Assignment: Drafting goals for your WIL Experience

**Time Estimate**: Approx. 25-45 minutes

For this assignment, you will create a draft that maps out your goals and intended learnings for the next 6 months to include your WIL experience and post-WIL experience.

Do the following to complete the activity:

1. Create one of each:
2. One SMART goal relevant to your upcoming WIL
3. One PACT goal relevant to your upcoming WIL

1. Create a timeline, whether written or visual, that positions your goals at time increments (for PACT, it is ongoing but you may want to identify when you will start and when you might have to re-evaluate the goal). To support you with identifying time periods, here are some prompts:
2. When would you like to achieve your SMART goal within the WIL experience? Near the middle of the experience or at the very end?
3. For a PACT goal, how continuous would it be – weekly, daily, monthly?
4. Prepare a written response (approx. 250-350 words) that explains your Goals Timeline, summarizes the reasoning behind your goals and how they will support you in your career. The written response should make it clear that the goals are relevant and in service of lifelong learning.

## Feedback guidance

When discussing feedback on goals related to their career, it is important to acknowledge the personal nature of this content. Be gentle and kind in your feedback, aiming to support them in strengthening their goals or better articulating them.

Since they are using SMART and PACT, use the strategies to guide your feedback. For example, with SMART you can provide feedback on the specificity of the goals, how they have measured their goals, and if they clearly communicate if the goal is attainable, relevant, and timely? If weak in certain areas, suggest how they can improve upon these weak areas.

**Rubric**

Below is an optional rubric you can include for grading purposes (or to guide your feedback).

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|  | Excellent (4) | Good (3) | Adequate (2) | Needs Improvement (1) |
| Application of SMART and PACT | Both goals correctly and thoroughly apply the strategies of SMART and PACT. | Both goals apply the strategies of SMART and PACT, but some aspects of these strategies are applied incorrectly or need more clearer detail. | Goals mostly apply the strategies of SMART and PACT but there are misapplications or misunderstanding of the strategies’ components. | There is little to no application of SMART and PACT for goals. |
| Written articulation of Goals in Response | Response contains substantial detail and evidence; response is clearly written without any ambiguity. | Response has a good amount of detail and evidence would benefit with some more; writing may be vague or contain generalities. | Response has some detail and evidence but requires substantial amount; writing contains generalities or vague reasoning | Response lacks detail and evidence; response may be too short and general. |
| Relevance of Goals to Career Prospects | Assignment components clearly state the relevance of the goals to career prospects and aspirations; clear connections are made between goals and career. | Assignment components state the relevance of goals to career prospects and aspirations; some connections are general and unclear how relevant. | Assignment components struggle to state the relevance of goals to career prospects and aspirations; connections are general and/or unclear. | Assignment components do not make a case for the relevancy of the goals states; connections are not made or thinly attributed to career prospects. |