

Adult Learner Goals Toolkit

Instruments for:

Setting goals
Exploring feelings
about goal work
Revisiting goals
Celebrating goal achievement

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Adult Learner Goals Toolkit:

Instruments for setting goals, exploring feelings about goal work,
revisiting goals and celebrating goal achievement

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About Learner Goal Work

Adult learners come to class with a variety of purposes, needs and goals. Making goal work an intentional classroom activity based on collaboration between teacher and learner can be a powerful tool for promoting learner retention. The National Center for the Study of Adult Learning and Literacy's (NCSALL) *Adult Persistence Study* of 2000 identified four supports to adult persistence. Two of those supports revolve around learner goal setting:

The third support to persistence is the establishment of a goal by the student.

The staff of the educational program must help the potential adult student define his or her goals and understand the many instructional objectives that must be met on the road to meeting that goal. Teachers must then use these student goals as the context for instruction and intermittently review them, since they may change.

The fourth support is progress toward reaching a goal.

Since goals are important supports to persistence, adult students must make progress toward reaching their goals. They must also be able to measure that progress.

Meaningful goal work, facilitated by the classroom teacher and conducted with peers, serves many purposes. Learners learn planning skills and language skills. They see a direction and focus for their studies, which can increase motivation. The goals, necessary skills, and strategies identified by learners can inform the program's curriculum and the teacher's instruction. Finally, goal work helps to document learners' achievements for the purpose of reporting to funding sources.

This document contains a variety of instruments teachers and learners can use for four phases of goal work: setting goals, exploring feelings around goal work, revisiting goals to show progress and/or revise the goals, and celebrating goals. As you choose the most appropriate instrument for your learners and work with them in setting goals, keep in mind the following criteria:

- Goals should be SMART: specific, measurable, achievable, realistic, and timely
- Goals must take into consideration the learner's level, abilities
- Learners should identify strategies to achieve the goal, create a plan with objectives and carry it out
- Learners should monitor their progress and refine their goals, objectives, strategies and plans as needed

Working with learners as they set goals, overcome barriers to achieving them, see their progress to reaching their goals, and finally achieve them can be a very rewarding part of a teacher's work in the classroom.

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What professionals say about learner goal work

To plan, adults need to be able to set and prioritize goals, develop an organized approach to activities and objectives, actively carry out the plan, monitor the plan's progress, and evaluate its effectiveness while considering any need to adjust the plan.

Equipped For the Future,
Standard statement for the skill: Plan

Many students do not simply remain in a program because it 'feels good' to them. They remain because they see the potential for meeting their goals.

Arlene Fingeret (1985)
North Carolina Adult Basic Education Instructional Program Evaluation
Cited in Focus on Basics, March 1988

A long-term goal, such as passing the GED exam, provides direction, while completing short-term goals, such as mastering fractions or learning to read graphics, marks progress and motivates students to continue.

Margie Wagner
Improving student retention in adult literacy programs
Colorado Adult Education Journal, Feb. 2004

Work with students to build self-esteem by helping them set reasonable goals that can be reached in a short period of time, by holding regularly-scheduled conferences with students to talk about goals, establishing plans for achieving them, and updating their progress.

Kari Malitz & Sarah Nixon-Ponder
Research to Practice: Increasing retention through student success.

What I observe now is a group of adults who can break events into short-term and long-term goals. They also question what they are studying and of what use it will be to them.

Shirley Jackson
Teaching Short-Term and Long-Term Goal Setting to ESL Students
Pennsylvania Action Research Network (1999)

My research has convinced me that emphasis on goal-setting is worthwhile. I also realized that goal-setting must be a continuing process, not just an introductory activity at the beginning of a course.

Pam Meader
The effects of continuing goal-setting on persistence in a math classroom.
Focus on Basics, Vol. 4, Issue A, March 2000.

Tips for Teachers:

Managing the Classroom Goal-Setting Process

- Begin the goal-setting process after developing a level of personal trust and rapport with learners.
- Carefully select the most appropriate goal-setting instrument based on the learners' proficiency and the purpose/strengths of the instrument. Some instruments identify goals for an instructional unit; others identify broader goals for a year. Almost all instruments can be used either with groups of learners or with a single learner.
- Revise the instrument, if needed or desired, to suit your learners' needs and/or the instructional content. Almost all instruments can be adapted for ABE/ASE/GED or ESL. The instruments in this toolkit can be downloaded from the CDE website at <http://www.cde.state.co.us/cdeadult/resources.htm> and revised.
- Photocopy the instrument on colored paper so learners can find it easily for revisiting at a later time.
- Model the goal-setting instrument before asking learners to complete the instrument by themselves. Use your own goals or those of an anonymous student for the modeling.
- Consider posting learners' goals in the classroom. Some learners find it a motivating to post their goals; other learners may not want their goals to be so public. Let the choice be optional.
- Keep copies of learners' goal setting instruments in their files. If learners misplace their copies, you'll have ones on file for them to revisit.
- Use the goals that learners identify, the skills they need, and the strategies they'll use to reach their goals to inform your curriculum and instruction.
- After the classroom collaborative activity is complete, transfer the learners' self-generated goals to their information records for AEFLA reporting.

TEACHER INSTRUCTIONS:

Title: **Our Language Goals – Our Learning Goals**

Source: *Jane C. Miller, Colorado Department of Education*

Highlights: Helps learners define specific goals that link language or knowledge skills to designated life skill topics. Used initially in class in small cooperative groups, then with individual learners. Can be adapted for use with a single student in tutoring situation. Select worksheet for ESL or ABE. Completed worksheets inform instruction. Review with learners on a regular basis.

1. Photocopy the instrument on colored paper. Make enough copies for one worksheet per group of 3-4 learners to be used in class. In addition, make copies for each learner to complete at home.
2. At the whiteboard, model one or two rows from the worksheet, eliciting from learners examples of goals that describe what a learner wants to be able to do with English or basic knowledge.
Example: Employment: Speaking and Listening: Ask for the tools I need.
Reading and writing: Fill out an accident report.
3. Put learners in groups of 3-4. Give each group one worksheet. Give learners sufficient time to discuss their goals for each life skill topic. Alternately, learners may select 3-5 of the areas that are most important to the members of their group and write goals only for those areas. One learner in each group writes the group's responses on the worksheet.
4. When groups have finished, debrief the groups.
5. Model with learners how to transfer their brainstorming into a goal-purpose statement.
"I want to improve my reading and writing so I can fill out an accident report."
6. Gather the completed worksheets from each group. Use the learner responses to guide your instruction and curriculum.
7. Give each learner their own copy of the instrument to complete at home where they can get input from other significant people in their lives.
8. Gather the completed worksheets. Copy the completed worksheets for each learner's file. Return the original worksheet to the learner, with instructions to keep it for later review.
9. Completed worksheets can serve as the basis for learner choice of primary and secondary goals for AEFLA reporting purposes.
10. At 1-2 month intervals ask learners to bring out their worksheets (using the copies you have on file for learners who have misplaced theirs) to revisit their goals. Have learners reached their goals in full, in part, or not at all? What has helped them? What has hindered them? Do they have new goals to add?

Our Language Goals – What we want to do with English.

Look at the topics that are important in people’s lives. Talk with your group about what each of you wants to be able to do with your English skills. Write your goals on the chart.

Life Skill Topic	Speaking and Listening	Reading and Writing
1. Employment		
2. Health		
3. Education or Training		
4. Family and children		
5. Housing		
6. Telephone		
7. Transportation		

8. Community Life and Services		
9. Shopping, Banking		
10. Media – TV, Radio, Newspapers		
11. Technology – computers		
12. Other:		

HOMEWORK: Choose 2-3 of the goals that are the most important to you. Use your work above to complete the sentences.

I want to improve my _____ in order to _____.

I want to improve my _____ in order to _____.

I want to improve my _____ in order to _____.

Our Learning Goals

What we want to do with our knowledge.

Look at the topics that are important in people's lives. Talk with your group about what each of you wants to be able to do with the knowledge gained from your studies. Write your goals on the chart.

Life Skill Topic	Reading and Writing	Math
1. Employment		
2. Health		
3. Education or Training		
4. Family and children		
5. Housing		
6. Telephone		
7. Transportation		

8. Community Life and Services		
9. Shopping, Banking		
10. Media – TV, Radio, Newspapers		
11. Technology – computers		
12. Other:		

HOMEWORK: Choose 2-3 of the goals that are the most important to you. Use your work above to complete the sentences.

I want to improve my _____ in order to _____.

I want to improve my _____ in order to _____.

I want to improve my _____ in order to _____.

TEACHER INSTRUCTIONS:

Title: **What are my goals?**

Source: *Jane C. Miller, Colorado Department of Education*

Highlights: Helps learners define goals in four facets of their lives, identify realistic time frames for achieving those goals, and identify actions they can take to reach the goals. Select worksheet for ESL or ABE. Completed worksheets inform instruction. Review with learners at time intervals designated on worksheet.

1. Photocopy the instrument on colored paper, making enough copies for one worksheet per learner. In addition, copy the instrument onto a transparency for you to use on an overhead projector. Alternately, draw the grid on the whiteboard.
2. At the whiteboard, do a "think aloud" as you model one row from the worksheet, using your own personal goals. Model specific goal statements and realistic time frames. You may choose to model an unrealistic time frame, such as, "I'd like to do a conference presentation but I'm so busy with my kids' school activities that I don't think it's possible in three months. I'll give myself a year." Model the actions you could take to reach the goals.
3. Give each learner a worksheet. Allow time in class for learners to complete their worksheets or let learners complete them at home where they can get input from other significant people in their lives.
4. Gather the completed worksheets. Copy the worksheets for each learner's file. Return the original worksheet to the learner, with instructions to keep the worksheet for later review.
5. Use the learner responses to inform your instruction and curriculum.
6. Completed worksheets can serve as the basis for learner choice of primary and secondary goals for AEFLA reporting purposes.
7. At the intervals stated on the worksheet – 2 weeks, 3 months, 1 year – ask learners to bring out their worksheets (using the copies you have on file for learners who have misplaced theirs) to revisit their goals. Have learners reached their goals in full, in part, or not at all? What has helped them? What has hindered them? Do they have new goals to add?

WHAT ARE MY GOALS?

Think about your goals. What do you want to achieve in these four areas: your personal/family life, your working life, your life in the community and your study of English. Be very specific when stating your goals. For your English language goals, think of specific activities you want to DO with English. How much time will it take you to reach each goal? On the back of the paper, write actions you can take to reach your goals.

two weeks

three months

one year

MY PERSONAL or FAMILY LIFE GOALS			
MY WORKING LIFE GOALS			
MY ENGLISH LANGUAGE GOALS			
MY COMMUNITY LIFE GOALS			

ACTIONS I CAN TAKE TO REACH MY GOALS

two weeks

three months

one year

ACTIONS: PERSONAL or FAMILY GOALS			
ACTIONS: WORKING LIFE GOALS			
ACTIONS: ENGLISH LANGUAGE GOALS			
ACTIONS: COMMUNITY LIFE GOALS			

WHAT ARE MY GOALS?

Think about your goals. What do you want to achieve in these four areas: your personal/family life, your working life, your community and your education. Be very specific when stating your goals. For your educational goals, think of specific ways you want to use the skills you will learn. How much time will it take you to reach each goal? On the back of the paper, write actions you can take to reach your goals.

two weeks

three months

one year

MY PERSONAL or FAMILY LIFE GOALS			
MY WORKING LIFE GOALS			
MY EDUCATION GOALS			
MY COMMUNITY LIFE GOALS			

ACTIONS I CAN TAKE TO REACH MY GOALS

two weeks

three months

one year

ACTIONS: PERSONAL or FAMILY GOALS			
ACTIONS: WORKING LIFE GOALS			
ACTIONS: EDUCATION GOALS			
ACTIONS: COMMUNITY LIFE GOALS			

TEACHER INSTRUCTIONS:

Title: **Goal-Setting Form**

Source: *Equipped for the Future, EFF Hot Topics Newsletter, March 2001*

Highlights: Helps learners identify necessary skills and strategies for the goals they have set as well as helping learners identify when they have reached a goal. Completed worksheets inform instruction. Review with learners at regular time intervals.

Additional teacher instructions for using this instrument (along with excellent information about goal setting) can be found at the following website:

http://eff.cls.utk.edu/PDF/vol_1_no_1.pdf

If the direct link above doesn't work, go to <http://eff.cls.utk.edu/resources>
In the left column, click on Literacy Resources, Products and Publications.
Scroll down to EFF Hot Topics Newsletter. Click on Spring 2001.

1. Copy the instrument on colored paper – one for each learner. In addition, copy the instrument onto a transparency for you to use on an overhead projector.
2. Using the overhead transparency, do a "think aloud" as you model the worksheet using your own personal goals.
3. Give each learner a worksheet. Allow time in class for learners to complete their worksheets. If learners feel comfortable they may work in pairs interviewing each other and completing the worksheet for each other. Alternately, let learners complete the worksheet at home where they can get input from other significant people in their lives.
4. Gather the completed worksheets. Copy the worksheets for each learner's file. Return the original worksheet to the learner, with instructions to keep the worksheet for later review.
5. Use the learner responses to inform your instruction and curriculum.
6. Completed worksheets can serve as the basis for learner choice of primary and secondary goals for AEFLA reporting purposes.
7. At regular intervals ask learners to bring out their worksheets (using the copies you have on file for learners who have misplaced theirs) to revisit their goals and complete the last page of the worksheet. Have learners reached their goals in full, in part, or not at all? Have they mastered the skills and implemented the strategies? What has helped them? What has hindered them? Do they have new goals to add?

Goal-Setting Form

Name _____

Date: _____

What do you want to be able to do?

What skills are needed?

What strategies will you use?

How will you know when you have achieved your goal?

What evidence of progress toward your goal will you collect?

TEACHER INSTRUCTIONS:

Title:	Goals Self-Assessments – Reading, Math, Writing
Source:	Literacy Volunteers of the Lowcountry, Beaufort County, SC
Highlights:	Enable learners to select goals in three academic skill areas, to self-assess their current skill levels and prioritize their chosen goals. Can be adapted for ESL or ABE. Completed worksheets inform instruction. Review with learners at regular time intervals.

1. Choose the appropriate instrument – Reading, Writing or Math – for each learner. Copy the instruments on colored paper.
2. Give each learner a worksheet. Allow time in class for learners to complete their worksheets.
3. Gather the completed worksheets. Copy the worksheets for each learner’s file. Return the original worksheet to the learner, with instructions to keep the worksheet for later review.
4. Use the learner responses to inform your instruction and curriculum.
5. Completed worksheets can serve as the basis for learner choice of primary and secondary goals for AEFLA reporting purposes.
6. At regular intervals ask learners to bring out their worksheets (using the copies you have on file for learners who have misplaced theirs) to revisit their goals. Have learners reached their goals in full, in part, or not at all? What has helped them? What has hindered them? Do they have new goals to check?

Reading Goals Self-Assessment

Name _____ Date _____

		A Can do well now	B Can do some now, but need practice	C Want to learn now	D Want to learn later	E Not important to me
1	Letters from child's school					
2	Mail/Bills					
3	Newspaper (sections?)					
4	Bible/Church bulletin/materials					
5	Street signs/traffic signs					
6	Children's books					
7	Menus					
8	Telephone book					
9	Magazines (which?)					
10	Library books					
11	Bulletin board at work					
12	Recipes					
13	TV Guide					
14	Medicine bottles					
15	Driver's manual					
16	Greeting cards					
17	Food labels					
18	Sale flyers					
19	Instructions					
20	Work memos					
21	Work-related materials					
22	Other:					

Writing Goals Self-Assessment

Name _____ Date _____

		A Can do well now	B Can do some now, but need practice	C Want to learn now	D Want to learn later	E Not important to me
1	Alphabet					
2	Name and address					
3	Grocery list					
4	Greeting cards					
5	Fill out forms					
6	Notes to my child's teacher					
7	Paragraphs					
8	Letters					
9	Address envelopes					
10	Job applications					
11	An original story					
12	Checks					
13	Work order					
14	Cursive					
15	Work-related words					
16	Other:					

Math Goals Self-Assessment

Name _____ Date _____

		A Can do well now	B Can do some now, but need practice	C Want to learn now	D Want to learn later	E Not important to me
1	Make change					
2	Tell time					
3	Figure a restaurant bill & tip					
4	Figure sales tax					
5	Open a bank account					
6	Write checks					
7	Balance check book					
8	Set up a budget					
9	Understand and use credit cards					
10	Understand and pay bills: phone, electric, water					
11	Understand pay check/time card					
12	File income tax					
13	Figure gas mileage for car					
14	Cooking & recipe measurement					
15	Measurement for sewing					
16	Measurement for household needs: carpet, lumber					
17	Measurement and medicine					
18	Understand sales & discounts					
19	Read maps; figure time and distance					
20	Use a calculator					
21	Chart children's growth: weight and height					
22	Multiplication tables					
23	Other:					

TEACHER INSTRUCTIONS:

Title: **Personal Goals Checklist**

Source: *New River Community College, VA.*

Highlights: Enables learners to select goals in the three Equipped for the Future (EFF) roles – worker, community member and family member. Lets learners self-assess their current skill level for each goal and prioritize their goals. Completed worksheets inform instruction. Review with learners at time intervals designated on worksheet.

The website below contains an eight-activity packet entitled, "Charting a Course: Preliminary Needs Assessment using Equipped for the Future" which includes a variety of orientation activities. The above instrument and teacher instructions are "Orientation Activity #6".

<http://www.aelweb.vcu.edu/pdfs/charting.pdf>

1. Copy the instrument on colored paper – one for each learner.
2. Give each learner a worksheet. Allow time in class for learners to complete their worksheets. Clarify vocabulary as necessary. Alternately, let learners complete the worksheet at home where they can get input from other significant people in their lives.
3. Gather the completed worksheets. Copy the worksheets for each learner's file. Return the original worksheet to the learner, with instructions to keep the worksheet for later review.
4. Use the learner responses to inform your instruction and curriculum.
5. Completed worksheets can serve as the basis for learner choice of primary and secondary goals for AEFLA reporting purposes.
6. At regular intervals ask learners to bring out their worksheets (using the copies you have on file for learners who have misplaced theirs) to revisit their goals. Have learners reached their goals in full, in part, or not at all? What has helped them? What has hindered them? Do they have new goals to add?

ADULT BASIC EDUCATION PERSONAL GOALS CHECKLIST

NAME: _____ DATE: _____

WORKER GOALS:

	CAN DO	CAN DO WITH HELP	CAN'T DO	WANT TO DO	NO INTEREST
PREPARING TO WORK:					
Understand help wanted ads					
Research career options					
Enter a job training program					
Pass a test for a job					
Fill out a job application					
Write a resume and cover letter					
I learn to handle a formal job interview					
IMPROVING SKILLS FOR THE JOB:					
I learn to type					
Demonstrate basic computer skills					
Complete work forms					
Read and understand manuals					
Read and understand workplace signs, notices, memos					
Read and understand paycheck stub					
Write memos/notes/messages at work					
OTHER:					

COMMUNITY GOALS:

	CAN DO	CAN DO WITH HELP	CAN'T DO	WANT TO DO	NO INTEREST
FOR ACCESS:					
Use library resources					
Read the newspaper					
Learn about the candidates for public office					
Understand political issues					
FOR VOICE:					
Register to vote					
Vote					
Write a letter to the editor					
Get more involved in church					
Join a civic group or committee					
FOR INDEPENDENT ACTION:					
Get a driver's license					
Read signs & maps					
Read menus					
Use the telephone book					
Read transportation schedules (bus, train, airplane)					
Volunteer in the community					
OTHER:					

ADULT BASIC EDUCATION PERSONAL GOALS CHECKLIST

NAME: _____ DATE: _____

FAMILY GOALS:

	CAN DO	CAN DO WITH HELP	CAN'T DO	WANT TO DO	NO INTEREST
WANT TO BE ABLE TO:					
Make and follow a budget					
Organize financial records					
Understand how bank accounts work					
Understand housing issues (tenant rights, billing)					
Comparison shop and use coupons					
Complete a tax form					
Use recipes					
Write for pleasure (letters, poetry, journal, stories, other)					
WOULD LIKE TO KNOW ABOUT:					
Educational activities for children					
Disciplining children					
Improving children's self esteem					
Helping children in the public school system					
Good nutrition					
Family counseling					
Alcohol/drug abuse treatment resources					
Family abuse resources					
Health care resources (vision, dental, medical)					
Learning styles and personality styles					
Handling stress					
PARENTING GOALS:					
Read to children regularly					
Help children with homework					
Volunteer in child's school					
Read and write notes for child's school					
OTHER:					

TEACHER INSTRUCTIONS:

Title: **My Goal Setting Interview**

Source: *Literacy Volunteers of Leon County, Tallahassee, FL*

Highlights: Helps learners work through all phases of goal work: setting goals, identifying necessary skills, identifying barriers and motivators, setting realistic time frames and monitoring progress. Completed worksheets inform instruction. Review with learners at regular intervals.

This document is part of the Adult Learner Handbook of the Literacy Volunteers of Leon County in Tallahassee, Florida. The complete handbook can be found at:

www.literacyvolunteers.org/ppe/student_intake/leon_handbook.rtf

1. Copy the instrument on colored paper – one for each learner. In addition, copy the instrument onto a transparency for you to use on an overhead projector. This instrument is completed over several class sessions as learners move through all phases of goal work.
2. Using the overhead transparency, do a “think aloud” as you model the selected sections of the worksheet using your own personal goals.
3. Give each learner a worksheet. Allow time in class for learners to complete the selected sections of their worksheets. If learners feel comfortable they may work in pairs interviewing each other and completing the worksheet for each other. Alternately, let learners complete the worksheet at home where they can get input from other significant people in their lives.
4. Gather the completed worksheets. Copy the worksheets for each learner’s file. Return the original worksheet to the learner, with instructions to keep the worksheet for later review.
5. Use the learner responses to inform your instruction and curriculum.
6. Completed worksheets can serve as the basis for learner choice of primary and secondary goals for AEFLA reporting purposes.
7. At the intervals stated on the worksheet – 1 month, 3 months, 6 months, 1 year– ask learners to bring out their worksheets (using the copies you have on file for learners who have misplaced theirs) to revisit their goals and complete the last page of the worksheet. Have learners reached their goals in full, in part, or not at all? What has helped them? What has hindered them? Do they have new goals to add?

My Goal Setting Interview

It is important to think about your goal!

A goal is a plan. Plans are usually made up of big parts and little parts. Sometimes people only think about the big parts or the main goal. They do not think about all the little steps it takes to get there. You may need to divide your big goal into smaller goals.

If you take the time to answer the following questions about your goal, it will help you to understand more about goals and how you can reach them.



Finding out where to start

What are your interests?

What do you enjoy doing?

Finding out your big, main goal



What would you like to be able to do that you can't do now?

Why do you want to do it?

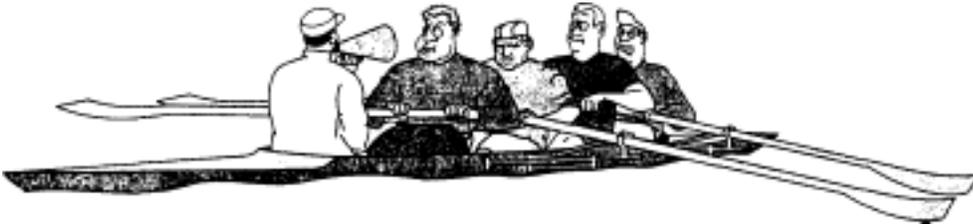
What skills do you need to do this?

Who or what will help you reach your goal?

- Yourself Your teacher / tutor Family member
- Friend Library / Resource Center Employer

Who or what might get in the way of your goal?

What will encourage you to hang in there?



List three things that might happen to you if you reach your goal.

1. _____

2. _____

3. _____

What will you have to do to reach your goal?

- Meet with your tutor often Be patient
 Do homework Work hard
 Keep a good attitude Work on computer
 Check out books

How long do you think it will take you to reach it?

- 1 month 3 months 6 months 1 year Longer than 1 year

List three small goals that will help you reach your big goal:

1. _____
2. _____
3. _____

How do you know you have reached a goal?

What can you do now that you couldn't do before?

What makes you feel good about yourself today?

Is there another goal you have in mind?



Title: **Steps to My Goal**

Source: *Jane C. Miller, Colorado Department of Education*

Highlights: This instrument is completed during the course of instruction on a content unit. Enables learners to identify and understand the short-term, interim goals building to the achievement of a main goal. Lets learners anticipate time frames for completion of interim goals. The instrument can be re-titled and adapted for any long-term goal – getting a job, going to college, etc.

1. Change the title of the instrument to reflect the instructional unit, e.g. Steps to Owning my Own Home, Steps to Getting My Ideal Job, Steps to Enrolling in College. The instrument can be downloaded from the CDE website at <http://www.cde.state.co.us/cdeadult/resources.htm> and revised.

NOTE: The blank worksheet “Steps to My Goal” is for student use. The “Steps to Owning my Own Home” included in this toolkit is an example of a worksheet that has been completed during the course of instruction.

2. Photocopy the blank instrument on colored paper, making enough copies for one worksheet per learner. In addition, copy the blank instrument onto a transparency for you to use on an overhead projector.

3. Introduce the final goal (own my own home, get a job, etc) at the beginning of the instructional unit. Ask learners to brainstorm in small groups a list of steps they think are necessary to reach the final goal. Learners write their brainstorming on a separate sheet of paper. Debrief the groups.

4. Give each learner a copy of the instrument. Explain that they will complete the steps during the unit, so they should bring the instrument to class each day.

5. During the course of instruction, learners write interim steps in order on the worksheet as such steps are identified and studied in class. In the small blanks, learners write DONE if they have completed that step, or a target date if they have not.

STEPS TO MY GOAL

As we study _____ in class, write the steps on the lines after the numbers. If you have already completed a step, write "DONE" in front of the number. If you have not done a step, write a date (month/year) when you think you could complete that step.

- _____ 1. _____
- _____ 2. _____
- _____ 3. _____
- _____ 4. _____
- _____ 5. _____
- _____ 6. _____
- _____ 7. _____
- _____ 8. _____
- _____ 9. _____
- _____ 10. _____
- _____ 11. _____
- _____ 12. _____
- _____ 13. _____
- _____ 14. _____
- _____ 15. _____
- _____ 16. _____
- _____ 17. _____
- _____ 18. _____

STEPS TO OWNING MY OWN HOME

As we study home ownership in class, write the steps on the lines after the numbers. If you have already completed a step, write "DONE" in front of the number. If you have not done a step, write a date (month/year) when you think you could complete that step.

- _____ 1. Get a job or a better job_____
- _____ 2. Work for two years._____
- _____ 3. Open a savings account._____
- _____ 4. Save money for a down payment._____
- _____ 5. Pay all my bills on time to build a good credit history_____
- _____ 6. Get a credit card_____
- _____ 7. Get a personal loan from my bank to build a credit history_____
- _____ 8. Get my credit report._____
- _____ 9. Get pre-qualified by a mortgage company._____
- _____ 10. Choose a school or school district for my child(ren)._____
- _____ 11. Choose a real estate agent._____
- _____ 12. look at ads from the multi-list_____
- _____ 13. Drive by the house and check out the neighborhood._____
- _____ 14. Get an appointment to walk through the house._____
- _____ 15. Make an offer._____
- _____ 16. Get an inspection._____
- _____ 17. Revise the contract, if necessary._____
- _____ 18. Get final loan approval._____
- _____ 19. Go to the closing. Move in!_____

TEACHER INSTRUCTIONS:

Title: **Steps to the Future – Realistic Expectations**

Source: *Spring Institute for Intercultural Learning*

Highlights: Helps learners identify a long-term goal and clarify the actions that need to be taken to reach the goal. Helps learners acquire realistic expectations regarding both long and short-term goals.

This is an all-class activity, facilitated by the teacher. There is no learner worksheet. The teacher instructions are found on the following pages.

Steps to the Future-Realistic Expectations

Purpose: To clarify long-term and short-term goals

Materials: Flipchart and markers

Time: 30 minutes

Procedure:

1. Ask one of the participants what he/she wants to be doing in 3 to 5 years. What position or job would he/she like?
2. Draw a set of steps on a flipchart sheet with the job title on the top step. For example, if the participant says he/she would like to be an accountant, write "accountant" on the top step with the date three to five years from now.
3. Then ask, "How can (Anna) get there? What steps does she need to take to become an accountant in five years?" Since an accountant is a

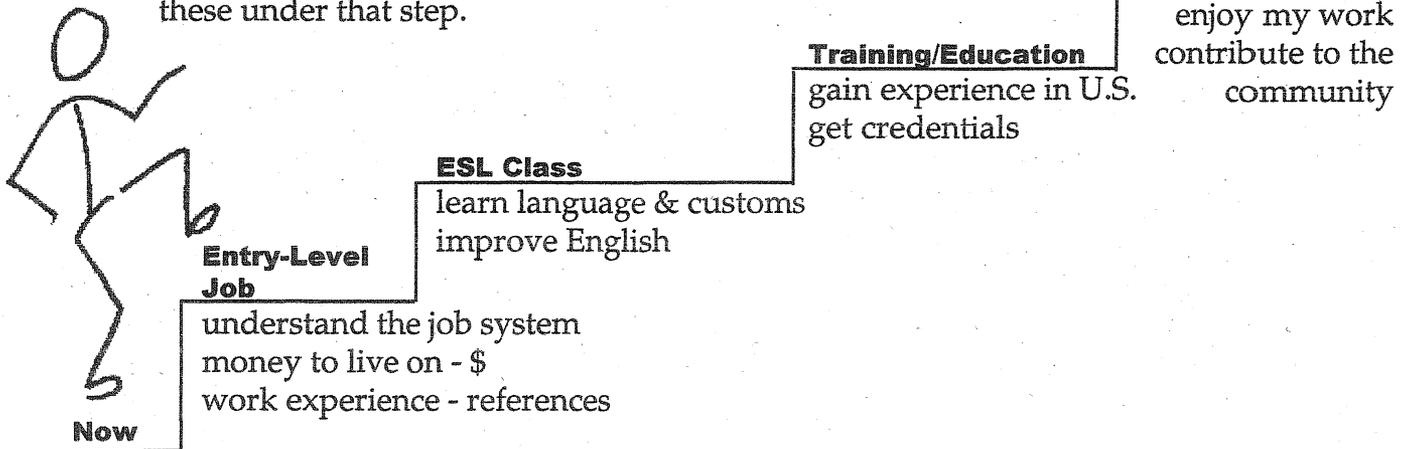
clerical position, direct the class members' attention to the list of clerical jobs that were generated in *Identifying Jobs* (Section 4: **Beginning the Job Search, 4E**) and particularly at the entry-level positions. File clerk is an entry-level job that could be an appropriate first step for this person. Further English language training is another step. Training in accounting which could lead to certification is another step. Try to elicit as many of the appropriate steps as you can from the individual who is your example as well as from the other class members. Write their suggestions on the steps on the flip chart.



Use another example if you have a range of aspirations and expectations represented in the class. For example, you may identify steps leading to work in electronics assembly or to work as seamstress.

Steps to the Future-Realistic Expectations, continued

4. Sketch the steps again on another sheet. Write the words "entry-level job," "ESL Class," "Training/Education," and "My Profession" on top of each step. Have the participants generate the reasons for each step and write these under that step.



5. Ask all the participants to identify a three to five-year goal for themselves and write down some of the steps they must take to get there. Have trainers work with individuals who need help.
6. As part of this activity or at another time, introduce the question, "Why is it okay to take a job that is not exactly what you want?" Most participants are eager to get a full-time permanent job, so they may not have considered the benefits of an entry level job or a part-time or temporary job if they are unable at first to get permanent employment in their field.

Have students discuss in small groups and list reasons. Have each group select a scribe and a reporter. As the groups

share their ideas, write them on the flipchart. They should include:

- get job experience in the U.S.
- earn money to live on
- learn more English on the job
- work for a boss who can give you a reference
- be ready if a permanent position becomes available at the company
- have time to go to school
- solve day care problems — be home after school

TEACHER INSTRUCTIONS:

Title: **Pulling Forward – Pushing Back**

Source: *Adapted from Kathy Santopietro Weddel, Northern Colorado Literacy Resource Center and Tom Bello, Fairfax County, VA*

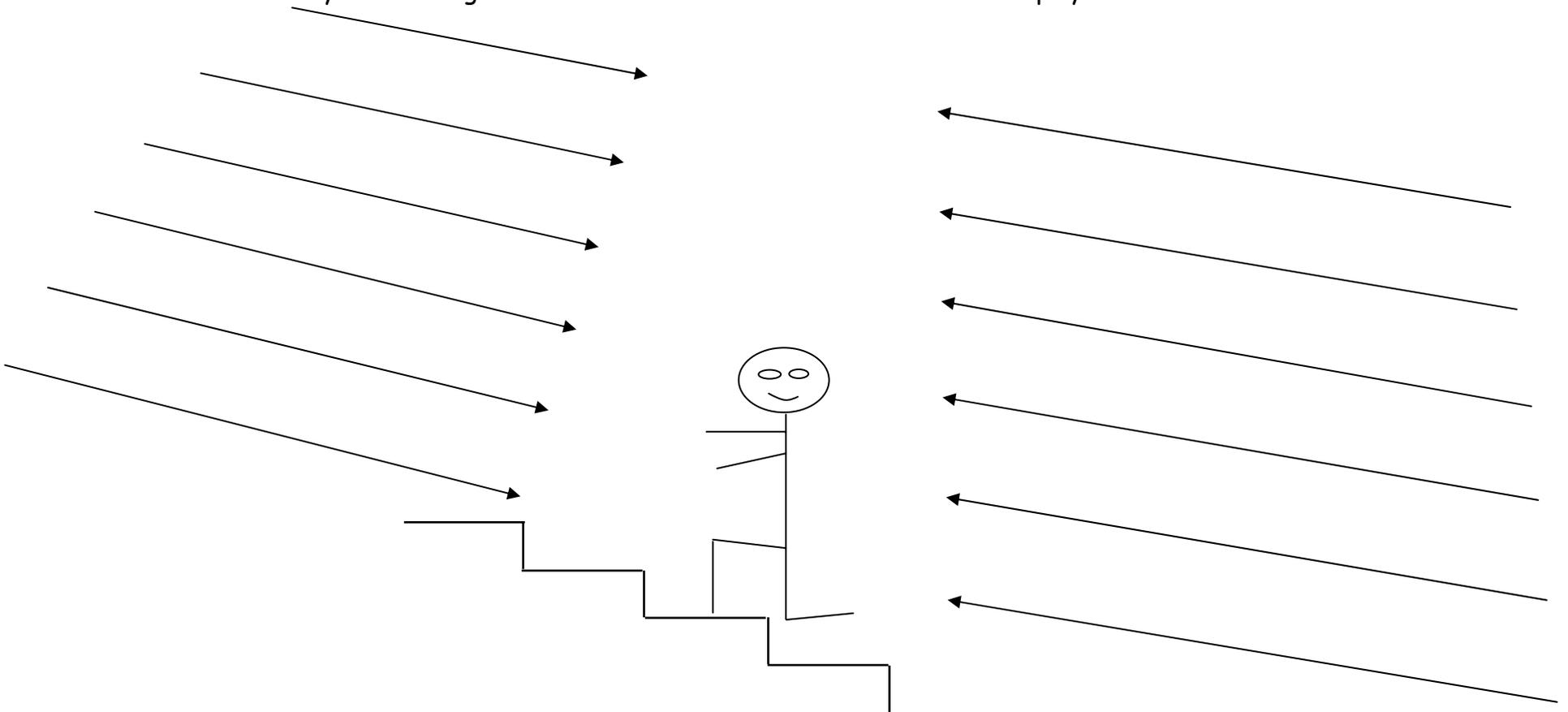
Highlights: Helps learners explore the motivators and barriers (practical and psychological) they face to achieving their goals. Helps learners convert barriers into interim goals. Can be done as a group activity or individually. Completed worksheets inform instruction.

1. Before class find and clip from magazines a selection of 3-6 pictures of individuals who might represent your students in age, ethnicity, occupation, etc. Some possible pictures might be: a homemaker working at home with her children, a construction worker, factory worker or restaurant worker, a group of teens hanging out.
2. Photocopy the instrument on colored paper. Make enough copies for one worksheet per group of 3-4 learners to be used in class. In addition, copy the instrument onto a transparency for you to use on an overhead projector. Alternately, draw the worksheet on the whiteboard. Lastly, make copies for each learner to complete at home.
3. Preview the vocabulary suited to the learners' proficiency level: inhibit, hold back, push back, barrier, things that don't help, pull forward, motivate, opportunities, things that help, etc.
4. Put learners in groups. Give each group a worksheet and a magazine picture. Briefly set each scenario with a story such as, "This is Elena. Her goal is to learn English so she can talk with her child's teacher at the parent-teacher conference and read the school newsletter. Elena comes to our school and starts to study English, but sometimes she misses class. What do you think helps Elena and pulls her forward toward reaching her goal? What pushes Elena back and keeps her from reaching her goal?"
5. Have each group complete the worksheet based on their interpretation of their group's picture.
6. When finished, debrief the groups, writing their responses on the overhead transparency. Ask the learners to brainstorm ways the fictional learners can take advantage of their motivators and overcome their barriers. Discuss ways to turn the barriers into interim goals.
7. Give each learner a clean worksheet to complete at home, filling in their own goals, motivators and barriers.
8. Gather the completed worksheets and copy them for each learner's file. Return the original worksheets to the learners, with instructions to keep the worksheet for later review.

Pulling Forward - Pushing Back

What pushes you back as you work toward your goal?
What inhibits your learning?

What motivates you and pulls you forward?
What helps you learn?



My long-term goals:

My short-term goals:

TEACHER INSTRUCTIONS:

Title: **Before and After I Reach My Goal**

Source: *Kathy Santopietro Weddel, Northern Colorado Literacy Resource Center*

Highlights: Helps learners articulate which aspects of their lives will change after they complete a goal and which aspects will remain the same. Helps learners acknowledge and overcome fear of change.

1. Photocopy enough worksheets for one per learner. In addition, copy the worksheet onto a transparency to use on an overhead projector. Alternately, draw the worksheet on the whiteboard.
2. Model the activity on the overhead or whiteboard using your own current or past goal. Complete the Now, After, and Both sections of the Venn diagram in that order.
3. Let learners work individually to complete their worksheets. If learners feel comfortable they may work in pairs interviewing each other and completing the diagram for each other.
4. Debrief the learners, letting them discuss the information they feel comfortable sharing.
5. Gather the completed worksheets. Copy the worksheets for each learner's file. Return the original worksheet to the learner, with instructions to keep the worksheet for later review.

Before and after I reach my goal

Name: _____

Date: _____

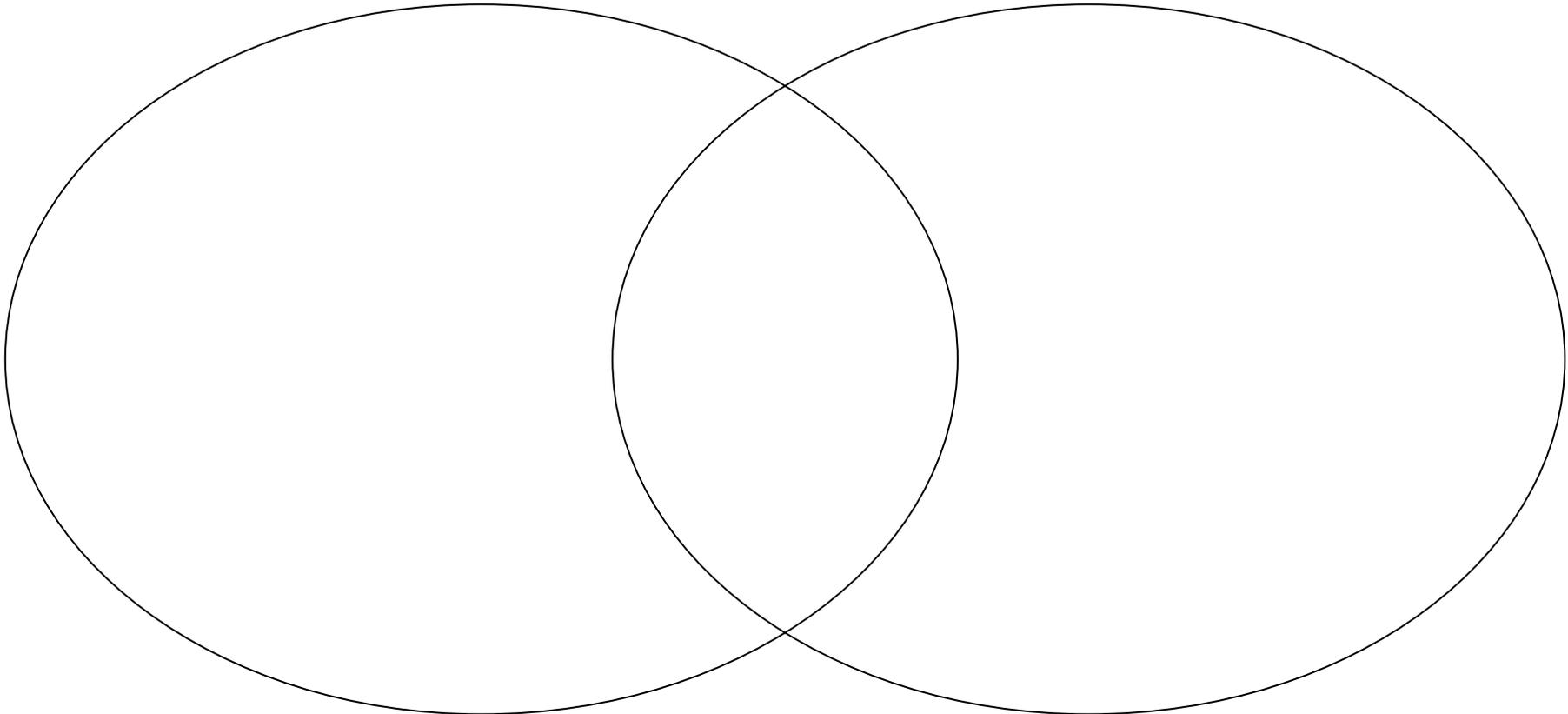
I want to be able to _____ so I can _____.

In the oval on the left, write words or phrases that describe your life now. Imagine how your life might change once you reach your goal. Write those ideas in the oval on the right. In the area labeled “Both” write things that will remain the same.

Now

Both

After I reach my goal



TEACHER INSTRUCTIONS:

Title: **Self-Assessment – Using English for my needs**

Source: *Jane C. Miller, Colorado Department of Education*

Highlights: Helps learners identify their confidence/skill level for life skill competencies in a designated content area. Shows learners their progress after the course of instruction. Can be adapted to any topic of study. Worksheets completed before instruction inform instruction.

1. Before beginning the instructional unit, adapt the worksheet to include the content and competencies to be learned. The worksheet can be downloaded from the CDE website at <http://www.cde.state.co.us/cdeadult/resources.htm> and revised.
2. On the first day of the instructional unit, give each learner a copy of the worksheet to complete. Clarify instructions and vocabulary as necessary.
3. Collect all the completed worksheets, and save them as the “pre-assessments”.
DO NOT RETURN THE WORKSHEETS TO LEARNERS.
4. Proceed with instruction on the content covered in the self-assessment.
5. When instruction is complete, give each learner another clean copy of the worksheet to complete. This serves as the “post-assessment”. As each learner completes the post-assessment, hand her/him their own pre-assessment. Give learners time to compare their pre- and post- worksheets to see their individual progress. COLLECT ALL THE COMPLETED PRE-ASSESSMENT AND POST-ASSESSMENT WORKSHEETS.
6. Outside of class, tally all the learners’ pre-instruction responses and post-instruction responses on a clean copy of the worksheet. It is helpful to make tally marks in two different colors of ink. At the bottom of each column, total the tally marks. When finished, you’ll have pre-instruction and post-instruction totals for NC, S-S, VC, and DN.
7. At the next class, return to each learner their own pre-instruction and post-instruction assessment worksheets. Each learner will have a record of their own progress.
8. On the whiteboard, share the all-class pre-instruction tallies and post-instruction tallies for each of the four columns.

Name: _____

Date: _____

SELF-ASSESSMENT - USING ENGLISH FOR MY TELEPHONING NEEDS

Using the telephone can be stressful. It's difficult to understand what someone is saying when you can't see their face. It's hard to write the important information when taking a message. Also, people make mistakes when they call your phone number and you make mistakes when you call others. Here are some ways to take care of your telephoning needs.

Directions: Read each sentence below. Then circle the answer that best describes **how confident you feel using English** in the situation that is described. If you have never experienced the situation, circle DN (Don't know). Use numbers 11 and 12 to describe additional telephoning situations that are important to you.

	Not Confi- dent	So-So	Very Confi- dent	Don't Know
1. Say the names of parts of the phone and describe how telephones work.	NC	S-S	VC	DN
2. Say the right thing when I dial a wrong phone number.	NC	S-S	VC	DN
3. Say the right thing when someone else calls my phone number by mistake.	NC	S-S	VC	DN
4. Call directory assistance to get a phone number I want to call.	NC	S-S	VC	DN
5. Leave a message for someone.	NC	S-S	VC	DN
6. Write a message that someone tells me when I answer the phone.	NC	S-S	VC	DN
7. Explain how to spell my name to someone on the phone.	NC	S-S	VC	DN
8. Use the phone to report an emergency.	NC	S-S	VC	DN
9. Make a collect call.	NC	S-S	VC	DN
10. Talk to people selling things on the phone.	NC	S-S	VC	DN
11. Other: _____	NC	S-S	VC	DN
12. Other: _____	NC	S-S	VC	DN

TEACHER INSTRUCTIONS:

Title: **My Goals: Planning, Monitoring, Assessing**

Source: *Donna Moss, Project Coordinator, and Project Learner Staff,
Arlington Education and Employment Program (REEP)*

Highlights: Helps learners plan for their goals, monitor them on an ongoing basis and assess the results. Can be used to inform instruction.

The following website contains complete instructions for working with this goal instrument. It also contains very useful information about the goal work process in general.

http://www.arlington.k12.va.us/instruct/ctae/adult_ed/REEP/reepcurriculum/goalsprocess.html

1. Select the parts of the instrument to match the level of your learners – beginning, intermediate, advanced. Copy the selected parts on colored paper – one for each learner. In addition, copy the instrument onto a transparency for you to use on an overhead projector.
2. Using the overhead transparency, do a “think aloud” as you model the worksheet using your own personal goals.
3. Give each learner a worksheet. Allow time in class for learners to complete their worksheets. If learners feel comfortable they may work in pairs interviewing each other and completing the worksheet for each other. Alternately, let learners complete the worksheet at home where they can get input from other significant people in their lives.
4. Gather the completed worksheets. Copy the worksheets for each learner’s file. Return the original worksheet to the learner, with instructions to keep the worksheet for later review.
5. Use the learner responses to inform your instruction and curriculum.
6. At regular intervals ask learners to bring out their worksheets (using the copies you have on file for learners who have misplaced theirs) to revisit their goals and complete the “Monitoring” and/or “Assessment” sections of the instrument. Have learners reached their goals in full, in part, or not at all? Have they followed through on their plans? What has helped them? What has hindered them? Do they have new goals to add?

My Goals: Planning, Monitoring and Assessing

GOAL STATEMENT

WHAT DO I WANT TO LEARN?

I need to improve my _____

so I can _____

GOAL PLANNING

HOW WILL I LEARN? (I will:)

I am going to achieve my goal by doing:

1.

2.

3.

4.

GOAL MONITORING: Individual Log

WHAT DID I DO?			
<i>Date</i>	I did:	It was: very difficult difficult so so easy	Comments:

GOAL MONITORING: High intermediate/Advanced

Name _____ Date: _____

Look over the personal goal you made at the beginning of the cycle. Then, answer the questions.

My goal:

1. In what ways have you been practicing in and outside of class to reach your goal? Give two or more examples of strategies you are using.

- A.
- B.
- C.

2. Approximately how much time per week outside of class do you practice related to your goal? Is this enough?

3. In the next sentence, fill in "a lot of", "some", or "very little".

Since the beginning of the cycle, I have been making _____ progress toward my goal.

4. Do you have any questions (either for your classmates or for your teacher about how to get more practice related to your goal?)

GOAL ASSESSMENT: Student Self-assessment

BEGINNING/INTERMEDIATE

MY GOAL:

HOW AM I DOING?

1. It is easier for me because
2. It is still difficult for me because

MY GOAL:

1. Did you achieve your goal?

If yes,
How do you know you achieved your goal? What types of practice helped you?

If no,
Why do you feel you didn't reach your goal? Do you think your goal was realistic?

Donna Moss, REEP

TEACHER INSTRUCTIONS:

Title: **AEFLA Goals Progress Record**

Source: *Adapted from Spring Institute for Intercultural Learning*
Highlights: Helps learners select goals for AEFLA reporting purposes. Systematically tracks learner progress toward goals at end of each instructional session.

1. Complete learner goal work through interactive, collaborative classroom activities using any instrument in this packet that is most appropriate for the given learners. Include a discussion of goals that realistically could be accomplished in **one year**.

2. When learners have generated their own goals through classroom activities, interview each learner individually, helping them zero in on a primary goal and an optional secondary goal. Transfer or interpret the learner's self-reported goal to the worksheet. Example: "I want to get my electrician's license" can be interpreted as "Enter postsecondary education or job training."

NOTE: Selecting an employment goal for ESL learners who do not have a social security number or who have not signed the social security consent form, may not serve the program well for AEFLA reporting purposes since data matching between the CDE/AEFLA database and the Colorado Department of Labor and Employment database cannot demonstrate the learner's achievement of the employment goal. For such learners, it may be best to choose another goal for AEFLA reporting purposes and use the employment goal for instructional purposes.

NOTE: "Improve English Skills" is a goal for ESL learners. Native, fluent, and highly proficient speakers of English who wish to improve their writing, reading, and/or communication skills should choose "Improve basic literacy skills."

3. Collect the completed progress records and keep them in each learner's file.

4. At the end of each instructional session, gather the progress records. Interview each learner about their progress. Write the interview date in the column heading and put a check if the goal is complete. Leave the space blank if the goal hasn't been reached. Have the learner initial the box at the bottom of each column.

5. Learners may choose a new goal during the end-of-session interviews.

NOTE: An appropriate goal for entering ABE learners may be "Improve basic literacy skills." However, during the program year the learner may realize that "Achieve GED" is a feasible goal. In such case, encourage the learner during the mid-program interview to change her/his goal. If the goal is changed and the learner receives the GED, this success is counted during end-of-year data matching. If the learning goal is not changed, data matching is not possible and the AEFLA program does not get credit for the success of these ABE/GED learners.

6. Interview each learner at the end of each session during the program year.

AEFLA Goals Progress Record

LEARNER NAME _____

Interview the learner to obtain initial goal(s). Choose **ONE** or **TWO** goals. Number the learner's **primary goal "1"**, number the learner's (optional) **secondary goal "2"**. Learner signs at the bottom. At the end-of-session interviews, put a check in the box when goal is completed.

GOALS	End of 1 st Session Date:	End of 2 nd Session Date:	End of 3 rd Session Date:	End of 4 th Session Date:
___ Obtain a job*				
___ Retain current job*				
___ Earn secondary school diploma *				
___ Achieve GED*				
___ Enter postsecondary education or job training**				
___ Improve basic literacy skills (for native, fluent, highly proficient English speakers)				
___ Improve English skills (for ESL learners)				
___ Increase involvement in children's education				
___ Increase involvement in children's literacy activities				
___ Other personal goal: (Please describe) _____ _____				
Learner initials at end of each session whether or not goals have been achieved.				

* These goals require follow-up through data matching. ** This goal requires follow-up through a locally conducted follow-up survey (form provided by CDE).

Learner Signature

Date (goals initially chosen)

TEACHER INSTRUCTIONS:

Title: **Learner Portfolio**

Source: *None*

Highlights: Helps learners see their progress over the course of instruction.

1. Throughout the course of instruction, ask learners to submit samples of their work – pre-test scores, writing samples, journal entries, performance assessments, progress-test scores, certificates of accomplishment, photographs to be saved in their file.
2. Set aside a few minutes of class time for learners to label each item as they select it for the portfolio and (optionally) to write a brief reflection on why they chose the item for inclusion in their portfolio. Include the reflections in the portfolios. As each new item is included in the portfolio, encourage learners to look back on earlier items in order to see their progress over time.
3. Allow time in class or at an end-of-session celebration for learners to display their portfolios and review the portfolios of their classmates.

TEACHER INSTRUCTIONS:

Title: **Teacher Evaluation of Learner Goal Work**

Source: *Donna Moss, Project Coordinator, and Project Learner Staff, Arlington Education and Employment Program (REEP)*

Highlights: Helps learners see their achievement at the end of a course of instruction. Motivates learners to continue their studies.

The following website contains very useful information about the goal work process in general. The teacher evaluation instrument is located at the end of the "Goal Worksheets" link.

http://www.arlington.k12.va.us/instruct/ctae/adult_ed/REEP/reepcurriculum/goalsprocess.html

1. Copy the evaluation instrument – one for each learner.
2. Complete the instrument appropriately at the end of a learner's study.
3. Share the evaluation with each learner and keep in the learner's file.

TEACHER EVALUATION OF LEARNER GOAL WORK

Learner name: _____

(Teacher completes for each student)

+ = OK u = more practice needed

- _____ 1. Understand the concept of goal work
- _____ 2. State a realistic short-term goal
- _____ 3. Identify strategies to reach goal
- _____ 4. Create a plan to reach goal
- _____ 5. Practice, check progress and change plans
- _____ 6. Evaluate goal work

Instructor name: _____

Date: _____

TEACHER INSTRUCTIONS:

Title: **Certificates**

Source: *ABE Florida – Resource Guide - Retention Strategies*
Highlights: Celebrates learners' achievement at the end of a course of instruction. Motivates learners to continue their studies.

The following website contains helpful strategies for promoting adult learner retention. The final section contains 24 ready-made certificates of attendance, improvement, achievement, completion, etc for ABE learners.

http://abeflorida.org/pdf/Resource_Guides/Resource_Guide_retention04.pdf

1. Print out the appropriate certificates on colored papers. Affix learners' names and official signatures.

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