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.
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 and subject teacher can make their assessments and reports, but the ILP can also be open for students 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 and use the Goal tool in a room, and how to set up and carry out evaluations in the ILP. This manual is the second half of two, where part one is mainly intended for administrators. The manual is ambitiously aiming for a full description of all features in the tools, which may seem a bit overwhelming, but there is no obligation to use them all. Goals and ILPs should be used to support the ongoing evaluations, assessments and communication with students (and parents) that you are already doing as a teacher.

Goals in room
A goal can be a part of the national curriculum, the school’s local program or describe skills a teacher has set for her/his class to achieve. Examples can be:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Criterion 1</th>
<th>Criterion 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACELA1501</td>
<td>Achieved</td>
<td>Not Achieved</td>
</tr>
<tr>
<td>Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Here the student is supposed to “Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships.” And the teacher can decide if the student has achieved the goal or not. In this case, the blue colour indicates that the student has indeed achieved the skill.

Another example, from another curriculum with more detailed criteria:

<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>Level 4 En2</td>
<td>Working towards Level 4</td>
<td>Level 4 C - just into Level 4</td>
<td>Level 4 B - secure at Level 4</td>
<td>Level 4 A - at the top of Level 4</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. They understand that texts reflect the time and culture in which they were written. They refer to the text when explaining their views and are able to locate and...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The room owner can add existing goals to rooms, or even create goals. These goals can also be evaluated by teachers with delete access, as the right to evaluate students is actually set “behind the scenes”.

For more about goals structures, see part one of the manual.
First, you need to add the Goals tool to the room’s tool pack:

1) Click Room icon on left menu, then select Customise tool package.
2) Click New tool.
3) Select the tool Goals and Save.

How to add goals to the room

1) From Settings tab; click the little + signs to open folders and see the structure.
2) Select the required goals by dragging and dropping them to the right pane (or double click). It is also possible to drag the entire folder and all its goals, as long as it’s the last level in the structure. (I.e. you can select folders containing goals but not folders containing folders.) Selected goals will appear transparent in the left pane to show that they are in use.
3) For closer inspection of the goal; click on it. See the description and criteria.
4) You can select all available goals in one go by clicking Select all.
5) Tick Enable self evaluation if you want the students to be able to evaluate themselves. In the following examples, we will grant the students as many rights as possible.
6) Remember to click Save when finished.

Now the selected goals are displayed under the goals tab:
Note: While it is your room access that decides whether you can add or create goals, the school administrator needs to make sure you have the extra access called *Tutor* or *Subject teacher* to your students. These roles will be explained later, but this means there might be students enrolled in the room that you don’t have access to assess.

**How to evaluate a group of students**
Under the tab *Goals*; select student group.

![Screenshot of Frontier interface showing how to evaluate students](image)

Click on the goals against which you want to evaluate the students.

1) Click on the goal. The list of students will appear.
2) There is one radio button for each criterion.
3) Click the appropriate radio button, a blue square will appear around it.
4) If there are students that should not be evaluated against this particular goal, remove it by clicking the  icon to the very right.

The assessment can be ongoing as long as the goal is active in the room, allowing for the students to see their own progress.
Single students and student self evaluation

1) Select a student from the drop-down menu.
2) If the student has evaluated her-/himself the choice will appear as a yellow square.
3) Teacher’s evaluation will then appear like a blue frame.
4) Click Hide matrix to carry out a conversation.

In hidden matrix view; click Add comment.

Type your comment in the box that appears. Save when ready.

Both teacher and student can add comments as long as the goal is active in the room. Comments are automatically tagged with contributor’s name, and date and time of the contribution.
How to create goals
A teacher who is the owner in the room can also create new goals.

From tab *Settings*; click *Create new goal*.

Make sure *Enable self evaluation* is selected if students should self evaluate.

1) From the drop-down menu; select where in the structure you want the goal to show.
2) The title can be like a heading, or the actual goal/skill you wish the students to achieve.
3) Short title is optional, but will appear in the bread crumb trail above the goal.
4) Description is optional; it may elaborate the goal or explain its purpose.
5) Click in a criterion box to make it active. Type in the criterion. This might be a description of the skill/level, or just a number or a letter. There can be up to six criteria. Remove by clicking the recycle bin.
6) To be able to carry out a conversation as described above, tick the box *Enable free text comments*.
7) This is a feature for administrators when creating goals on school level, and has no functionality in the room.
8) Click *Save*, and the goal is automatically active in the room.

Notice the tiny door on the goal icon, indicating that this was created by a teacher in the room.
How to connect learning goals with learning resources

Most teachers don’t confine their evaluations to the end of term report, but constantly comment and give feedback to the students throughout the school year. By connecting the learning goals to other resources, collating the end of term evaluation will be easier.

When creating a hand-in folder, or a test, or indeed adding almost any task or learning resource to a room; you will see, among the other options of customisation, a heading called Attach to learning goal.

In this example, we will select a hand-in folder.

All goals previously activated in the Goals tool are available for selecting. Drag and drop into the right pane.

Comment and grade as usual. The students will see the tasks and comments, just as usual.

In hidden matrix view of the selected goal(s), the resources will appear, and any grades or comment added by the teacher will also automatically appear, making it easier to set the end evaluation.
ILP – Individual Learning Plan

For a complete evaluation, or learning progress tracking; use the ILP tool, accessed from your personal tool package:

![Image of ILP tool]

Your accesses in the ILP will depend on your status as tutor or subject teacher. Note that one teacher can be set up with different roles in relation to different groups.

Typically an administrator will have set up the ILP, and you access it by clicking it (1). Note the closing date. Until this date, the ILP is open for editing (if not manually locked by the administrator). The ILP Period defines the time span in which there will be a live connection between the goals in the class rooms and the same goals in the ILP. Previous ILPs will be accessible for teachers and students in a read-only state under the heading Finished (2). Future (3) ILPs can be accessed by the teachers, as they can start writing, but will not be visible to the students until the opening date.

As a tutor, you can create an ILP for a group or a project (4). Please refer to part one of this manual for how to set up this ad hoc ILP.

For some of the actions in the ILP, there is no Save button, but a confirmation will pop up in the top right corner:

![Image of Operation Successful]

How to set up the topics (subjects) in the ILP

Even if the administrator creates the ILP template, they often leave it to the teachers to set up the topics; to connect subjects, student groups and goals, simply because this is an area where teachers usually have the best knowledge. If this is already set up for you, you can skip this chapter.

In this example, the teacher has set up English for her fifth graders, to whom she has tutor access. She also teaches English in sixth grade. Let’s see how she sets it up:
Type in the topic (1) and then click Topic groups (2).
Available are all the groups you have subject teacher or tutor access to.
Connect them to the topic by dragging and dropping them to the right pane (3) and click Save (4).
Click topic goals (6) to select goals to connect to the topic.
Observe that the tutor is automatically connected to the topic. (5) This is because tutors can see all evaluations of their students, even the ones created by subject teachers.
By default you usually see your room goals. To see all goals; tick the box Show in organisation (7). Select goals by dragging and dropping as usual (8) and remember to click Save (9).

Until you tick Publish (10) the topic is invisible to the students, which means they cannot contribute either.
How to carry out the evaluation by group

From the Carry out tab (1); select required group from the drop-down menu (2). Select topic (3) and whether you want to see only the goals, only the dialogues (free text comments) or both/all (4). The choice Enforced goals will display one or more goals set up by an administrator for the purpose of generating a report (described later). Click the topic heading (5) to start evaluation:

1) The administrator will have set up the headings for the free text comments. In this example there is a heading called Teacher’s evaluation, and one called Student’s self evaluation. For the latter, administrator has given students the access to comment under this heading. As a tutor, you can actually comment/edit in the student’s field, but the update will be tagged with your name.

2) To write a comment, just click under the heading (next to the student’s name) and the typing field will appear.

3) If you select more students by ticking the box next to their name, the comment will copy itself to the selected students.
4) Remember to save before leaving the page.

5) To evaluate by goal, select one from the drop-down menu, and evaluate just like in the class room.

6) In fact, if you have evaluated in the class room the evaluations, and even comments, will follow the goal into the ILP and you don’t need to do the work all over again, but...

7) ...if you need to change; click *Enable evaluation mode* and make your changes.

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**What about the parents?**

This is a good time to ask the question: Will the parents have access to the ILP? If the school has enabled Fronter parental log in, they can.

A parent’s view of the ILP will be pretty much like the students. The administrator can give the parents access to type comments under the topics and in the Action plan just like the teachers and the students. The parents will see (and optionally be able to contribute with free text comments to) the evaluations when teacher publishes them.

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**Evaluate a single student**

Several of the ILP features, such as Action plan and Status report, are only available in single student view:

To evaluate/view a single student; select that student from the drop-down menu (1). If you are the tutor of that student, you will be able to see all topics (2). In single student view, you can browse
between old and current (and even future) ILPs (3). Use the little, blue arrows. To do the evaluation, click the topic heading (4).

In single student view, comments and goals are displayed in the same view. Click Enable evaluation mode to change evaluations. Click Hide matrix to read or add more comments to a conversation related to the goal, just as previously described for the Goals tool.

The Action plan

While the number of topics can be what you want it to be, there is only one Action plan for each student. The Action plan is typically used for overall comments, both curricular and extracurricular. It is the administrator’s setup that decides if the subject teachers should have access to the Action plan together with the tutor.

In relation to parent-teacher interviews, the Action plan can be used both for preparation and documentation.

The content and headings in the Action plan depends on administrators set up. In the example on the following page, we have added all the features.

Under the heading Action plan are the free text comments. Administrator has allowed for parents and students to comment as well. They can only write in their designated area, while teachers can write and edit everywhere. Comment areas are always tagged with name of the last contributor and time of the last contribution.
Under the heading Attachments, the tutor can upload files to support evaluation, show case student’s work or add other necessary documents. Click Browse, select your file and Open. Files in most formats can be attached.

Administrator can set up the access to add personal/individual goals to a student’s Action plan. This can be limited to the teachers, but the student can also be granted the access. The goals can be selected from administrator’s goals or room goals (1) or be created from scratch (2). The process is the same as for adding goals to topics and to rooms.

The Action plan is not visible to student or parents until Published by the tutor. Teachers publish topics to entire groups, while Action plans are published individually. Changes can be made after publishing, and so the dialogue can go on until the ILP’s closing date or until a teacher or administrator manually locks the ILP.
When the Action plan is published, parents can approve the plan. This is like a digital signature. Even if the plan is approved; teachers, student and parents can make changes. The parental approve will then appear red to show that changes have been made. Parents can then approve the changes, and so on.

1) Changes have been made after parents have approved.

2) Parents have approved the changes.

Generate a report for printing
The ILP will exist in Fronter and be available at all times, but if there is a need for a printed document, tutor can generate a PDF: Just click Export at the bottom of the page.

Create a report for just the selected student, or the entire group (1). Select the elements you want to include in the report (2); just the Action plan or including the Goals with evaluations (only the teacher’s evaluations will be reported) and/or the Dialog (the free text comments).

You can also add signature fields (3).

Click Generate (4) and the report will appear as a link (5).
This report will look something like this:

Front page with signature fields:

New reports may be generated as desired.

Parents will be able to create a PDF for their child, and subject teachers can generate the reports of goals and dialogs for their own topics, but not the Action plan.

The last Action plan feature we will describe is Lock.

Some tutors will prefer to control when the ILP should be closed for editing, typically when parent-teacher interview is completed, or term evaluation is finished. Tutor can lock the ILP for all editing, even before closing date, by clicking Lock button at the bottom of the page.

This will provide two options; either to lock the ILP for the selected student or for all students in the ILP (which really means all students, including subject groups, so general advice is: Do not do this if you teach any group other than your tutor group).
A warning will pop up asking you to confirm that you really want to lock student(s).

Note: You can unlock a locked ILP, but even if you lock all students in one go, unlocking will have to happen individually for each student.

The locked ILP will have grey text areas indicating you cannot add or edit (1) and little pad locks above the goals (2).

The final tab in the ILP is the Status report tab. This is always a read only, and will only have content if there are goals used in rooms. The tab simply shows all objects connected to learning goals in rooms, as described earlier. The content is filtered by Hand-ins, Tests and Resources (other content) (1). Click the little drop-down in front of the objects to see the goals attached (2).

The objects themselves are accessible only if you have access to the room they’re in (4). This implies that the student will be able to access all objects, the parents typically none, and the teachers and supervisors according to their respective room access. If there are grades and/or comments to the objects, these will display as well (3) making the Status report a documentation to support the end evaluations.
**Enforced goals**
You may see this heading in the ILP, which means some goals have been specially enabled by the administrator. Enforced goals are evaluated with radio buttons like any other goal, but only the teachers have access to evaluate. From these goals, administrators can create a report at any group level, school level or even area level.

![Enforced goals](image)

**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**

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<th>Date</th>
<th>Content</th>
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<td>Y12</td>
<td>May 2012</td>
<td>ILP and Goals for teachers</td>
<td>Kari Olstad</td>
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**QA**

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<th>Date</th>
<th>Approved by</th>
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