

## GOAL SETTING

### Evidence-based Practice Matrix

Research Finding	Implications for Practice	Our Suggested Strategies
<p><b>Students with proximal goals as well as long-term goals are more likely to experience success, which enhances self-efficacy (the belief that one can be successful when undertaking a specific task)</b></p>	<p>Help individual learners set proximal (short-term) goals that are reachable but challenging and provide “scaffolding” (concept and skill support) to help them reach these goals</p>	
<p><b>The way goals are emphasized in the classroom influences the types of goals students adopt</b></p>	<p>Emphasize mastery goals over performance goals</p>	
<p><b>Mastery goals—and sometimes performance-approach goals—are associated with learning outcomes, such as persistence and using better learning strategies</b></p>	<p>Emphasize mastery goals</p>	
<p><b>Students with an incremental view of intelligence are likely to adopt mastery goals, while those with an entity view of intelligence adopt performance goals</b></p>	<p>Help students adopt an incremental view of intelligence, a view that intelligence isn’t “fixed” but based on effort, practice and strategies</p>	
<p><b>Students who have “possible selves” goals may be more persistent or resilient</b></p>	<p>Help students think about who they want to be, in relation to their academic goals, and support them in broadening their beliefs about who they may become</p>	