

Supplementary Resource: Growth Mindset Goal Setting Lesson Plan

OBJECTIVE: Students will (learn how to) set growth mindset learning goals.

PURPOSE: Students will:

- Take ownership of their learning goals and process
- Know what they want to accomplish
- Set meaningful, appropriate, and challenging goals
- Create a workable plan to guide them in achieving the goal
- Know how to assess their progress

MATERIALS/DATA: Provide students with the data they need to evaluate their current performance state and potential areas for growth. Some ideas are listed below:

- Goal Setting Template
- Assignment list/s with scores
- Recent rubrics (holistic or analytic) that have feedback from a teacher.
- Recent reports from benchmark tests
- Examples of their own work that the student has produced over time

MINI-LESSON 1: SETTING A GOAL

1. What is a goal? Options:

- Student(s) brainstorm/turn and talk about the definition of goal (Chart via paper or Smartboard)
- Student looks up “goal” in dictionary or online (Dictionary.com unabridged: target, purpose, aim)

2. Why set a goal? Options:

- Popcorn response
- Turn and talk
- Share out and summarize: change or progress is wanted or needed; it helps us to focus, plan, and make progress; it helps us take charge of our learning; etc.

3. What is a Growth Mindset learning goal? Summarize:

1. *It is stated in a positive way:*
 - *I will learn to . . .*
 - *I will be able to . . .*
 - *I will succeed in . . .*
2. *It is challenging but achievable.*
3. *It includes growth in a capacity or skill.*
4. *It reflects things we value.*
5. *It recognizes potential barriers that need to be overcome.*



4. Teacher provides or elicits examples of goals for the class grade level and content area.

- a. Primary goal: I will be able to write all my upper and lower case letters.
- b. Intermediate goal: I will be able to add and subtract fractions.
- c. Middle School goal: I will succeed in mastering each of the nine concepts in Algebra I.
- d. High School goal: I will write an essay at the rubric score point 5 level by Spring.

5. Teacher provides a model of the goal template that is already filled out with the goal and shares it with the whole class to talk about the elements of a growth-mindset goal.

ACTIVITY 1: GOAL SETTING

1. Explain to students that they will be setting individual growth mindset goals.
2. Distribute goal template to each student.
3. Working individually, in pairs, or in small groups, have students use their goal template to define a personal growth mindset learning goal that is challenging, achievable, and reflects growth in a capacity or skill, and describe the possible obstacles they may come across.

Teacher can circulate as a consultant/facilitator, make individual appointments to review students' goals, and/or ask students to hand them in and provide written feedback before moving on to action planning.

The Teacher as Facilitator

Asking good questions is one of the keys to helping your students develop competence as independent learners. Good questions are open-ended; they require the student to think deeply; ideally, they are questions that you cannot answer yourself, where the student's unique perspective is important. Here are some sample questions you can ask students to help them create a great growth mindset goal:

If students set a pure performance goal—e.g., “get over 90% on a test”

- What do you think you would need to learn more about to reach that target?
- What would you need to get better at doing to achieve that score?
- Which “mind muscles” do you need to build up to get there?

If students don't know what skills and knowledge are needed for success on their goal:

- Let's look at the skills and content that are necessary to succeed at this. Here are some ideas [provide examples]. Which ones are most challenging for you right now? Which ones need to come first?
- Let's look at your past efforts to see where you (lost points/got confused/had difficulty) for clues on things to work on and improve.

If students choose goals that are not challenging or are unattainable in the timeframe:

- Do you think that this goal will challenge you at a high level? Are there ways that you could make it more of a growth goal so you will get stronger?
- That's a great thing to strive for—it's really challenging. Can you break down the goal into smaller steps so you can reach success in stages and learn from your growth and progress?



MINI-LESSON 2: CREATING AN ACTION PLAN

4. What is a Growth Mindset Action Plan?

1. *You choose specific and effective strategies to achieve success and decide when and how you will use them.*
2. *You consider the resources you will need and where you will get them.*
3. *You have a vision for success and know how to measure progress.*
4. *You plan to review your progress, get feedback, and reflect on how you can adjust your plan if needed so you can continue to grow.*

5. What are possible strategies for success?

(Brainstorm/chart list of possible strategies with class for a relevant sample goal.)

6. When and how can you measure progress?

(Brainstorm/chart the ways you could measure progress toward a relevant sample goal.)

ACTIVITY 2: ACTION PLANNING

1. Explain to students that they will be developing an action plan to meet their goal.
2. Teacher may choose to:
 - Provide a model of the goal template that is already filled out with the action plan information and share it with the whole class to talk about how to plan actions that will achieve a goal.
 - Fill one out together for a goal the teacher has already determined. The class suggests barriers anyone might have, tasks anyone could take, supports anyone could tap into, etc.
3. Working individually, in pairs, or in small groups, students use their goal template to create a plan to achieve their goal, identifying the strategies they will use, the resources they will need, and how they will measure their progress.
4. Teacher can circulate as a consultant/facilitator, make individual appointments to review students' plans, and/or ask students to hand them in and provide written feedback before implementing them.

2. Commitment and putting the plan to work:

Ask students if they are willing to commit to their action plan and get started on it. They can sign their plans and save them in a binder or folder in the classroom, or post them on a bulletin board to keep them in mind.



The Teacher as Facilitator

Here are some sample questions you can ask students to help them create a great growth mindset action plan:

If students choose strategies that are too vague or general—e.g., “work harder”:

- What would it look like if you worked harder/studied more for that? What different steps would you take? Which would you do first?
- What are some of the ways that you can make sure you put in more effort? Think about what kept you from putting in effort in the past—what could you do differently?
- Can you ask some other students for ideas about ways to learn this?

If students aren't sure how to measure their progress:

- What would change first? How would you know you were getting better at this?
- Who could you ask for feedback to help you know if you were making progress?
- Are there any (tools or rubrics/smaller tests or assignments coming up) that you could use to help think about and check up on your progress?
- Imagine what it would be like if you achieved this goal. Pretend that it did and write a description of your experience and what has changed.

If students struggle with how to deal with falling short of the goal:

- Think about how you might feel and write that down. Now, imagine what you would tell a friend to do about the situation. What advice would you give?
- I'll bet you will have learned a lot about which strategies worked and which ones didn't. How could you learn from your experience to make a better plan next time?

If students struggle with what to do when they have reached their goal:

- You reached your goal—great! What's the next challenge you would want to take on?
- I'll bet you will have learned a lot about what worked for you. How could you use that to get to your next goal?

FOLLOWING UP

These plans can be a touchstone going forward. For example, you can:

- Remind students daily to remember their goals
- Ask them to do a quick warm-up activity or exit ticket with a summary of how they used their action plan or made progress toward their goal that day
- Have a weekly reflection on progress toward the goal
- Include goals in conferences with students
- Have students present goals to their parents on back to school days/evenings
- Have students create posters, portfolios, or presentations on their progress
- Include the goal-setting, planning, and reflection as a graded assignment.
- Write notes to students reflecting on how you have seen them apply their strategies or make progress toward their goals.



MINI-LESSON 3: REFLECTION ON PROGRESS

1. Explain to students what reflection is and how it works.

Reflection Steps

- a. What is my current level of performance (How is it going?)
- b. What is my evidence (How do I know)?
- c. What can be done to improve or what can be done to sustain success?
- d. When, specifically, will I take action?

2. Demonstrate what reflection is like and use a Think-Aloud to share your reasoning process with student(s).

Teacher uses a model of the goal-setting template to reflect on progress. The Think-Aloud demonstrates for students what it sounds like to gauge how well one is doing towards achieving one's goals. Teacher models how to fill in a reflection chart (4-square) based on the Reflection Steps above. Teacher models how to adjust the action plan, add to the barrier section, the supports section, and/or the measures section.

ACTIVITY 3: REFLECTING

1. The class folds a piece of paper in 4 sections. Each section has one of the labels in the above Reflection Steps.
2. Teacher facilitates and monitors as students read through their Goal-Setting Templates and fill in their reflective maps.

Tip: have students highlight any changes they make to their goal-setting templates so that it is easy to see where they have reflected and made an adjustment.

