



ST. CATHERINE UNIVERSITY

A PURPOSE AND A PATH

The Effects of Goal Setting on Student
Work Completion in a Lower Elementary
Montessori Environment

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Will teaching goal-setting lead to more productive, structured, and fulfilling work cycles for students?



Teaching about Goal Setting in 5 Days

- Day 1:
 - Students take a self-assessment
 - Lesson 1: Define and discuss short and long-term goals
 - Lesson 2: Define SMART goals and do sorting activity
- Day 2:
 - Lesson 3: Students choose a goal related to their morning work time and work through letters S, M, and R on their graphic organizer



SMART Goals
are the best goals

S
M
A
R
T

I want to...

I will know I have when...

I know I CAN because ...

I want to because...

Date to complete:

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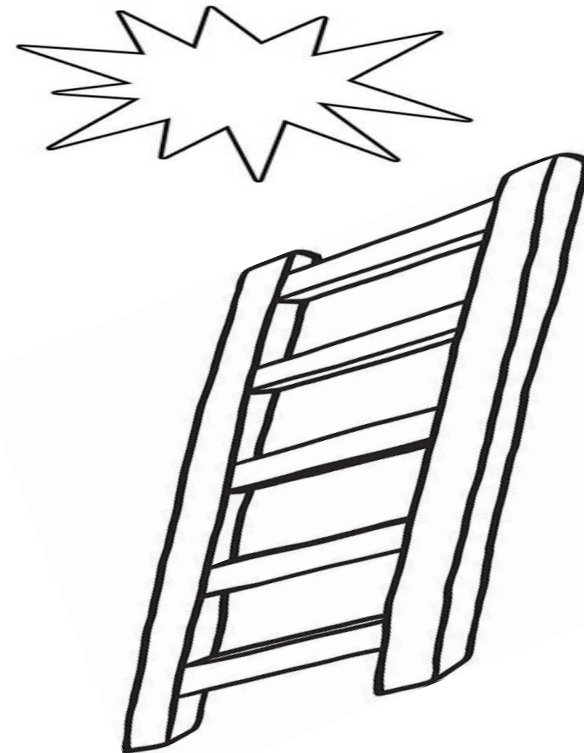
Teaching about Goal Setting in 5 Days

➤ Day 3:

- Lesson 4: Students complete letters A, T, and The Ladder of Success
 - I had 1-on-1 conferences with students afterwards to go over their SMART Goal Setting worksheet and their Ladder of Success

Name: _____ Date: _____

Ladder of Success







Teaching about Goal Setting in 5 Days

➤ Day 4, Lesson 5: WOOP Plan

Name: _____

W.O.O.P!

WISH 	What is the important wish you want to accomplish? I wish _____ _____ _____
OUTCOME 	What would be the outcome if you accomplish your goal? Pause and Visualize. Then draw or write the best outcome.
OBSTACLE 	What is the main obstacle that might prevent you from accomplishing your goal? My main obstacle is _____ _____ _____
PLAN 	What can you do to tackle the obstacle? When _____ Then _____ _____

➤ Day 5, Lesson 6: Accountability Partners

How to be an: Accountability Partner

My partner set goals today:

Did you set goals for today?

What were the goals?

How did you choose your goals?

My partner completed his or her work goals:

Did you complete your goals?

Which did you complete

Which did you not complete?

My partner focused and worked hard toward meeting his or her goals all morning long:

Were you focused the whole time or did you get off task?

What did you do when you had to wait?

Did you stay with your work the whole time?

My partner did their best:

How do you feel about your morning work time?

Do you think you could have done better?

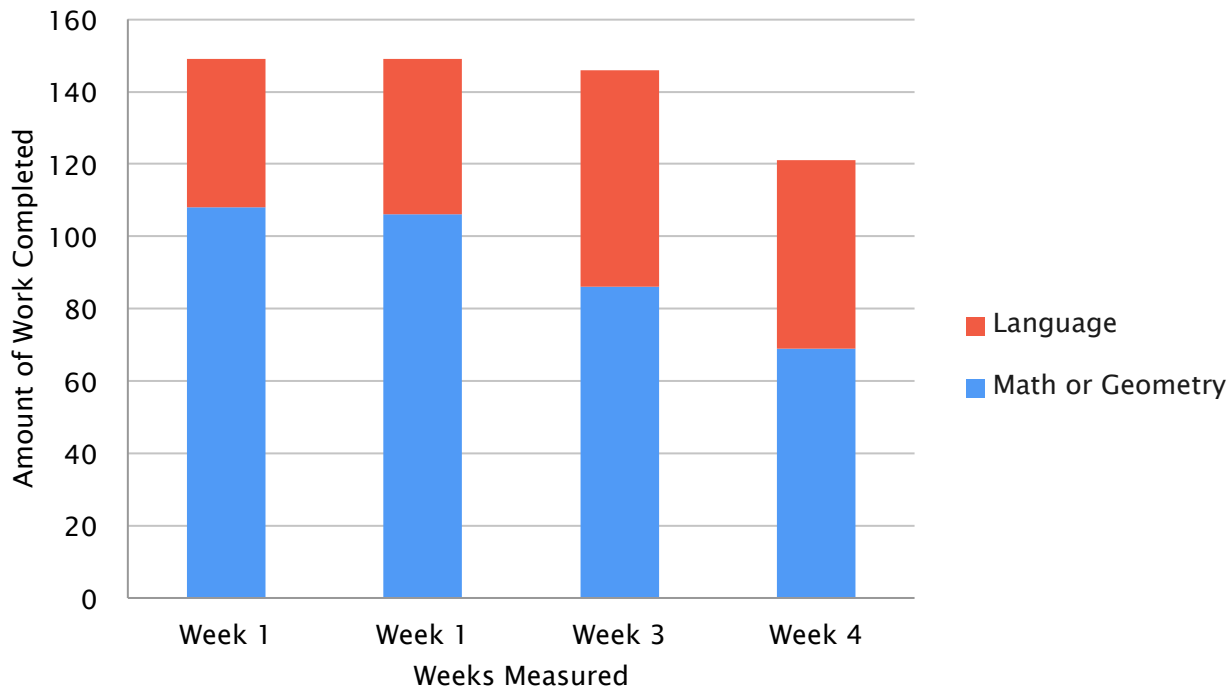
What could you have done better?

The Next 4 Weeks

- Every morning, kids would write work commitments for the morning work cycle and I would conference with them before they got started.
- Every ½ hour I would observe the classroom and tally behavior
- I would track work completed on the Magic Clipboard
- Every afternoon, students would meet with their accountability partners. These were randomly assigned at the beginning of each week. I led them through questions and they would rate their partners on 4 standards based on how questions were answered.
- At the end of these four weeks, students took a post self-assessment.

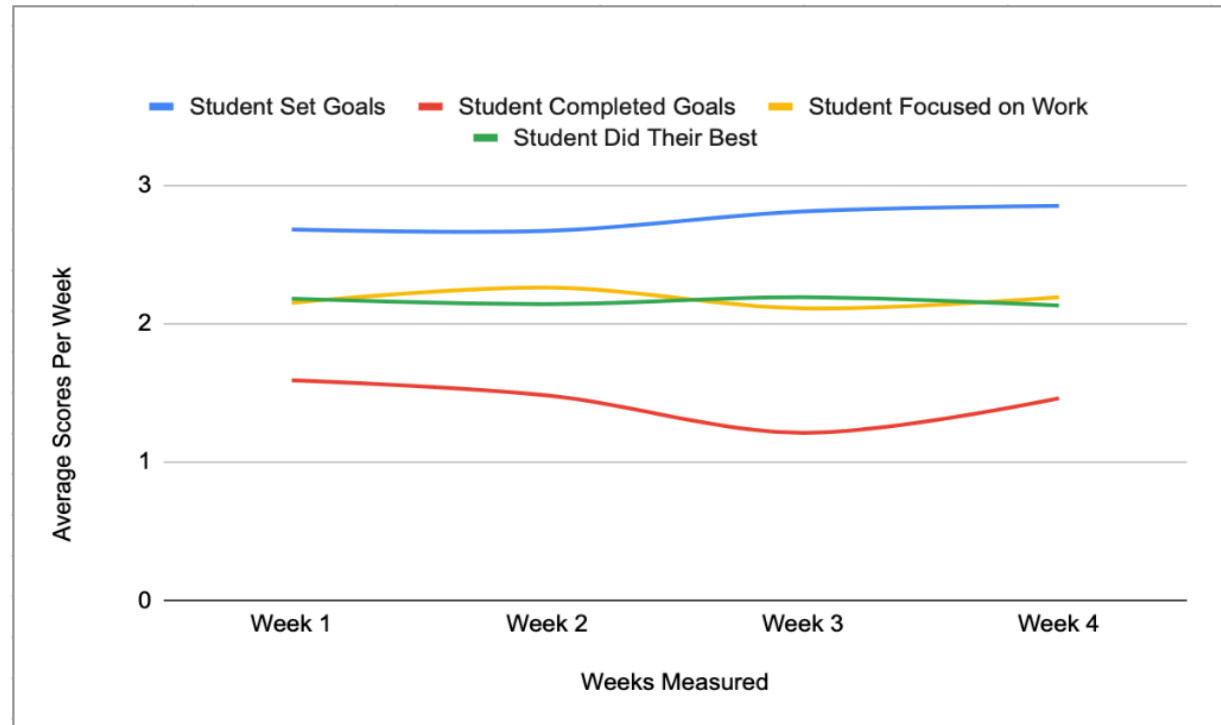
Results

- The amount of math and language work completed overall didn't change much and showed no trends.



Results: Partner Accountability

- *My partner focused on their work and My partner did their best just about matched.*
- When students felt focused they also got more work done.

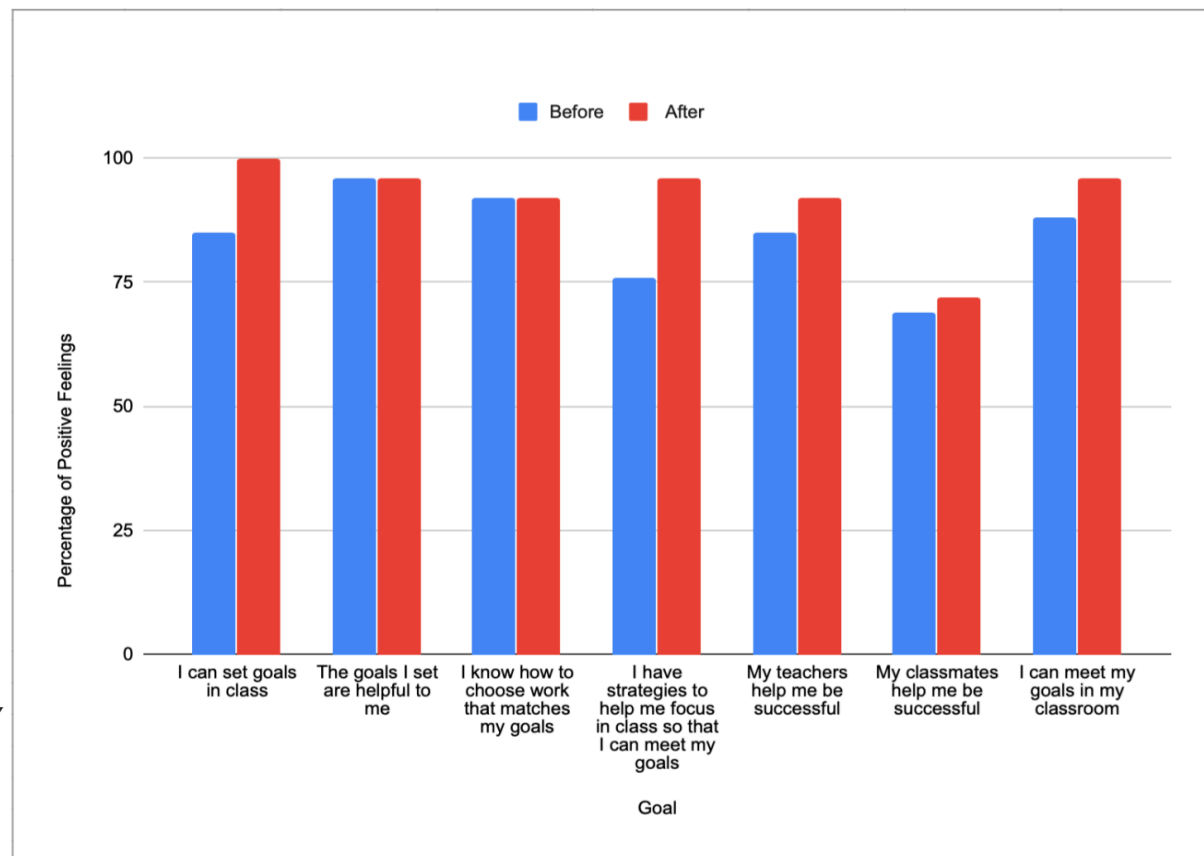


Findings: Student Self Assessments

Overall, students positive and affirmative feelings increased over the course of the study.

I can set goals increased affirmative by 15%. Eighty percent of children answered yes in the post assessment compared to 31% in the pre-assessment.

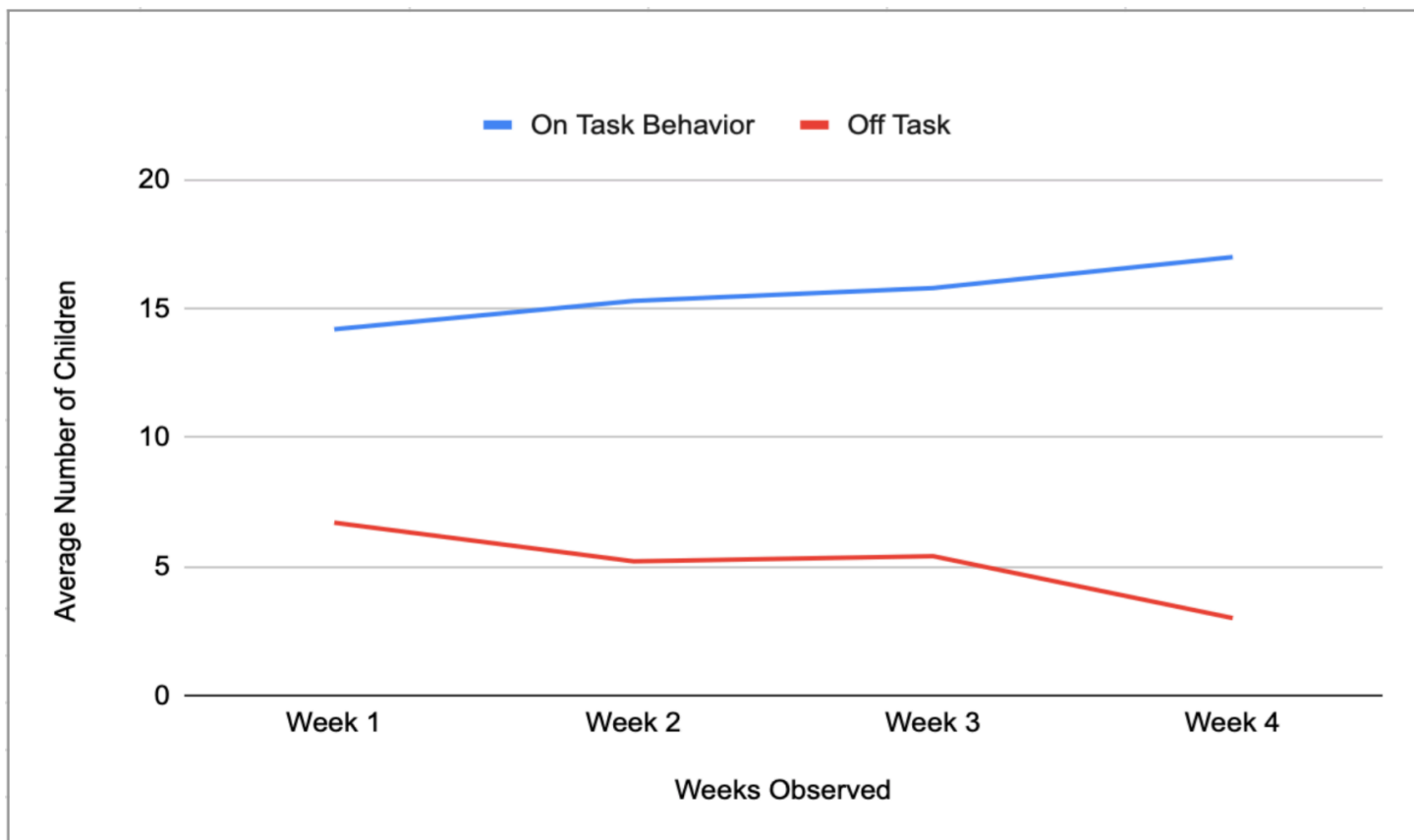
I have strategies to help me focus in class so I can meet my goals increased by 20%.



Findings: On-Task v Off-Task Behavior

On task behavior increased by nearly 20%.

Off task behavior decreased by over 55%.



Results: Conclusions

- I noticed an increase in self-awareness, confidence, and self regulation skills.
- There was an increased connection with me as a facilitator and coach who was there to support independent learning.
- Using accountability partners helped to support a community of learners.

Next Steps

- I will teach SMART Goal setting and do WOOP activities with my students in the future.
- Add in more time to conference with students in the afternoon as well. Make sure that I'm cycling through all students to be a more impactful guide.
- Accountability partners may be modified so that they aren't needed everyday, such a Friday exit ticket.



Questions?