



GOAL DIRECTED BEHAVIOR

Self-Assessing for Improvement

Motivation is a fire from within.

*If someone else tries to light that fire under you,
chances are it will burn very briefly.*

- Stephen R. Covey



TEACHER NOTES

As educators, we spend our nights thinking of ways to motivate our students, and our days working to make those hopes a reality. Consider, however, the school of thought that says that others can help us find what motivates us, and can effectively and caringly support us, but only each individual can truly motivate themselves – from deep within.

Our task, then, is to help students discover and grow their own powers for intrinsic motivation. Motivation grows by envisioning themselves in a happy, successful future, which they have built by intentionally using both solid knowledge-based learning and strong social-emotional skills.

While resolving social justice issues (such as economics, lack of equity related to housing, employment opportunities, and health care) is beyond the immediate control of educators, it is within our power to provide every student with one of the most vital tools for success in life – a safe, welcoming, vibrant, engaging learning community in which they can build not only their strong academic foundation, but also can learn, practice, assess and gain ownership of the internal social-emotional skills that will serve them well as they become the next generation of citizens and leaders.

The default in educational settings is often that students are given assignments and objectives they are told to strive to meet. But to truly build and demonstrate Goal-Directed Behavior, students must have opportunities to set and achieve meaningful goals, self-assess and plan again. To do this in a class or team capacity equips them with yet another critical 21st century skill.

Key elements for effective self-assessment, using collaboratively developed working agreements, include:

- It's not the score a student gives her/himself that matters; it's their reasoning about their score.
- The goal is for honesty with oneself. This goal requires the teacher to remain neutral with his or her feedback. A simple "Thank you" or "Thanks for your honesty" is an effective response.
- Students must be held accountable to think about and discuss what they would do differently next time.
- Use a variety of self-assessments, and keep them simple and quick.
- The power of self-assessment is that the students own it.



GOAL DIRECTED BEHAVIOR



DURATION: (4-6 minutes, after initial Working Agreements Lesson)

[Teacher and Student goals](#)

MATERIALS

Collaboratively constructed working agreements and self-assessment rubric



MAIN POINTS: Group Work - Review Working Agreements and Anchor Focus (2 minutes)

Just prior to academic lesson involving small group work, review one quadrant of the group's posted working agreements.



GUIDING LANGUAGE

We created these working agreements together and made a commitment to help each other do our best to live up to them, whenever we are working together. It's time to read them aloud, so we're reminded of our goals, as we begin our work.

- I listen carefully, without talking or doing other things.
- I look at the person who is speaking.
- I think about what we're learning.
- I speak loudly and respectfully, so everyone can know my thoughts.
- I work at work time and play at play time.
- I am kind and fun to work with.

1 (none) 2 (some) 3 (most) 4 (almost all) of the time

Have students read the group working agreements aloud together, remind them of the 1-4 rubric agreement language, and proceed with the academic task.



MAIN POINT: Reflection and Self-Assessment (1 minute)

Choose the way that you'll be asking students to report their individual self-assessment today and give them one minute to pause and reflect. If they worked as a team, this is their time to discuss and reach agreement on a group rating. Remind the students to be ready to explain their reasoning. (Show student example video (3 Student Self-Assessment) to your class if desired.)



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Examples:

- Show me the number you rated yourself, with your fingers.
- Privately, in your mind, think about how you would rate your work and why you gave yourself that score.
- Assess your (behavior) today based on our working agreements. (PAUSE) Please write your assessment number in your math journal and explain your assessment in writing.
- Assess your (speaking) today and explain your number to your partner.
- As a team, assess your (listening and speaking) during this activity. Come up with a team number from our rubric, and be ready to explain your reasoning. (...why you decided on that number.)



CLOSURE (1-3 minutes)

GUIDING LANGUAGE (For small group or team work time.)

Each table group (team), please decide on one person to share your group's self-assessment rating and to explain your reasoning. Please also share what you've decided you will focus on with more attention tomorrow.



GOAL DIRECTED BEHAVIOR

Teacher / Student Goals

Goal-Directed Behavior: A child's initiation of, and persistence in completing, tasks of varying difficulty.

My students are able to:

- Independently and/or collaboratively develop effective learning goals
- reflect on personal and/or team contributions toward achieving learning goals
- verbally share personal and/or team contributions toward meeting goals

I am aware of my individual student's abilities to:

- set and work toward effective learning goals
- verbally share personal and/or team progress toward meeting goals

The environment I create supports my students' growth related to:

- understanding how their efforts contribute to personal and team success with learning goals
- building a collaborative community that supports setting and achieving goals

Student Goals: Goal Directed Behavior

Students will:

- contribute to group and personal goal setting
- reflect on personal level of successive approximations of goal achievement
- (notice and name how they are getting closer to achieving their goals)

DESSA GOAL DIRECTED BEHAVIOR INDICATORS

(Highlighted indicators are directly addressed in this lesson.)

I can:

Keep trying when unsuccessful
Take steps to achieve goals
Try to do her/his best
Seek out additional knowledge or information
Take an active role in learning
Do things independently
Ask to take on additional work or responsibilities
Show creativity in completing a task
Seek out challenging tasks
Work hard on projects