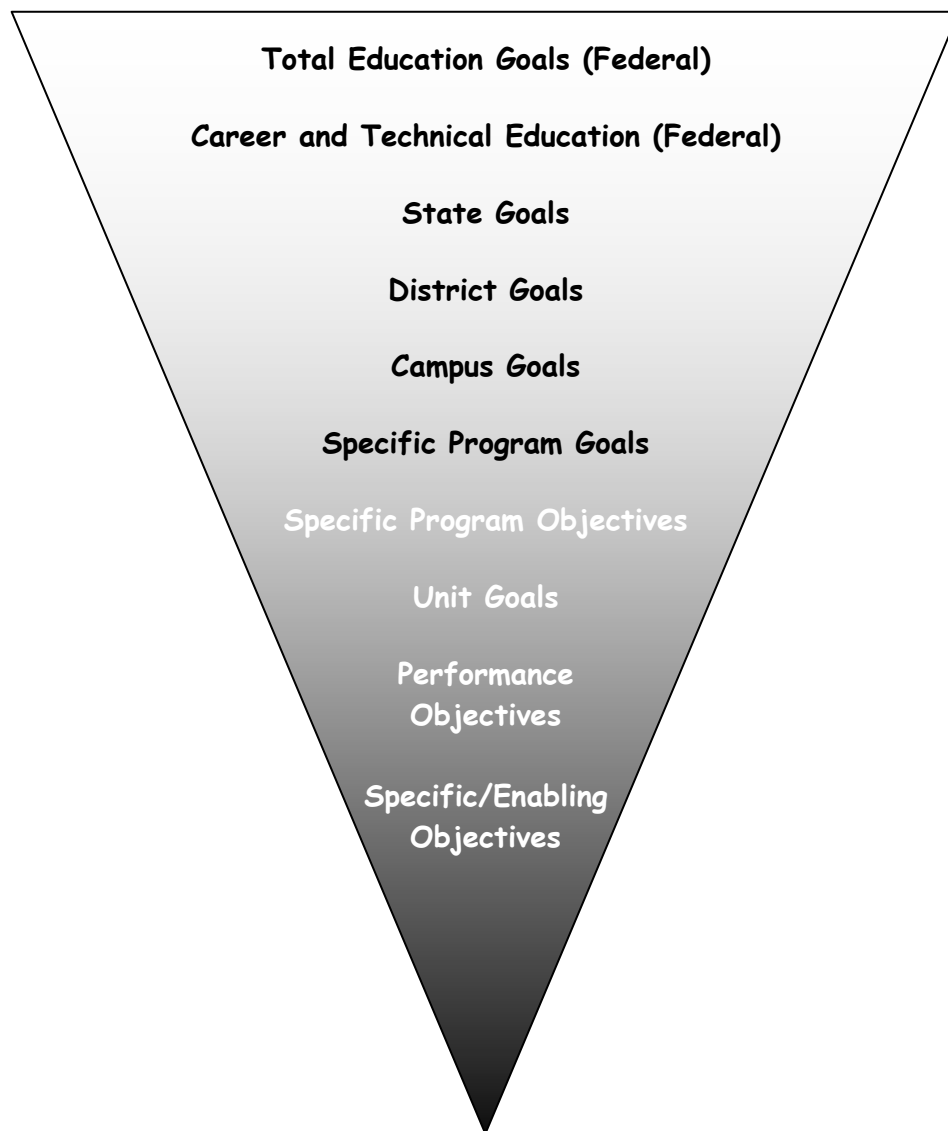


## DEVELOPING GOALS AND OBJECTIVES

Generally speaking, the performance objective is the ultimate outcome of an educational experience; it is a statement that indicates "what you want the learner to know and do." Specific/Enabling objectives are statements of "how you plan to get there;" they represent the stepping stones for reaching the goals.

From a global perspective, it might be helpful to think of goals and objectives with the following visual organizer in mind:



Throughout the various levels of goals and objectives, a common thread is run which helps connect all of the goals and objectives and to tie the instructional objectives (the narrowest focus) back to the total educational goals (the broadest focus). This common thread is a necessary component which combines and synthesizes information from a variety of sources including:

- federal legislation
- state legislation
- state criteria for education (TEKS)
- the needs and interests of learners
- the needs of employers
- workplace criteria of related industry areas
- general workplace trends and employment projections

Without this common thread, instructional goals and objectives have no rational basis for existence and programs have a limited ability to justify their existence. Furthermore, it becomes very difficult to provide a rationale to stakeholders for the learning activities that take place in the CTE classroom. Weaving that common thread through all levels of goals and objectives provides for stronger evaluation and accountability measures and creates a more cohesive and meaningful educational experience for students.

## **PROGRAM GOALS**

As illustrated in the graphic above, goals exist at various levels in the educational system. At the broadest level, there are goals for the total educational program. Within the educational program, goals exist for the total career and technical education (CTE) program. Within CTE, goals exist for the various service areas within which goals exist for specific programs. All of these levels of goals are referred to as "program goals;" they are typically broad statements of intent. Examples of program goals include:

- Example 1: To prepare students for entry-level employment in the workforce
- Example 2: To prepare students for post-secondary education
- Example 3: To provide students with the knowledge and skills needed to obtain an entry-level position in the communications field
- Example 4: To provide students with an introduction to the various aspects of education and employment in the architectural profession

Goals exist for various reasons at the program level. Some of those reasons include:

- clarifying what is to be accomplished
- communicating planned outcomes to all stakeholders (students, parents, members of industry/advisory committee, administrators, and members of the community)
- evaluating program effectiveness
- identifying ways in which individual programs fit into the total educational program

## PROGRAM OBJECTIVES

Program objectives are derived from program goals and are developed for each of the major instructional elements in a specific program. All effective objectives have 3 components: a condition, a performance, and a criterion statement. An example of specific program objectives for the above program goal Example 4 might look like this:

- During the 9th grade year, students will be provided with the background technical skills needed to perform to acceptable standards in subsequent years in the program.
- During the 10th grade year, students will be provided with a basic understanding of design theory, concepts and terminology associated with residential design, freehand drawing skills, creative problem solving skills, a background in architectural history, information regarding college entrance requirements and professional standards, and will further develop the technical skills gained in the 9th grade.
- During the 11th grade year, students will build upon the understanding of design theory gained in the 10th grade year, will further develop the technical skills introduced in the 9th grade, and will be provided with concepts and terminology associated with commercial design, creative problem-solving skills, freehand drawing skills, and the application of architectural history to design.
- During the 12th grade year, students will explore opportunities to develop freehand drawing skills in a post-secondary environment.

For the purpose of evaluating the program's effectiveness, a statement of criteria should then be developed. Following our example, the criteria statement for the total program might look like this:

- Mastery/level of performance of each unit of study will be determined on a unit basis as set forth at the beginning of each unit by the instructors. Overall grade mastery will be determined by continued interest in the profession, quality of work produced and compiled in a portfolio, and professional growth as determined by the instructors. Program performance will be based on student acceptance into a post-secondary program of study related to the field of architecture or entry-level employment in an architecturally related field.

## INSTRUCTIONAL GOALS AND OBJECTIVES

It is within specific program objectives that we find the goals and objectives most of us are familiar with: instructional goals and objectives. Generally speaking, for each of the specific program goals, unit goals are developed to further narrow and identify the desirable outcomes of the program.

## UNIT GOALS

Unit goals are often compiled into a document known as a *Course of Study*. A *Course of Study*, also known as a "competency outline" or "curriculum guide," is a critical instructional component in CTE. This document serves as the primary guideline for developing all components of instruction for the CTE classroom/lab. Typically, a *Course of Study* contains only the essential information about the general objectives of a program and takes the form of a broad outline. Some of the elements typically found in a *Course of Study* include:

- Program Description
- Program Goal
- Program Objectives
- Program Content
  - Units to be covered
  - Topics within each Unit
- Time Allocations for each Unit and each Topic
- References
- Tools, Equipment, Supplies and Facilities Specifications

Finally, within each of the unit goals, instructional goals and objectives exist to define and frame the sequence of instruction and to identify the strategies needed to meet the instructional goals. Based on the Course of Study, specific instructional planning is left to the individual teacher. Therefore, the teacher must understand and be able to develop instructional goals and objectives.

## PERFORMANCE OBJECTIVES

Just like a program goal, a performance objective indicates "what you want students to know or be able to do" at the end of the lesson.

As indicated earlier in the lesson, effective objectives contain 3 components: a condition, a performance and a criterion. The condition defines "when or under what circumstances," the performance defines "what," and the criterion defines "how well the performance must be done." Some verbs that are used to describe the performance component include: realize, understand, appreciate, become familiar with. These terms in themselves are not measurable. They are overall aims. Let's take a look at an example of a performance objective from the Computer Maintenance classroom:

- Performance objective: At the end of the lesson, the student will be able to accurately conduct a quarterly inventory on all shop parts and materials.

A performance objective from the Health Science Technology classroom might look like this:

- Performance objective: At the end of the unit, the student will be able to perform CPR according to Red Cross certification standards.

## ENABLING/SPECIFIC OBJECTIVES

The performance objective should then be broken down into learner focused objectives that are measurable. These measurable objectives, also called enabling/specific objectives, specify the steps needed for students "to get there." Each objective is a phrase that begins with a verb and which describes the activities the students and teacher will engage in, indicates the sequence of activities, and forms the basis of evaluation at the end of the lesson.

If your enabling objectives begin with words like: "list," "define," "identify," etc., you will want to present students with lists of elements/components, definitions,

and items to identify during instruction. Furthermore, you will want to develop an objective test to assess student learning. The test, like the instruction, should have elements to list, terms to define, and items to identify, etc.

If your enabling objectives begin with words like: "build," "create," "design," etc., then students will actually build, create, or design a product during the instructional sequence. The assessment of student learning would then involve evaluation of a project or performance using a rubric or skills checklist.

In many lessons your approach to instruction and assessment will be blended (ie, background knowledge and skills related activities). The point is that you need to establish a direct correlation between your objectives, your instruction, and your assessment.

## SEQUENCING OBJECTIVES

Verbs used in enabling/specific objectives often follow Bloom's Taxonomy beginning with low-level comprehension objectives and progressing through the hierarchy to high-level evaluation objectives. Notice in the example below that the lesson begins with vocabulary/definitions, but by the end of the lesson, students have progressed to evaluating the work produced by themselves and others in the class.

- At the end of the lesson, students will be able to:
  - Define terms associated with the lesson
  - List reasons for conducting an inventory
  - Conduct an inventory
  - Create an electronic database for inventory items
  - Record items in stock
  - Compare/contrast inventories
  - Evaluate the accuracy of the inventories

Assessment in this lesson would logically occur in two ways: (1) an objective test with terms to define and rationale to list and compare/contrast and (2) an evaluation of inventories conducted by the students.

In addition to following Bloom's Taxonomy of learning, objectives can also be organized or written to several other different domains: social, affective, psychomotor, and linguistic.