



# Tutor Connection – May 2022

## ➤ Welcome and Announcements

Icebreaker: Three Good Things

"Three good things" is a classic gratitude exercise where participants are asked to write down three good things from their day, whether big or small. Practicing gratitude regularly has been shown to increase positive emotions and improve well-being.

\* <https://www.therapistaid.com/therapy-worksheet/gratitude-journal-three-good-things>

## Dates to Remember:

➤ In Our Own Words Due 7/15

➤ Roles and Goals due by 7/31 PLEASE!!!!

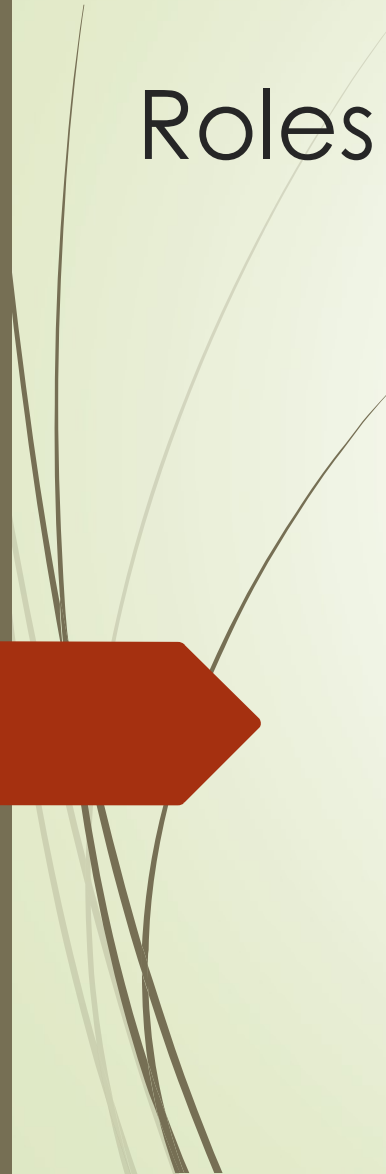
Encourage learners to attend classes

## New Resources:

➤ [Goalposts on libraryliteracy.org](https://www.libraryliteracy.org)

➤ [Free Subscription to the Change Agent. https://worlded.org](https://worlded.org)

# Roles and Goals Review





**SETTING GOALS IS  
THE FIRST STEP IN  
TURNING THE  
INVISIBLE INTO  
THE VISIBLE.**

~ TONY ROBBINS

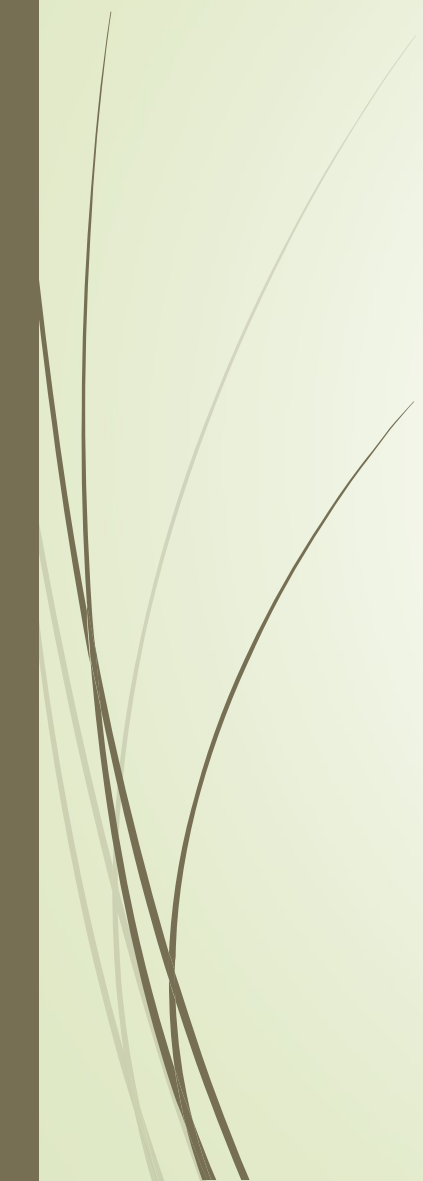
SUCCESSGRID.COM



# Why R & G ?



For Learner:

- ▶ Helps focus on what they wants to learn
  - ▶ Take “ownership” of tutoring process
  - ▶ Self-motivating
  - ▶ Helps build confidence when goals are achieved
  - ▶ Keeps you both focused on the end game.
- 
- Several thin, dark grey lines of varying lengths and curves are scattered on the left side of the slide, extending from the bottom towards the top.

# Why R & G ?

For Tutors:

- ▶ Helps tutor to plan lessons
- ▶ Gives tutor ability to track progress
- ▶ Enables ability to find relevant tools and information
- ▶ Keeps you both focused on the end game.





# About R &G

- ▶ Must be done every year – preferably twice/year.
- ▶ Good way to measure progress with your learner
- ▶ Gets reported to State of CA
- ▶ State funding is dependent on reporting. A minimum of 75% participation is required.
- ▶ Results are tabulated from 105 programs across the state and reported to the Governor and State Librarian. These results are included in the State of the State report and are crucial for budgeting purposes.

# ROLES



- We all have roles that we play
- For the R&G we break those roles into 4 areas:

Life-Long Learner

Worker

Family Member

Citizen

Sometimes goals for our roles overlap.

**(how?)**

# Using the Form (UGH!)

Not intended to give to the learner!

Ask questions like:

1. “What would you like to accomplish at home, (church, work, school, etc.) that you cannot do now?”
2. “I know you want to speak (read/write/etc.) English better, but what would you do once you speak better?”
3. “What do you want to do to (e.g.) make a friend?”
4. “Are there things you’ve wanted to do but couldn’t because you cannot read /write/ speak English well enough?”

# Pitfalls



- Don't be overly ambitious with the goals
- Too many goals can be overwhelming
- Think of short-term goals – those able to be accomplished within the next few months
- Balance long term goals (Getting a high school diploma) with short term goals (getting a library card)
- Keep in mind what is realistic/relevant for the learner

# TIPS



- Make sure the goal set is something that is really desired, not that it just sounds good
- A goal can not contradict other goals. For example: Can't work as a nurse if you don't have certification.
- Write goals out in a positive statement: e.g. Instead of I will not eat sugar write I will eat more healthily
- Write the goal out in detail e.g. Instead of I want a job: I want a to get a retail job in Costa Mesa or Newport Beach by July 31st where I can sell women's clothing
- Make sure the goal is high enough... then break it down into doable steps. "shoot for the moon, if you miss, at least you'll be in the stars"
- **WRITE IT DOWN...** Cement the goals in words and they are more likely to be achieved

# SMART GOALS

Smart Goals keep things on track:

S - SPECIFIC


M- MEASURABLE

A- ATTAINABLE

R- REALISTIC/RELEVANT

T- TIME BASED





# Goal is set, written, now what?????

- Make sure that the goals are private so that possible outside negative influences don't derail the mission.
- Review goals regularly – recommit daily – visualize attainment daily!
- Review decisions that are made during the day... and determine if they took you closer or drove you further away from your goal. Make adjustments.

*“The difference between a goal and a dream is the written word.”*

Gene Donahue

# Let's practice

## **GROUP ASSIGNMENT**

John was a financial analyst before he came to the US 5 years ago. He is working as a teller in a bank but is very bored and does not make enough to support his family the way he would like. How can you help him? He has 2 children ages 5 and 9, reads at a 5<sup>th</sup> grade level and struggles with vocabulary. He is very involved in his church and attends a Korean service weekly.

Exercise:

- What is goal?
- Now, make it a S.M.A.R.T. goal
- Group discussion to determine activities to achieve the goal
- Create a lesson plan



# Steps to Get New Job

- **Discuss** what types of jobs might be interesting to him and would give him a better income
- **Research** qualifications for his goal job
- **Read** job descriptions, help wanted ads, industry blogs and...
- **Write** resume
- **Discuss** interview process, dress, and possible cultural differences
- **Practice** by role playing interview
- **Write** f/u email/thank you letter

# Form due in office by August 1

**\*\*\*Only record activity from 7/1/21-6/30/22\*\*\***

Roles & Goals Form-blank 2019-2020FY (fillable).pdf - Adobe Acrobat Pro DC

File Edit View Window Help

Home Tools Roles & Goals For... x

88.8%

Share

Tutor Name  7/1/19-6/30/20 **ROLES & GOALS**

It's time to set goals for the first time or to update the goals that were set several months ago. Remember, this is not a checklist, instead have a conversation with your learner about desired goals. If you are reviewing previously-set goals, use this form to indicate whether you are making progress on them; whether you've met the goals; or whether they are no longer of interest. Finally, set any new goals and add any additional information that is significant in the life of the learner with regard to his/her basic skills. Use dates (month/year) to indicate set and met goals. Please contact literacy office for more information.

My goals as a life-long learner:	Date Goal Set	Making Progress	Date Goal Met	My goals as a worker:	Date Goal Set	Making Progress	Date Goal Met
Learn the alphabet, letters and sounds				Search want-ads/on-line			
Read a book, newspaper or magazine				Fill out a job application			
Write a letter				Write a resume			
Learn to type/use computer keyboard				Interview for a job			
Write, send and receive e-mail/use the internet				Get a job or get a better job or promotion			
Get a library card				Perform current job tasks better			
Check out or use library items regularly				Read a work-related manual			
Pass part of all of the GED, TOEFL, etc.				Obtain a license or certificate			
Get accepted to college/training program							
Other goals in the life-long learner role:	Date Goal Set	Making Progress	Date Goal Met	Other goals in the worker role:	Date Goal Set	Making Progress	Date Goal Met
My goals as a family member:	Date Goal Set	Making Progress	Date Goal Met	My goals as a community member/citizen:	Date Goal Set	Making Progress	Date Goal Met
Write checks/pay bills				Access community services/resources			
Read health education information				Speak to others about the literacy program			
Read medicine labels				Get involved with a community issue			
Read recipes/shop for ingredients				Get a driver's license			
Share a book with children*/family				Prepare to vote (read Easy Voter Guide, register)/vote			
Help children with homework				Become a volunteer			
Interact with the school/with teachers				Pass the Citizenship Test			
Other goals in the family role:	Date Goal Set	Making Progress	Date Goal Met	Other goals in the community member role:	Date Goal Set	Making Progress	Date Goal Met



If the plan doesn't work,  
change the plan,  
not the goal.

[ourmindfullife.com](http://ourmindfullife.com)