

Intentional Instructional Moves

Strategic Steps to
Accelerate Student
Learning

Companion Guide

Chapter 13: Intentional Step Three



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Intentional Step Three: Regularly Revisit Goals

While it's common for students to set a goal and then check in with teachers at the end, this approach limits our abilities to offer feedback and revise our action plans when something isn't working. Instead of thinking of goal-setting as a one-and-done process, we should make check-ins a regular part of classroom practice.

Strategy 1: End of Class Reflection

Teachers can establish a weekly check-in time where students share their goals and reflect on them. For example, teachers might use the end of class as goal reflection time. For the last portion of class, the teacher asks students to take out their goals and reflect on the progress they made that day and set new goals for the next class. The teacher might also ask students to bring their goal to their small groups and check in with their peers.

Regular reflection teaches students that our goals, and the paths to achieve them, can change. Things will happen inside and outside of our control, which is why it's beneficial to check-in and monitor our progress. If something isn't working, or students are falling short of their goal, that doesn't mean they should give up on the goal. Rather, they can reevaluate their plans and make changes to improve their performance (Forbes, 2017). Cultivating this kind of flexibility teaches students important self-management skills and promotes stress-tolerance and resilience. It also reinforces the benefits of effort (.77) and reflection (.75).