

**TUTOR REFRESHER SERIES  
MODULE 4: SETTING GOALS WITH YOUR LEARNER**

**PROFILE #1 – ALVINA (example from the PowerPoint)**

- Although Alvina’s brothers and sisters went to school, she was kept home to help with the household chores. Now that her children are grown, she would like to learn to read and write.
- Alvina is a mother and a grandmother. She left her rural home when she was about 18 and worked as a live-in housekeeper for a city family. Since marrying, she has helped manage family-run businesses. She has four children and five grandchildren. The youngest, a two-year-old girl, is the apple of her eye. They spend a lot of time together.
- At the start of tutoring, Alvina recognized most alphabet letters and knew some of the sounds. She recognized some words on sight. She could use consonant letters to spell words when they were dictated and could sign her name. She knew the order of the alphabet; she had used alphabetical order to keep track of files in the family business.
- Alvina would like to be able to read a story to her youngest grandchild, and one day help the others with their homework. She loves cooking but wants to try new things and would need to be able to read a recipe to do that. She would also like to share her recipes with her family but is unable to write them out.
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Learning Objectives	Learning Goals	Evaluation method for goal
Improve Reading	Read to grandchildren	Can read the book(s) her grandchild likes
UNCLEAR – reading, writing, maybe math?	Help grandchildren with their homework	Need more information
Improve Reading	Read Recipes	Can read and cook successfully new recipes
Improve Writing	Write out her recipes to share with family and friends	Can write out a recipe of her own

Now let’s make each GOAL a SMART GOAL. *We’ve done the first goal for you, can you do the rest?*

GOAL	SPECIFIC	MEASURABLE	ATTAINABLE	REALISTIC	TIME
Write a recipe	Share her homemade shortbread recipe with her family	Yes – when it’s done it’s done.	Yes	Yes – it is a short recipe, with few ingredients or directions	Christmas of next year
Read Recipes					
Read to Grandchildren					

**PROFILE #2 – RAYMOND**

- Raymond was 15 when he left school, but he hadn't been going regularly. His parents' separation around that time was difficult for him.
- Raymond worked in construction until he had a disabling accident on the job. He wants to learn to read and write so he can upgrade his education and get a sit-down job.
- When his tutor writes down a story that Raymond dictates, he can read it back with little trouble. It is harder for him to read other stories, but he can manage if the topic is familiar. He uses the context to predict words, but he has difficulty using the letter cues. Often, he can predict words in passages, but not recognize them by themselves. At first, he was nervous about writing or spelling, but with encouragement, he started to spell words the way they sounded, and then to spell them from memory of how they looked.
- Raymond is sociable and is interested in the news. He likes the outdoors and animals.

Learning Objectives	Learning Goals	Evaluation method for goal

GOAL	SPECIFIC	MEASURABLE	ATTAINABLE	REALISTIC	TIME

**PROFILE #3 – HELEN**

- Helen attended a vocational high school. She’s working as a cook’s helper in a fast-food restaurant. Her work is quite routine, so she doesn’t have to read new information at work very often. However, she would like to improve her reading and writing so she can take some courses and advance in her work.
- Helen can read the menu from work and can read familiar recipes. Since starting tutoring, she has enjoyed reading stories that her tutor has helped her pick out.
- Helen sounds out words she doesn’t recognize, but sometimes the words she comes up with don’t make sense. Sometimes she can read a passage and recognize almost all of the words, but not understand what she has read.
- Helen has very neat handwriting and can spell many words correctly. She is reluctant to write about her own ideas.
- Helen lives at home and sometimes babysits for her older sister. She enjoys bowling.

Learning Objectives	Learning Goals	Evaluation method for goal

GOAL	SPECIFIC	MEASURABLE	ATTAINABLE	REALISTIC	TIME

**PROFILE #3 – CARL**

- Carl was suspended for the last two weeks of school when he was about 13. He found a job up north and has been working ever since. He’s worked in mining and construction and has run his own businesses. Most recently, he fixed and sold used appliances.
- Carl says he can read just about anything he has to, if he can take his time. He uses his background knowledge to figure out what something is about, even if he can’t get all of the words. He can often figure out a word from context, but he doesn’t know other strategies for identifying words that he can’t figure out that way. Even when Carl has trouble with the words, he can read something and remember most of what it is about.
- Carl says that spelling is his real problem. When asked to spell a word, he tries to remember what it looks like – you can see him try to see the word in his head. If he can’t remember the word, he doesn’t try to spell it. When encouraged to spell words the way they sound, Carl could do so. However, he had a hard time telling the difference between sounds. Because of his difficulty with spelling, Carl avoids writing.
- Carl tells a good story and is happy to share tips about fixing washing machines. He likes to keep up on the news – he watches it on T.V. and looks through the newspaper most days.

Learning Objectives	Learning Goals	Evaluation method for goal

GOAL	SPECIFIC	MEASURABLE	ATTAINABLE	REALISTIC	TIME





