ILP and Goals
Part 1 Administrators

New in this manual

• Instead of one manual for ILP and one for Goals, we have written “ILP and Goals part 1 and 2” (part 1 mainly for administrators and part 2 mainly for teachers).
• The manuals are updated to cover the changes in the later releases of Fronter, especially the option to connect tasks to learning goals and to include best practice.
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Preface
This manual describes the ILP (Individual Learning Plan) and the Goals, a versatile suite of tools for evaluating students’ learning progress and planning further measures.

The ILP tool is useful in the planning of parent-teacher interviews and preparations of term reports. Home room teacher (tutor) and subject teacher can make their assessments and reports, but the ILP can also be open for student and parents to comment.

The Goals can be evaluated within the ILP or be used as a standalone tool, e.g. for evaluating learning progress against the curriculum.

This manual describes how to set up the goals and the ILP template, and what other setups that need to be made. The manual is the first half of two, where part two is mainly intended for teachers, and it might be necessary to read both to see the complete picture, if you have not already received training.

Global settings
Settings 310 and 316 needs to be activated at top/root level for the ILP and Goals tools to be accessible, and 404 to add all the features of attaching goals to resources.

Setting up the goals
The process of setting up the goals will vary. A Fronter top or local administrator will create or import the goals, but it will usually be central or local authorities, or even head master at school, who will decide what the goals should be. Teachers can create goals in their own class rooms; this is described in part two of the manual.

The goals can be created at school level, or be identical to the national curriculum. If the latter is the case, it makes sense to create the goals on the top/root level so all schools can access them.

1) Under the Tools tab, click the link Goal setup.

2) From here, administrator can create a structure by adding folders and goals. Single goals and/or entire structures can also be imported.
From curriculum to goal – a hypothetical example
For the purpose of this manual, we have mostly used elements from the Australian curriculum. Please note that these are only examples, and not descriptions of how Australian teachers and schools conduct their evaluations of students and learning.

The primary curriculum itself is level 1 in our example.

For a randomly selected subject and year group, the curriculum looks like this.

In Fronter, it might look something like this.

The criteria can be anything we want. In this example, we kept it simple.
This is how it looks to the teacher and student in the ILP. Click anywhere inside the criterion area to evaluate. Teacher’s evaluation is displayed as a blue square.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Criterion 1</th>
<th>Criterion 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACELA1501</td>
<td>Not achieved</td>
<td>Achieved</td>
</tr>
</tbody>
</table>

Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships

Creating the goal
Click Add goal from the drop-down menu. Fill in the required areas. Title is the only mandatory area.

We advise to define criteria in order of increasing performance (1 describing the lowest performance) to ensure consistency in how the evaluations are displayed.

Below are two examples from other countries’ primary curriculums:

2.1 Listening and Speaking I

The teacher will teach students to listen for detail and gist and show understanding verbally and in writing.

Criteria
1. Level 5: Students will listen repeatedly to a recorded message and match picture to action.
2. Level 6: Students will listen to a number of graded recorded messages and understand gist by underlining key words in sentences.
3. Level 7: Students will listen to a number of recorded messages and identify detail by answering true or false questions.
4. Level 8: Students will listen with confidence and understanding to several recorded messages and write down detail in a grid.

Will look like this when in use in the ILP (teacher’s evaluation in blue):

<table>
<thead>
<tr>
<th>Goal</th>
<th>Criterion 1</th>
<th>Criterion 2</th>
<th>Criterion 3</th>
<th>Criterion 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Level 5: Students will listen repeatedly to a recorded message and match picture to action.</td>
<td>Level 8: Students will listen to a number of graded recorded messages and understand gist by underlining key words in sentences.</td>
<td>Level 7: Students will listen to a number of recorded messages and identify detail by answering true or false questions.</td>
<td>Level 8: Students will listen with confidence and understanding to several recorded messages and write down detail in a grid.</td>
</tr>
</tbody>
</table>

The teacher will teach students to listen for detail and gist and show understanding verbally and in writing.
This PE goal has no description, but the criteria are letter grades where A is the top grade, and F is failed.

Demonstrate basic techniques and tactic skills in some ball games.

(PE)

No description

Criteria
- F
- E
- D
- C
- B
- A

And it will look like this in the ILP:

How to activate goals

The goals are by default in-active when created. If the goals are created at root level, and different schools in the structure are going to use different part of the goal structure (e.g. when you have both primary and secondary schools within the same Fronter building) it is suggested to leave it to the local administrators to activate the relevant goals for their schools.

In-active folders and goals are displayed as grey as opposed to the active, which are yellow and green. Goals can be activated individually or in bulks.

1) Activate a single goal by ticking the box.
2) Only the selected goal is now active.
3) Activate all goals by ticking the top folder.

Export, import

For sharing goals between Fronter buildings or levels within a building, exporting and importing goals is an easy process:

To export a goal or a goal structure: Click the arrow in front of the goal, or folder containing goals you want to export. Click Export.
Depending on your browser, you’ll get a message that gives you the option to open or save the file that will be named something like fronter_learninggoal_export_123456789.xml. Select Save.

Tip: If you are not immediately going to re-import the exported file, it makes sense to re-name it for easier identification later.

To import a goal or a goal structure: Select where in your existing structure you want to add the goals, and select Import from the drop-down menu. Browse for the file (1) or use Large/Multiple Files (2) if you are going to import a complicated structure containing a lot of goals (e.g. an entire national curriculum).

When teachers select goals for evaluation, the structure is displayed as a bread crumb trail, like this:

It therefore makes sense to import (or copy as described below) a goal or a set of goals in the same part, of the equivalent, to where it was copied/exported from.

**Edit goals (copy and paste)**

As a top administrator you can edit all goals. As a local administrator you can edit goals created on your own level and below.

To delete a goal: Select Delete from the drop-down menu.

To edit a goal: Select Edit from the drop-down menu or just click the goal/folder and click Edit goal/Edit folder on top.
If a local administrator needs to edit a goal created at a higher level, the solution is to copy it and edit the copy.

**Note:** You can only copy goals, not folders containing goals. For that you want to export/import.

1) **Select Copy this goal** from the dropdown menu.  
2) From the folder in which you want to store the copy, select Paste.

You have now two copies of this goal. The one you created yourself, you can edit. Remember to activate your copy—not the original.

Note: You can only delete goals created on your level.

Also note: You can actually delete or change goals that are used by teachers and students. Think at least twice before doing so, as the results might be undesirable.

**Enforced goals**

All goals can be made *Enforced* at, or below, the level on which they are created. Adding goals to enforced means there can be reports generated for these particular goals.

Administrator can choose to activate these goals under a special heading in the ILP, but can also leave it to the teachers to add when setting up their evaluations.

Below are two examples of how this can be done.

**How to add goals to Enforced goals**

Let’s say that local authorities are interested in seeing how all the fifth graders in their area are doing according to certain goals from the curriculum. At the top level, the administrator selects the *Tools* tab, and then *Enforced goals.*
Click the **Add** button.

And then...

Another example: A school has an ICT skill improvement project going on, and the head master wants a simple way for teachers to report back. The local administrator creates a goal at school level, and adds to enforced goals.

On the image on the next page; notice that the local administrator can edit and/or delete her/his own set of goals, but only generate reports from the one created at a higher level.
A report might look something like this:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Criterion 1</th>
<th>Criterion 2</th>
<th>Total sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACELA1507</td>
<td>6673 (85%)</td>
<td>1177 (15%)</td>
<td>7850</td>
</tr>
<tr>
<td>ACELA1508</td>
<td>6516 (83%)</td>
<td>1334 (17%)</td>
<td>7850</td>
</tr>
<tr>
<td>ACELA1511</td>
<td>4867 (62%)</td>
<td>2983 (38%)</td>
<td>7849</td>
</tr>
<tr>
<td>ACELA1512</td>
<td>6123 (78%)</td>
<td>1727 (22%)</td>
<td>7850</td>
</tr>
</tbody>
</table>

For the purpose of reporting, it is a good idea to keep the titles of the goals fairly short.

Click the button to export the goals to a CSV file. Note that this will generate a much more detailed report, including name and username of each student.

Also note that the level of the report is mirrored by the selected org.unit. For a school report; select school node, for a class report, select class group and for an entire area, click the top node.

**Groups and access**

The goals are an important part of the evaluation tools, but in Fronter it is even more crucial to have the correct access rights set on the groups. Most schools nowadays have an automatic import of users, and for them this process happens automatically with the import.

For other schools the process will have to be done manually. The Administrator guide describes this more thoroughly, but we will review the process briefly.

1) One by one—select the student groups that should be evaluated in the ILP. To the very right; click the link *Give others access in this org.unit*.

2) The teacher groups will need to have either the *Subject teacher* or the *Tutor* access to their student groups. This access is what makes it possible to connect a goal (and an evaluation) to a student.

So what is the difference between the types of access rights?
1. The tutors will be able to see the subject teachers’ evaluations of pupils they share in the ILP, while the opposite is not necessarily true.

2. The tutors will always have access to the Action plan, but the subject teachers must be assigned this right by an administrator. The access will still be limited (see part two of the manual for the details).

3. Tutors can create ILP templates for their groups (Ad hoc ILP). Note: Top administrator can remove this access by changing global setting 417 to Off.

4. Tutors will have access to students’ old (finished) ILPs, even if they inherit the students from other teachers or other schools. Note: Administrator can give this right to subject teachers as well, by setting local setting U20 to Yes.

**Students and parents**

The students get access to the ILP when connected by the administrator, but it’s usually the teacher who publishes the evaluations. More about this later.

Parents can have access to the ILP if the school uses Fronter parental log in. They will of course only see their child(ren)’s ILP, and their access will be almost identical to that of the student. Although many schools do not use parental log in, or choose to restrain parents from accessing the ILP, we will for the purpose of this manual, take the parents into consideration wherever natural.

**One group to see all ILPs**

There might be people with the need to access any student’s ILP, typically head master or counselor of the school. We can create a group for these roles, and give them read access to all ILPs.

As this is a manual task, the best practice is to create one school leader group and give them access on the student policy group. This provides that the students are enrolled/imported in the policy group individually, not by groups.

Like this:

![Members](image)

Not like this:

![Members](image)

To set up this access, perform the following steps:

Create the school leader group, and give it a descriptive title:

![03 Littletown Primary School](image)

Enroll the members one by one. Be careful who you add, as the members will have extended access to information about the students’ learning progress and results.
From the structure to the left, select policy group All students or All pupils.

From the tab settings, select Other settings.

Click Add and then U21 School leader group.

Open the structure, and select the group you just created.

Members of the school leader group will be able to search for any student in the ILP tool, and browse between current and old ILPs for that student.

**Remember to add the ILP to the tool package**

The ILP tool is only accessible via the personal tools.

Remember that administrators, teachers and students often have different tool packages, and the tool will need to be added to all of them.
1) Under tab **Settings**; select **Tool packages**. Select required, and click **Edit**.

2) Click on **New tool**.

3) If there are two ILPs, select version 2. **Save**.

For more about personal tool packages, see Fronter Administrator guide.

The parental users have their own, automatically generated tool pack.

**To enable ILP to the parents:**
1) Go to the students’ contact card. 2) Under the heading **Parental**, tick the ILP box. 3) **Save**.

**Setting up the ILP template**
Typically the school’s local administrator sets up the template for the teachers.

It makes good sense to create one template for the entire school. It makes it a little less flexible, as there can be only one set of headings and access rights, but the alternative can be a bit messy if teachers and students need to juggle at vast set of titles and methods for evaluations.

We have seen that the creation of goals allows for flexibility and creativity, while the group set ups and accesses are rather strict. With the ILP template, we are back to a variety of choices again. In our example, we will allow maximum participation and access for all the users.

By users of the ILP we mean teachers (subject and tutor), students, parents (if the school uses Fronter parental log in) and the supervisor. The administrator is not regarded a user of the ILP.
Heading and dates

1) Title: Give the ILP a descriptive title. The old templates are sorted by opening hours, not alphabetically.

2) Description: The description area is the best place to quickly describe how the ILP is meant to be used.

3) Scheduled/Ad hoc: Usually administrator will tick Scheduled. This will allow for the users of the ILP to browse between students’ old and current ILPs. A Tutor can only create Ad hocs.

4) ILP Period: In part two of the manual, we will see how teachers can evaluate goals directly from their class rooms. In the time span defined in this setup, all evaluations in the classroom will be displayed in the ILP, and vice versa.

5) ILP Opening hours. Defines the time span in which the ILP will be accessible to the users. Before this date, it will only be accessible for teachers (under Current) and after closing date it will be in a read-only state (but visible to all) under Finished.

All information under this heading (except for opening date) will be visible for all users.

The administrator can change all information after the ILP has been taken to use, but this is usually not advised.
User groups connected to this template
Under this heading, we select who will have the access to the ILP. The nature of the access will be as decided by earlier settings.

1) Select groups by dragging and dropping from left to right pane, or double clicking. You can add group by group or entire nodes. In this example we have selected the school node, as is often the case. In transparent grey in the left pane, you can see the groups moved. (In this case you can see the entire structure, because we opened it to make it more illustrative.)
2) You can select all (or remove all) in one go. If you perform this action by mistake, you can add them back.
3) Save.

Performing this setup, you might notice that you only see student groups, and no teachers. Maybe not even all student groups? Do not panic. Available for selection are only student groups that have teacher groups connected to them with the access rights Tutor or Subject teacher. The teachers will follow automatically when the student groups (or node containing these) are selected.

Evaluation headings

For each Topic created by the teachers (or administrator) there can be one or more free text areas. As a default, they are named “Short term goals”, “Long term goals”, “Students comments” and “Parents comment”. These headings are easily changed. Just click the text, and it becomes editable (1). It is often a good idea to have a discussion about what the headings should be at the individual
school. If we stick to the principle of one template for the entire school, it is important to find a text that suits all.

Teachers have always write access inn all text areas in the ILP, but student and parents can also be given access to write their comments. Tick the boxes (2) to give them access. In our default setup, it’s easy to see who should be able to write where. Just to make one thing perfectly clear: A student can only comment in her/his own ILP, and a parent only in their child(ren)’s ILP.

If you want fewer text fields (or none at all), you can remove them (3) or you can add more if you like (4). Please note that these text fields will align horizontally, so having more than four might make some sideways scrolling necessary.

In this example, we have actually removed one field and changed the heading text:

![Evaluation headings](image)

And it will look something like this in the ILP, for a randomly selected topic.

![Evaluation topic](image)

**Evaluation topic**

Typically the teachers will fill in the topics themselves. Reasons for this are: 1) The topics are where the goals are selected, and quite often the teachers are the ones with knowledge about which goals that are relevant for the period. 2) Under the topics teacher groups and student groups are connected, and quite often the teachers have the knowledge of which groups belong to which topics. 3) Only the creator of a topic can publish it (make the content accessible to students and parents) and quite often the teachers prefer to make these decisions themselves.

For all these reasons, the topic setup is described in part two, the teacher part, of this manual.
One action, however, has to be performed by the administrator: Ticking the box *Allow self evaluation for student*, if this is desired.

### Enforced goals

Under this heading, you will see all goals that have been added to *Enforced* on your level or above.

1) The box is ticked.
   Teachers will find the goal under this heading, and evaluate. Student can see, but not contribute.

2) The box is not ticked.
   The goal will not appear in the ILP unless the teacher (or administrator) adds it to a *Topic*. The results will then appear in a generated report.

Note that in the first example, student can still self evaluate the goal if the teacher has added it to the ILP or classroom, but this evaluation will not appear in the reports.

### Action plan headings

Below is the default setup. Notice it is very much the same as for the evaluation headings. You can edit, remove and add more (they will display vertically), but there are also some differences. The Action plan headings will only appear once for each student.

If the option is not selected by administrator, the subject teachers will not have access to the action plan (while the tutor always has this access).

Administrator can enable the creation of personal goals in the action plan. These goals can be selected from the goals in the goal structure, or be created in the same method as in the goal setup, by the teachers, or even by the students, if the last box is ticked.
In the example below we have changed the titles of the headings (1) and added one more, and granted as much access as possible (2 and 3).

And this is how it looks for a randomly selected student:

<table>
<thead>
<tr>
<th>Topic heading</th>
<th>Student</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutor over all comment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutor extra curriculum comment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student over all comment for the future</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent over all comment for the future</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Tutor over all comment**

Jenny has kept the over all high standards in all her subjects: maths, science and English clearly being the favourites. In these subjects she always ask for extra challenges. She struggles a lot in arts/crafts and music, and doesn't seem very keen on challenging herself in these subjects.

**Tutor extra curriculum comment**

Attends an after school course in English.

**Student over all comment for the future**

**Parent over all comment for the future**

We will provide Jenny with summer course so that she can start year seven maths.

---

**Attachments**

**Personal goals**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Criterion 1</th>
<th>Criterion 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jenny’s personal math goal</td>
<td>Achieved</td>
<td>Not Achieved</td>
</tr>
</tbody>
</table>

By the start of year 6 Jenny will follow parts of the Maths curriculum for year 7.
Here, the tutor and the father have contributed with comments, and a personal goal has been added. The student herself or any of the teachers can evaluate the goal, and the evaluation can be modified throughout the ILP opening hours.

**PDF export setup**

If administrator leaves all the options empty:

The front page of the PDF will look like this:

If administrator adds information:

The front page of the PDF might look like this:
Administration
This is not a part of the setup, but an administrator can lock all ILPs for further editing. Click the buttons *Lock all students* and neither teachers, parents nor students can add comments or evaluations, but the ILP will still be displayed as *current* until the end date. Note that evaluations made in Goals in room will be reflected even in locked ILPs in the opening *period*.

How to delete a template.
An ILP template not in use can be deleted by clicking the *Delete template* button at the bottom of the page.

If the button does not appear, you will need to remove all user groups connected to the template and all topics that are set up. Before you do this, make sure teachers and students are not using the ILP. Remember; even as an administrator, you will only see evaluations of students you have *Tutor* or *Subject teacher* access to.

Training and consultation
Many countries provide ILP training based on local knowledge. If there are no local trainers in your area, online sessions can be customised. Go to [www.fronter.com](http://www.fronter.com) to find your nearest local training, or inquire about online training.

Version control

<table>
<thead>
<tr>
<th>Version</th>
<th>Date</th>
<th>Content</th>
<th>Creator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y12</td>
<td>May 2012</td>
<td>ILP and Goals for administrators</td>
<td>Kari Olstad</td>
</tr>
</tbody>
</table>

QA

<table>
<thead>
<tr>
<th>Date</th>
<th>Approved by</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2012</td>
<td>Pia Egeland</td>
<td>Commented and approved</td>
</tr>
<tr>
<td></td>
<td>Georg Ranhoff</td>
<td></td>
</tr>
</tbody>
</table>
