



THE WILLIAM & IDA  
**FRIDAY** INSTITUTE  
FOR EDUCATIONAL INNOVATION

### 3. Looking Ahead: Helping Your Students Revise and Reflect on Their Goals

Educator supports students as they follow through with plans to achieve goals, celebrate, reflect, and set new goals.

#### Key Method

The educator supports students as they determine when they have successfully achieved a goal, reflect on and celebrate their success, and start the goal-setting process again.

#### Method Components

Letting students lead learning is the crux of learner agency. Students who are able to set goals and take action to achieve them are more likely to be intrinsically motivated and successful in the future. Part of the goal setting process is recognizing success and reflecting metacognitively on what the learner did to contribute to success in order to replicate it in the future.

#### What is learner agency?

Learner agency has two components:

1. Knowledge of oneself as a learner, and
2. The ability to articulate, create, or ask for the conditions necessary to meet one's learning needs. Students with high levels of agency take responsibility for and ownership of their learning by reflecting on successes and failures and by building relationships with other learners who can provide mutual support.

#### What does it mean for students to reflect on and celebrate their own success?

Students must be self-aware enough to recognize when they've achieved success and take time to reflect on what worked, what didn't, and how they'll use that information going forward. Teachers can create systems to support such reflection, but the student must lead this process to develop agency, metacognition, and long-term success.

#### Supporting Research

- Farrington, Camille A., et al. "Teaching Adolescents to Become Learners—The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review." Consortium on Chicago School Research, 2012.
- Akos, Patrick. "Advice and Student Agency in the Transition to Middle School." *RMLE Online*, vol. 27, no. 2, 2004, pp. 1–11.
- Czerniewicz, Laura, Kevin Williams, and Cheryl Brown. "Students make a plan: understanding student agency in constraining conditions." *ALT-J*, vol. 17, no. 2, 2009, pp. 75–88.  
<http://bit.ly/2sHmsS3>
- Jones, Brett D. "Motivating Students to Engage in Learning: The MUSIC Model of Academic motivation." *International Journal of Teaching and Learning in Higher Education*, 21.2, 2009, pp. 272–285.  
<http://files.eric.ed.gov/fulltext/EJ899315.pdf>

■ Boud, David, ed. Developing Student Autonomy in Learning. Routledge, 2012.

Resources

■ Learning Through Reflection (ASCD)  
<http://www.ascd.org/publications/books/108008/chapters/Learning-Through-Reflection.aspx>  
This is a chapter from a book called Learning and Leading with Habits of Mind, edited by Arthur L. Costa and Bena Kallick. The chapter provides a comprehensive look at reflection, developmental considerations, and specific strategies you can use.

■ Scaffolding Student Reflections + Sample Questions (Edutopia)  
<https://www.edutopia.org/discussion/scaffolding-student-reflections-sample-questions>  
This blog outlines the benefits of reflection and specifies examples at four points of learning.

■ What Meaningful Reflection on Student Work Can Do for Learning (KQED)  
<https://www.kqed.org/mindshift/2014/12/03/what-meaningful-reflection-on-student-work-can-do-for-learning/>  
This article breaks down effective reflection as being metacognitive, applicable, and shared with others. It also describes digital resources you can use to support celebration and reflection.

Submission Guidelines & Evaluation Criteria

To earn this micro-credential you must receive a "passing" for Parts 1 and 3 and a "Yes" for Part 2.

Part 1. Overview Questions

(250-word limit)

Describe the student, the goal he/she achieved, and how he/she reflected on and celebrated that success before setting the next goal. What was your role in supporting the student?

■ **Passing:** Response clearly describes the student’s goal, provides context regarding how the student celebrated and reflected, describes what goal the student chose to pursue next, and describes the educator’s role in this process.

(250-word limit)

After leading their learning, how did your student demonstrate agency?

■ **Passing:** Response describes how the student demonstrated agency in setting, pursuing, monitoring, and celebrating his/her goals.

Part 2. Work Examples / Artifacts

Provide evidence of how the student reflected, celebrated, and set new goals. For example, share a reflection written or recorded by the student explaining his/her progress and what he/she plans to do next.

	Yes	Not Yet
Criteria	Artifact demonstrates:  -That the student reflected on his/her success; -That the student celebrated his/her success; and -That the student set a new goal for the future.	Artifact does not demonstrate:  -That the student reflected on his/her success; -That the student celebrated his/her success; or -That the student set a new goal for the future.

Part 3. Educator Reflection

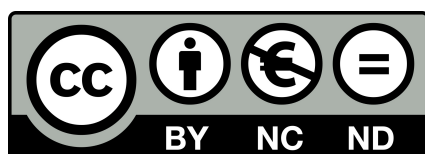
(500-word limit)

Please reflect on the following questions:

-How did letting your students lead their own learning from goal setting to celebration affect your classroom and your students?

-What were the successes or challenges associated with letting students lead learning in this way?

- **Passing:** Reflection describes at least two ways in which letting students lead their own learning affected specific aspects of the classroom, and considers both the successes and challenges associated with letting one or more students take ownership of learning.



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