

***Hope, Mindset, and the Peer  
Educator:***

***Integrating Goal-setting Strategies  
in Supplemental Instruction at  
Chaffey College***

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# Getting Started: What are *YOUR* goals?

**With a partner, discuss what your goals you have for this workshop or this conference.**

Why are you here today?

What do you hope to gain or learn?

What do you want to take away with you?

Use your discussion to help you select *one goal*, either for this workshop or this conference.

Write your goal down—we'll come back to it later.

# What are Hope and Mindset?

## HOPE

Hope is “the belief that *the future will be better than the present*, along with the belief that *you have the power to make it so.*” (Dr. Shane Lopez)

## MINDSET

In a *fixed mindset*, people believe their basic qualities, like their intelligence or talent, are simply fixed traits.

In a *growth mindset*, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. (Carol Dweck)

# Setting SMART Goals for Spring 2017

**My Goal for SI for Spring 2017:**

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*Is your goal SMART?*

**S**pecific? (Explain or revise—*hint: is this a vague desire for improvement or the beginnings of a specific action plan?*)

**M**easurable? (Explain or revise—*hint: think about how you can measure the success of this goal.*)

**A**chievable? (Explain or revise—*hint: think about whether this is something you have the power to achieve.*)

**R**ealistic? (Explain or revise—*hint: think about whether this is something that is possible given the factors that are within your control.*)

**T**ime-bound? (Explain or revise—*hint: remember that your goal pertains to the current semester.*)

**REVISED GOAL:**

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**PLANNING AHEAD: Where I think I'll be by...**

Week 6: \_\_\_\_\_

Week 12: \_\_\_\_\_

Week 18: \_\_\_\_\_

# Sample SI Leader SMART Goals

“I wish to have a positive impact on my regular attendees’ discipline and study habits through individual troubleshooting, showing them new techniques/habits, and being realistic with them (inspiring realistic hope).”

“I plan to make myself more approachable to students by communicating with more students in the classroom and through email.”

“Maintain more consistent communication with my students by speaking/emailing at least every other week.”

“I would like to create or apply 2-3 games that I haven’t used before.”

“Do more interactive activities instead of just worksheets all the time.”

“Implement more interactive activities in my sessions rather than just re-lecturing.”

# Sample SI Leader SMART Goals

“Making sure I begin each session with an intro and closer and end on time.”

“Communicate in a more professional manner and attempt to keep sessions nearly perfectly to plan.”

“I will be more social with my students, faculty, and other SI Leaders.”

“I want to create a dynamic learning environment that plays to everyone’s strengths by being sensitive to every student’s learning style.”

“To be more organized with planning sessions ahead of time and being punctual to meetings.”

“Re-center and re-master my sense of punctuality for school and sessions this semester.”

## Assessing Hope and Mindset in Supplemental Instruction

*Directions:* Read each item carefully. Using the scale shown below, please select the number that best describes YOU and put that number in the blank provided.

- 1. = Definitely False
- 2. = Mostly False
- 3. = Somewhat False
- 4. = Slightly False
- 5. = Slightly True
- 6. = Somewhat True
- 7. = Mostly True
- 8. = Definitely True

1. Some students are just successful in school and some are not, and they can't really do much to change that fact.
2. I can think of many ways to solve problems when working with students in SI sessions.
3. I energetically pursue my goals as an SI leader.
4. I can be a great SI leader if I put in the time and effort.
5. There are lots of ways around any problem in SI.
6. Even when others get discouraged, I know I can find a way to solve the problem.
7. I can always improve your SI skills and understanding.
8. My past experiences have prepared me well for my future as an SI leader.
9. I feel confident that I can meet the goals that I set for this semester.
10. You can do things differently, but the important parts of who you are can't really be changed.
11. I believe that my efforts with students can help them succeed in their classes.
12. Nothing I can do in an SI session can change students' attitudes and approaches towards learning.

What is your expectation about the level of influence you can have on student success?

How would you define "student success"?

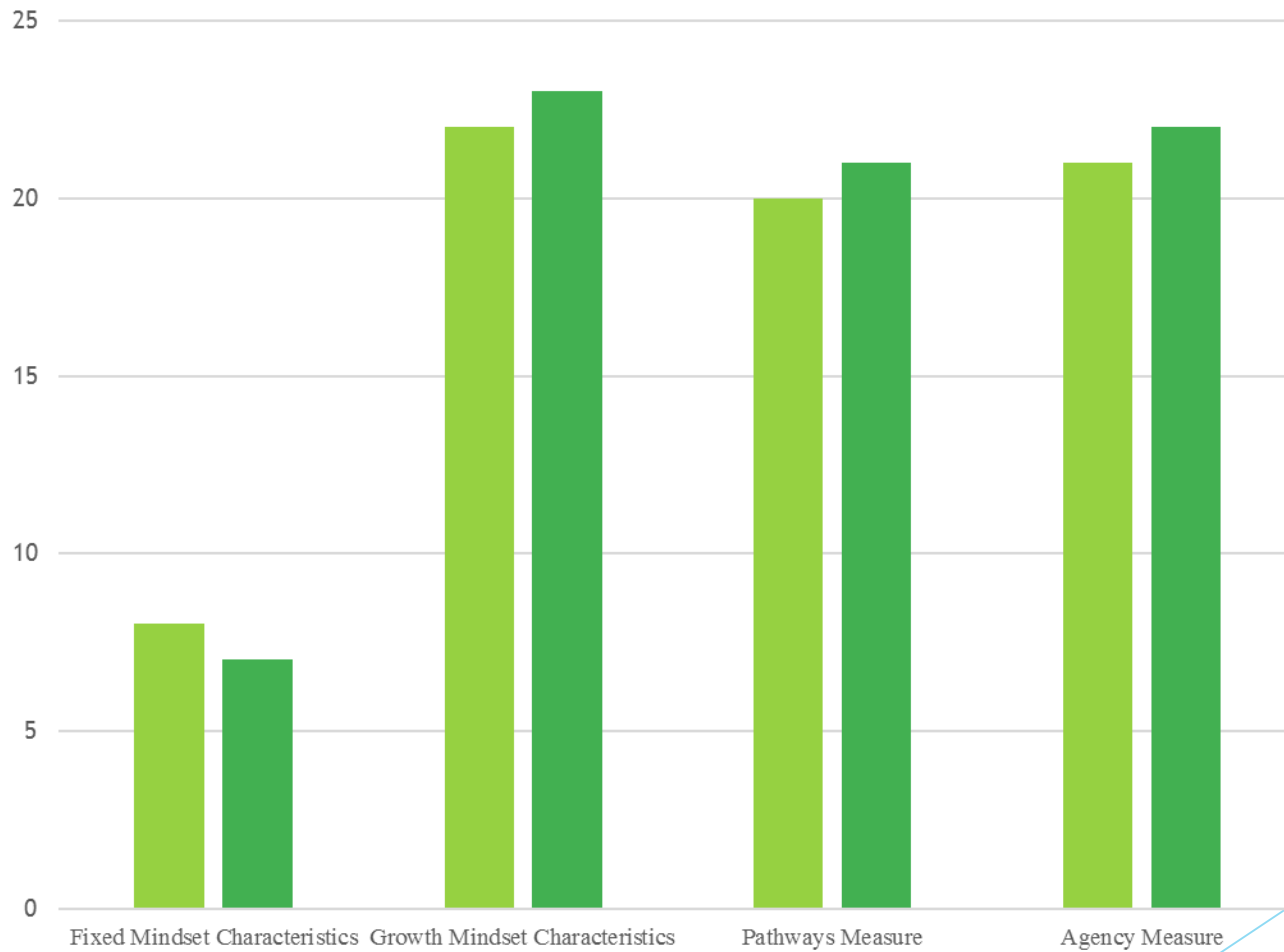
How will you measure your success as an SI leader?

### **Post-strategy assessment:**

Has focusing on one self-selected goal for the semester improved any aspect of your work as an SI leader?

Explain:

**Spring 2017  
SI Leaders  
Hope and Mindset Characteristics  
Pre and Post-Intervention**





# How would you define “student success”?

## Pre-intervention:

“Improving on tests and being an active participant in class.”

“Gaining the knowledge taught in class by working hard and getting the satisfaction from it.”

“Classes are designed to impart a certain proficiency of knowledge and some skills. That proficiency is my definition of student success.”

“Students learning how to study and learn on their own, paired with steadily increasing test scores.”

“The ability to learn and grow from a course while obtaining a decent grade.”

“Passing their class to get them closer to graduating and doing better in other classes.”

# What is your expectation about the level of influence you can have on student success?

## Pre-intervention:

“I plan to have a great influence on students’ success, but the students have to put in the time to study outside of SI too.”

“The amount of influence I have will depend on the students and how involved they are.”

“I’m hoping I can influence students in a positive way. My expectations are kind of low—not sure if the students will listen to me or take me seriously.”

“I can only facilitate a good learning environment, and it’s up to the students if they want to take advantage of that.”

“When I started as an SI Leader, my answer was optimistic, but my experience shows me that some students won’t let you help.”

# How would you define “student success”?

## Post-intervention:

“When students meet their personal goals and have more positive mindsets than they did before.”

“When students feel confident and are proud of the work they’ve done.”

“Student success is students’ ability to take the most knowledge forward with them as possible.”

“Strengthening students’ drive and their motivation so they can overcome their obstacles.”

“Students putting in effort and using all of their resources.”

“Being able to ‘learn, understand, and explain’ the material.”

“Student success isn’t always about grades, but the experience and what you took away from it.”

# What is your expectation about the amount of influence you can have on student success?

## Post-intervention:

“I believe that my contributions and efforts make an impact in shaping and molding students as well as challenging them greatly.”

“I feel that I have a high level of influence on my students’ success.”

“I feel that my ability to influence the success of the students I help is even greater than I expected.”

“I feel like, while I may not be able to guarantee them a higher grade, I can give them tools to help them be successful.”

“I have high expectations after working this semester. I’ve seen students improve in ways I didn’t know could happen from SI.”

“I think I can influence students more than I thought I could.”

# Has focusing on one self-selected goal for the semester improved any aspect of your work as an SI leader?

“Yes, because it is constantly on my mind. Focusing on just one goal is a lot easier than multiple. I personally like to focus on one thing at a time.”

“I don’t think so, but I think it’s because I chose an unwise goal.”

“Absolutely! I have implemented the idea that students have to get involved! At first, it was intimidating, but now it has started to come naturally.”

“Yes. Because I was new to SI, I felt a little bit nervous. Having the goal helped me to narrow my thoughts and expectations for the semester.”

“Yes. My SMART goal helped me understand students’ difficulties better and then develop strategies to overcome those difficulties.”

“I think that it does help because it is self-selected. No one knows what works best for us better than us. Also, it keeps us accountable to ourselves.”

# Has focusing on one self-selected goal for the semester improved any aspect of your work as an SI leader?

“Yes. It was an eye-opener. I kept thinking about my goal, pausing, then doing what I needed to do correctly.”

“Yes. It helps me focus my energy on something I know I need to improve and it helps me stay aware of it throughout the semester.”

“Yes, because setting that goal reels me in and makes me focus on one or a few things instead of everything.”

“Yes, because without that goal and without needing to give feedback on it, I wouldn’t have tried so hard to be as social as I am now.”

“Yes. I believe having a goal in mind has helped not only to keep me in check but it ultimately affects the students’ attitude, too.”

“Yes, this has helped because I can hold myself accountable and see where I can grow as an SI leader and as a person.”

# Additional Resources

*Making Hope Happen*  
Shane J. Lopez (2013)

*Mindset: The New Psychology of Success*  
Carol Dweck (2006)

*Succeed: How We Can Reach Our Goals*  
Heidi Grant Halvorson (2010)

*What the Best College Teachers Do*  
Ken Bain (2004)

**Please reach out with questions and feedback!**

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