

# *Learner Persistence and Goal-Setting*



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# *Workshop Objectives*

- Define Learner Persistence
- Demonstrate ways to use Learner Persistence and Goal-Setting activities in a Lesson Plan



## **What is Adult Learner Persistence?**

*Adults staying in programs for as long as they can, engaging in self-directed study or distance education when they must stop attending program services, and returning to program services as soon as the demands of their lives allow.*

**National Center for Study of  
Adult Learning and Literacy  
NCSALL**

# *Supports and Barriers*

*Things that Make It Easy  
for Students to Come to School*

*Things that Make It Difficult  
for Students to Come to School*


Name \_\_\_\_\_

Level \_\_\_\_\_

*Learner Goal-Setting Four-Square Chart*

<b>Education/Student</b>	<b>Personal/Individual or Family/Family Member</b>
<b>Work/Worker</b>	<b>Community/Community Member</b>

## **Goal Setting: Where, Who, What, How - Teacher Instructions\***

1. **Where** do you want to speak English or speak it better?
2. **Who** do you want to talk to?
3. **What** do you want to say?
4. **How?** What are the steps to getting there?

### **Goal Setting: Four Questions**

<ul style="list-style-type: none"> <li>• Model Where, Who, What and How questions with the class.</li> </ul>
<ul style="list-style-type: none"> <li>• Take photos of each student, or have students bring in their own pictures or cut pictures from magazines.</li> </ul>
<ul style="list-style-type: none"> <li>• Students draw a picture of where they want to speak English, with whom, and explain what they want to say. They write about the steps to getting there. Ss put their own photos in their drawings.</li> </ul>
<ul style="list-style-type: none"> <li>• Post pictures on the walls of the classroom.</li> </ul>
<ul style="list-style-type: none"> <li>• As appropriate, refer to the pictures reminding students when a particular unit will help them reach their goals. <i>Remember when you said you wanted to talk to your boss at the restaurant? Next week's lesson is about food. We'll talk about how to talk to your boss at the restaurant during next week's lesson.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Make a teacher's <i>Where, Who, What, How</i> chart. Match student needs with your lesson plans. Adjust lesson plans to include student goals.</li> </ul>

Level:	Teacher:	Date:		
Name	Where	Who	What	How (Steps)

## ***STUDENT SELF-EVALUATION FORM***

<b>I CAN ...</b>	<b>YES</b>	<b>NOT YET</b>
1. Identify coins and bills.		
2. Name 10 parts of the body.		
3. Make an appointment.		
4. Write my address.		
5. Write my telephone number.		
6. Count to 100.		
7. Name the days and months.		
8. Talk about health problems.		
9. Name 8 people in the family.		
10. Say the ESLR's.		

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

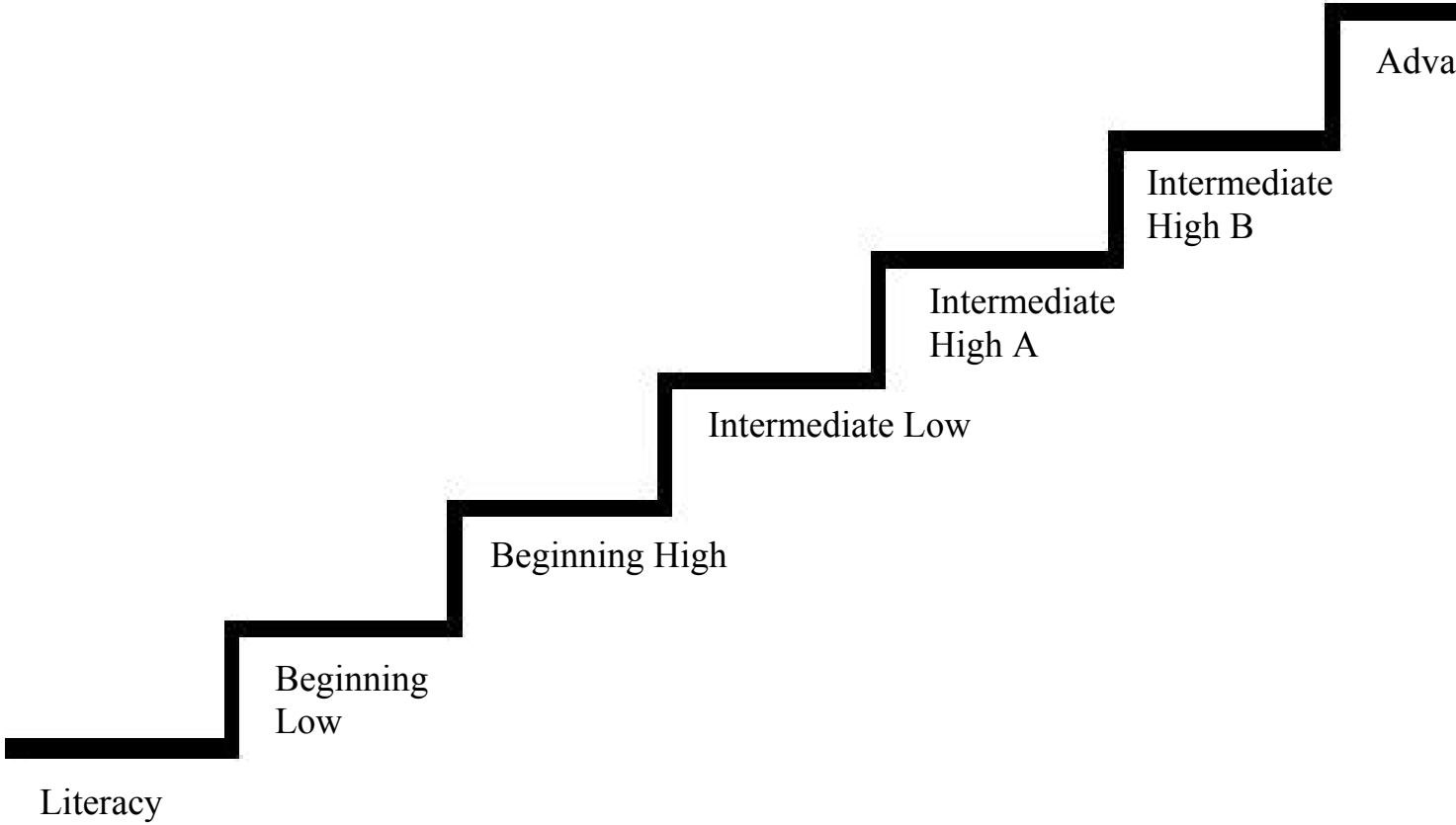
## **School and Program Orientation**

- Promotes Learner Persistence and Student Goal-Setting
- Builds School Community
- Critical “ First Three Weeks”

### **Procedure**

- Introduce Staff
- Overview of Program
- Distance Learning
- Students communicate Educational Barriers
- Student Testimonials
- School Brochures
- Social Activity

# Steps for Achieving Educational Goals



# **Steps for Achieving Educational Goals**

