



LEARNER
CONNECTED



LEARNER
FOCUSED



LEARNER
DEMONSTRATED



LEARNER
LED

Lovett Elementary School

GOAL SETTING IN STUDENT CONFERENCES



CORE COMPONENT

Learner Led: Enable learners to take ownership of their learning so that it can dynamically adjust to their skills, curiosity and goals

Learner Led at Lovett Elementary School

Lovett Elementary has been focused on Learner-Led instruction to personalize learning for students. Learner Led instruction encourages learners to have meaningful input and choice in their learning experiences, and it goes beyond differentiated instruction to truly transform the learning experience.

Our Sources



Dr. LeViis Haney - Principal

"If I were to summarize Lovett before, the word I would use is compliance. Kids were required to come in and get ready to receive instruction. Now they have an understanding of their own goals. The "why" comes from the students, and they know what they have to do to achieve those goals."



Ms. Melissa Moody-Shumaker - 4th Grade Teacher

"Traditionally it was one-size-fits-all. But with personalized learning you're looking at your individual students and what they need. Students know that we – teachers – are not in control of how they progress; they are in control."

Goal Setting in Student Conferences

Ms. Moody uses individual student-teacher conferences focused on academic and non-academic goal setting to build a Learner Led culture in her classroom at Lovett.

Since she started personalizing learning with student goal-setting conferences, Ms. Moody has seen an increase in student engagement. There is a shift in the classroom culture as students can be honest about what they don't understand, and can talk about their own progress without worrying about what other students are doing. She attributes these positive changes to the conversations she has with students during their one-on-one conferences.

Ms. Moody has also experienced positive shifts in her own practice. She gets to know students at a deeper level by conferencing with individual students about their data and progress, their strengths and needs, and their plans for growth. She has the opportunity to learn about each student, to open channels of communication, and to gain insights into the class and its dynamics. These insights help with personalizing learning for each individual student and planning for the class as a whole.

GET MORE RESOURCES AT: leaplearningframework.org
#LEAPframework

ABOUT

Lovett Elementary School

Chicago Public Schools
Neighborhood School
Acceptance based on student
living in boundary

372

Total K-8 Students

82%

African American

0%

Asian

16%

Hispanic

0.3%

White

1%

Other

94%

Low Income

13%

Diverse Learners

6%

English Learners

20%

Mobility

(Reflects any enrollment change
between the first school day in
October and the last day of the
school year.)

HOW IT WORKS *in Ms. Moody's class...*



LEARNER
LED

STEP ONE: Prepare for the conference and enable students to lead the discussion

- **Provide data and expectations:** Ms. Moody helps students prepare by providing them with academic and non-academic data and reflection questions.
 - 🗣️ Begin with the same data points and reflection questions each week to provide consistency and help students build stamina for leading their own conference.
- **Define the learner's role:** Ms. Moody uses the reflection questions to help students prepare to discuss their progress and needs.
 - 🗣️ Consider role playing student-led conferences that model how you would like students to talk about their data and needs.



LEARNER
LED

STEP TWO: Discuss data and reflections with students

- **Partner with learners to reflect:** Ms. Moody guides students through a reflection about their progress and plans for academic and non-academic growth.
 - 🗣️ Encourage students to share how they are feeling and help them connect those feelings to their actions.



LEARNER
LED

STEP THREE: Work with students to identify and articulate their strengths and needs

- **Coach learners to identify strengths and needs:** Ms. Moody helps students use their data and reflections to understand their academic and non-academic strengths and growth areas.
 - 🗣️ Help students develop a growth mindset to understand that everyone has strengths and growth areas.



LEARNER
LED

STEP FOUR: Collaboratively set learning goals with students

- **Guide learners to identify goals:** Ms. Moody ensures that learners set a goal that is achievable, meaningful and paced for their needs.
 - 🗣️ Many students love to set lofty goals. Help students create bite-sized goals that can be achieved in a short timeframe. Set students up for success and celebrate quick wins!
- **Support learners in articulating the purpose of their work:** Ms. Moody helps students see the connection between their goal and their learning activities.
 - 🗣️ Numerical data goals can be arbitrary to students. Help students set tangible goals that are connected to what they are currently working on.



LEARNER
LED

STEP FIVE: Support students in developing a plan to achieve goals

- **Co-design learning experiences:** Ms. Moody works with students to plan activities that allow them to work at their own pace and choose how they will show mastery.
 - 🗣️ Get started by providing students with options to demonstrate their learning and let them choose their preferred option.
- **Establish a timeline:** Ms. Moody helps students create a plan that includes deadlines to monitor their own progress.
 - 🗣️ Use an easy format to help students create a realistic and achievable timeline. Ensure they understand how to monitor their progress - keep it simple!

Ms. Moody and her students use data from Lexia, myON (edtech literacy tools), and NWEA MAP (a leading national assessment). This data is readily available to Ms. Moody and her students to analyze and reflect on progress. However, data is a tool to support the true purpose of the conferences: helping students become proactive in setting goals and monitoring their progress. Ms. Moody typically holds five to seven formal conferences per week. However, she has many more informal conferences on goals and progress, some that she requests but many driven by her students.

While Ms. Moody works one-on-one with a student, the other students are working collaboratively and independently on activities to meet their own goals. At the beginning, before students have become accustomed to independent, goal-oriented work, involving them in establishing expectations is especially important. As students develop more ownership, Ms. Moody becomes a facilitator of learning to support students. She works with students to tailor learning activities to their individual interests, strengths and needs. However, students are driving their own learning by setting their own goals.

GET MORE RESOURCES AT: leaplearningframework.org
#LEAPframework