<u>Learner Progress Questions and Answers</u>

A.   Holly DiLoreto, Coordinator, Adult Upgrading, St. Clair College (written and recorded)

B.   Jill Slemon **School Delivery Model at Centre for Lifelong Learning, London District Catholic School Board (written only) (see last page for description of this organization)**

> **Blue Font – Manager Responses - Lifelong Learning, London District Catholic School Board**

> **Green Font – LBS Practitioner Responses - Lifelong Learning, London District Catholic School Board**

 C. Susan White, Bruce Peninsula Adult Learning Centre and Owen Sound Adult Learning Centre (community-based)   (written and recorded)

D. Normand Savoie, – L'ABC Communautaire (French community-based program in Welland) (written only)

E. Robyn Cook-Ritchie, Grand Erie Learning Alternatives, Brantford (School Board) (written only)

F. Lorraine Beaudoin – Recorded only.

G. Shirley Henley, DSB of Niagara – Niagara Adult Literacy for the Deaf – Recorded only.

1. On average, how long is a learner in your program before they complete a milestone?

A. The average time for completion of the first milestone is within the first 2-3 weeks of the program. Milestones are built into both our orientation program and the initial workshops that we offer during the first two weeks of programming – i.e. we do a Goal Setting workshop and then milestone # 58 or 59
RECORDED: Generally speaking when a new learner comes in they participate in orientation as well Generally they do 2-3 milestones in first few weeks.

B. Manager (from CaMS binder): From 2014-2015 binder, the documents indicate that it takes anywhere from 12-15 days to complete the work and tasks to write a milestone.

Teacher: Students will complete their first milestone with me within the first 2 weeks.

I spend the first couple of days getting to know the learner, building a rapport, and getting them comfortable with the school policy and the workload. After they have an understanding of the program and I have a gauge of their abilities, I will start preparing them for their first milestone. I carefully select a milestone based on the learner and their needs. When Learners start the program, they often lack confidence and feel "stupid." For this reason, it is important to start them with a milestone they will be successful in. I want to help build their confidence.

C. Three to four weeks- By this time the registration is done, assessment (usually CAMERA) and learning plan are done and signed, learning activities are started and I get a feeling if they are going to stick with the program. Then the get their first milestone and go into CaMS.

D. **Roughly it takes approximately one month to complete a milestone.**
E. 4-8 weeks for a regular learner, 1-2 weeks for a boutique program

F. **Lorraine Beaudoin – Depends on the learner, but I would estimate about a month or two.**

2.   How do you prepare a learner for doing a milestone?

A. *WE HAVE NO LEVEL ONE LEARNERS.*

We ensure that all of our faculty understands the importance of milestones and the role they play within our academic programming we well as how to administer them – we also train our staff on the concept of evaluation and the role it plays in goal attainment

-faculty ensure that all learners understand the concept of milestones as they explain our evaluation process to the learners – milestones are built into our comprehensive evaluation system

-faculty explain to learners that milestones are tied to the development of specific competencies and will be administered when learners have acquired the necessary skills and knowledge to support that competency

-specific milestones are built into individual learner plans so that learners are aware of the skill set required as well as when they should expect a milestone

-learners remain unaware of specific milestone content and milestones act as a demonstration of transferrable skills within our evaluation system

==RECORDED== **Holly**. What we do initially—we trained all of our staff—because we have an extensive evaluation process in place. We train them on what milestones are and how they fit into the learning plan. During orientation our faculty teaches the

learners right up front about the purpose of evaluation and milestones are built right in. The reasons for milestones are explained. We have formative and summative assessments. All of our 39 milestones are built into individual learner plans, so learners are prepared with the appropriate skill sets, before they come to a milestone, and when they can expect when the milestone will occur. They are unaware of milestone content. We use milestones for demonstration of transferrable skills.

B. a) TEACHER TRAINING PRE-INDUCTION OF MILESTONES (when possible)

Manager: Teacher training/preparation. We did the following in P.D. session (took whole day – i.e., from 9-3 – we stayed 1 hour later discussing the day – unpaid – there was absolutely no requirement placed upon them to stay)

Learner Posters – 16x24 posted on 4 walls of a classroom

With Learners' Name on each poster Goal, Milestone(s), Key Tasks, Culminating, Predicted Date of Graduation (PDG)-or Timeline

Teacher filled in the red items (Manager was scribe). Teachers used the OALCF materials to discuss/come to consensus, tell Manager what to write on each poster.

Some may begin to see the patterns (look at the goal, learner level, needs) and begin to group according to level, competency, needs (this is what a manager wants to see, if not prompt)

Milestone mapping (1:30 – 3:15)

With posters and OALCF materials still available, create milestone mapping (with substitutions, if available) according to goal path. Manager creates small 8x11 forms personalized to teacher.

Create 11x17 posters with the descriptors (not the numbers) for each competency and level for goal paths and post in class for learners and teachers. Teachers teach content and mirrored or parallel task. They then deliver the milestone but only when the learner feels he/she is ready.

b) Teacher In-Class Preparation

Teacher: It is important for instructors to remember, that we are not giving Learners Milestones for the sole purpose of impressing MTCU. We are giving students milestones as a marker of their abilities in a certain competency. The milestones given are chosen for the Learner because they need to understand that

concept in order to be successful in their life. Therefore, I spend time helping Learners develop a new concept important for their goal path. The Learner and I will work together developing the new skill, I will explain the material in a way that is effective for the individual, give the Learner practice work/tasks, and mark the practice work and tasks with the Learner. Once the Learner demonstrates they understand and are able to apply the material, I will give them the milestone.

C. Prior to completing an assigned milestone, learners work on activities that are related to the milestone. If I have assessed that they have a need for upgrading their writing skills, for example, I enter an appropriate milestone (18-26) into CaMS and have them working on writing activities.

RECORDED: I take a look at everybody's present set of skills and make their learning plan accordingly. If I notice they need upgrading in a certain area, I will chose a milestone that will relate to that area. We do a lot of essay writing, Work Write series, Aztec program (online) for upgrading. I pick a milestone that I know they are going to succeed in, because I want them to feel successful right away, which increases their confidence.

D. homework, learning activities, preparatory tasks

E. The learners are made aware at intake that they will complete a variety of ongoing assessment activities to help them understand the progress they are making and that milestones are one type of assessment they will be completing.

F. We have students who are preparing for post-secondary, we have a curriculum on site that is called "blackboard'. The milestone is embedded. They would work with the teacher in advance to prepare for this.

G. Shirley – First we teach the skills that are embedded in the task. The learner plan is detailed. We wait until they are successful in the activities before we even attempt the milestones. We try to use similar wording and format as milestones.

3. Do you have learners in level one that complete milestones? What do you find are the best milestones for lower level learners? What make them good milestones?

A. We don't have level one learners in our programming so are not using those milestones

B. Yes

What do you find are best milestones for learners working generally across level 1

competencies?

B. Manager – From CaMS Binder –CaMS Binder (2014). Top three milestones used with learners working at Level 1: (a) Digital Technology – 15 entries, (b) Manage money – 11 entries, and (c) Engage with others (not levelled) – 10 entries.

Teacher: Typically, I start the learners with a Digital Technology Milestone Level 1, by getting them to login to the course website and/or by creating an email. Because we are moving towards having more online resources and because of the growing demand of technology literacy, I feel this is an important place to start. Once students login to the course website, I ask them to complete the online math surveys which further helps me develop their learning plan. If a student gets anxiety from using a computer, I will not likely start the learner with this milestone. It is important to help the Learners start off feeling successful and gaining confidence. For this reason, I pick milestones, which I feel the learner will successfully complete. Another great starting Milestone is Engaging with Others Unlevelled Milestone 60. This allows students to work together, share ideas and start building relationships with other students. Teamwork and cooperative learning is pivotal for future achievements.

I feel Milestone 54 and 60 [Digital Technology and Engage with Others, respectively] are great starting milestones for Level 1 (and all) Learners. Technology will embed itself in the lives of all our students, whether it is to apply to jobs, communicate with peers, research material, or learn new skills, a basic understanding of technology is crucial. Another great starting milestone is milestone 60 [Engage with Others]. When students arrive in the classroom, they don't know the other students and often feel overwhelmed and nervous. Having a friend in the program makes learning more enjoyable and ultimately helps attendance. Engaging with others is a skill every worker looks for in an employee. Engaging with others is important for motivation, accelerated learning, improved efficiency, and better interpersonal skills.

I do like the Level 1 milestones. I find them very practical for each Learner. Competency A: Find and Use Information Level 1: tests the Learners' ability to read and understand advertisements/posters. Everyone will encounter a poster or advertisement which is why this is an important skill.

Competency B: Communicate Information Level 1: This milestone tests the Learner ability to communicate with others. It is important for Learners to be able to express themselves effectively. Again, this is another very practical milestone.

Competency C: Understand and Use Numbers Level 1: These math level 1 milestones are important skills for our learners. It is imperative that they know how to price compare, and calculate their change from a purchase. If they lack this ability, they may easily be taken advantage of. Many of our Learners require greater amounts of

assistance to be successful in Competency C compare to any other Competency.

Competency D and F: Briefly discussed above

Competency E: Engage with Others: This competency, is one that many students avoid in their daily life. Many of our Learns are not reflective and avoid constructing realistic goal paths. This however, may be the most important skill for our students. It is important that they are able to set realistic goals, develop a plan to tackle these goals, and the most challenging part of all, creating the self-control, keeping themselves motivated, and on task.

C. Yes, learners in level one complete milestones.

Most Easy:
27,28 (complete a simple form and to do list) – most people do this kind of task often
54, 55 (log in to an account and internet search) - common, frequently done activity

A Little Tougher:
1, 2 (read to extract details) it is familiar material. I like these ones as they are similar to some of the things they do in the Camera Assessment so I think these feel comfortable for most people.
8, 9 (locating details and interpreting symbols on a document) Familiar material, easy to read documents.
15 (Provide directions to a destination and describe a familiar process) Spoken activity.
18 ,19, 20 (Write brief texts to express thanks and make a request) Once again, these tasks are done by most people in daily living.

(RECORDED) Yes we do have Level 1 learners and I have some of my "go-to" milestones for them—some will find speaking easy and for others it is more difficult. I like 27 and 28 so that is complete a simple form and a to-do list—I find that a lot of people do these things on a regular basis. 54 – log into an account and 55—doing a postal code look up is a good one to get success for your learners. Also #1 and #2, this is similar to what we do with them on the initial assessment so it seems a comfortable route to go. #8 and #9 – familiar for most people and the documents are clear and easy to read. #15 – providing directions to a destination—for most people it is fairly easy. 18, 19, 20:

People write notes, it doesn't have to be perfect but usually they can get their point across.

(Jane mentioned the portal – has examples of completing a simple form, a to-do list, writing short notes.

D. Yes, but they are mostly oral tasks. We believe that oral tasks rather than written tasks are more suited for level 1 learners. The learners are able to explain and demonstrate without having to write down the answers.

E. Yes.

Some common milestones that are selected:

- Milestone 1 or 2 (depending on goal path)- little text to read through and simple searching/locating information
- Milestone 8 or 9 (depending on goal path)- little text to read through and simple searching/locating information
- Milestone 15 – oral communication focus
- Milestone 27- using information they are familiar with
- Milestone 36- lots of flexibility
- Milestone 54

F. Lorraine – We have level 3 learners—no level one.

G. Shirley –

We have a lot of level ones and learners with LD/ special needs. There are certain milestones (54) that we use regularly—log into user account. They can log into Facebook, Twitter, Dictionary.com, typing, grammar, lots of websites. etc. Milestone (36—we had a co-op student who was an artist so had her work with them in different mediums. Easy to individualize. (15) directions/instructions. Day to day instruction. Dictate to our students and have them answer that way.

4. What kinds of learning activities do you report with EOIS-CaMS?

A. All learners participate in both formative and summative evaluations and we enter this data into CaMS as the learning activities

RECORDED: Up to this point we haven't been putting a lot of learning activities into CaMS. We have our learner activities laid out in our learner plans. All evaluations are going into their paper file, so what we are trying to look at now is implementing the assessments right into the learning activities in CaMS but we haven't gotten to that point yet.

B. In the first few years, teachers reported every learning activity they completed with learners and we entered them weekly. After speaking with our consultant, we changed the process so that only the mirrored and actual milestones were entered for learners into EOIS-CaMS Applications. Each week, I should get two attachments from the LBS practitioners documenting learner progress (a) the learning activities form and (b) with the accompanying milestone and/or culminating task form. If a learner completes more than 1 set of tasks/milestones that week, they are asked to group them together on the form. That way, we do not have to enter and exit the Applications learner data base more than one time (the counsellor submitting referrals form follows the same practice). Prior to entry, we check for clerical errors.

C. Communications for employment and communications for further education and training are the main two and learning for self-advocacy for the folks on the independence goal path
RECORDED: This IS A TOUGH question for me because what I do in CaMS, I keep adding a new milestone to keep their cases active. As soon as they finish one I add another according to their Learner Plan where I record their progress and see what their next steps are.

D. **Numeracy, reading, writing and computing activities are reported into CaMS.**

E. We typically report "big ticket" learning activities or groups of activities as an entry into CaMS.

F. Recorded: I have to agree with Susan and with her answer. The learner profile contains tasks. Reinforces what the learner activities are (hard to hear).

G. Shirley – We look at learning activities and try to complete these every 6 weeks. We use small pieces of the task for our learning activities and go over some of the skills there.

(Heather Robinet wrote what she does with her learning activities. Questions will be answered at the end)

We have some programs that are struggling, Shirley. If you have a lot of learners do it for the ones who aren't completing the milestones or competencies at that level. Holly agrees with Heather. Problems with level ones…it is time consuming but it is about the only way you can show they are progressing.

*5. **What training do you or your network provide to staff on learner progress?***

A. We have regular staff training internally to work through learner progress goals and the administration of tools to document/assess progress

-we have developed a detailed evaluation process that includes learning evaluation as well as learning transference – a wide range of custom built tools are available to our staff to assist them in their evaluation and to provide consistency amongst faculty in their assessments

-we have a learning technologist (LT) available to all staff to assist with learner assessment and to track and review individual learner progress

-our network provides us with various training and assists us by sharing resources
RECORDED: Discuss individual students at our staff meetings, really help us keep on track with learner progress. Our network provides us with a lot of training and they also assist us by allowing us to share resources with other folks.

The LT speaks with each student with respect to which level they are assessed at. She is involved throughout the learners' progress.

B.

1. When Family Day was introduced in Ontario, I created full-day Literacy and Basic Skills P.D.s funded by OW off-campus. Morning: MTCU's vision and CFLL Business Plan. Afternoon: Teacher Tasks and Time to Discuss Learner Progress/Their Personal Progress (AQ progress and so forth).

2. **Centre for Lifelong Learning, LDCSB:** End of every module, Jim Martin, our principal, delivers a staff meeting to give us updates. This year, LBS trained ESL and credit teachers in online teaching/assessment. Sharing and collaboration among teachers in different departments is the goal.

Departments then meet separately for the afternoon (part-time people attend the 2.5 hours and full-time for 5 hours). These school/department meetings occur 5 times a year.

3. **(Future Manager Training) Succession Manual** – Model used at CFLL, manuals, etc. When manager changes procedure, they will know where to start.

C. Quill Learning Network has developed a collection of task based activities and has grouped them according to level, goal path and stream. We have received training on using the portal and designing activities.

SUSAN recorded: From a network point of view, QUILL, our network, developed the portal, so that is fabulous and we use that a lot. So many good activities that help precede milestones. On an individual site basis we are going to start in Sept. more of a case management format to deal with certain more challenging learners. Everyone

D. Our staff received training on that matter in May 2014 in Sudbury. The training was provided by la COFA (provincial network).

E. New staff would have been given an overview based on the plethora of training materials available on EOPG etc. We discuss learner progress on an ongoing basis as we review the data from CaMS.

F. Lorraine – recorded: I belong to LLN, and they provide us with regular training that corresponds with the needs at the time. The college sector provides manager meetings monthly (audio-conference).

G. Shirley – recorded: (again, her voice kicks in and out so can only capture what I hear).

Regular staff meetings. May discuss CT or milestones, and share what we can do to help learners to be more successful.

LNN – network provides training.

Lead instructor – available to work one-on-one with an instructor as needed.

6. What supports does your network/LSP or support organization give you in meeting learner progress requirements?

A. They provide us with shared resources and the opportunity to network with other organizations through shared meetings

RECORDED: We get great support from our network, and CSC. The biggest thing is the shared resources, and the opportunity to network with other agencies in our communities—all sectors.

B. They provide resources, the innovation fund helps us to develop and test curriculum. Overall, though, it is up to our teachers to promote learning requirements and the students to participate in identify what is needed at their stage(s) of learning.

C. Debera Flynn from Quill passes on to us many resources to support us in meeting learner progress requirements. For example:

- Getting the Job Done – Preparing to write the Certificate of Qualification for five skilled trades available at: www.nothernliteracy.ca

- Ontario's Pathways to Post-Secondary Education for Adult Learners -
  http://www.lindr.on.ca/pathways.htm
- Careers in the Marine Industry -
  https://www.youtube.com/watch?v=AESFpSidxx0&feature=youtu.be

She also lets us know about pertinent upcoming training.
RECORDED: We have great support from Deb Flynn who passes on tons of resources, upcoming training (see above). She always asks what we need and tries to give us great training and resources.

D. Learner's progress is address at every LSP and Common Frontline meeting.

E. Ongoing discussion at LSPs.

F. RECORDED: Lorraine – LLN provides us with lots of supports, answers questions.

G. RECORDED: Our network provides training. Our area has a common frontline focus group which is made up of instructors, who discuss at their level what they can do to improve our stats.

7. *What would you say are the best practices for learners to show progress within EOIS-CaMS?*

A. First and foremost would be the education of staff and learners on the role and value of milestones and evaluation – it is important to introduce the concepts early and work to ensure that students participate in a milestone shortly after they begin

-building milestones into the individual learner plans and continued monitoring of progress of each individual student – it is important to know if learners are not completing milestones and to investigate the reasons why this is so – this allows us to further plan for students who are having difficulty progressing for whatever reason – it is important to look at the Inactive Case report

-having regular progress meetings to assess how individual learners are doing with respect to progress and share ideas as to how to assist them

-keeping things consistent among different instructors allows for us to be fair and open when it comes to learner progress – learners need to know that they can always expect equitable treatment regardless of the instructor – our system of learner evaluation is crucial to learner progress

-always exploring "future goals" and encouraging learners to look ahead to what they want to accomplish – this helps us maintain motivation so that learners wish to progress – we also ensure that learners are a part of the college community and interacting with post-secondary students as this is the long term goal for most of them

B. Manager: Learners-attend daily, participate fully, enter any milestones achieved weekly on digital training plan (CFLL-created learner plans), usually require immediate feedback about progress, teachers should constantly have learners compare the work they produced on Day 1 and compare it with work they are currently doing.

Teachers – Teachers need to value what they are doing (their profession) and to own the work. Some teachers see the milestones as added work. Our teachers presented it as being learner-centred: that MTCU had created a series of tasks for them because MTCU – like their teachers – were concerned about how well they did. Some teachers, on the other hand, will tell learners that they "Have To" do these tasks because "the manager told them so".

Positive approaches by engaged teachers helped learners to approach tasks positively and themselves become engaged.

RECORDED: One thing works well for us is to make sure the learner understands how we show progress—introduce the concept of milestones early. We want them to get used to doing them. Build milestones into their plan—the learners have a copy of their plan. Faculty are constantly redoing the plan. Students know what the expectations are, what skill sets they need to develop before doing the milestone. Staff meetings look at our inactive students—who are achieving, who aren't. Make sure we are consistent with all of the students. Spend a lot of time reinforcing future goals—selling the concept of completing milestones—stepping stones towards their goal.

C.   - regular attendance
     -good relationship with facilitator
     -frequent review and update of learning plan
     -reinforce the gains they are making –help them stay on track and motivated
     -do regular milestones – about every four to six weeks
     -have at least one milestone complete before they are entered into CaMS

RECORDED: I wasn't sure how to attack this question but here we go…so many things that can help learners show progress (continued motivation added to list above). Review the LP every 3 months at a minimum. Review all the activities, make sure they are happy with the kinds of activities, and will change it up if it is not working for them. Reinforce the gains they are making.

We make sure they have a milestone done and that is when we put them in and have a base line and then we can show progress.

D. A written test is administered after every learning activity to verify the level of comprehension. Once a set of activities is completed within a level it's entered into CaMS as progress. Tasks are also a sign of progress.

E. A milestone every 6-12 weeks and a big ticket learning activity every 1-3 weeks. That is our basic rule of thumb for how much we aim to enter in CaMS. This is obviously just a small portion of what a learner does to show progress overall.

F. Lorraine – I check my CaMS report monthly to see where to improve, etc.

G. recorded: In the last year or so the best things we have been able to do, especially with special needs people—is to keep our learner plans individualized and fluid. That means we have small groups of people which is helpful to track progress daily and we give them lots of TB Learning activities, so they are prepared. Ensure lessons have more than one learning style in them.

8. What do you do when a learner unsuccessfully completes a milestone?

A. We insist that learners demonstrate the types of skills required for success on a milestone before the milestone is given

– being unsuccessful on a milestone is very difficult for learners and we work with them to identify the cause of the problem - was it a lack of skill/knowledge, was the learner experiencing another barrier to the milestone etc.

-we also do a comparison with respect to other learners completing the milestone – is there a problem with the milestone – are many learners having difficulty and why is this so?

-the milestone is a way for us to measure transference and if learners are unsuccessful we may need to develop methods to better support the milestone

-finally we work with the learner to develop a plan for future success

B. Manager: Guidance suggests that learners in LBS don't attempt a milestone if they (a) have colds/feel ill, (b) just had a fight with a sig. other, family member, (c) are overly-anxious that day, or (d) left glasses or any other aids at home. Concentration is important to successful completion.

RECORDED: Ensure the learner has the skill set they need to be successful. If unsuccessful, we try to determine why – lack of skill, another barrier to the milestone— were other learners also unsuccessful in that milestone and why. That little bit of investigation helps us. Learner knows they will have another chance to do that milestone.

C. I tell them they missed it by one or two questions but it is no big deal. They can try it again in a couple of weeks.

RECORDED: We try not to let that happen! If they do, I say "you just missed it by one question—no big deal, you can try again in a few weeks".

D. We give him more learning activities related to the difficulty encountered in the task in order for him to get ready next time.

E. We record the unsuccessful milestone appropriately on the LPT and in CaMS. We assure the learner that it is just one part of the assessment and that they will be able to attempt the milestone again when they are ready. This rarely happens because we don't typically administer a milestone unless we are confident that a learner has the skills to be successful completing it.

F. Lorraine – RECORDED   I have the teacher work with them, show them where they went wrong, try to correct it so they are successful next time.

(Discussion re some milestones not working for anybody---what should we do with that info?)

9. Do you identify upcoming milestones on the learning plan? Why or why not? If yes, how?

A. as stated earlier, we have the milestones built into our learning plan

-we don't want things to be a "surprise" – milestones are a part of our evaluation system and are treated as such – learners should always be aware of what is expected of them so that they are learning in an open environment, always aware of the direction in which they are moving

RECORDED: As above.

B. Manager: We tried that at the beginning. Our learners became impatient with us because they couldn't understand why we were planning so far in advance. With groups working in lower levels across the board, we try to keep the learning goals very immediate (like what we will do today and tomorrow). As they move into higher conceptual levels, though, they start to think about planning.

Teacher: Originally, I was tracking the next step on the Learning Plan. It is helpful to keep a direction in mind and to keep Learners aware of their next steps. In reality I often deviate from what was originally planned when new information arises. A Learner Plan is a "living, breathing document" it is constantly changing and evolving with the Learner. I am now tracking the next step on a Numeracy and Literacy tracking sheet. This is a more understandable language for the learners. For example: I would break writing essay into bite-sized steps: writing words, writing point form, writing a simple sentence, writing complex sentence, writing multiple sentences, writing a single paragraph, writing multiple paragraphs ... etc. As the learner develops

their skill sets and is prepared I give them a milestone. I feel in the LBS program, I am not teaching students how to complete a milestone, I am teaching life skills and I test their development of these life skills with milestones.

C. I have the milestones identified on a card that I keep on the front page of their file with milestones done and dates completed. That way I can easily see when and what a person needs to do next. I don't like to have dig out the learning plan to find the milestone history – I want it right in front of me for easy access.
The learner has their learning activities outlined on their plan, which is what they need to know.

D. Yes, we do it depending on their goals and what they want to achieve.

E. We endeavour to have 1-2 upcoming milestones on the learning plan that the learner is aware of. If the learner is in involved in one of our boutique programs then all of the milestones are usually pre-selected.

F. RECORDED. Lorraine – We would identify on learner plan. I enter it into CaMS, ensuring the milestone is in the file so the student knows it needs to be done.

G. Shirley – we identify on learner plan.

10. What data/reports to you use to manage agency performance in regards to learner progress? How do you use them?

A. We use a variety of data/reports in staff meetings to address concerns and propose solutions

-we use the Inactive Case Report, Individual Service Plans, Detailed Service Quality Report (#64) as well as our own grade data, learner plans and customer feedback

RECORDED: Team meets and look at Learner Progress, how to improve, individual students we need to meet with, using this data, so we can focus in on the learners. Example: Poor attendance learner—meet with student, to see what the issues are.

B.

A. Submission Forms/Teacher Forms

School-created (CFLL) and pre-formatted (CaMS) reports are used.

Teachers

"Milestone Tracker" electronic or hard copy that is updated weekly and shared with teachers having shared students. One posts a milestone tracker on the private teacher

bulletin board.

Administration

Weekly data entry using the Tabs created in Binder: (a) activities, (b) Assessments, (c) Exits, (d) Follow-Ups,(e) Referrals, and (f) Other. Everything item submitted is checked off (once the Outcome is entered and saved). A to Z tabs are for each learner registering with us.

Each form is checked, dated, and filed in the CaMS binder for the current year. If people still clients, we highlight them (not on CaMS). When they are activated, we go back to our CaMS binder, pull the Activities, milestones, referral pages, etc. and enter highlighted rows. Prior to closing out the file, we double-check and change the goal if required.

Errors-When received, manager checks for errors and if sees, alerts data person not to enter certain sections until clarified with instructor. A new document is forwarded with corrections or I will write the correction with the comment that it was teacher error, sign and date the document. Teachers may also need to modify their milestone trackers and share the corrected information with the teachers who shared the learners. It's a great deal of work.

Checking Reports

Mostly I do data entry and data checking, so don't have time to do a lot of checking of the reports. The one thing I do check though, is the activity reports that are posted immediately after data entry. Business plan and quarterlies-look at province numbers and Western Ontario (as well as last year's numbers).

Weekly, usually the Activity report to see if the new data is entered properly. SQS when it is posted, and provincial reports and last year's numbers when time to set business plan(s). Tend to compare with Western Ontario and Ontario. Not overly concerned about numbers unless I see strange patterns.

Non-Reports

I've found that I don't enter many of the students I assess at intake into CaMS because they do not show. This affects learner served size (in LBS-IMS, they went in as soon as the training plans were completed and learners registered). We get a large drop-off for a number of reasons and so I try keep a digital log of those assessed by Quarters so that I can discuss this with our consultant.

C. I look at report 64 to see how the actual % compares to the target %.

D. **Report 64 every month.**

E. We use report 64 monthly to determine the number and percentage of learners who have completed at least one milestone.

Report 32 is great to see gaps of uncompleted milestones. It is also great to sort and see which milestones you are using most frequently etc.

F. RECORDED Lorraine -- Use inactive report, look at monthly. Case activity report (61). Look at # of hours spent with each student, and our main campus in Sudbury who collects data. Look at inactive, which files are closed, how close to meeting target.

G. SHIRLEY recorded – We use inactive cases. Lead instructor emails monthly to all instructors so they know who is inactive, to see if it is attendance, not being successful in learning activities. We pass around the QSAR to see what we need to work on.

11. What final comments or advice would you give other agencies planning to improve their Learner Progress numbers?

A. Develop an evaluation system and build milestones right into it

-milestones alone cannot fully assess the competencies, they need to be a small part of an overall competency assessment as strong evaluation systems lead to success in the goal path – most of our learners have a post-secondary or apprenticeship goal and our plan is helping to ensure success beyond LBS

RECORDED: Keep learners focused on their goal, keep them motivated. We do a lot of celebrations here…if a student gets a goal, it is encouraging to share their success. We have ACE, and if students get accepted, there is a lot of celebration. Learners just starting with us see other learners heading off to post-secondary. One of our past successful learners wants to come in and speak to our learners.

B. Manager: Organization/ continual updating, meeting with teachers/learners. Creating systems that will connect with the Desire2Learn Ontario provincial program. Connect with consultants, learners, administration. Expectation that teachers will also continue to upgrade skills, provide various workshops through year external to the school (Bridges out of Poverty, etc.).

Celebrate Success by having a special final day in class. It is a very big deal for students to have had the courage to stay for one module of classes (let alone one day).

C. Focus on the learner needs, choose milestones and activities accordingly, and start at a level where you know they will experience success. If they experience success, the learners feel confident and really love doing milestones.

RECORDED: #9 – No I don't. I identify milestones separately, and dates they did it on file. Tells me when to start working to get ready for that. Learning Activities are identified.

#10 – Report 64 to see how actual % is compared to target %.

#11 – Have to put the pencil and paper down and look at our learner in the eye. Start listening I think that is what people need the most. Be careful about how your face looks, your words are, just give them your most genuine presence. Other than that, I try to focus on their upgrading needs and choose milestones and activities accordingly, and start at a level that they will experience success. Builds confidence and then they like doing the milestones.

D. Always revise our doing things. There is no one size fits all. Every learner has different needs that have to be addressed differently in order to be effective.

E. Be strategic at the beginning of the fiscal year. Remember that the milestone count does not carry over with the carry over learners. A learner needs to complete a milestone in the current reporting period (read fiscal year) for it to count.

F. Have contact with learners at a regular basis so we can get to know each other. LLN staff forwards info to us re activities/events taking place in our area. I print it off and post it. If a certain student is looking for a job, I pass the info onto them. Job Fairs. Know the students you work with and keep their best interests at heart.

G. SHIRLEY RECORDED:

There are a few things that have been helpful. Use the learner plan that is user friendly. Instructors like to look at learner files and review weekly with learners…fluid document…adjust as needed, staying on top of that. Everything we do impacts learner progress.

The following are some Q&A at end of recording session:

Q. We are being asked to show further progress, not just completing a single milestone. Most of our learners are headed off to secondary credit. Schoolboard program—we need to show through CaMS, not just through learner plans. Are your programs consistently showing progression from level one through upper levels?

A. Susan responds—Yes, I try for that. I look at their area of most need, and try to plan a map of a few milestones that would make sense according to their skills and goal. Try and start with a level one, and when I know they are ready go on to level 2 within the same task group. I don't do level 2 to level 3.

A. Holly-we show progression in the same way. We are level 2 & 3, so our milestones do show that progression. Because we have ACE, we have milestones that are more difficult Level 3, that are assigned inside the ACE courses, so we do show that progression all the way through CaMS.

Q. We use volunteer tutors and small group classes-any suggestions on how to get our volunteers to use milestones more frequently?

A. Susan – We usually give the milestones ourselves.

A. Shirley – same.

A. Tutors can't see milestones in advance.

Q. What other tools are people using to demonstrate progress?

Holly-we spend a lot of time over the years – quite a collection of tools that measure entire competencies—those are our formative/summative assessment we use. A milestone is just a snapshot. It doesn't mean that the learner is competent in that area.

Q – Is it possible to share those tools?

A – We've had issues in the past in the integrity of using them correctly, and ours are levels 2-3. Our tools take quite a while to develop. We used to share more often, but found the integrity has been compromised. We would share some older ones we are no longer using. The tools are not specific to the college sector.

Heather – a lot of agencies are still teaching to the milestone, so you still need to ensure that the learner can perform all skill sets of that competency and level.

Jane – The portal is something you could be using to build skills and show progression.

Susan White has a comment – Bridges Out of Poverty training…learned how important it is to help our learners focus on future stories, because that's not something they grow up with. So goal setting, celebrating successes—that is important. TED talk about drawing future stories. If you can put an idea into a drawing, it helps a person realize that goal even further. Perhaps I can send the TED talk to all of you after this is over.

CULMINATING TASKS

Jill Slemon, London District Catholic School Board

How do you prepare for CT?

B. Manager: Teaching to the test is important in this sort of system. My hope is that the OALCF would communicate the key concepts a learner must know in order to write and pass the culminating task (as well as the studying and time management skills required for success. A mirrored task should be first administered to determine readiness (but not until the learner felt ready to attempt the task and the teacher was certain the outcome would be likely be successful).

Teacher: I break down what is tested on the culminating, and review these concepts with the Learners. What is tested on the Culminating is not new material for the learner, but they do need a refresher of this material since they are tested on multiple competencies at once. After reviewing the material, we spend some time on the areas they struggled the most with. After reviewing and more practicing, I provide them with a Mock Culminating Task. Review their attempt with the Learner and if necessary, review difficult concepts again before administrating the culminating task. I have only had 2 students complete the culminating task, I feel that this answer will develop and grow as more students complete the task. All our students are unique, and have a preferred learning style. I would try to tailor their preparation in the style they find most effective. But I would always give them a mock culminating test, allowing them to anticipate what will be tested and lower their anxiety.

In what ways can learners at low level 1 show success?
B. Teacher: I see success in our students every day. Attending classes on time, establishing routines, using class time effectively are all important skills that many of our Learns lack before entering the program. Completing homework, trying new concepts, studying, showing growth and progress no matter how low of a starting level all are means to demonstrate success. For some students, we spend weeks learning how to add, but each day, I see a little more improvement. It's important to accept and understand that everyone learns differently and at different rates, and it is our job as educators to help facilitate the knowledge to our students in a way that is effective and meaningful for them.

At what levels do learners start doing CTs?
B. Teacher: I will not have a learner complete a CT until they are a level 3. I feel they need to be a level 3 in most competencies to be successful completing a CT. Writing answers in full sentences and showing their step-by-step solution is not required in the milestones, which ultimately make the CT more challenging.

In your experience, how likely is it for Lev 1 learners to complete a culminating?
B. Teacher: I have never provided a level 1 learner with a CT, I do not want to overwhelm my students and set them up for failure. Knowing my students, if I gave a level 1 learner a CT, they would not even attempt to answer the majority of the questions.

What factors influence success?
B. Teacher: Student success can be influenced by the following factors: self-confidence, the right time in a students' life, proper help and guidance, positive relationships with instructors and peers, breaking learning into to steps making it more tangible and less overwhelming.

What comments or advice would you give other agencies planning to improve their completion of Goal Path numbers?
B. Manager: Establish a process that will ensure success and support the learner. We have an 8.5 week module. If the learner is going to exit that module, he/she should attempt the test at the beginning of the term. If not successful, then they could rewrite end of term while re-learning the material. All of this would have to be discussed with them during the midterm and final appraisals in the earlier module so that they started to think about the transition. (In other words, lots of preparation and reminders-we also have a parallel task although the data and writing task will differ.)

Teacher: It is most important to help learners build self-confidence, if they feel they cannot be successful, why would they try? I think it is very important to build a strong relationship with your students and to make the classroom a place students want to be. I would also suggest making the learning relevant for students. Provide them with tasks that are meaningful to them. We have found that learners do not like work that is not directly related to their needs.

Model at LDCSB

One site (classroom), 1 full-time teacher (25 hours), 1 part-time teacher (12.5 hours), 1 volunteer (will attend larger classes), 1 manager, 1 office manager

Roles and Responsibilities

LBS facilitators – facilitators, weekly submission of CaMS data, complete intake training plans into a learner plan, data entry done on own time (unpaid)

Manager – organizes program, attends meetings, offers to participate in sub-groups as needed, fact-checking of all documents

Guidance Counsellor (same person as manager)- Intake, creation of digital client initial training plan, credential assessment, referrals, creation of weekly CaMS referral data as needed

Office Manager – opening and closing learner files, reporting data as needed (Manager enters overflow as needed; usually enters own data)

Summary of Adults Working at Tasks Identified by OALCF as Level 1

I noticed that questions are directed more to learners who are termed "low-level". For the purposes of this paper, I take this to mean learners working at or below Level 1 on almost all competencies under the OALCF (this may be an error in understanding). For the purposes of this paper, the behavioral qualities and characteristics of learners under review are stated below. These learners tend to:

*be highly dependent on teacher, counsellor, secretarial staff for support,

guidance, problem/solving *be hesitant to take initiative

* have a need to request identical daily tasks or ask for program/teacher support/delivery that vastly differs from the rest of the class

*tendency to interact only with only the teacher or 1-2 other students (i.e., cannot conceptualize learning as a group effort; difficulty understanding the teacher is more a facilitator than a directive authority figure)