area of improvement in a particular aspect of your life. Goals also help you understand your ability to direct your own life. Here is a framework for setting goals effectively.

Specific	The goal is focused on a particular growth area within a specific aspect of your current life that can easily be described (e.g., a grade in a particular class).
Measurable	The goal can be measured in numbers that indicate progress toward the goal (e.g., 50%).
Actionable	The goal is something you can control by taking steps that have impact on the outcome even if others are involved (e.g., handing in all the homework in the class).
Realistic	The goal can realistically be achieved (i.e., does not require superhuman powers).
Timely	The goal can be achieved in the amount of time available (e.g., 5 weeks).

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Student Tasks:

- Consider opportunities for growth
- Choose a specific area of growth
- Set a measurable and actionable goal.
- Check with peers and teachers to be sure it is actionable and timely.
- Share goals.
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Online ThinkCERCA Resources:

- ThinkCERCA Core Curriculum

SMART Goals

Teachers guide students through the process of setting goals for growth.

Suggested Time: 10-15 minutes

Rationale/Research Base

Teaching students various strategies for setting goals and measuring progress allows students to exercise voice, choice, agency, and self-advocacy.

Optimal Application Notes:

Students should choose the framework that works best for them. SMART Goals is a strategy that students can use to learn the process, but later, they may choose a different strategy.

Before:

- Invite students to consider an areas of their academic, personal, or extracurricular lives where there is an opportunity for growth.

During:

- Model a SMART goal, such as I will walk 10,000 steps per day this month
- Have students select a specific goal that is high impact, measurable, actionable, realistic, and timely..
- After students draft goals, have them workshop the goals.
- Have share with the class as they feel comfortable.

After:

- Monitor progress weekly.
- Reflect after a month and celebrate success.

Scaffolds & Supports:

- Provide a suggested goal that applies to your class.
- Define key terms in SMAR and provide starter stems.
- Some sentence stems for this activity include:
 - By the end of this unit, I will be able to _____ in order to _____.
 - At the end this unit, I will have learned to _____ which will help me _____.

Benchmark Sample Review Your Feedback

Overview

Aspect	1 Current Strengths	1 Current Area of Growth
Claim/Counter claim		
Evidence		
Reasoning		
Coherence		
Audience		

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Sample

Start with the End in Mind: "I want to improve my writing."

Quality Goal-Setting	SMART Planning	Why
Specific	<i>I want to improve two areas of writing.</i>	<i>I understand where I got lower scores and I feel like I could work on those.</i>
Measurable	<i>I got a lower score in evidence and reasoning</i>	<i>I can move those to a score of 4 or 5.</i>
Actionable	<i>I have other assignments coming up so I can get help on these.</i>	<i>I can see my teacher as I am drafting.</i>
Realistic	<i>This is really specific, so I should be able to do it.</i>	<i>I think this is small enough that I could concentrate and get it done.</i>
Timely	<i>If we're working on this in class it will help my grades too.</i>	<i>We will have class time for working on writing.</i>

Set a SMART Goal for the Unit

Activity

Instructions: Choose a goal that is important to you. Create a plan for achieving it, by ensuring that it is specific, measurable, actionable, realistic, and timely. At the end of this unit, you will reflect on the progress you make toward the goal and your own process of goal setting.

Start with the End in Mind: "I want to _____"

**Quality
Goal-Setting**

SMART Planning

Why

Specific

Measurable

Actionable

Realistic

Timely