

Roles & Goals

Measuring Learner Achievement



The Literacy Initiatives project is supported, in whole or in part, by the Institute of Museum and Library Services under the provisions of the Library Services and Technology Act, administered in California by the State Librarian.

CLLS program photos courtesy of: Becky Ruppel and Brian Castagne

Here's what we'll be covering today

1. The history of *Roles & Goals*
2. How *Roles & Goals* benefits our programs, our tutor-learner teams, and CLLS services statewide
3. The newly revised *Roles & Goals* form
4. How *Roles & Goals* is used as a part of learner intake
5. *Roles & Goals* follow-up—how we measure and record progress
6. Collecting “evidence” of goal achievement
7. Additional information available to support CLLS staff and volunteers

A Brief History of *Roles & Goals*

- ✓ The *Roles & Goals* process was created as a way to help program staff and volunteer tutors understand what each adult learner wants to accomplish with their improved skills.
- ✓ Because CLLS programs are learner-centered, we recognize that an important initial step of the intake process is understanding the needs and aspirations of our learners.
- ✓ The *Roles & Goals* form was also designed to track progress as tutor-learner teams review learner achievement every few months.



CLLS VALUES

➤ Learner Goal Oriented

Our interest is in helping learners meet their goals for improving their basic skills, not solely in helping them achieve increased test scores or grade levels. Learner-centered literacy instruction supports adult learners and their families in their major life roles as community members, workers, family members and lifelong learners.

PROGRAM ESSENTIALS

➤ Definition of an Adult Learner

- * Has completed an intake interview, has been assessed and is receiving instruction...
- * Has established one or more literacy goals

Benefits of the *Roles & Goals* Process

- ✓ “Motivation to persist is required, and goal-setting is an effective tool...goal setting increases motivation, affects behavior, and serves to energize learners to persist”.

Cabral-Marquez, C. (2015). Motivating Readers: Helping Learners Set and Attain Personal Reading Goals. Reading Teacher, 68(6), 464-472.

- ✓ “...adults should be engaged with curricula relevant to them, they are self-directed and they need an understanding of their own literacy skills”

Rodrick, K, (2017). Instructional Strategies for Adult Literacy Education. Proceedings of the Multidisciplinary Academic Conference, 420-429.



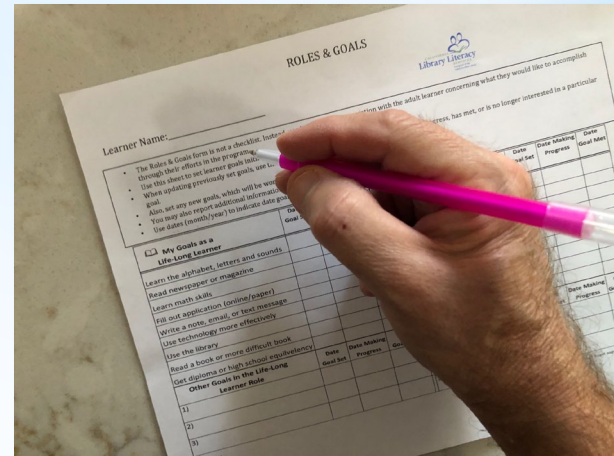
✓ Goal setting also helps learners:

- Think about what they most want to accomplish--what brought them to the program;
- Define what they want to be working on during the time they spend with their tutor and the literacy program;
- Take ownership of their instruction—become a partner in learning;
- Stay focused on what is most important in their lives;
- Motivate themselves; and
- Build self-confidence, based on the successful achievement of personal goals.



✓ The *Roles & Goals* form is the tool we use to talk about goals.

➤ Information about learner goals can be used in lesson planning and in the choice of instructional resources.



For example, if a learner says they would like to use technology more effectively then at least a portion of the tutoring sessions will be spent on the computer, or other device, practicing these skills.

- ✓ At a minimum of every six months, program staff will be checking in with each tutor-learner team to see how they are progressing toward the learner's goals.



- ✓ This process of updating the Roles & Goals form is a regular, on-going cycle, which will occur for as long as a learner is receiving instruction.

- ✓ The Roles & Goals data not only helps guide instruction and measure success, it is also aggregated locally and statewide to create a big picture of the impact library literacy services are having in California.



- ✓ With this collected data, libraries are able to make the case for the effectiveness of literacy services to stakeholders like City Councils, County Boards of Supervisors, the State Legislature, and to potential funders.

QUESTIONS



The Updated *Roles & Goals* Form



- ✓ Literacy program staff from around the state often stated that the existing *Roles & Goals* was in need of updating to reflect the needs of adult learners in the 21st Century.





The *Roles & Goals Update Committee* included the following hard-working staff:

- Wendy Batstone, Santa Paula-Blanchard Community Library
- Natalie Cole, California State Library
- Jane Cook, Pacific Library Partnership
- Casandra Issaka, Sacramento Public Library
- Alissa Maas, Colusa County Free Library
- Amy Prevedel, Literacy Consultant
- Sabrina Rosengren, Sacramento Public > Placentia Library District
- Beverly Schwartzberg, California State Library
- Randy Weaver, San Francisco Public Library > Literacy Consultant
- Cherall Weiss, Newport Beach Public Library

- ✓ The revised *Roles & Goals* form should look very familiar. Updates, include new goals in each of the four adult learner roles -- *Lifelong Learner, Worker, Home and as a Family Member, and Community Member and Citizen*

 My Goals as a Lifelong Learner	Date Goal Set	Date Making Progress	Date Goal Met	 My Goals as a Worker	Date Goal Set	Date Making Progress	Date Goal Met
Learn the alphabet, letters, and sounds				Search for a job			
Learn math skills				Apply for a job			
Read a book				Interview for a job			
Read a more difficult book				Get a job or a better job			
Read news or a magazine				Perform current job tasks better			
Write a note, message, or text				Use work-related technology			
Write a letter, poem, story, or essay				Read work-related material			
Fill out a form or application				Write work-related material			
Use technology more effectively				Obtain a license or certificate			
Use the library							
Get a diploma							
Other Goals in the Lifelong Learner Role				Other Goals in the Worker Role			


- ✓ The revised “standard goals” were selected by the Roles & Goals Committee based on suggestions by literacy staff from around the state.

 My Goals at Home and as a Family Member	Date Goal Set	Date Making Progress	Date Goal Met	 My Goals as a Community Member and Citizen	Date Goal Set	Date Making Progress	Date Goal Met
Share a book with a family member				Access community resources			
Take a family member to a library program				Get involved in the community			
Help a family member with homework and studying				Speak to others about the library literacy program			
Read a medicine label				Get a driver license			
Pay my bills				Become a citizen			
Access help with family legal documents				Prepare to vote			
Communicate better with teachers				Vote			
Communicate better with doctors and nurses							
Communicate better with family members							
Navigate systems and services							
Other Goals in the Home and Family Member Role				Other Goals in the Community Member and Citizen Role			

Unanticipated Achievements (other things I have accomplished since the last Roles & Goals review).

- ✓ Another significant change involves *Roles & Goals* reporting. You will now have the ability to track the dates for “Making Progress”.

We will now be able to include this information in our reporting.

 My Goals as a Lifelong Learner	Date Goal Set	Date Making Progress	Date Goal Met
Learn the alphabet, letters, and sounds	6/19	12/19	

QUESTIONS



Roles & Goals - INITIAL USE

- ✓ During the initial intake, every new adult learner should be interviewed by a literacy staff member in order to understand and record their personal goals.
- ✓ The learner should NOT fill out the *Roles & Goals* form independently. The learner's goals are discovered through a conversation with literacy staff.



- ✓ If the concept of personal goals does not resonate with the adult learner, try getting the conversation started with questions like these:
- “What would you like to be able to accomplish (personally, at work, in the community, or at home) that you can’t accomplish now?”
 - “I know you want to read better, but what would you like to read?”
 - “I know you want to write better, but what would you like to write?”
 - “Think of yourself at work, or at home, or in your community, what would you like to do with your improved reading and writing skills?”
 - “Are there things you’ve always wanted to do but couldn’t because of limited reading and writing skills?”

- The *Adult Role Map*, or some other visual cue, can be a way to start the conversation.

Adult Role Map

Goal Setting for

Name _____ : _____

Date: _____

Lifelong Learner

Worker

At Home and as a Family Member

Community Member/Citizen

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

The form is titled "Adult Role Map" and is designed for goal setting. It features a central box for "Goal Setting for" with fields for "Name" and "Date". Surrounding this are four large empty rectangular boxes, each labeled with a role: "Lifelong Learner" (top-left), "Worker" (top-right), "At Home and as a Family Member" (bottom-left), and "Community Member/Citizen" (bottom-right). In the center of these four boxes is an oval containing the question: "What is it that you would like to be able to do that you can't do now?"

- ✓ When you use the *Roles & Goals* form with the learner for the first-time you will be concerned with two kinds of goals.
- First are the standard goals--the pre-printed goals found on the form which are of interest to the learner.

You may elaborate with more specific notes as necessary. Use the date of the intake interview to set the goals (month/year).

Write a note, message, or text- <i>to my sister</i>	6/20
Use the library- <i>replace lost card</i>	6/20

- ✓ Another way to set goals is to write-in those that are of interest to your learner but are not found in the standard goals section:

Other Goals in the Lifelong Learner Role	
Read the Bible – New Testament	6/20
Read menus – Coco’s, Chili’s	6/20

- Don’t be overly ambitious! Setting too many goals can be overwhelming. Help the learner think in terms of what’s most important and what can be accomplished within the next 4 – 6 months.
- Once the form is completed, a copy should be placed in the learner’s file in the literacy office.

QUESTIONS




Roles & Goals - FOLLOW-UP

✓ At a minimum of every six months, literacy staff will be checking in with each tutor-learner pair to see how they are progressing toward learner goals. This is an opportunity to:


- Check progress
- See if the instruction is on course for what the learner wants to accomplish
- Make sure that the learner's needs are being met
- Help the learner see that they are making progress
- Build confidence in the tutor-learner pair as goals are achieved
- Motivate the learner and tutor to keep up the good work and continue with their tutoring sessions

- ✓ Again use the date (month/year) to indicate “goal set,” “making progress” and “goal met.”

 My Goals as a Lifelong Learner	Date Goal Set	Date Making Progress	Date Goal Met
Learn the alphabet, letters, and sounds	6/20	12/20	
Learn math skills			
Read a book	12/20		
Read a more difficult book			
Read news or a magazine	6/20		
Write a note, message, or text- <i>to my sister</i>	6/20		12/20
Write a letter, poem, story, or essay			
Fill out a form or application			
Use technology more effectively	8/19		
Use the library- <i>replace lost card</i>	6/20		7/20
Get a diploma			

- ✓ The “goal set or goal met” can reflect the real date the goal was set or achieved and does not have to be the date the follow-up was administered.

✓ You may remove goals which the adult learner is no longer interested in pursuing.

 My Goals as a Lifelong Learner	Date Goal Set	Date Making Progress	Date Goal Met
Learn the alphabet, letters, and sounds	6/20	12/20	
Learn math skills			
Read a book	12/20		
Read a more difficult book			
Read news or a magazine	6/20		
Write a note, message, or text- <i>to my sister</i>	6/20		12/20
Write a letter, poem, story, or essay			
Fill out a form or application			
Use technology more effectively	8/19		
Use the library- <i>replace lost card</i>	6/20		7/20
Get a diploma			

✓ You may also re-set the same goal, especially if it reflects a higher level of competence and/or fluency.

- ✓ Other, or “write-in” goals, are updated in a similar fashion.

Other Goals in the Lifelong Learner Role			
Read the Bible - New Testament	6/20	12/20	
Read menus - Coco's, Chili's	6/20		12/20

- ✓ Also, you can keep track of “Unanticipated Achievements” that may have occurred in the learner’s life as a result of improved literacy skills.

Unanticipated Achievements (Other things I have achieved in this role since the last Roles & Goals review):

Able to read street signs/street names and can find new places more easily.

- ✓ Once the updated *Roles & Goals* form is completed, take some time to celebrate – even in a small way – the goals which have been accomplished.



QUESTIONS



- Evidence might also take the form of a conversation with the learner in which he or she describes goals they feel they have achieved.



- A tutor may also witness progress toward goal achievement-- examples of progress which the learner may not have even thought of. Tutors are encouraged to discuss these observations with their learners and report these achievements, too.





















- ✓ By collecting specific evidence, or indicators, of goal achievement, we can have confidence that the *Roles & Goals* process accurately represents the accomplishments and success stories of our learners.



- ✓ To facilitate the collection of this evidence of goal achievement, programs can provide a easy-to-use worksheet, like this one, or some other means for tutor-learner teams to record this important information.

ROLES & GOALS
Evidence/Indicators of Goal Achievement

Learner Name: _____ Tutor/Staff Member: _____

Goals Met:	Associated "Role" (Circle)	Evidence of Achievement: As reported by learner, witnessed by tutor, or seen in real-life examples	Date Reported:
1)	   		
2)	   		
3)	   		
Unanticipated Achievements:			
1)	   		
2)	   		

✓ Another tool that learners and tutors can use to help collect evidence of progress is the ***Learner Portfolio***.

➤ The *portfolio* is a collection of the learner's work made up of snapshots of the various activities taking place in tutoring sessions over time.



➤ What goes into the *portfolio*?

Just as an artist chooses their best pieces to display in their portfolio, so will the learner choose work which they are most proud of and which they feel shows evidence of their personal progress.

- ✓ Tutor-learner teams can integrate *portfolio* use into their regular sessions, setting aside time every few weeks to discuss what to include.
 - Since *portfolios* reflect an individual learner's progress, each one will be different and highlights the goals being addressed in the tutoring sessions.
 - It's a good idea to include a statement from the learner explaining why they feel good about a particular item being included in their *portfolio*.

Date:

I picked this piece because...

When I did this, I learned...

QUESTIONS



Further information to support *Roles & Goals* use

- ✓ Documents which will be available on the CLLS website:
 - *Introduction to Roles & Goals*
 - *Using the Roles & Goals form*
 - *Roles & Goals FAQ*
 - *Adult Role Map* (for initial interview)
 - *Goals Evidence form* (notes for reporting learner achievement)
 - *Introduction to Learner Portfolios*
 - *Roles & Goals Curriculum* (which we hope to updated in the coming year)

Excellent support can always be found locally, among the experienced literacy coordinators in your regional networks.