GOALS TO ACTION NOTES

The Goals to Action framework is the model NAZ uses to partner with scholars, families, and partner staff. Here, the framework is applied to effective noting.

Data
What are the fundamental, pertinent facts? Provide a brief description of what happened.

D: I called Maya to check in about conferences at the end of the month. She let me know she is scheduled for 6 pm on the 30th, and she has been working on a list of items to ask the teachers.

Goal
What is the goal? What will it take to get there? You’ve already set a goal, and you may have also selected steps. Be specific here about what the family or scholar wants to achieve.

G: I congratulated Maya for the work she has done to partner with the school and specifically her scholar’s teachers. She indicated she is more confident than conferences last fall, but she would like me to read her questions first.

Team up
What people or resources are involved?

T: I affirmed Maya again and offered to read through them with her when she drops off her scholar tomorrow morning. I also let her know I’ll bring the conferences worksheet in case that is helpful too.

Review
Review, recognize and revise. Are there any changes? What is the plan for follow up?

R: Maya and I will meet at 8:10 am tomorrow morning at the school to review her questions and discuss the worksheet in preparation for conferences.
Example 1: Scholar coaching session

D: I met with Dakari today during his lunch for Keys 2 Achieve. Dakari completed the Healthy Habits assessment, and then we reviewed his Stars and Steps goal sheet from the last session. Dakari shared he doesn’t think much has changed in his reading since he set the goal to reach a higher reading level by reading an extra book during library time. In fact, he thinks he is getting worse.

T: After describing the books he has been choosing, I offered to take a walk over to the library with Dakari. We spent the rest of our time together finding the bins with the correct reading level and finding books in those bins that looked interesting to him. I reminded Dakari about the librarian who is there to help as well if he ever has trouble finding a book.

R: I affirmed Dakari for staying focussed on this goal despite it being harder than he anticipated. He said he still wants to work on his reading, so I promised to ask him about it when we meet again next week on Tuesday at 12:10 pm.

Example 2: Following up on a referral

D: I called Antonio today to follow up on the referral I received yesterday from his Coach. I introduced myself and asked him to give me a brief overview of his current situation.

G: Antonio indicated he asked for a referral to housing because he can’t keep up with the rent where he is staying now.

T: I let him know I’d like to meet in person, with his Coach, and I asked that he bring along proof of income.

R: We scheduled an appointment for 8 am next Wednesday at NAZ Central. I will send Antonio a text next Tuesday to remind him of our meeting on Wednesday.

Example 3: Checking in between classes

D: I called Mari today to ask about the goal she set in class on Monday.

G: Mari described how she has been trying to reinforce Kemarion’s good behavior, but sometimes it’s hard to remember. She explained how she made herself a note and put it on the fridge to be a reminder.

T: I affirmed Mari’s determination to build this skill, and asked if she’d be willing to share this as an example in class next Monday. Mari said yes.

R: I will see Mari in class on Monday.