

Goal Path Task-Tracking Sheets

LEARNER: _____ **GOAL:** _____

Competency E:
Manage Learning

Level 3

SELECTED TASK:

Embedded Skills & Knowledge	Notes
<p><i>Goal Setting and Planning</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Embraces the concept of goal-setting and the value of personal goals <input type="checkbox"/> Sets realistic goals for short timeframes (e.g., day, week, or month) <input type="checkbox"/> Prioritizes goals and sets realistic timelines for goal achievement <input type="checkbox"/> Identifies/plans out steps/activities to achieve short timeframe goals <input type="checkbox"/> Identifies markers that will show progress is being made <input type="checkbox"/> Identifies possible barriers to achieving short timeframe goals <input type="checkbox"/> Plans possible solutions for overcoming obstacles <input type="checkbox"/> Identifies LBS goal and goal path based on assessment of own skills, needs, interests and abilities <input type="checkbox"/> Participates in the development of a Learner Plan based on own identified goal and learning needs <input type="checkbox"/> Identifies with literacy staff, tasks that build toward goal achievement <input type="checkbox"/> Identifies with literacy staff, milestones that will show progress toward goal completion <input type="checkbox"/> Discusses the skills, knowledge and attitudes necessary for successful task completion 	

LEARNER PLAN: Building Capacity for Successful Task Completion

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- ☐ Participates in planning learning and selecting tasks related to the chosen goal path
- ☐ Identifies possible barriers to achieving LBS goal
- ☐ Adjusts goals, activities and timelines to address obstacles to achieving goals

Learning Strategies

- ☐ **Uses multiple sources of information (e.g., text, document, classmate, co-worker) to complete a task**
- ☐ **Implements a number of learning strategies:**
 - ☐ Arranges conditions when possible to support own preferred learning style
 - ☐ Sets study schedule
 - ☐ Makes notes from multiple sources
 - ☐ Seeks opportunities for practice
 - ☐ Focuses attention on the task at hand
 - ☐ Uses background knowledge and experience
 - ☐ Makes inferences/ “educated guesses”
 - ☐ Substitutes/paraphrases
 - ☐ Uses available tools (e.g., calendar, thesaurus, dictionary, etc.)
 - ☐ Finds/applies patterns
 - ☐ Uses graphic organizers
 - ☐ Collaborates with others
- ☐ **Shows increased ability to manage time; i.e., does the following consistently and on a regular basis:**
 - ☐ Keeps track of time
 - ☐ Maintains regular attendance
 - ☐ Maintains punctuality
 - ☐ Completes assignments within prescribed or agreed upon timeframes
 - ☐ Completes sequential tasks in proper order
 - ☐ Makes realistic estimates about time required to meet deadlines and/or to complete activities and tasks
 - ☐ Plans and organizes several tasks in advance for a week/month/semester
 - ☐ Anticipates possible problems that may affect time management and identify possible solutions
 - ☐ Understands how different criteria can affect planning and organization of tasks

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| <ul style="list-style-type: none"> <input type="checkbox"/> Prioritizes and organizes tasks according to particular criteria
 <input type="checkbox"/> Shows increased ability to identify and solve problems and make decisions in relation to learning; i.e., does the following consistently and on a regular basis: <ul style="list-style-type: none"> <input type="checkbox"/> Identifies problems and generate ideas about possible solutions/options <input type="checkbox"/> Seeks help when necessary <input type="checkbox"/> Breaks problems down into manageable parts <input type="checkbox"/> Transfers problem-solving skills from one situation to another <input type="checkbox"/> Makes a problem-solving decision and follows through
 <input type="checkbox"/> Clarifies, checks understanding and reinforces learning
 <input type="checkbox"/> Adapts to instructional approaches and learning materials that do not reflect preferred learning style
 <input type="checkbox"/> Evaluates the quality and usefulness of various resources for completion of tasks
 <input type="checkbox"/> Uses strategies to improve concentration and memory
 <input type="checkbox"/> Perseveres to complete tasks
 <input type="checkbox"/> Continues to increase capacity for reasoning and logic
 <input type="checkbox"/> Continues to increase capacity for critical thinking
 <input type="checkbox"/> Transfers knowledge from previous learning in order to complete a new task
 <i>Monitored Learning, Self-Reflection and Evaluation</i> <ul style="list-style-type: none"> <input type="checkbox"/> Shows increased ability to monitor learning, and engages in self-reflection and evaluation in relation to learning; i.e., does the following consistently and on a regular basis: <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates self-awareness of own learning strengths and weaknesses <input type="checkbox"/> Uses strategies for learning based on own identified preferred learning style | |
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- ☐ Engages in self-assessment, evaluation and self-reflection, for example:
 - ☐ Assess how well you have accomplished the learning task
 - ☐ Assess how well you have applied particular strategies
 - ☐ Decide how effective the strategies were in helping you accomplish the task
 - ☐ Determine how prepared you are to move on to the next task
- ☐ Evaluates own performance using established criteria and tools (e.g., rubrics, checklists)
- ☐ Monitors continuous improvement of performance
- ☐ Tracks ongoing progress toward goal completion
- ☐ Readily accepts praise for own work
- ☐ Readily receives constructive criticism
- ☐ Identifies ways to improve quality and performance
- ☐ Readily offers constructive criticism of own work
- ☐ Reports a family member, friend, co-worker, or supervisor noticing an improvement in his/her skill
- ☐ Reports a successful application of newly-acquired skills in a context outside of LBS
- ☐ Reports greater confidence in own skills

Attitudes

- ☐ **Demonstrates positive attitude to learning; sustains motivation**
- ☐ **Demonstrates ability to do the following on a more frequent to regular basis:**
 - ☐ work independently
 - ☐ assume responsibility for own work
 - ☐ try new learning challenges and assignments
 - ☐ take initiative in learning
 - ☐ take risks in learning situations
 - ☐ be concerned about quality
 - ☐ persist and follow through
 - ☐ commit to the task at hand
 - ☐ adapt to change