

Strategies for Academic Success

The Strategies for Academic Success focus on self-regulation. They include four main components: **Goal Setting**, **Task Management**, **Progress Monitoring**, and **Reflection**. Here are brief explanations of the strategies. In the curriculum, journal entries, class discussions, and conferences are used to support students in using the strategies.

Goal Setting

- What are my long-term goals?
- What specific goals do I have for this assignment?

Goal setting is a powerful strategy for any challenging, complex task, as it can motivate writers when they see their own progress toward a goal. The process involves setting individual goals, both long-term and short-term. Goals can focus on aspects of writing (e.g., introductions, grammar, planning) or on task management. Research shows that goal setting differentiates successful and unsuccessful writers. Students may need help to set short-term goals that can be achieved in a writing task.

Task Management

- How can I manage my work to get it done?
- How can I motivate myself to do my best?

Good writers know a lot of strategies for planning, drafting, and evaluating their writing. In addition, they need to manage their time, find a place where they can work productively, and deal with motivation to persist even when writing is difficult. Strategies for managing time and place are especially important for struggling writers, and managing emotion and motivation are equally important. Students who have failed repeatedly find it easy to give up; they need things to say to themselves and tricks to stay on task. Famous professional writers all have tricks to support their motivation and persistence, too.

Progress Monitoring

- Am I using the strategies?
- Are they helping to get the task done?

Using strategies makes the task harder at first. Students will only be motivated to use strategies if they see a payoff in the quality of their work or efficiency. An important part of instruction is giving students feedback on both 1) whether and how well they are using the strategy, and 2) the quality of their work. Such feedback supports them as they learn to self-evaluate whether strategies are working. When students believe that they can be successful *when they use the right strategy*, their motivation improves. They also need to learn that they are responsible for choosing strategies that work for them.

Reflection

- How did I do on the task?
- How did the goals and strategies work? What worked well and what did not?
- What goals will I set next time? What strategies will I try?

Reflection continues the evaluation of strategies and task success that began with progress monitoring during the process. After completing the task, students think back on the process and analyze what they learned. They can use that understanding to set goals for next time.