

# Get SMART-er: Re-Imagining Goal Setting

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# Agenda

- ❖ Problem Framing
- ❖ Wellness from all Angles
- ❖ The Shift
- ❖ Goal Comparison
- ❖ Application

# Vowel Orchestra

- Think of the first vowel that appears in your first name.
- When directed to do so, move about the room and loudly call out the sound that vowel makes.
- Keep going until I call time.



# ❖ Problem Framing

# The Tradition

The traditional SMART goal in PE is focused almost entirely on performance.

Goals like, *'Improve push-ups from 10 to 20 in 4 weeks'* or *'Run a mile under 10 minutes'* are common.

# The Problem

Those goals work for some students, but not for all.

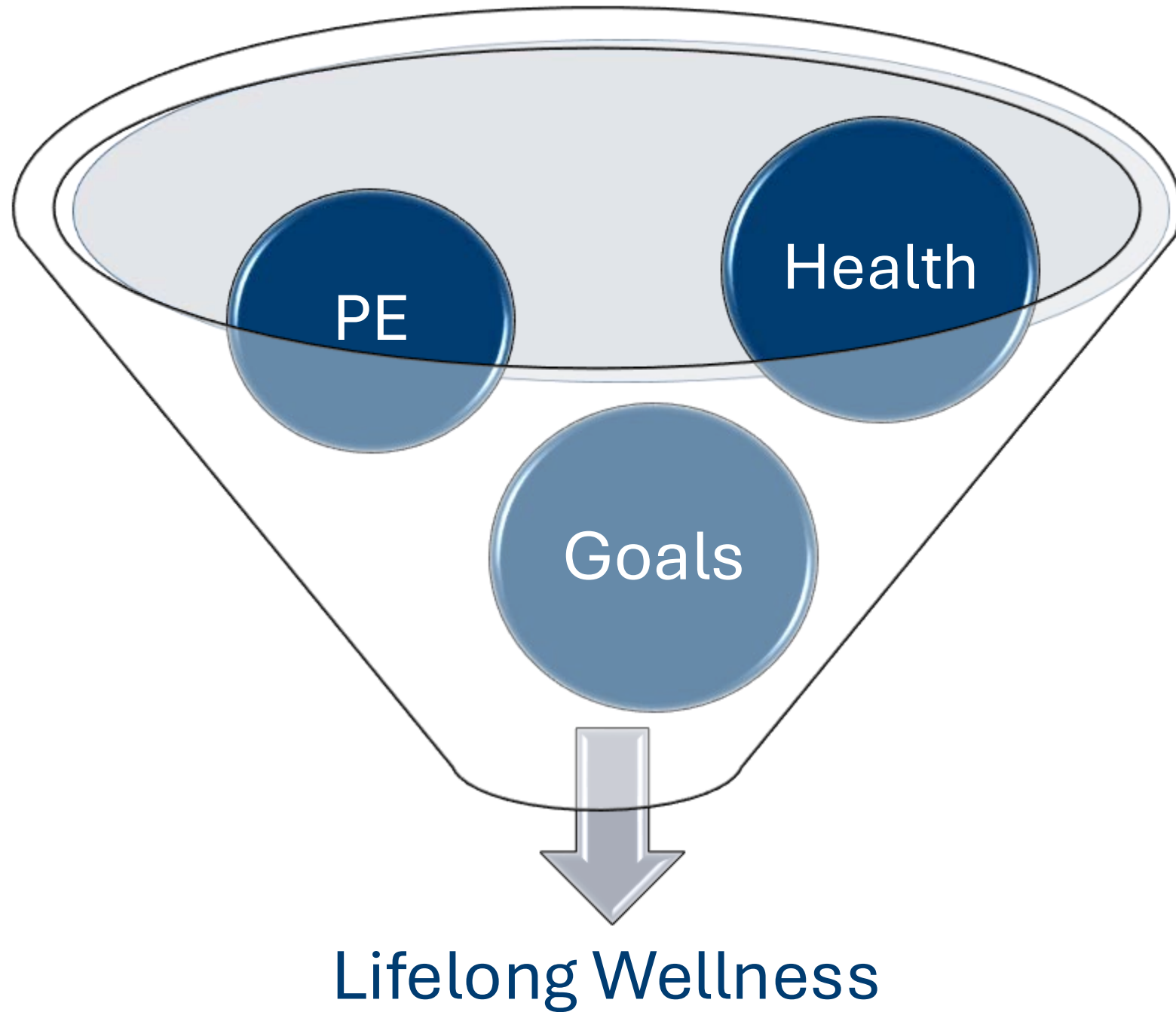
They don't consider students' different starting points, interests, or even physical or emotional barriers.

# The Result

When goals only focus on physical performance, we miss out on teaching students how to connect movement to their mental health, relationships, or lifestyle.

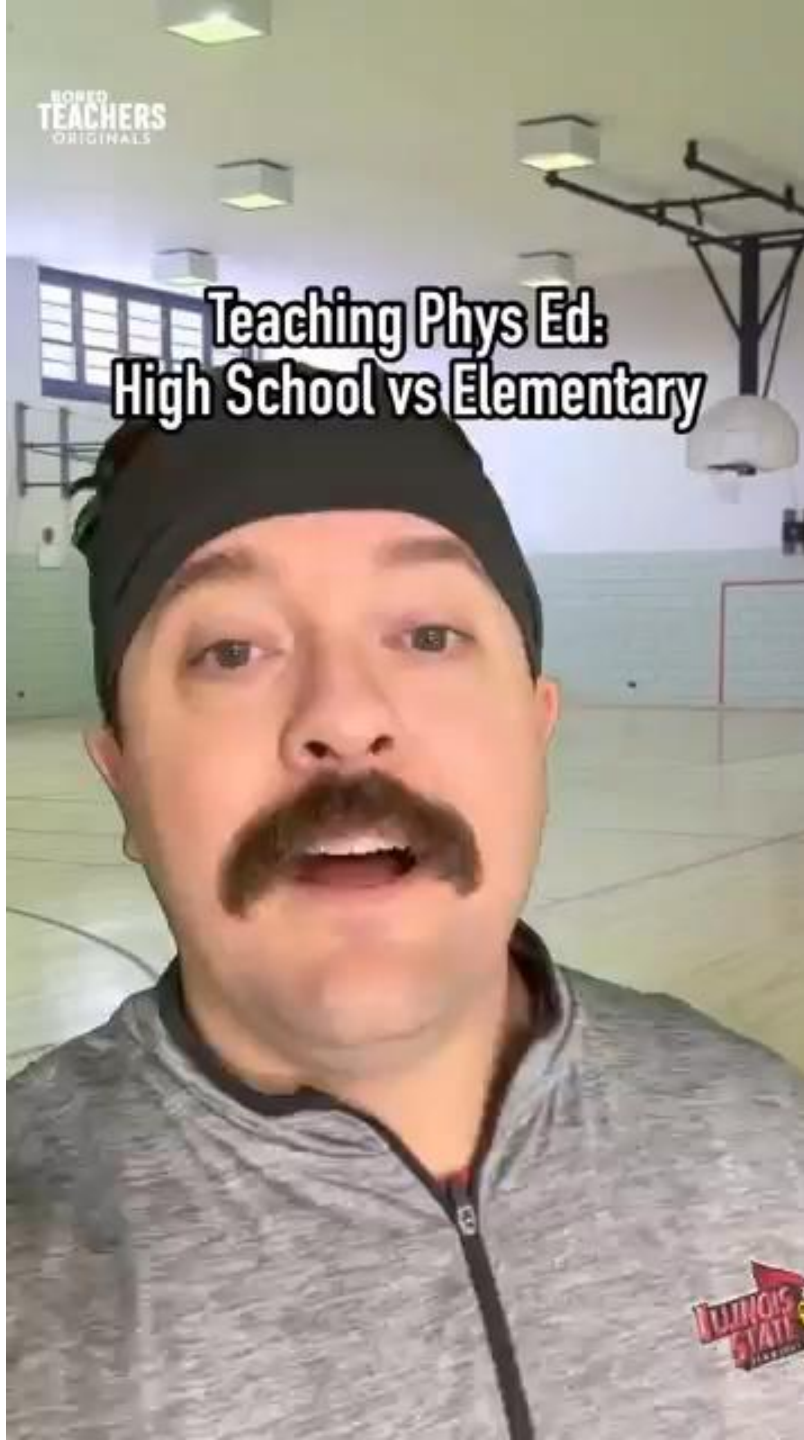
# The Result

We also unintentionally send the message that if you can't hit that benchmark, you've failed, which drives some students ***away*** from physical activity.



LOWED  
TEACHERS  
ORIGINALS

## Teaching Phys Ed: High School vs Elementary



# ❖ Wellness from all Angles

# What Do We Teach In Health?

- Mental & Emotional Wellness
- Decision Making
- Goal Setting
- Substance Use Prevention
- Nutrition
- Lifelong Wellness
- Relationships
- Social Skills

# What Do We Teach In PE?

- Motor Skill Development
- Personal Fitness Planning
- Purposeful Movement
- Teamwork
- Fitness Knowledge



Health Teaches...

The ***why*** behind behavior: emotional health, decision-making, relationships

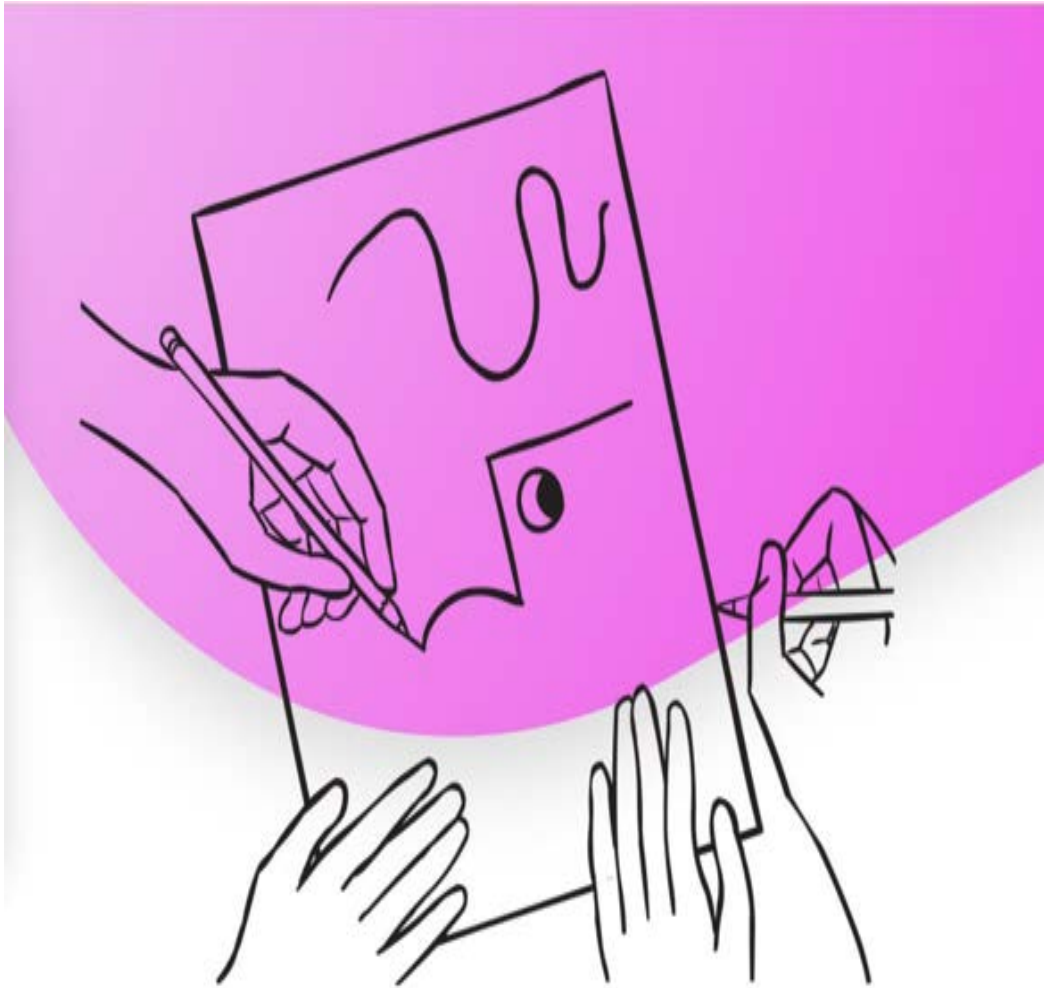
PE Teaches...

The ***how***: applying movement skills, building good habits, tracking progress.

SMART Goal Shift...

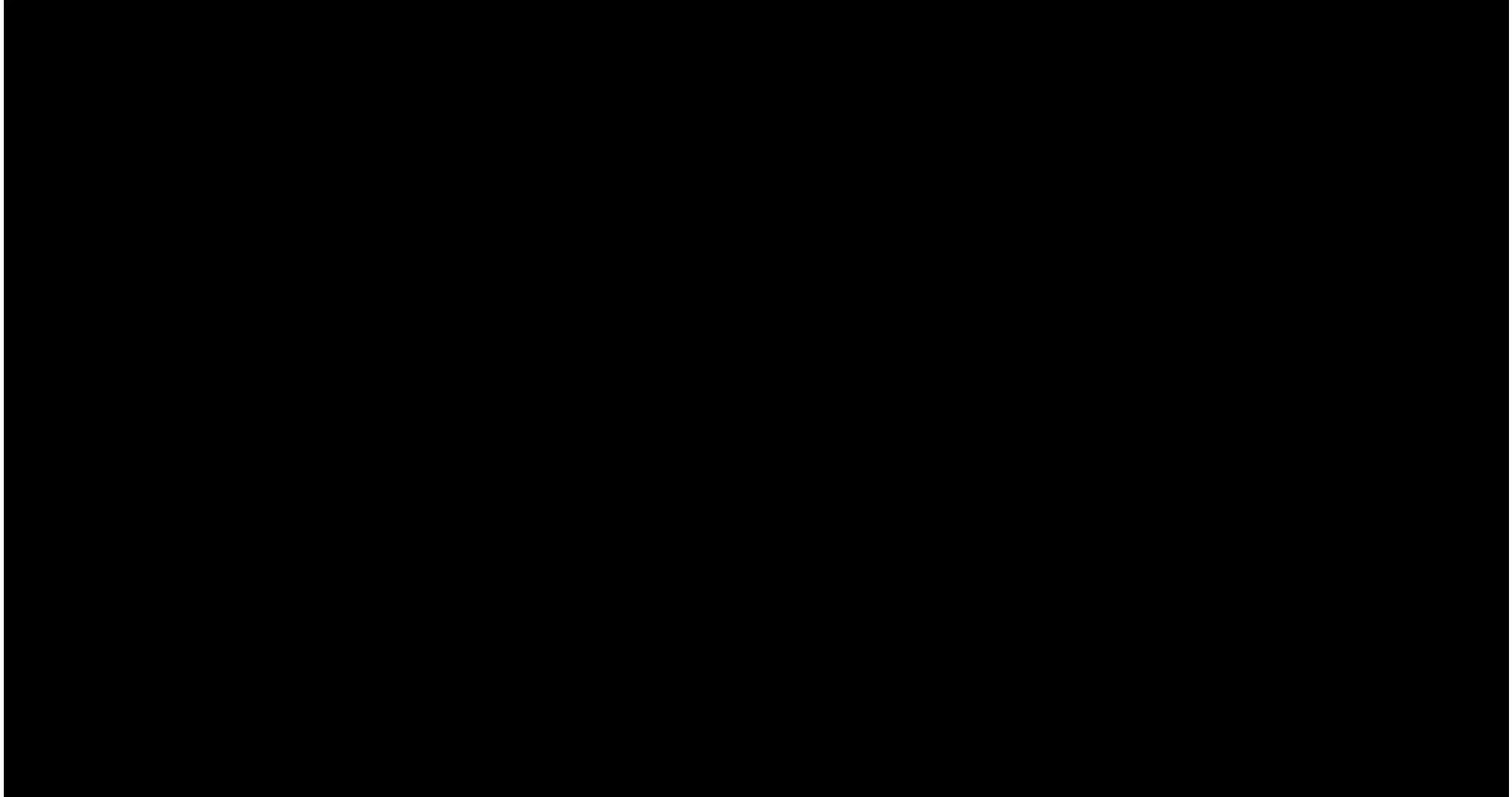
- Rooted in student **strengths**
- Meaningful to their **lives**
- Authentic to diverse **needs**
- Supported by **triangulated** data

# Collaborative Drawing



# ❖ The Shift

# Can you be SMART-er?



# Setting SMART-er Goals

**Strength-Based:** Recognizing students' abilities & potential in PE & Health.

**Meaningful:** Connecting the goal to lifelong physical activity & well-being.

**Authentic:** Ensuring assessment aligns with real-world physical fitness & lifelong wellness applications.

**Responsive:** Addressing diverse student needs & adapting instruction accordingly.

**Triangulated Data:** Using multiple assessment methods (performance tasks, self-reflection, teacher evaluation).

# Connection Matters

If we want kids moving for life, our goals can't just be about how well they *perform* — they must connect to why it *matters*

# Student Voice Matters

- When students help create their own goals, they are more likely to own their progress.
- Consider using student voice through:
  - Choice boards
  - Wellness journals
  - Goal-setting conferences
    - Example quote: "I chose yoga for my fitness plan because it helps me feel calm before tests"

# The Approach

**S:** Recognize what students *can* do

**M:** Goals tie into students' *real lives*.

**A:** If we want students to understand how PE helps them in the real world, our goals and assessments need to reflect that.

**R:** Goals adjust based *on the student* — not the other way around.

**T:** Assessment includes performance, but also self-reflection, peer feedback, and teacher observations. We're not just measuring what they *did*, but how they *grew*."

# This is important because...

- when students see the connection between the goal and their lives, they are more invested.
- students who are empowered to reflect, adjust when necessary, and connect their learning to their lives begin to develop their *Wellness Identities*.

# Wellness Identities are formed when...

- students see wellness and movement as valuable for mental health, relationships, and overall lifestyle
- students recognize how their choices contribute to lifelong physical and emotional well-being

# Wellness identities grow...

- when students see physical activity as meaningful, own their progress, and begin to build habits for healthy lives

# What Happens When We Get SMART-er?

- Students feel seen and valued
- Teachers can personalize instruction
- A culture of lifelong learning and physical activity is developed



Better Data

Better Reflection

Better Results



# ❖ Goal Comparison

# SMART Goal

**S-** Specific

**M-** Measurable

**A-** Attainable

**R-** Realistic

**T-** Timely

By May 2025, 80% of 8th-grade students will improve their PACER test score by 20% from baseline as measured by the Cooper Institute fitness testing

# SMART-er Goal

**S-** Strength-based

**M-** Meaningful

**A-** Authentic

**R-** Responsive

**T-** Triangulated

By May 2025, all 8th-grade students will set a personalized fitness goal based on their strengths and interests, tracking their progress weekly through reflection and teacher feedback with the goal of demonstrating at least 10% improvement.

# SMART Goal

**S-** Specific

**M-** Measurable

**A-** Attainable

**R-** Realistic

**T-** Timely

By May 2025, 85% of 7th grade health students will score an average of 80% or better on the Mental/Emotional Wellness Unit assessment.

# SMART-er Goal

**S-** Strength-based

**M-** Meaningful

**A-** Authentic

**R-** Responsive

**T-** Triangulated

By May 2025, all 7th grade health students will develop and routinely use at least two coping strategies to manage their stress and reflect on the impact through personal journals, teacher check-ins, and class discussions with the goal of demonstrating growth in emotional wellness.

# ❖ Application

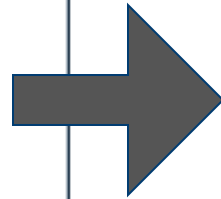
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# Designing Goals for all Learners

- SMART-er goals align with the Universal Design for Learning (UDL) by offering:
  - Multiple means of engagement (personal choice, relevance)
  - Multiple means of representation (visuals movement, verbal reflection)
  - Multiple means of action & expression (journals, projects, podcasts, etc.)
- The goal is for every student to access and understand content and show growth on their wellness journey.

### SMART-er Goal Planning Template

Use this template to design a personalized, student-centered goal that supports wellness, growth, and real-world connection.

#### Strength-Based

\*What is the student already good at?\*

#### Meaningful

\*How does this relate to their personal life or wellness?\*

#### Authentic

\*How will they apply this outside of class?\*

#### Responsive

\*What unique needs, interests, or challenges are considered?\*

#### Triangulated

\*What 3 ways will progress be measured?\*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



Teacher

### My SMART-er Goal Plan

Use this worksheet to create a goal that helps you grow in ways that matter to YOU. Think about your strengths, interests (related to health, fitness, and wellness), and how this goal can help you in real life.

#### Strength-Based

\*What am I already good at?\*

#### Meaningful

\*Why does this goal matter to me or my life?\*

#### Authentic

\*How can I use this goal outside of class?\*

#### Responsive

\*What makes this goal a good fit for me? (Think about your interests or challenges.)\*

#### Triangulated

\*How will I know I'm making progress? (List 3 ways)\*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



Student

# Your Turn

# The Reluctant Mover

- 6th grader, recently moved to a new school
- Prefers reading and drawing, dislikes competitive sports
- Gets anxious in large group games and often sits out
- She enjoys walking during cool-down time and chatting with peers
  - Traditional SMART Goal Example:
    - *"Improve PACER test score by 15% in 6 weeks."*

## Your Task:

Use the SMART-er goal framework to write a goal for Maya.

Consider:

- Her strengths (e.g., enjoys walking, likes social connection)
- Personal relevance
- Authenticity
- Responsiveness to anxiety
- How to assess using multiple methods (triangulation)

Meet Maya



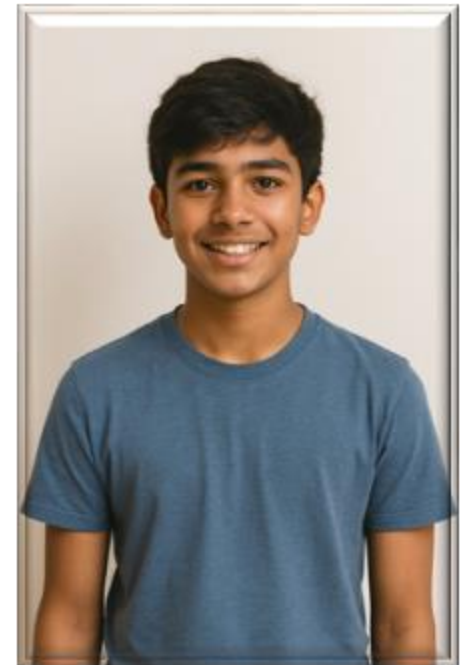
# The High Achiever

- 8th grader, excels academically and is highly motivated
- Participates in multiple extracurriculars
- Recently shared with the school counselor he's feeling overwhelmed and has trouble sleeping
- In class, he's attentive but sometimes zones out or works ahead to avoid group discussions
  - Traditional SMART Goal Example:
    - *"Score 85% or higher on the Mental Health Unit test."*

## Your Task

- Redesign this goal using the SMART-er mindset. Consider:
- His strengths (self-driven, organized)
- Meaningful wellness applications
- Ways to support mental and emotional health
- How the goal can be personalized and empowering
- Multiple data points (e.g., self-reflection, journaling, peer feedback)

Meet Lucas



# Next Steps from Today's Session

- Review your current goal-setting practices: What's working? What's not?
- Reimagine assessment: Think strength-based and real-world,
- Team up: Build authentic goals and assessments together
- Start small: Try one SMART-er goal and observe the impact.
- Connect and contribute: Share your feedback to help others.

# High Five Bank Account



## **Think**

- 30 seconds about your next step

## **Share**

- your idea with a high five partner

## **Complete**

- five rounds

Q & A

# Virginia Health Education Standards of Learning (SOL) Feedback Form



[forms.office.com/g/5MV5B5xcVx](https://forms.office.com/g/5MV5B5xcVx)

# Contact Information

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