

The Goal-Setting Form: Another Tool to Focus Learners

The Goal-Setting Form is another useful tool for helping learners set and monitor goals. The form (see page 8) was designed for use in either individualized or group settings. Each learner is responsible for completing his or her own form. If the learner has difficulty completing the form independently, the teacher is encouraged to write down the learner's thoughts. If done in a group situation, it would be helpful for the teacher to model the activity, using him or herself as an example. Modeling is an effective teaching strategy and a powerful way of helping learners understand that learning does not stop with the GED or high school diploma.

The EFF Framework and this goal-setting tool work in concert. Once learners have begun to think of an activity and skills that they need to improve on in their own lives, they can reference the EFF Role Maps for further ideas. (See Appendix A, *Equipped for the Future Content Standards: What Adults Need to Know and Be Able to Do in the 21st Century*, pp. 9-11. Available for downloading at: www.nifl.gov/lincs/collections/eff_roles.)

The EFF Common Activities are another source for referencing activities for real life. Again, the learners' lan-

guage may not be the same, but the concepts and ideas should be. A discussion about the Common Activities, including a brief history of how they came about, communicates to learners that what we teach is useful in all their adult roles. We need to be explicit about what we teach and why.

It is the teacher's responsibility to help learners make connections among the roles. When that happens, learners begin to understand how activities performed in one role translate into outcomes in other roles. The types of skills used might vary from role to role, but they should begin to understand that everyone "gathers, analyzes, and uses information," whether it be at work, at home, or in the community. The way the information is gathered and used may vary, depending on the environment and the individual – these are all important discussions for a transparent approach to learning.

Once learners have articulated an activity they would like to improve and have determined what skills they need in order to perform the activity effectively, it is important to turn to the standards. The standards describe what effective performance of the skill looks like. These descriptions will be key to

learners being able to articulate what evidence of improvement in the skill looks like. Without the learners and the teacher thinking ahead about the evi-

Continued on page 11

Elizabeth West

continued from page 1

of her efforts and let her know so.

In the *Equipped for the Future Standards Guide* (p. 24), Marty Duncan remembers that when Elizabeth began to use her new knowledge of letters and words, people around her noticed. On one occasion, after Elizabeth left her granddaughter a note, her granddaughter seemed to look at her differently. Another time, when Elizabeth was visiting her sister in Florida, the two had gone grocery shopping together. Because Elizabeth and Marty had worked extensively on vocabulary for grocery items, she was able to recognize words on various packages. Her sister was surprised when Elizabeth located just the right type of cheese without help.

Marty recalls that Elizabeth was excited about her part in the *Equipped for the Future* research. She had several breakthroughs in her reading the day that Marty read her the field notes describing their work together. At the end of the session, Elizabeth stood up and said, "I think I'm gonna pat myself on the shoulder. I think I did that really well."

Elizabeth said she wanted to learn to read because she wanted to be more independent and because not knowing how to read made her feel inadequate. Far from being inadequate, she was, like many others who have not yet learned to read, an intelligent person with goals and gifts. She was reading the world long before she gained access to the tools many people take for granted. In the time allowed her, she was able to extend her knowledge, gain some confidence in using it, and use it in ways that mattered to her.

Goal-Setting Form	
Name _____	Date _____
Purpose for Participating _____	
What do you want to be able to do?	Use of EFF Role Maps, Common Activities, 4 Purposes would be helpful for this step.
What skills are needed?	EFF Skill Wheel is helpful for this step.
What strategies will you use?	Individual EFF Standard with its Components of Performance needed here to understand what it looks like to actually perform the skill.
How will you know when you've achieved your goal?	Reflect and Evaluate Standard could be useful in these last two steps.
What evidence of progress toward your goal will you collect?	

Goal-Setting Form

Name _____

Date _____

Purpose for Participating _____

What do you want to be able to do?

What skills are needed?

What strategies will you use?

How will you know when you've achieved your goal?

What evidence of progress toward your goal will you collect?