

# Changing Students, Changing Goals

Promising Practices 3

Suggestions for Program Improvement for Ohio ABLE Practitioners

Goal Setting/Review

## Program Puzzler

As a program administrator, you tell teachers that they need to regularly review goals with students since it is not uncommon for a student's goal to change during the course of the program year. You find, though, that teachers only review goals every few months. Often, too, the review process is very casual, with teachers reporting that they learned of a student's goal change as a result of an informal conversation. It is not uncommon for teachers learning of goal changes in this way to forget to formally modify the goal in ABLELink. What can you do to improve the goal monitoring process in your program?

## Peer Perspective

### Program Management

- Involve all staff members in determining the process and timing of goal setting and review.
- Establish a dedicated time (e.g., every month or 90 days) for teachers and students to review goals.
- Consider a backup plan for when regular reviews are not possible. A simple form to record changes could be used when the teacher does not have time to make more formal notes for the portfolio. This can provide a snapshot to jog the memory when there is time to more formally review goals.
- Develop forms to track awards, goals, jobs, and other accomplishments. Information could be tracked on the back of the student's Individual Learning Plan (ILP).

### Student Responsibility

- Involve students in the goal review process. Review not only the goal sheet, but also the learning style inventory, goals achieved (non-academic and academic) and the ILP to show progress.
- Have students complete reflection logs. These can be turned in for teacher review or kept in the student portfolio.
  - o Ask student to copy down or record goals and later reflect on progress (e.g., what worked, what was learned, what are new or changed goals, what additional assistance is needed).



### Timely Tips

Create a monthly report for teachers to note goal changes, advancements, and goal achievements. Include program targets so all staff members are aware of the program's goals.

Have the ABLELink person provide data so that along with the monthly reports all staff members understand the big picture.

## Added Insights

Advising students in setting goals should include activities to make goals detailed, specific, and achievable. Students should identify actions or activities that will help them achieve their long-term and short-term goals and build self-confidence.

Literature mentioned in the Added Insights of this document is drawn from reviews, reports, and papers housed on the National Center for the Study of Adult Learning and Literacy (NCSALL) website. Refer to <http://www.ncsall.net/index.php?id=15> for more information.

### ABLELink Accompaniments

- ◆ Goal of Basic Skills met without matching Reason
- ◆ Goal of Completed Level met without matching Reason
- ◆ Goal of English Language met without matching Reason
- ◆ Goal of Enrollment in Post-Secondary met without matching Reason
- ◆ Goal of Obtained Citizenship Skills met without matching Reason
- ◆ Goal of Obtained Employment met without matching Reason
- ◆ Goal of Obtained GED met without matching Reason
- ◆ Goal of Removed from Assistance met without matching Reason
- ◆ Goal of Retained Employment met without matching Reason
- ◆ Goal of Voted met without matching Reason
- ◆ Student Who Passed The GED Practice Test
- ◆ Student Who Passed The GED Test

---

Developed by the OSU ABLE Evaluation and Design Project, 2008; revised edition, 2010.

*Funds for producing and distributing this publication were provided by the Ohio Board of Regents under authority of Section 223 of the Workforce Investment Act, 1998. Opinions expressed do not necessarily reflect those of the Ohio Board of Regents or the U.S. Department of Education, and no endorsement should be inferred.*

