

Sierra Mistler

Literature as Data Summaries

Initial Wondering: How can I incorporate goal setting within homogeneous writing groups to promote a growth mindset?

Does your wondering pass the litmus test? Complete the checklist below to confirm.

Is it specific? yes

Is it focused on student learning? yes

Is it a real question (question whose answer is not known)? yes

Is it a question about which you are passionate? yes

Is it a “how can I” wondering? (What impact might it have on your students?) yes

Is it free of judgmental language? yes

Is it focused on your own practice? yes

Is it a dichotomous (yes/no) question? no

Is it clear and concise? yes

□ Is it doable? yes

APA Citation: Nordengren, C. (2019, September). Goal-setting practices that support a learning culture: Having students set their own goals and monitor their progress is most effective when teachers are able to create a culture, rather than follow prescriptive steps. <i>Phi Delta Kappan</i> , 101(1), 18. https://link.gale.com/apps/doc/A606482576/AONE?u=tamp44898&sid=bookmark-AONE&xid=fea294ca	
Notes about Key Quotes & Ideas	Actions or Impact on Actions in the Classrooms (Think of 3 or more ideas)
1. “Goal setting can produce student learning gains of between 18 and 41 percentile points. Across a variety of grade labels, subject areas, and studies, effective goal-setting practices help students focus on specific outcomes, encourage them to seek academic challenges, and make clear the connection between immediate task and future accomplishments” (Stronge & Grant, 2014)	<ul style="list-style-type: none">- Have students set their own goals with teacher assistance to make sure they are SMART (specific, measurable, attainable, relevant, and time-bound).- Weekly check-in between teacher and students to self-evaluate, revise, and encourage students! Eventually students can compare their work from when the goal was set to achieved and see their growth!
2. “To make the process more concrete... explain the relevance of goals in daily life, using student-friendly language and breaking assessment data down into	<ul style="list-style-type: none">- Teacher provide visuals to help students solidify their goals (goal setting worksheets)

<p>pieces that made sense to them. Over time...students became more accustomed to talking about and setting their learning goals.” (Nordengren, 2019)</p>	
<p>3. “Goal setting conferences as the end of the process facilitates reflection on learning, answering questions like... “what do you notice about your work from beginning till now? How do you feel like you grew?”” (Nordengren, 2019)</p>	
<p>How does this article relate to equity in the classroom?</p> <p>Each student is able to set a goal based on their individual academic needs rather than an overall classroom goal that may be too daunting or challenging for all students.</p>	

<p>APA Citation:</p> <p>O’Connor, E., Roy, K., O’Hagan, F., Campbell Brown, E., Richard, G., Walsh, E., & Flynn, A. (2023). Growth and Goals Module: A Course-Integrated Open Education Resource to Help Students Increase their Learning Skills. The Canadian Journal for the Scholarship of Teaching and Learning, 14(1). https://doi.org/10.5206/cjsotlrcecea.2023.1.9371</p>	
<p>Notes about Key Quotes & Ideas</p>	<p>Actions or Impact on Actions in the Classrooms (Think of 3 or more ideas)</p>
<p>1. “Students are also asked to reflect on their recent experiences and the points of pride and regret and, in doing so, connect previous experience with values-based action. Values clarification helps set the</p>	<p>- Have students begin with self reflective learning and ask them what they believe their biggest struggle was in past activities and then help them construct a goal based on that.</p>

foundation for goals to be effective” (O’connor, 2023, pg 2).

2. “When a goal is too big, it can be difficult to gauge progress. Conversely, when a goal is broken down into sub-goals, students can complete tasks and thus closely monitor their progress toward their larger goal.” (O’connor, 2023, pg 3).

3. “A learner must actively recognize when their fixed mindset is predominating and then work towards transforming their reaction to one that will cultivate a growth mindset (Dweck, 2006). Oversimplifying the process (either by the educator or the learner) can actually be detrimental; learners may become discouraged when they do not experience an immediate change in academic achievement or motivation” (O’connor, 2023, pg 5).

- Teach students about SMART Goals
- Discuss with students the importance of growth mindset: if they don’t achieve their goal within the timeframe they wanted to it is okay, show them what they have accomplished so far and focus on the effort they put into their goal to allow them to continue to keep pushing

How does this article relate to equity in the classroom?

This article talks about ensuring students set the perfect goal that allows them to gain a growth mindset, therefore all students within the classroom are held to the same standard yet their goals and mindset differ based on their individual needs. Some students may need extra encouragement and others may naturally have a growth mindset but it is important as an educator to celebrate all steps made towards making individual goals!

APA Citation: Duckor, B. (2014, March 1). *Formative Assessment in Seven Good Moves*. ASCD.
<https://www.ascd.org/el/articles/formative-assessment-in-seven-good-moves>

Notes about Key Quotes & Ideas	Actions or Impact on Actions in the Classrooms (Think of 3 or more ideas)
1. "In the formative assessment–driven classroom, everyone is consciously engaged in practices that promote further learning, as opposed to those that merely assess student achievement (Stiggins, 2002)" (Duckor, 2014, pg.29).	It is important for teachers to pose a question at the beginning of lessons to "prime students" - In my case this could be the goal setting that I do with each student
2. "formative assessment is more than a march toward the known. It's a process for uncovering deeper understanding, which means having access to evidence about what students are thinking." (Duckor, 2014, pg. 30).	It is important for teachers to pose questions throughout the lesson that engage the students' higher order thinking- Humphrey and I talked about asking students to reflect on their goals and leaving them with one thing that I want them to improve in their writing as I circulate the classroom.
3. "Our challenge as teacher educators is to plant the seeds of formative assessment in our preservice teachers so those seeds take root and flourish in these teachers' Careers." (Duckor, 2014, pg. 32).	Probe student responses: as students what they are doing to meet their goals and then ask them what they need to do to reach them or continue achieving them.

How does this article relate to equity in the classroom?

By doing things such as priming students, posing questions and having students reflect on their work, all students are held to high standards that are adaptable to their own achievement. By having students set their own goals and reflect on these goals, they are only expected to achieve a standard that is attainable for themselves.

Citing a Journal Article Cheat Sheet:

Last Name, First Initial. (year). Title (only first word capitalized). *Journal Name*, volume(issue#), pages.

Last Name, First Initial., Last name, First Initial. (year)

Reflection:

<p>What are several themes you found across your literature summaries?</p> <p>The common goal across my articles is how goal setting and formative assessment can positively impact student achievement in equitable ways.</p>
<p>What are some of your ideas for how to utilize what you learned from your literature with your inquiry student? How will this promote equity for your student?</p> <p>To promote equity in the classroom, I am using data from the writing lesson that I had with my students and together we are going to make independent goals for each student to work on in their writing by the end of the semester (December). I will use formative assessments such as priming, posing, and probing students within their writing to help them achieve their own writing goals. In doing this each student is receiving equitable instruction because the material is differentiated based on their own personal goals and achievement.</p>
<p>How have you revised your wondering after the literature data collection? Why or Why not? If a new wondering, add it here.</p>

I started my wondering with: How can I incorporate goal setting within homogeneous writing groups to promote a growth mindset?

Now I would like to change it to : How can I incorporate goal setting within all students through formative assessment practices.

I removed the growth mindset because it is hard to specifically measure yet through formative assessment and goal setting, a student's growth mindset should increase through the reflective practices they will be doing and the growth they will be monitoring on their own. It is important for me to use formative assessments within my instruction and in doing this, my students will be able to see where they need assistance and be able to set goals for themselves based on these formative assessments.

Irons, A., & Elkington, S. (2021). Enhancing Learning through Formative Assessment and Feedback (2nd ed.). Routledge.
<https://doi.org/10.4324/9781138610514>

“the criteria for evaluating their learning achievements must be made transparent to students to enable them to have a clear overview of the aims of their work and of what it means to complete it successfully (Sadler, 2010). Clarifying key learning outcomes in this way helps to develop their ‘assessment literacy’, where students acquire an understanding of assessment practices, processes, criteria, and standards through open, active engagement and participation (Price et al., 2012).”

Kent, D. (2019). PLICKERS AND THE PEDAGOGICAL PRACTICALITY OF FAST FORMATIVE ASSESSMENT. *Teaching English with Technology*, 19(3), 90–104.

“it is an app that addresses one of the most critical needs of teachers: rapid identification of learner progress. Instant checks for understanding, in turn, identify those students who require additional support or may be experiencing challenges, allowing teachers to decide which students to then assign to others during pair/group work by tying stronger learners to weaker ones (2019, pg.99).

