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Goal Setting and Choice on Student Motivation

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Goal Setting and Choice on Student Motivation

An Action Research Report
By Donna Dodge

Goal Setting and Choice on Student Motivation

Submitted on

In fulfillment of final requirements for the MAED degree

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Saint Catherine University

St. Paul, Minnesota

Advisor _____

Date _____

Abstract

The purpose of this research is to determine what effect weekly conferences and goal setting opportunities have on the motivation of kindergarten children, in a multi-age (3-6 year-old) Montessori early childhood classroom in the Midwest. The goal was for children to become self-motivated to choose and practice independent work that is developmentally appropriate. Data was collected before, during, and after the project using an observational checklist to determine the effectiveness of implementing goal setting and conferences with students. The research showed that writing goals in a journal was helpful for the majority of students. The students involved in the study came into the classroom ready to choose the lessons that were written in their journal. Also witnessed was an increase in positive talk and encouragement throughout the classroom. The students were reassuring each other and checked on one another to see how close they were to meeting their goals. Future research could be done to determine if goal setting could be carried over into the home and further research into intrinsic motivation of children would be helpful.

Keywords: Montessori, kindergarten, goal setting, journal

From education, business and military to personal lives, people set goals. Goals help keep focus and drive behaviors toward accomplishing a given task. How many people do you know that set goals and do not follow through? Chances are, there are many. Goal setting is a skill proven time and again to be effective in creating intrinsically motivated individuals. According to Lock & Latham (2002) there is a direct correlation between conscious goals and their effect on action. Goal-setting theory, according to Lock & Latham (2002) demonstrates that there is a direct relationship between written goals and performance. Goals provide standards with which to compare work and provide feedback regarding competence and continued motivation for learning. The highest level of effort, in the Goal-setting theory, occurred when the task (goal) was moderately difficult. The more specific and difficult goals encourage people to do their best (Locke & Latham, 2002). Children can be taught to reflect on their own learning, something many adults struggle to do. Kindergarten children can be taught goal setting, organizational skills, and persistence. These life skills help develop motivation, attention to detail and intrinsic motivation while working. Locke & Latham (2002) also link goal setting and achievement to choice, the choice to set goals and the length of time to complete them as imperative. By having choice and input within their education children will become more inclined to choose activities which will enhance their learning.

In a Montessori classroom, children have choices in the activities they choose throughout the day. When I first heard the term Montessori, I imagined a classroom filled with children three through six years old using classroom materials and supplies with intent. I discovered quickly that many of the older students did not know how to make choices or choose “works” or activities within the classroom which would enhance their education. Instead, I saw children

choosing activities throughout the room that were comfortable and familiar. I see children on a daily basis that do not choose challenging works and avoid work that they need to practice for mastery. These children often wander around the room, or settle on a work that is easy for them. I wondered if a lesson on goal setting, with the guidance of a teacher, would help children learn to create a plan, set goals and guide their own learning, onto a rigorous, more challenging path. I also noticed many students would get introduced to a new work or activity, complete it once and not choose it again. Knowing that “practice makes perfect,” I would encourage children to revisit a work, but it was often met with, “I really don’t want to” or, “I already did that.”

The skill of goal setting and helping students set a plan of action, according to research, will motivate children to be active in their learning. Goal setting is used as a means to get students choosing work that is challenging and age appropriate. Children can gain intrinsic motivation by learning to set goals and working toward them.

The focus of this research is with the older, kindergarten age children in a primary Montessori classroom, located in a rural area of the Midwest. The classroom consists of thirty children. Seventeen are considered kindergarten age. Our program operates with three and four year old children paying tuition; kindergarten students are considered free through our public school system. With this set up, parents sign an age waiver to avoid paying tuition for an extra year of pre-school. We know going in that these younger students will have a two year kindergarten experience. We call our second year kindergarten students K1 to avoid the stigma of being “held back” and provide these students with more opportunities for leadership. This is the classroom breakdown: seven of the current kindergarten children will return in the fall for a K1 year. Four children have been with us for three years, four are currently K1 students and two children are with us only for their kindergarten year. Due to injuries and travel plans, the

research will be completed with data from the ten oldest students, those moving on to first grade in the fall.

Review of Literature

Individuals are motivated in two ways; through extrinsic motivation and intrinsic motivation (Evans & Boucher, 2015). Often in educational settings children are motivated externally, which provides a short-term ability to motivate. In Koh's (2010) research, she stated that learning how to set goals and how to reflect on those goals have been shown to have positive effects on motivation. Research by Schunk (2009) shows that the effect of goal setting on intrinsic motivation and the ability to make choices are equally important skill for children to learn.

Why Set Goals

Schunk (2009) defines a goal as an outcome or behavior that one consciously aspires to attain. Goal setting helps create student motivation and helps maintain self-regulation, goals help empower children and hold them accountable for learning (Locke & Latham, 1990). According to Schunk (2009) children as young as four years old can learn the art of setting a goal and creating a plan to meet it. Teachers can empower children by teaching them to set goals (Schunk, 2009; Ogletree, Howell & Carpenter, 2005). Ogletree, Howell, and Carpenter (2005) researched a four step process for creating goals. They identified teachers or parents as having a critical role in the creation of student goals. Schunk (2009) reported that effective goals are specific and proximal with moderate difficulty.

Research by Ogletree, Howell & Carpenter (2005) shown that goals that are too difficult teach students not to try because they know they will not be successful. According to research done by Schunk (2009), students are motivated when goals require commitment and are

moderately difficult. Locke and Latham (1990) reported that successful goal setting includes choice and commitment. A framework should be established to keep children from getting overwhelmed (Koh, 2010). The research by Locke & Latham (2002) shows that the process of setting goals creates an action plan for desired outcomes

The Self-Determined Learning Model of instruction, researched by Palmer and Wehmeyer (2003), was designed to help teachers teach students to set goals and self-direct their learning. The Self-Determined Learning Model teaches young students through adolescents to set goals, plan action, and reflect on their learning. Palmer and Wehmeyer (2003) stated that this process allows children to develop their capacity to make choices and the ability to solve problems throughout their lives.

Children enter deeper learning when given the opportunity to choose the means by which they learn (Evans & Boucher, 2015; Koh, 2010). In the book *Choice Theory in the Classroom*, William Glasser (1986) elucidated that children will choose to learn when it is satisfying to them. Teachers can help students choose to belong by creating an atmosphere that is welcoming and offering acceptable options for learning (Glasser, 1986; Cameron, 2005) which promote risk taking and learning.

Cameron (2005) states that teachers help children develop the language necessary to set goals by modeling and asking questions. Simple, brief statements and a list of prompts are an important tool for teachers (Cameron, 2005). Teachers can help develop the language necessary for children to express their interests and learning goals through observation (Palmer & Wehmeyer, 2003). Research by Jalongo (2008) reported that teachers who listen to children and hear what they say promote the development of language necessary for setting goals.

Self-Motivation Achieved Through Goal Setting and Choice

Self-regulation is a process that is learned. Schunk (2009) defined goal setting, in academic settings, as important for developing self-regulation, motivation, and achievement. Young children are not born with the knowledge of how to set goals and regulate their academic success. According to Ervin, Wash, and Mecca (2010), self-regulation can be defined as the ability to think about what one is doing. It is the ability to direct oneself in education and motivation. Maria Montessori refers to this as “normalization” (Lillard, 2005, p. 102; Ervin, Wash, and Mecca, 2010). Normalization is the descriptive word used for a child or classroom of children that can concentrate deeply, show kindness to others and use materials constructively rather than create disruptions. According to Ervin, Wash, and Mecca (2010), children can be taught to set goals and develop self-regulation creating a “normalized” child ready to learn.

Fostering intrinsic motivation can occur naturally when children participate in planning their learning. Children who are allowed to set goals and work toward them are actively involved in their learning and see the value in the work assigned (Evans & Boucher, 2015; Koh, 2010; Lillard, 2005). Autonomy is best achieved through the removal of external controls and the offering of choice (Evans & Boucher, 2015).

Intrinsic motivation comes from doing something that you love and getting satisfaction from it (Gagne & Deci, 2005; Koh, 2010). Intrinsic motivation creates feelings of autonomy and competence in learning new skills (Lillard 2005). When working for intrinsic rewards, children develop an attitude that says, “I will work even when the teacher is not looking.” Montessori classrooms create a natural setting for intrinsic motivation to develop because it incorporates autonomy, purpose, and mastery in the setup (Lillard, 2005).

Evans and Boucher (2015) researched how children lose their appetite for learning as they progress through school, linking this decline to the lack of choice and decision making allowed by students in a school setting. Many teachers resort to extrinsic motivation that comes in the form of rewards for doing “good.” According to Gagne and Deci (2005) extrinsic rewards come in the form of tangible or verbal rewards from an exterior source. Extrinsic rewards cause children to do an activity for the mere sake of the reward and not for the experience of performing a task. A child will thus perform for the results, not for the enjoyment of the activity itself (Gagne & Deci, 2005; Guay, Chanal, Ratelle, Marsh, Larose, & Boivin, 2010). When working for extrinsic rewards, children develop an attitude that says, “I will only work when the teacher is looking.” Evans and Boucher (2015) have shown that the more external rewards given, the less the child will want to work for him/her-self. Extrinsic rewards cause a lack of autonomy for a child and more control for the adult offering the reward (Koh, 2010). Extrinsic rewards can be tangible, verbal, punishment, or threats.

Intrinsic motivation comes from within. The child is doing “good” because he/she wants to. Children working independently gain intrinsic motivation (Koh, 2010). As Maria Montessori explained, children have “sensitive periods of learning.” During these periods, children are eager and ready to learn new things. A child may sit and practice the same skill repeatedly, until mastered (Standing, 1957). When children enter into a sensitive period they show a drive to master skills. Learning and teaching go hand in hand (Standing, 1957). Children have a need for “cognitive autonomy- ownership of learning” (Koh, 2010, p.3) to feel fulfilled. Any parent with a toddler can attest to this on a daily basis. Children can be encouraged to engage independently and appropriately within their environment (Koh, 2010).

Ray and Smith (2010) describe the act of expanding cognitive development as being directly related to participating in challenging activities repeatedly and extending the practice of challenging tasks. Thus, repeated practice is imperative to the mastery of skills (Kron-Sperl, Schneider & Hasselhorn, 2008; Ray & Smith, 2010). Locke & Latham (2002) reported that goals that are too simple or too challenging are not encouraging enough to hold the interest of the goal setter. Goals that are specific and moderately difficult hold the interest of the goal setter and action is repeated until the goal has been met.

Reflecting on Goals

Lenters and McTavish (2013), make the claim that children can use a journal or planner to record goals and their progress. The use of a planner, check-list, journal, graph, etc. creates accountability of progress. In the book *Montessori: The Science Behind the Genius*, Lillard (2005) describes using journals for this very purpose. The research from Locke and Latham (2003) suggests that writing specific goals supports a habit of ongoing and successful goal setting.

By reflecting daily, weekly or monthly on goals, students can direct their learning toward the desired results. Schunk (2009) stated that reflection time is important to determine whether the goal was met, decide changes that should be incorporated and if new learning has occurred. Reflecting on goals is a way for children to keep track of challenging work that has been completed, areas that may need more attention and can help keep the learning moving forward.

Conclusion

A common thread throughout research states that children should learn how to set goals. The process of goal setting helps children become self-regulated. When children are self-regulating they can take control of their learning and become intrinsically motivated to improve.

Young children will learn to self-motivate with the help of a caring teacher or parent. While setting goals, children will be able to make choices that influence their learning. Young children will need to have choices provided for them until they are developmentally mature enough to make their own. Goal setting and planning allow children to create learning that is meaningful and relevant to their needs. By learning to reflect on different situations, children learn skills that can advance them into adulthood.

The purpose of this research is to determine what effect weekly conferences and goal setting opportunities have on the motivation of kindergarten children, in a multi age (3-6 year old) Montessori early childhood classroom. The research will show if children that partake in a weekly conference and goal setting opportunities will choose and practice independent work that is developmentally appropriate and challenging.

Analysis of Data

The purpose of this study was to determine the effect of weekly conferences and goal setting opportunities on the motivation of kindergarten children, in a multi-age (3-6 year-old) Montessori early childhood classroom. Would children choose and practice independent work that was both developmentally and age appropriate?

Before implementation of goal setting and conferencing, a classroom observation was completed using the observational checklist (Appendix B). This tool formed the baseline data and showed the number of easy, medium, and challenging works that children chose. This checklist was also implemented both week 4 and week 7. This data enabled me to compare the progress of the children pre-and post-intervention to determine if the intervention was successful. As the data was analyzed, there was a promising trend of positive connections between goal setting, the number of challenging lessons children selected, and the mindset of the children as they completed their goals.

Table 1 shows the percentage of easy, medium, and challenging lessons practiced by each student for the three weeks of observation. Easy work would be classified as a snack, walking around the room or an activity that is developmentally too simple for the child that chose it. A medium work is classified as a developmentally appropriate activity for the student, but required minimum effort to complete. A challenging work would be an activity that is new to a child or one that requires considerable thought and concentration to complete. It is important to note that during the seventh week of collecting data, a tornado went through town. This disaster canceled a day of school. Two days that same week were half-days due to parent-teacher conferences. These changes in our daily routine may have had an effect on the outcome.

Table 1

Student	Percentage of work chosen								
	Week 1			Week 4			Week 7		
	Easy	Medium	Challenge	Easy	Medium	Challenge	Easy	Medium	Challenge
1	36%	36%	28%	18%	31%	51%	19%	29%	54%
2	26%	23%	51%	14%	14%	72%	17%	37%	46%
3	34%	29%	37%	29%	25%	46%	20%	30%	50%
4	32%	31%	37%	25%	25%	50%	27%	18%	55%
5	51%	29%	20%	54%	11%	35%	41%	27%	32%
6	25%	32%	43%	18%	18%	64%	23%	14%	63%
7	60%	29%	11%	33%	19%	48%	15%	20%	65%
8	25%	38%	37%	28%	48%	24%	0	0	0
9	33%	36%	31%	23%	31%	46%	7%	13%	80%
10	57%	32%	11%	46%	23%	31%	50%	27%	23%
11	24%	44%	32%	29%	4%	67%	14%	27%	59%

Once a week individual conferences were held with each student. During this time, we discussed the children's strengths and weaknesses, future goals (two math and language goals and one goal from curriculum area of choice) and reflected on the previous week's work. I used the conference guiding questions to steer these conversations (Appendix D). Children were

interviewed the second, fourth and sixth week during conferences (Appendix F). I asked students if they enjoyed having conferences with me, setting their goals, and working towards their goals. These questions focused on the student's mindset. The majority of the children did enjoy all three items. Some children may have responded with the answer that they thought I would like to hear even though I encouraged them to be honest. Some of the children who did not meet their goals for the given week asked for more time before our conference. Figure 1 shows the averages of how the children completed each week and met their math and language goals. When I asked if students met their goals, they could respond with a yes, no, or "no- but I tried". The yes responses were assigned a value of three, no responses were assigned a 1 and a "no-but I tried" response was given the value of a two. When averaged together, the highest score possible would be a three. The children's answers were recorded on a goals met sheet (Appendix E).

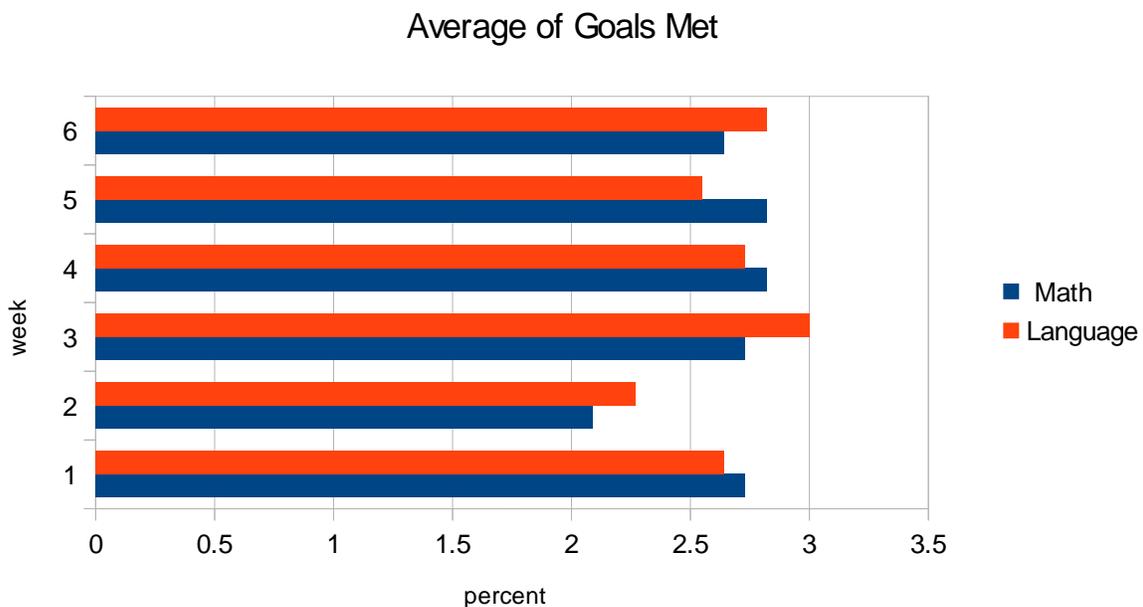


Figure 1. Average of goals met.

During the conference, we discussed whether the students felt their work was challenging, or "made their brain grow." Work that "made their brain grow" would be

challenging. The red line in Figure 2 illustrates the children's responses to whether they had felt challenged by their goals. There was a big jump in mindset from week one to week four and a decline in mindset from week four to seven. This decline was possibly brought about due a tornado, which closed school for a day and the two half days during our collection period and there was less time for the children to complete their work. This data demonstrated that children did show considerable growth in choosing challenging work in the classroom. Again, the mindset of the children was not as positive in week seven possibly due to the weather and short days. This did not allow many students to complete their goals. Thus, they were not pleased and many children voiced their displeasure during our conference that they could have met their goals if they had more time.

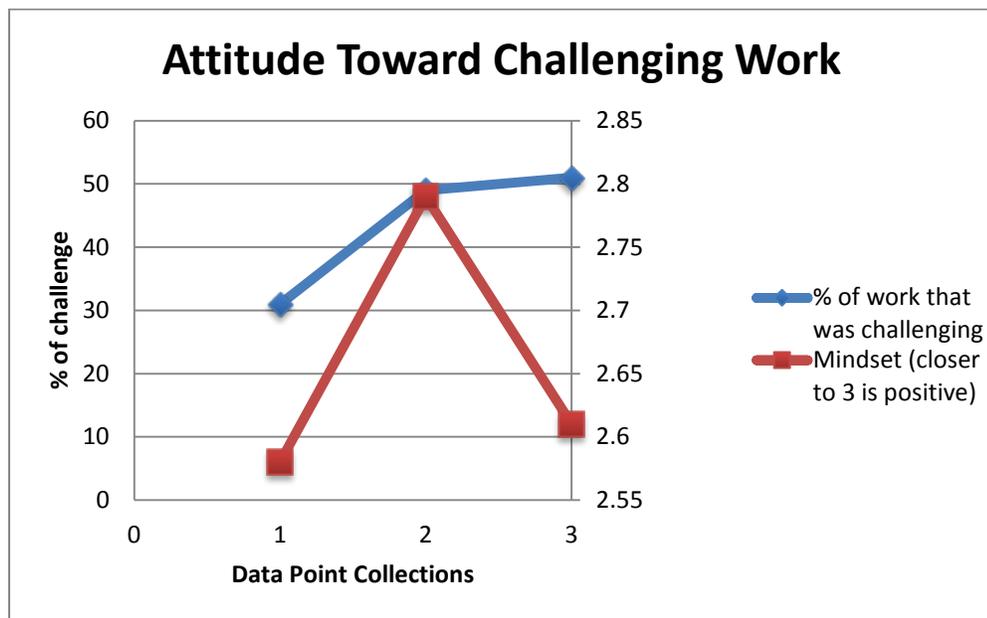


Figure 2. Attitude toward challenging work.

The purple line in figure 3 shows that the positive mindset of the children did increase from the beginning of the study to the end of the study. The blue line in Figure 3 indicates that the number of challenging works chosen in the classroom did increase overall. The children

chose works that were more developmentally appropriate, or challenging, for their individual levels.

Challenging Work Related to Mindset

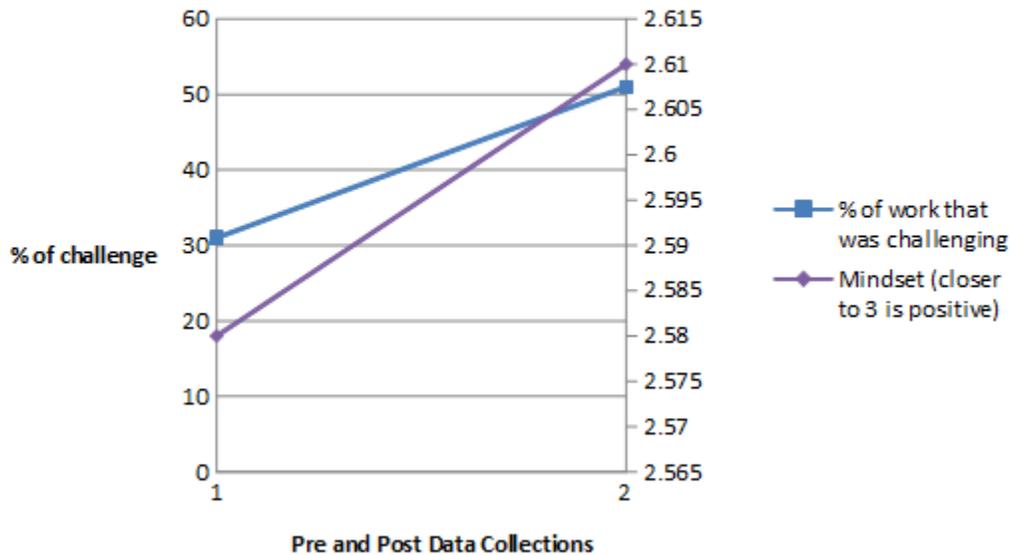


Figure 3. Challenging work related to mindset.

Each week students received a practice reporting chart (see Appendix C). The students circled a box representing which area of the curriculum they used as they practiced or repeated a lesson from their goals or another chosen work. They also recorded how they felt about completing the work. Not all children were initially able to complete the reporting chart, even after instruction. For the first two weeks of the intervention, three children filled them out the way I had shown them. All three were second-year kindergarten students with a lot of drive. After the third week, more children were able to record their work. I noticed that the number of activities recorded on the practice sheets correlated with the speed of which they met their weekly goals. If the student had goals that took longer to complete, the practice chart showed less work. If the goals were easy to achieve, the practice chart filled faster. I noticed that some

students were internally driven to fill in as many rows as they could, and some children were not concerned with the chart at all. Table 2 shows the amount of work practiced or repeated per week.

Table 2

Student	Number of works written in the practice chart					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
1	3	6	7	4	0	8
2	8	3	2	5	3	3
3	3	3	0	1	5	0
4	0	0	4	4	3	2
5	3	1	2	5	1	0
6	5	1	4	10	5	10
7	0	2	2	2	1	3
8	1	0	1	0	3	5
9	3	5	1	5	1	0
10	5	5	3	2	0	0
11	0	3	4	1	0	0

Overall, the data collected during weekly conferences and goal setting opportunities had a positive effect on the motivation of kindergarten children in a multi-age (3-6 year-old) Montessori early childhood classroom. Children did choose and practice independent work that was both developmentally and age appropriate. The children's positive mindset also increased as more challenging was chosen.

Action Plan

My research showed that writing down goals in a journal was helpful for most students. The majority of students were driven to check off their goals on a daily basis and the students appeared to be excited to have a conference with me; many of them referred to them as meetings.

I had to post a schedule on the wall so that children could check to see when it was their day to meet. Toward the middle of the study, I had students attempting to set up an extra meeting half way through the week to set more goals because they had completed their weekly work. The journals also brought about a sense of independence for the students. Students could start their day with a plan in hand, rather than walking around and chatting with friends to figure out what they needed to do. The students involved in the study came into the classroom ready to choose work that was written in their journal. I also witnessed an increase in positive talk and encouragement throughout the classroom. The students were encouraging each other and checked on one another to see how close they were to meeting the goals. The younger children in the class were asking when they could have meetings and journals. I assured them that their kindergarten year would be arriving soon.

In the beginning, it was hard to get the students to tell me about their strengths. I don't think this is a question they get asked often. For the first two weeks, I had to prompt students to discover areas where they shine. I also had children that just couldn't decide which goals to set for themselves. I would start by offering two appropriate activities and letting them decide. By the sixth week, the children were ready with answers, and they sat a little taller in their chair. The majority of our conferences were held at a table, by the fish tank. Some children preferred to do their goal setting in the area of the classroom for which they were writing goals. Seeing the materials on the shelves helped them choose their goals for work more effectively.

In the future, I will start offering the journals earlier in the year, especially for the third and fourth-year students. I believe that the newer students, first year to Montessori and kindergarten, will not benefit from goal setting early on because they are not as familiar with the room or the available activities. I do see the benefits for the older, returning children to start goal

journals earlier in the year and setting a positive work example for the younger children and the new children to our class. Another avenue could be to have unmotivated children start a goal journal as a way to form good work habits.

I found that increased focus and drive of children increased my workload, in a positive way. Many students reached their goals more quickly than planned. They needed new lessons from me on a more frequent basis. This process also gave me an avenue to encourage the children to repeat lessons on a regular basis by simply asking, “Was this activity easy or hard for you?” Or “Can you tell me how you did this?” If the student wasn’t sure how to explain an activity to me, I would ask if more practice was needed. Many times, but not all, the student agreed that more practice would be good. Recording goals and work in journals alleviated questions and assumptions about whether work was getting done. The children, or I, could look in their journal and know exactly what they needed to do.

The child reporting chart (Appendix C) I designed to encourage children to repeat or practice work that needed more attention was not as helpful as I hoped. For children driven to fill in charts and graphs, the reporting chart was helpful. However, for the majority of children, this tool was not helpful. At the end of the six week project, only three children asked to have a recording sheet for week seven.

Overall, the implementation of goal setting and conferencing created a positive forward motion of students choosing more challenging work/activities. The majority of students involved in my study demonstrated a positive mindset and more vigor in their work. It was encouraging to hear children ask if they could set more goals before their week was over.

Moving forward, I would like to explore a parent component to this project. I would like students to know that goals are not just for school, but for life events as well. I did talk to a few

parents throughout the project and they were open to the possibility of extending goal setting at home as well. We could work together and set an at home reading goal, exercise goal, good deed goal or a no television goal. Families could work together set the goals that would best work for them.

I would also like to figure out a way to develop intrinsic motivation. Children are wired differently than they were in Maria Montessori's day. We now live in a "microwave" society and children grow up expecting results immediately. I feel more research is needed in this area.

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Appendix A
Parent Consent Letter

**Setting Goals to Increase Motivation
Assent Form**

12/13/2016

Dear Parents,

In addition to being your child's kindergarten Montessori teacher, I am a St. Catherine University student pursuing a Masters of Education. As a capstone to my program, I need to complete an Action Research project. I am going to study the process of holding weekly conferences with students where we set goals with the goal of increasing motivation to choose more challenging work. Research has taught me that children who learn to set goals become motivated to learn.

In the coming weeks, I will be conferencing with each kindergarten student once a week. We will set goals and a plan of action for them to complete. The goals, as a regular part of our daily routine, will be carried out over the following five school days. The children will be asked to fill in a practice chart, daily, as they repeat work for mastery. The children will also be asked questions on a feedback form that will allow me to determine if the goal setting conferences are valuable. All students will participate as members of the class. In order to understand the outcomes, I plan to analyze the results of goal setting to determine if the students are motivated to choose challenging and age appropriate work accomplishing mastery.

The purpose of this letter is to notify you of this research and to allow you the opportunity to exclude your child's data from my study.

If you decide you want your child's data to be in my study, you don't need to do anything at this point.

If you decide you do NOT want your child's data included in my study, please note that on this form below and return it by Monday, December 20, 2016. Note that your child will still participate in the goal setting activities but his/her data will not be included in my analysis.

In order to help you make an informed decision, please note the following:

- I am working with a faculty member at St. Kate's and an advisor to complete this particular project.
- Children will be taught the art of goal setting. Each child will be advised of the activities that will need to be completed to reach those goals. Each child will fill in a graph to keep track of his or her progress.
- I will be writing about the results that I get from this research. However, none of the writing that I do will include the name of this school, the names of any students, or any references that would

make it possible to identify outcomes connected to a particular student. Other people will not know if your child is in my study.

- The final report of my study will be electronically available online at the St. Catherine University library. The goal of sharing my research study is to help other teachers who are also trying to improve their teaching.
- There is no penalty for not having your child's data involved in the study, I will simply delete his or her responses from my data set.

If you have any questions, please feel free to contact me, 269-683-1982. You may ask questions now, or if you have any questions later, you can ask me, or my advisor Irene Bornhorst at ijbornhorst@g.stkate.edu who will be happy to answer them. If you have questions or concerns regarding the study, and would like to talk to someone other than the researcher(s), you may also contact Dr. John Schmitt, Chair of the St. Catherine University Institutional Review Board, at [\(651\) 690-7739](tel:6516907739).

You may keep a copy of this form for your records.

Donna Dodge

Date

OPT OUT: Parents, in order to exclude your child's data from the study, please sign and return by Monday, December 20, 2016.

I do NOT want my child's data to be included in this study.

Signature of Parent

Date

Appendix C Child Reporting Chart

Name: _____

Week: _____

Area of the Room		Practice	How I feel about it
Math 1,2,3	Language ABC	Some- Thing else	
Math 1,2,3	Language ABC	Some- Thing else	
Math 1,2,3	Language ABC	Some- Thing else	
Math 1,2,3	Language ABC	Some- Thing else	
Math 1,2,3	Language ABC	Some- Thing else	
Math 1,2,3	Language ABC	Some- Thing else	
Math 1,2,3	Language ABC	Some- Thing else	
Math 1,2,3	Language ABC	Some- Thing else	
Math 1,2,3	Language ABC	Some- Thing else	
Math 1,2,3	Language ABC	Some- Thing else	

Appendix D
Student Led Conference Guiding Questions

Setting the stage:

We are going to discuss what it will take to get ready for first grade. We are going to meet every ___ day (each group of children will be assigned a different day of the week). I need your help to figure out how that is going to happen. We are going to set some goals. We will use the goals to help you figure out what works you should choose over the next five days of school. When you complete the work, you can check it off of your goal list. If you practice a work, so it gets easier, you will color in this graph, one rectangle at a time. Next time we meet, we will talk about the works you chose and how you felt about them.

What do you do well?

What would you like to do better?

What do you think will help you accomplish that?

Did you meet your goals?

What could you do differently this week?

What are you excited to learn about this week?

Do you feel like you are learning new things?

Appendix E
Goal Met Recording Sheet

GOAL MET

Name: _____

Week 1: Math Goal: Yes No Language Goal: Yes No	Week 2: Math Goal: Yes No Language Goal: Yes No	Week 3: Math Goal: Yes No Language Goal: Yes No
Week 4: Math Goal: Yes No Language Goal: Yes No	Week 5: Math Goal: Yes No Language Goal: Yes No	Week 6: Math Goal: Yes No Language Goal: Yes No

Appendix F Student Feedback Form

Dear Students,

I want to know how you feel about our weekly conferences, your goal setting and your learning at school. I am going to read each question to you out loud. Then you will mark the answer that best shows how you feel. Thanks for helping me learn more about you.

Mrs. Dodge

1. I like learning math.



Yes



Sometimes



No

2. I like learning language works.



Yes



Sometimes



No

3. I like setting my own goals.



Yes



Sometimes



No

4. I like working on my goals.



Yes



Sometimes



No

5. When you worked on your math goal this week, could you feel your brain grow?



yes



sometimes



No

6. When you worked on your language goal this week, could you feel your brain grow?



Yes



Sometimes



No

7. I liked having conferences with my teacher



Yes



Sometimes



No

8. Learning is fun in this classroom.



Yes



Sometimes



No