

Instructional Strategies: Learner Goal Setting in Adult Education

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Objectives

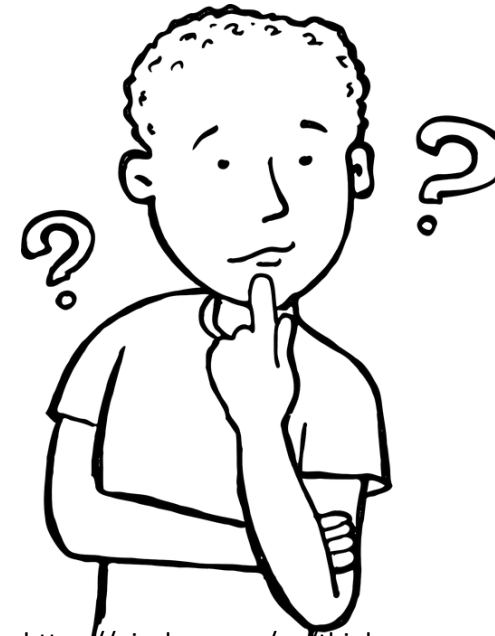
You will be able to:

- Identify key findings from research on goal setting and persistence.
- Identify practical strategies that address six “drivers of persistence.”
- Identify at least two strategies that you will implement in your program.

Brainstorm with a partner:
Think about your (our) students. What most affects persistence, either in a positive or negative way?

Example:

The teacher affects persistence in a positive way; work schedules affect persistence in negative ways.



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Courtesy: Simple Phrases for Leaving

- *It was nice talking to you.*
- *Thanks for your time.*
- *Thanks for your help.*
- *See you later.*



<https://pixabay.com/en/farewell-say-goodbye-bye-road-3258939/>

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National Center for the Study of Adult Learning and Literacy (NCSALL) Persistence Study

Forces that affected persistence **positively**

Relevance of instruction (63%)

Relationships (63%)

Having a goal (57%)

Teacher and peers (51%)

Sense of self (44%)

Forces that affected persistence **negatively**

Life demands (transportation, child care needs, home life, work schedules, etc.) (49%)

Relationships (unsupportive) (17%)

Sense of self (negative) (11%)

Four Supports to Persistence

Manage positive and negative forces that help and hinder persistence.

- **Help students establish goals.**
- **Show progress toward the goals.**
- **Build self-efficacy (the feeling that you can reach a goal).**

Source: Comings, Parella, & Soricone, 1999.

The New England Learner Persistence Project

- Eighteen New England programs experimented with promising persistence strategies. Half were English as a second language (ESL).
- They focused on strategies that addressed:
 - Intake and orientation
 - **Instruction and learning options**
 - Counseling and peer supports
 - Re-engagement

Drivers of Persistence: Adults' Needs

- A sense of belonging and community
- Clarity of purpose
- A sense of competence
- Stability
- Relevance
- Agency

Driver 1: A Sense of Belonging and Community

- Make the first interaction one that welcomes and builds community.
- Engage in group projects, recognitions, and celebrations.
- Establish personal relationships.

Driver 1: A Sense of Belonging and Community

Examples

- Assign a trainer.
- Do a mixer (find someone who) activity for students to get acquainted.
- Set up a private Facebook class page.

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Trainers

TRAINERS

Duties:

- Help new students. Help students who are late or have been absent. Show them the agenda or the page in the book the class is using.
- Show the new students around the school. Show them the restroom, cafeteria, bookstore, and other important places.
- Help the teacher.
- Help anyone who doesn't know how to use the equipment.

LANGUAGE YOU NEED TO DO THESE JOBS:

- Hi. Welcome to the class. My name is _____
- The agenda is on the board. We are doing _____ now.
- Can I show you some things around the school?
- Do you need some help?

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Classroom Roles and Duties

- **Materials Managers**—They pass out handouts to their classmates. They say: *Here you are. Did everyone get a handout? Who needs one?*
- **Trainer**—They are in charge of students who come late or new students. They say: *Hello, my name is _____. We are on p. _____.*
- **Cell Phone Monitor**—This person reminds the class that ringing of cell phones is disruptive to everyone. They say: *Please turn your cell phone to vibrate, or turn off your cell phone.*

A Sense of Belonging and Community: Do a Mixer

FIND YOUR CLASSMATE! Practice speaking English to your classmates.

Rules:

You can only ask the same student two questions.

You must write down the student's name. If you can't spell it, ask.

Use the correct grammar to make and answer questions.

For extra homework and writing practice, write 10 sentences about different classmates.

QUESTION	STUDENT'S NAME	
Did you...	YES	NO
1) teach school in your country?		
2) study at the university in another country?		
3) work as a cashier before?		
4) get a job recently?		
5) study at Chavez last semester?		
6) take a trip last year?		
WERE YOU....in your country?		
7) a healthcare provider?		
8) a teacher?		
9) a computer programmer?		
10) a secretary?		
DO YOU...		
11) like to write in English?		
12) want to continue studying at a college?		
13) work in a restaurant?		

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Driver 2: Clarity of Purpose

- Help participants consider goals.
- Make the connection between what's being taught and students' goals explicit.
- Make what you're teaching transparent to learners.

Driver 2: Clarity of Purpose

Examples: Goal-Setting Worksheets

1. My Semester English Language Goals
2. Making and Revisiting Short-Term Goals
3. Attendance Goals

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Driver 2: Clarity of Purpose

Examples: My Semester English Language Goals

My Semester English Language Goals
Beginning Level

Check (✓) the goals for you:


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☐ I will speak English 5 - 10 minutes every day.
☐ I will speak English 10 - 15 minutes every day.
☐ I will read 5 - 10 minutes in English every day.
☐ I will read 10 - 15 minutes in English every day.


<https://pixabay.com/en/book-read-reading-woman-441177/>

celery	green beans	sweet potatoes
 https://pixabay.com/en/celery-vegetables-vegetable-green-69282/	 https://pixabay.com/en/green-beans-beans-vegetable-green-579439/	 https://pixabay.com/en/sweet-potatoes-sweet-256480/

☐ I will learn 3 new English words every week.
☐ I will learn 5 new English words every week.
☐ I will learn 7 new English words every week.
☐ I will do my homework.
☐ I will review our class lessons at home.


<https://pixabay.com/en/boy-child-learn-children-school-234922/>

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Driver 2: Clarity of Purpose

Examples: Making and Revisiting Short Term Goals

Making and Revisiting Short-Term Goals
Complete the following survey at the **beginning** of the semester.

My Short-Term Goals

Put a check ☒ next to your goals for this school year:

Work	Personal/ Family
☐ get a job	☐ visit my children's school
☐ stay at my current job	☐ volunteer in my child's school
☐ enter job training	☐ read to my children
☐ get a promotion at my job	☐ help my children with homework
☐ get more work skills	☐ take my children to the library
☐ volunteer	☐ go to school meetings
☐ other work goal: _____	☐ other personal goal: _____

Community	Education
☐ enter a Citizenship class	☐ go to the next ESL level
☐ get my U.S. Citizenship	☐ go to a Basic Skills class
☐ register to vote	☐ get my GED or HS diploma
☐ vote in the next election	☐ enter college
☐ get involved in the community	☐ enter another training class
☐ other community goal: _____	☐ learn computer skills
	☐ other educational goal: _____

My Short-Term Goals
Complete the following survey at the **end** of the semester.

Put a check ☒ next to the goals that you **accomplished this semester**.

Work	Personal/ Family
☐ get a job	☐ visit my children's school
☐ stay at my current job	☐ volunteer in my child's school
☐ enter job training	☐ read to my children
☐ get a promotion at my job	☐ help my children with homework
☐ get more work skills	☐ take my children to the library
☐ volunteer	☐ go to school meetings
☐ other work goal: _____	☐ other personal goal: _____

Community	Education
☐ enter a Citizenship class	☐ go to the next ESL level
☐ get my U.S. Citizenship	☐ go to a Basic Skills class

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Driver 2: Clarity of Purpose

Examples: Goal-Setting Worksheets: Attendance Goals

Attendance Goals

	Week	Goal/ # of days	Mon	Tues	Wed	Thur	Fri	Total	Goal Met? Yes/No
Example:	1	4	✓	✓	✓		✓	4	yes
	1								
	2								
	3								

Progress Toward Goals

- **Revisit goals** individually or as a classroom activity.
- Ask students to **identify ways** to know they have **met their goal** to acknowledge success.
- Find ways to **celebrate** progress.
- Provide ways for students to **see success early** in program participation.

Clarity of Purpose: Transparency

- “I make notes when someone is giving me directions because I know I won’t remember and the notes help me. What do you do to remember what you’ve learned? When might you have to take notes at school or at work?”
- “Today I asked you to sit with a partner and read the paragraphs you wrote to each other and check each other’s writing. Why did I ask you to do that?”

Driver 3: A Sense of Competence

- Recognize student success.
- Help students learn to self-assess progress.
- Help students change negative self-talk.
- Build study skills.

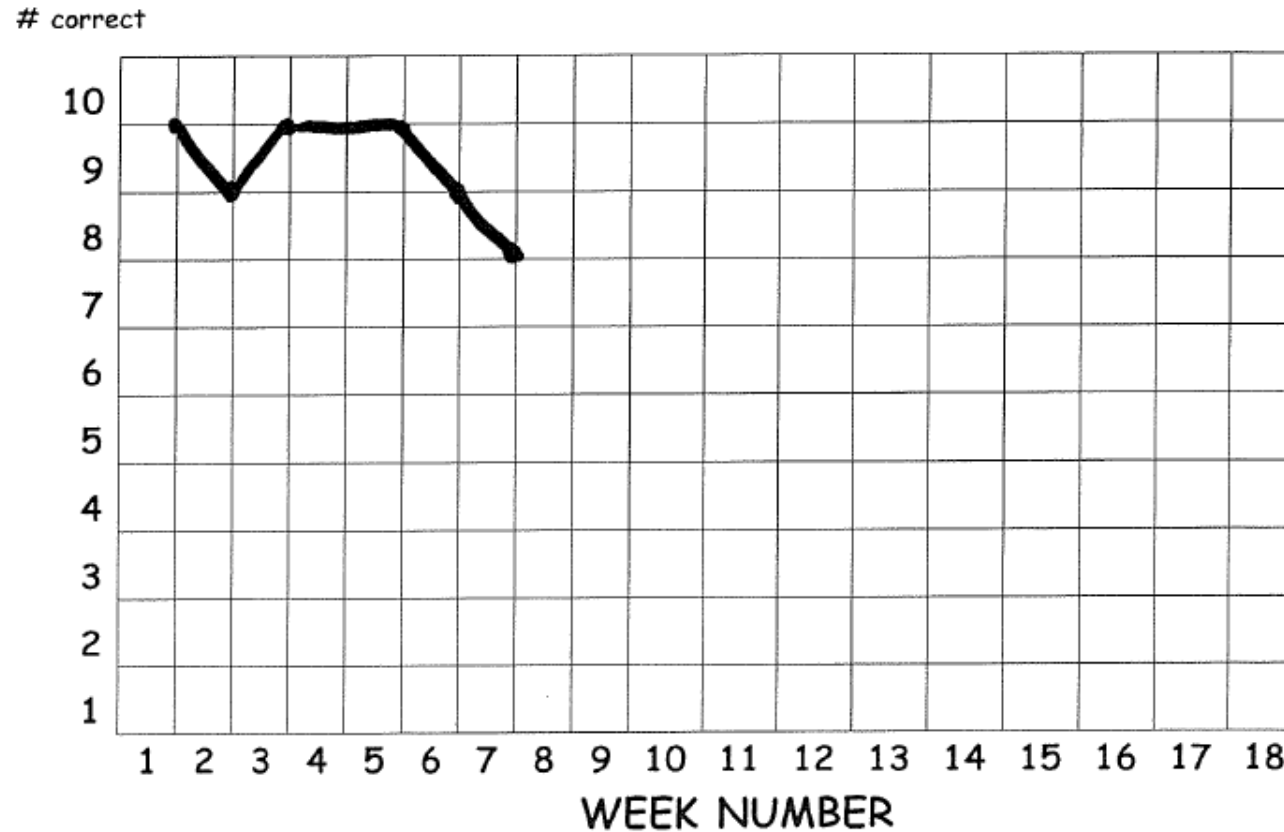
Driver 3: A Sense of Competence Examples

- Progress graph
- Study skills
- Use exit tickets

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Student Progress Graph

Weekly Spelling/Grammar/Vocabulary Tests



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Study Habits to Help You Reach Your Goals

Read the sentences. Answer Y for Yes and N for No about you. Then interview your partner. Example: I come to class on time. Do you...?

	You	Partner
1. I come to class on time.	_____	_____
2. I come to class as often as I can.	_____	_____
3. I turn off my cell phone in class.	_____	_____
4. I do my homework and bring it to class.	_____	_____
5. I write new words in my notebook.	_____	_____
6. I work with my classmates. I help my classmates.	_____	_____
7. I bring my book and supplies to class.	_____	_____

Management/Organization Strategy: Student Binder Checklist

Student's Name _____

Date _____

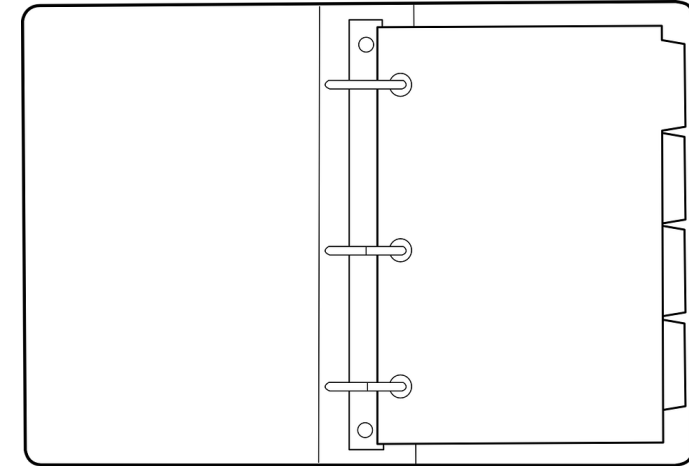
Check “Yes” ✓ if the answer is correct.

Check “No” ✓ if the answer is not correct.

	My Answers		Evaluator's Answers	
	YES	NO	YES	NO
1. My name and class name are on the binder.				
2. I have lined paper in the binder.				
3. I have five dividers.				
4. I have all my papers in the correct divider sections.				
5. I have only papers from this class in the binder.				
6. I can find my papers easily.				

Number of YES checks: _____

Evaluator's Name _____



<https://pixabay.com/en/binder-ring-binder-office-folder-155237/>

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Driver 4: Stability

- Establish clear schedules and routines.
- Check in regularly with individual students to provide support.

Driver 4: Stability Examples

- Write an agenda on the board every day.
- Follow a syllabus.
- Create a class webpage.

Driver 5: Relevance

- Make explicit the connection between what's being taught and participants' goals.
- Use authentic materials.
- Make what you are teaching transparent to learners (similar to clarity of purpose driver).

Driver 5: Relevance Examples

- Reflection poster
- Authentic materials from workplace

Reflection: What did you do in class today?

Did you . . .

- Work in teams?
- Teach other students?
- Make decisions?
- Find solutions to problems?
- Organize your papers?
- Volunteer to ask or answer questions?
- Check your work and correct your errors?
- Use every minute of your time in class?
- Feel good about yourself?
- And, of course, speak, write, and understand English?

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Alignment With the Workforce Innovation and Opportunity Act: Tips to Consider

“Ask students to bring in authentic documents from their jobs, such as work schedules, memos, cleaning checklists, etc., and use them in class in scaffolded lessons.”

Source: Coleman, 2015.

Authentic document (adapted)

Hotel maintenance workers weekly job duties

DUTIES	M	T	W	Th	F	Sa	S	Notes
Help housekeepers move carts up & down stairs	X	X	X	X	X	X	X	
Clean the entire pool area	X		X		X	X	X	
Clean the entire front lobby area & driveway	X	X	X	X	X	X	X	
Do a walk-thru of entire building and groups (am & pm)	X	X	X	X	X	X	X	
Clean all parking lots	X		X		X	X		
Clean entire lower level	X	X	X	X	X	X	X	

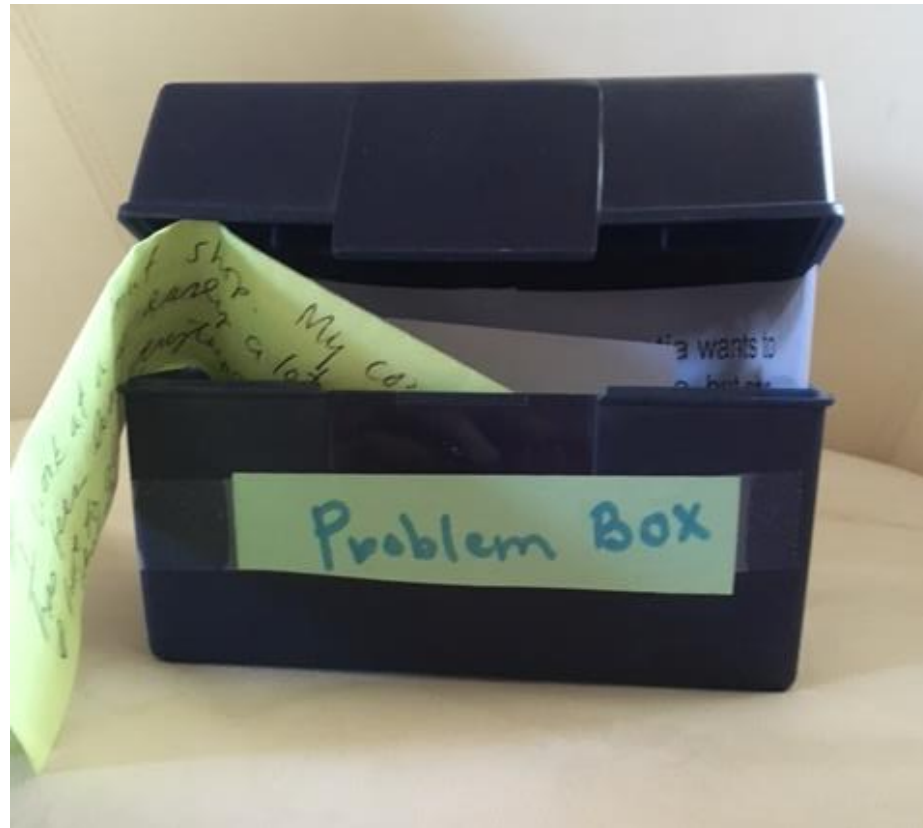
Driver 6: Agency

- Provide clear and accessible information.
- Involve students in decision making.

Driver 6: Agency Examples

- Provide resources in the community.
- Provide opportunities to problem-solve.

Problem Solving: Discuss Real Problems



Problem Solving: Template

- What is the problem?
- What can he/she do?
- What will happen?
- What will he/she do?

Problem Solving Template

What is the problem?

A

What can he/she do?

1. _____
2. _____
3. _____

B

What will happen?

Good



1. _____
2. _____
3. _____

Bad



1. _____
2. _____
3. _____

What will he/she do?

Why?

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Problem Solving: Useful Phrases

- *I think he/she should do _____ because_____.*
- *The problem is_____, so I think that_____.*
- *What will happen if she does _____?*
- *If she/he does _____, then_____.*



<https://pixabay.com/en/workplace-team-business-meeting-1245776/>

Goal-Setting Summary

- Adult learners who have specific goals are more likely to persist in their studies.
- The primary incentive to learner retention is learners being able to set a goal and realize some progress in reaching that goal.

Source: Comings et al., 1999.

My Commitment

I will implement the following two things I learned in this workshop in the next month.

1. _____
2. _____

