

Goal Setting Strategies

We all realize that learner's goals serve as the basis for your lesson plans but sometimes they can get lost in the shuffle and excitement of working with your learner. These strategies should help you develop long- and short-term goals with your learners and track your success.

One of the most frustrating experiences for both tutors and learners is the sense that you are not making any progress. Establishing goals provides you with a system to track progress and a process for sharing success and achievements with the learner. This is such a necessary factor in maintaining motivation and enthusiasm!

The **LitStart – Strategies For Adult Literacy and ESL Tutors** manual that you received at the new tutor training is an amazing resource for all aspects of tutoring. *Chapter 3: Your First Session* provides an outline for your first lesson, which includes the identification of learner goals. The following is a snapshot of how you might approach setting goals with your learner:

Getting Started

Before you meet with your learner review the learner information form and, if available, the learner orientation form (assessment) to refresh yourself on any goals already identified by the learner.

- Write down some questions that will assist you in creating long- and short-term goals with the learner.
- Consider some ideas that may help in elaborating on or refining these goals.
- If no goals have been indicated, prepare questions that will help the learner identify goals.

Making it Happen

When you meet with your learner review the goals and discuss long- and short-term goals. You may use some of the following questions:

- What kinds of things would you like to be able to read?
- Where do you speak English?
- When do you find it difficult to use English?
- Why do you want to learn English?

This process will enable you to create a checklist of potential goals that can then be numbered by importance to the learner.

Write down a long-term goal and some short-term goals you've agreed upon. Have the student write them down too or provide him/her with a copy of these goals. Sample goals:

- Long-term goal
 - Talk better at work
- Short-term goals could include improving vocabulary/conversation associated with
 - Work hours
 - Problems with equipment
 - Greeting customers
 - Taking messages

And don't forget to make goals SMART! **S**pecific, **M**easurable, **A**ction Oriented, **R**ealistic and **T**ime Bound

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The learner should number these short-term goals by importance. From this list you can identify the most important short-term goal for the learner and develop objectives that can be attained daily, weekly, or monthly. Note: when creating goals and objectives it is important that you consider the skills necessary for each outcome and if the learner possesses these skills. The Learner Orientation forms or the assessment tools will help you with this process. Don't hesitate to set a time frame to achieve these goals, it can always be changed.

And finally, take the time to periodically discuss and evaluate with the learner the progress s/he is making. You might decide to modify your short-term goals or set new ones, but make that decision together.

If the student has difficulty identifying goals or describing what he would like to use his English skills for, you might mention some of the categories listed on the following pages. If s/he seems interested in one of them read her/him some of the activities listed under that section. Help her/him select one or two that you might work on together.

Helpful Hints

Once the long-term goals have been identified with input and direction from the learner you set off to create short-term goals...should be easy, right? Well, not necessarily so! It might be useful to take the following steps:

1. Consider the long-term goal and what components (soon to be short-term goals) are involved in achieving the long-term goal.
2. Make a list and order them – step 1 through step 10+ (what comes first, second, third, and so on)
3. From this list choose one or two steps. These are the short-term goals you will use to build lesson plans.
4. Consider the short-term goal and list all the steps needed to accomplish the task.
5. Write them down and review to ensure you have captured everything. You will be surprised how much we take for granted and how many steps there really are to writing a check, for example!
6. You are now ready to layout a long- and short-term goal plan! (*you may find the attached form useful in laying out the plan*)
7. Finally, don't forget to set a time-frame for accomplishing each short-term goal. Be realistic, short-term goal #1 could take 2 weeks to accomplish, or more! Review your progress at each meeting and adjust the time-frame accordingly – remembering that the learner wants to see/feel progress too!

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Goal Setting Strategies

General Skills

- Recognize letters numbers
- Recognize days, months, times
- Answer telephone
- Use telephone book
- Call Directory Assistance
- Make emergency phone call
- Make phone calls
- Mail letters/packages
- Purchase money order
- Read mail/junk mail
- Recognize environmental information
- Write down appointments
- Write personal information

Health

- Find a doctor/clinic
- Complete medical history
- Talk to a doctor
- Read thermometer
- Read medication labels
- Follow medical Directions
- Read health related materials

Transportation

- Read driver's manual
- Complete forms
- Read maps
- Read street signs
- Read bus/other schedules
- Read maintenance manual
- Question a repair bill
- Shop for a car
- Read Classified ads
- Use consumer reports
- Apply for a bank loan
- Purchase insurance
- Deal with traffic ticket

Shopping

- Read food ads/coupons
- Read signs in supermarket
- Ask for a product
- Read labels on food products
- Understand U.S. measures
- Read recipes/menus
- Return a defective product
- Understand clothing sizes
- Read mall directory
- Read labels, price stickers
- Read mail order catalog

Money

- Make change
- Write checks/keep register
- Learn budgeting skills
- Read bank statement
- Read/pay bills
- Apply for a credit card
- Read credit card policies
- Avoid "come-ons"/scams
- Report a billing error
- Fill out loan application
- Read ATM instructions
- Read a warranty

Housing

- Write note to landlord
- Read lease
- Call for repair work
- Read real estate listings
- Calculate mortgage costs
- Read home inspection report

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Family/Education

- Read books to children
- Read bible
- Read TV/movie schedules
- Read/understand words to songs
- Read rules to games
- Participate in school activities
- Understand expectations of students/parents
- Fill out school forms
- Talk to child's teacher
- Read school notices, reports
- Participate in homework
- Write absence notes
- Pursue personal education
- Read catalogs; select program
- Understand lectures, take notes
- Fill out library card application

Citizen Role

- Read newspaper
- Write to community leaders
- Get involved
- Get used to new land/customs
- Express feelings as a newcomer
- Value diversity
- Access community services
- Listen to recorded messages
- Follow environmental practices
- Report a crime
- File a complaint
- Read and understand legal rights
- Learn about U.S. government
- Understand civic duties
- Become familiar with citizenship requirements

Worker Role

- Read job ads
- Fill out forms
- Identify job preferences
- Find employment
- Access community resources for job information
- Interview
- Explain company policies/rules
- Read pay stub
- Talk with co-workers
- Negotiate differences
- Use tools/technology
- Read manuals
- Set goals
- Manage time/resources
- Read evaluations
- Meet with supervisor
- Learn new skills

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An example:

Long-term goal: Be able to use a checking account to pay bills

Short-term goal #1: Be able to read bills, locate the amount owed, and determine whom the check should be made payable to

Activities	Methods/materials
1. Learn to recognize by sight the words: due, payable, amount, owed, balance.	1. Flash cards; sentences with these words missing – learner fills in the correct word
2. Circle the payee and amount owed	2. Learner's bills; copies of other bills

Short-term goal #2: Be able to recognize and write number words to one hundred

Activities	Methods/materials
1. Create reference chart with numerals and matching words to keep in purse.	1. Index cards
2. Read number words in meaningful context	2. Language experience story about bills paid last month
3. Match number words to numerals	3. Reference chart; index cards with word or numeral on each

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