



Instructions for the Roles & Goals Process

Attention Literacy Staff/Tutors: The Roles & Goals process is meant to be completed in tandem with the adult learner. Under no circumstances should the form be filled-out by the student alone or without the complete support and attention of a literacy staff member or volunteer tutor. These instructions are not meant to be read in full to a student but can be shared as you see fit to clarify the Roles & Goals forms. *Thank you for your cooperation!*

Overview

Library literacy services are different from traditional school because we are interested in figuring out what the student wants to accomplish and then in using those real-life goals to set the course for instruction.

Goal setting also helps adult students:

- Think about what is most important to them;
- Define what they most want to be working on during the time they spend with you and the literacy program;
- Take ownership of their instruction;
- Separate what is important from what is irrelevant, or a distraction;
- Motivate themselves; and
- Build self-confidence, based on successful achievement of goals.



The Roles & Goals form is the tool we use to talk about goals. Once you figure out what the student wants to accomplish then that information can be used in lesson-planning and to guide instruction. For instance, if a student says s/he would like to “write, send and receive e-mails,” then at least a portion of the tutoring session will be spent at the computer.

At a minimum of every six months, literacy staff will be checking in with each tutor/student pair to see how they are progressing toward student goals. Staff will bring or send the tutor a copy of the prior Roles & Goals form. At that point the tutor/student team can indicate that they’re making progress on certain goals and have even met some goals. It’s also the time to add any new goals or record unanticipated achievements. This process of updating the Roles & Goals form is a regular, on-going cycle which will happen as long as a student is receiving instruction.

Not only does the Roles & Goals data help with decisions about what to do in the tutoring session, it is also aggregated locally and then on a statewide basis to create a big picture of the impact library literacy services are having in California. With this collected information local 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.

The Roles

As a way to organize this goal-setting process, the Roles & Goals form is divided into 4 life roles. Students may or may not have goals in all 4 areas. Those 4 roles are:



Life-Long Learner — We are *all* life-long learners but this is especially true of our students who have taken the courageous step to seek out literacy services in order to improve their reading and writing skills as adults. Goals in the Life-Long Learner role include tangible things like “learning the alphabet” and “getting a library card” but could also include intangible things like “reading for pleasure” or “writing creatively.” In this role, help adult students think about how reading and writing can enhance their lives and help them grow as individuals.



Worker — This role is for those who are employed or are seeking employment. The goals in the Worker role might include every-day tasks like reading memos and writing e-mail, but also far-reaching goals like learning new skills or pursuing a new career.



Family member — “Family” and “children” in this case do not have to be immediate or even in the same household. Someone who lives alone also has a network of people who act as family. Goals here center on domestic concerns like taking care of a home or apartment, budgeting, planning meals and managing family resources. They also encompass helping others – children or elderly parents for instance – and building healthy relationships through better communication.



Community member/citizen — This role is about the student in relationship to his/her neighborhood, community, country and world. With stronger reading skills, students will be able to interact with their environs like they never have before – voting, taking advantage of community services, advocating for others, speaking out about literacy services, and more.

We know that there will be some overlap between the roles. For instance, a student might want to write an e-mail both as a worker and as a life-long learner (for personal reasons). We ask that you be patient with the constraints of the form and do the best you can to represent the student’s goals and interests by writing-in what is necessary.


Using the Roles & Goals Form:

■ INITIAL *Roles & Goals*

Every new adult student should be interviewed with the Roles & Goals form **by a literacy staff person** at an intake interview.

The student should NOT fill out this form independently but should be interviewed by the literacy staff person. However, don't think of the form as a check-list but as a conversation.

To get things started, ask questions like:

- 
- “What would you like to be able to accomplish at work (or at home or in the community or personally) that you can't accomplish now?”
 - “Which goals would you like to reach as a result of your tutoring sessions?”
 - “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 neighborhood) 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?”

Use the form as a prompt and a guide when necessary. In fact, it's O.K. to take notes on a separate piece of paper and fill the form in later. Don't let the form become a barrier to good communication; be sure that listening to the student is your top priority!


When you use the Roles & Goals form with the student for the first-time you will only be concerned with two areas. First there are the standard goals. These goals have been selected as “standard” for the following reasons:

- Most commonly chosen by adult learners since Roles & Goals began in 2003
- Most typical of literacy instructional activities
- Descriptive of what's happening in literacy instruction
- Of greater relative significance in an adult student's life
- Meaningful to stakeholders: the library, elected officials, taxpayers, etc.

Selectively choose the standard goals that are of interest to the student; elaborate with notes where necessary. Use the date of the intake interview to set the goals (month/year).

Part

1

 My goals as a life-long learner:	Goal Set
• Learn the alphabet, letters and sounds	6/07
• Read a newspaper/magazines	6/07
• Write a letter to <u>my sister</u>	6/07
• Learn to type/use computer keyboard	
• Write, send and receive e-mail	
• Search the Internet	
• Get a library card <i>replace lost card</i>	6/07
• Check out library items regularly	
• Pass part or all of the GED test	

The other way you to set goals is to write-in the ones that are of interest to your student but are not in the standard goals section:

Part

2

Other goals in the life-long learner role:	Goal Set
• <i>Read the Bible – especially New Testament</i>	6/07
• <i>Read a menu</i>	6/07
•	

Don't be overly ambitious! Too many goals set can be overwhelming. Help the student think in terms of what can be accomplished within the next 4 – 6 months. Far-reaching goals are fine too but try to balance long-term goals – like “read the Bible” – with something short-term and more easily accomplished – like “get a library card.”

Once the form is completed, a copy should be placed in the student's file in the literacy office and anyone who works with the student – volunteer tutor, computer lab volunteer, staff – should be briefed on the student's goals. Tutor/student pairs often like to have a copy of their goals with them at each tutoring session.

■ *Roles & Goals* FOLLOW-UP

At a minimum of every six months, literacy staff will be checking in with each tutor/student pair to see how they are progressing toward student goals. Staff will bring or send tutors a copy of the prior Roles & Goals form. At that point the tutor/student team can indicate that they're making progress on certain goals and have even met some goals. They can also add any new goals or record unanticipated achievements. This process of updating your Roles & Goals form helps to:

- Check progress
- See if you are on course for what the student wants to accomplish
- Make sure that the student's needs are being met
- Help the student see that s/he is making progress
- Build confidence in the tutor/student pair as goals are achieved


Again, use the date (month/year) to indicate "goals set," "making progress" and "goals met." In addition, at this point you can also document any "unanticipated" achievements in the student's life.

Always remember there must be a date in the "goal set" column for every "goal met." In order to document that change has happened in the life of the adult learner because of his/her improved basic skills we need a starting point and an ending point. If for some reason the "goal set" date has been left off the form, staff and tutors should attempt to determine (by asking the student), recall or estimate this information. If it is not possible to establish even an approximate "date set" then that goal will instead be considered an "unanticipated achievement."

You can re-set the same goal, especially if it reflects a higher level of competence and/or fluency. For instance, your student may want to write a letter again but in a more formal style. Or, s/he may want to read a more complex newspaper or magazine or share a more complicated book with his/her child. The goals set do not have to be first-time goals.

Here we continue the example from above on the standard goals. Note that the “goal met” can reflect the real date the goal was achieved (see “Get a Library Card”) and does not have to be the date the follow-up was administered (on 12/07 in this example). New “goals set” can show the date that the student decided to set a new goal or the date that the form was administered. Also notice that the student is no longer interested in “reading a newspaper/magazine.”

Part
1

 My goals as a life-long learner:	Goal Set	Making Progress	Goal Met
• Learn the alphabet, letters and sounds	6/07	12/07	
• Read a newspaper/magazines	6/07		
• Write a letter to <u>sister</u>	6/07		12/07
• Learn to type/use computer keyboard	8/07		
• Write/send e-mail	10/07		
• Search the Internet			
• Get a library card	6/07		7/07
• Check out library items regularly	12/07		
• Pass part or all of the GED test			

Here we continue with the example from above on the write-in goals:

Part
2

Other goals in the life-long learner role:	Goal Set	Making Progress	Goal Met
• <i>Read the Bible – some favorite verses</i>	6/07	12/07	
• <i>Read a menu – Coco’s, Chili’s, Marie Callendar’s</i>	6/07		12/07
• <i>Keep a journal</i>	12/07		

Finally, keep track of some of the things that may have happened in the learner’s life as a result of improved reading and writing skills but were completely unanticipated. Add those things here:

Part
3

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 form is completed, take some time to celebrate – even in a small way – the things you have accomplished as a student/tutor team. Make sure a copy of the form is placed in the student’s file in the literacy office. Keep your copy with you and refer to it often during tutoring sessions.