
Bureau of Indian Education Interactive Television (ITV) Workshop

Special Education Technical Assistance Writing Measurable Goals and Objectives

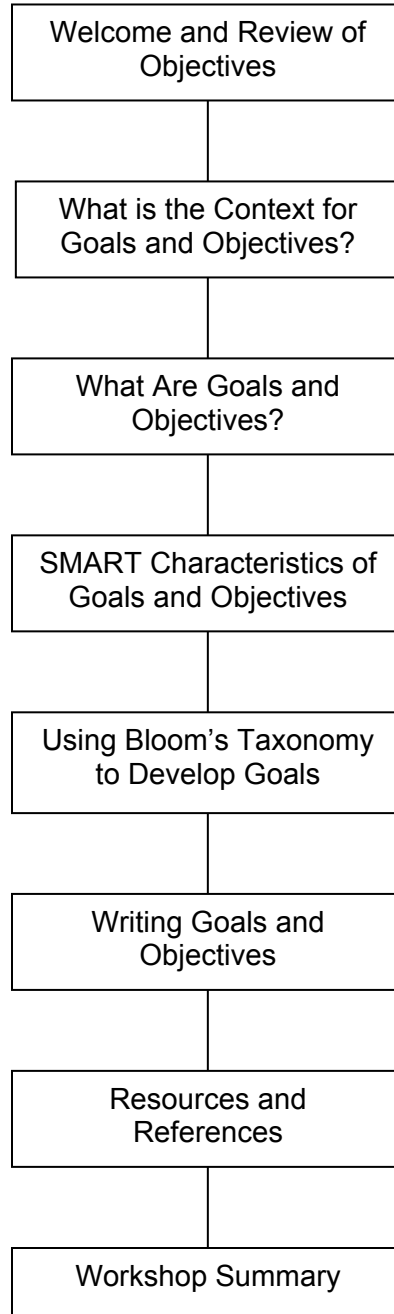


ELKNet ITV Participant's Guide

Prepared by National Indian Programs Training Center

Revised October 6, 2009

Special Education Technical Assistance Writing Measurable Goals and Objectives Course Map



How to Interact with the Instructor

We encourage you to ask questions and share your comments with the instructors throughout this interactive television (ITV) course.

If you were physically in the classroom with the instructor, you would raise your hand to let him know you had a question or comment. Then you would wait for the instructor to recognize you and ask for your question. We are all familiar with that “protocol” for asking questions or making comments.

With ITV courses there is also a “protocol” to follow to ensure you can easily ask questions and others can participate as well. It may seem a little strange at first asking a question of a TV monitor. Remember, it is the instructor you are interacting with and not the monitor. As you ask more questions and participate in more ITV courses, you will soon be focusing only on the content of your question and not the equipment you are using to ask it.

As part of the distance learning equipment at your location, there are several push to talk microphones. Depending on the number of students at your location, you may have one directly in front of you or you may be sharing one with other students at your table.

*When you have a question, press the push to talk button and say,
“Excuse me [instructor’s first name], this is [your first name]
at [your location]. I have a question (or I have a comment).”
Then release the push to talk button. This is important.
Until you release the button, you will not be able to hear the instructor.*

The instructor will acknowledge you and then ask for your question or comment. Stating your name and location not only helps the instructor, but also helps other students who are participating at different locations to get to know their classmates.



Get To Know Your Classmates...

Be prepared to introduce yourself to your classmates. Share –

- Your name
- Your position
- How long have you been at your school or agency?
- What is a goal you set and achieved in your life?

Workshop Objectives

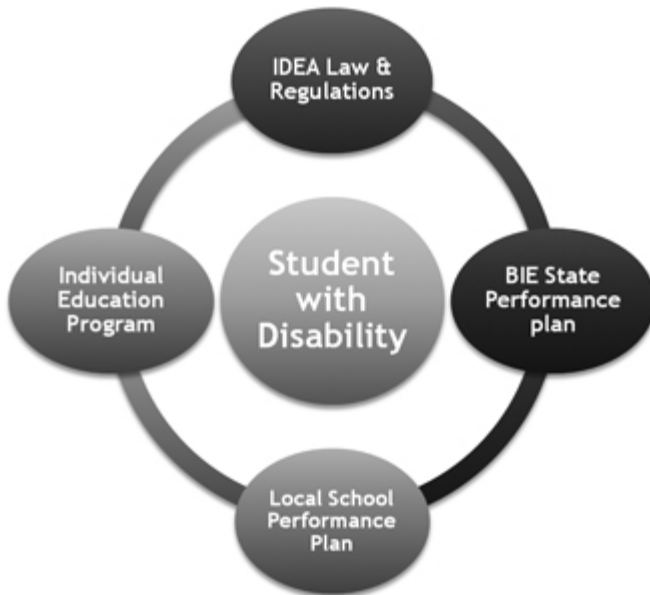
Notes

At the conclusion of this workshop, participants should be able to:

1. Describe the relationship of goals and objectives in the SPP, the LSPP and a student's Individualized Education Program.
2. Identify the characteristics of a goal and an objective.
3. Use the SMART acronym as an aid to creating a well written goal or objective.
4. Explain how to use Bloom's Taxonomy as a tool to identify verbs that are relevant to different levels of learning.
5. Develop well written goals and objectives that are appropriate for a child's IEP.

What is the Context for Goals and Objectives?

Notes



Within the BIE, the IDEA Law and Regulations set the framework for development of the State Performance Plan, Local School Performance Plan, and the Individual Education Program.

The law and resultant plans are all meant to impact the education of the student with a disability.

The BIE State Performance Plan is comprised of 20 indicators. The BIE, like the States, collect data to determine the level of performance (Needs Intervention), set targets for improvement, and develop improvement strategies to improve State performance for students with disabilities.

Schools submit a Local School Performance Plan to reflect measurable targets in meeting the Indicators (6 for elementary schools and 10 for high schools). These plans can readily be used as a guide of services or improvement strategies that would likely be reflected in an Individual Education Program.

What Are Goals and Objectives?

Notes

Goals:

Are used to state a purpose, vision, or aspiration.

Objectives:

Are used to map out or navigate the path leading us to an expected goal (or outcome).

A goal is used to articulate an aspiration, purpose, or mission.

- ▶ **Goal is an aspiration.**

What do I want to be? *I want to be an architect (or electrician, or . . .)*

- ▶ **Goal is a target.**

Increase Reading proficiency by 2 grade levels.

- ▶ **Goal is a purpose.**

What I want to accomplish? *I want to graduate from high school.*

A goal is often directional – increase, decrease, establish, become . . .

What Are Goals and Objectives? (continued)**Notes****Which Statements Are NOT Goals?**

Look at the following statements. Circle the letter of those statements that are not goals. Be prepared to help with a discussion on why some of the statements do not have the characteristics of a goal.

- a. The University Foundation will increase the number of scholarship awards to 100.
- b. Have cooperative work relationships.
- c. Students will exhibit positive behaviors toward their peers and adults.
- d. Parents at IEP meetings.
- e. Increase the number of HS students applying for college.
- f. All staff will earn CPR certification by September 2010.
- g. Caitlin will earn an Associate degree as Veterinary Assistant.
- h. The HS basketball team will become state champions.
- i. All Senior HS students with disabilities will lead their IEP meetings.
- j. Doris will change a car tire independently.
- k. Save \$4,000. toward purchase of a car.
- l. Academic success.
- m. Achieve health status to qualify as candidate for a kidney transplant.
- n. Secure at least \$10,000. in scholarships or grants for 1st. Year of college.

SMART Characteristics of Goals and Objectives**Notes**

Objectives communicate the outcome that should happen.
The acronym SMART can be used as a mnemonic to assist us in writing clear objectives.

- ▶ S - **S**pecific
- ▶ M - **M**easurable
- ▶ A - Use **A**ction Words
- ▶ R - **R**ealistic and relevant
- ▶ T - **T**ime-limited

The SMART criteria are:

- ▶ **S**pecific – Concrete and focused.
- ▶ **M**easurable – How is the change measured?
- ▶ **A**ction Words - Action verbs (e.g. list, compare, solve).
- ▶ **R**ealistic and relevant – Achievable and availability of resources. *Achievable does not mean easy.*
- ▶ **T**ime-limited – Establish deadlines to prompt action.



Help Us Complete Each of the Following...

For each of the following areas, you will be given an example of an objective that meets the SMART criteria. You will then be asked to help with the class discussion by completing the second objective in such a way that it also meets the SMART criteria.

Goal – Increase Competence in Life Skills

Objective:

- ▶ Out of 10 trials, Gerald will label correctly the value of 10 coins with 90% accuracy.

Complete the following:

- ▶ Chloe will sort 10 clothing items as 'dark' or 'light' . . .

Goal – Increase Math Competence in Measurement

Objective

- ▶ Given 1 opportunity/day for 2 weeks, Chianne will use a standard ruler or yardstick to measure something longer than a ruler (e.g. room, sidewalk, sandbox) with 90% accuracy. *[NM, Gr. 1]*

Complete the following:

- ▶ Given the length and width of a rectangle, Jordan will calculate . . .



Help Us Complete Each of the Following...

For each of the following areas, you will be given an example of an objective that meets the SMART criteria. You will then be asked to help with the class discussion by completing the second objective in such a way that it also meets the SMART criteria.

Goal – Be a Physical Therapy Assistant (Post Secondary Goal)

Objective:

- ▶ Identify 5 to 7 colleges with a Physical Therapy Assistant program in the Southwest part of the US.

Complete the following:

- ▶ Compare requirements for admission including HS credits, GPA, ACT scores, class rank for at least 4 colleges . . .

Goal – Establish Competence in Letter Recognition

Objective

- ▶ Out of 2 trials/daily session, student will point to the correct written letter when teacher calls out the letter name (26) randomly with 95% accuracy.

Develop objective (language arts):

Using Bloom's Taxonomy to Develop Goals

Notes

Categories of Human Thinking

- ▶ **Knowledge**
- ▶ **Comprehension**
- ▶ **Application**
- ▶ **Analysis**
- ▶ **Synthesis**
- ▶ **Evaluation**

Knowledge –

Remember or recall previously learned information. Students demonstrate by recall or recognition.

Examples: spelling, facts names of Presidents,...

Comprehension –

Concerned with understanding or grasping the meaning of information. Describe, explain, identify . . .

Example: Describe the features of a skateboard.

Application-

Use of previously learned information to new situations.

Demonstrate, illustrate, solve.

Example: calculate area of a rectangle and using info to calculate area of a triangle.

Analysis –

Concerned with the learner's ability to execute a complex task or organization of information.

Example: Develop business plan for school-based t-shirt business.

Synthesis-

Applying prior knowledge and skills to combine elements into some type of pattern. Combine, rearrange, create, design .

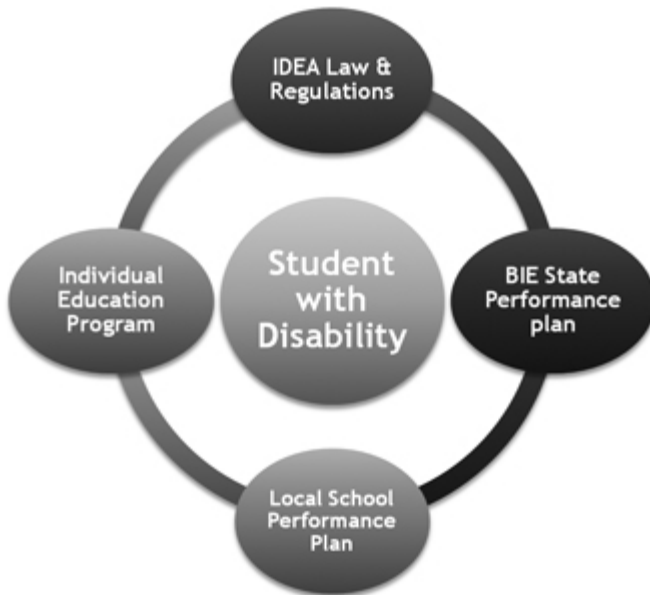
Example: Using knowledge on digital photography, arrange accompanying audio track on film.

Evaluation –

Judging or deciding against some criteria.

Example: Student will design, conduct, collect data, and analyze data on an experiment on growth of vegetables with two types of soil nutrients.

Writing Goals and Objectives



SPP Indicator 2: Percent of youth with IEPs dropping out of high school (HS) compared to the percent of all youth in BIE schools dropping out of HS.

- ▶ BIE SPP – The drop out rate of students with disabilities attending BIE operated high schools will not exceed 9.3%
- ▶ LSPP – HS will conduct 12 credit recovery classes per semester for Jr & Sr. students with tutoring for students with disabilities, as needed.

Complete the following:

IEP – Corey will complete successfully (C or better) a Science class online in the 3rd. yr of HS



Let's Write Measurable Objectives...

Using the SMART criteria and the list of action words, use the space below to write an objective for a student you are teaching or expect to teach. Be prepared to share your objective and help with the discussion.

Resources and References

The following web sites are helpful resources –

<http://www.wrightslaw.com/bks/feta2/ch12.ieps.pdf>

<http://www.nichcy.org/Laws/IDEA/Pages/BuildingTheLegacy.aspx>

<http://www.thepracticeofleadership.net>

<http://www.teachervision.fen.com/intelligence/teaching-methods/2204.html>

Instructor Contact Information:

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Workshop Summary

Notes

Review the objectives found on page 3.

Did we accomplish those objectives? If you have any questions, please let the instructor know at this time.



We Need Your Help...

We need your help! We want to continuously improve our ITV workshops. Your input will help us to build upon the strengths of a workshop and identify possible areas for improvement.

Please take 2-3 minutes to complete the workshop evaluation found on pages 14-15.

Please take a few minutes after the workshop ends to:

- Fax the workshop evaluations to (505)563-5419.
- eMail a list of attendees to rick_gividen@nbc.gov
- If there were any ELKNet equipment difficulties, call the ELKNet Help Desk at (866)243-4462 to open a trouble ticket.

Workshop Evaluation (Page 1 of 2)

SPED: Writing Measurable Goals and Objectives

Date: _____

1. Print your email address:

2. Where did you attend the training?

3. How well did you know the course material before beginning the course?

Not well at all ☐1 ☐2 ☐3 ☐4 ☐5 Very well

4. How much more did you learn about writing measurable goals and objectives?

Not much at all ☐1 ☐2 ☐3 ☐4 ☐5 A lot

5. How often do you expect to apply this knowledge in the next 60 days?

Not at all ☐1 ☐2 ☐3 ☐4 ☐5 Very often

6. Have you had any previous training on writing measurable goals and objectives?

☐Yes ☐No

7. How many other interactive television (ITV) courses have you previously participated in?

	None	1	2 or 3	4 or 5	6 or more
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For your job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For your education?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Please assign a rating on a scale from 1 to 5, where 1 represents "Poor" and 5 represents "Excellent", to each of the following areas:

	Poor 1	2	3	4	Excellent 5
Registration Process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participant Guide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of the audio/video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accomplishment of Course Objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectiveness of the Instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to Ask Questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor Responsiveness to Questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of Course to Your Job Duties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall Effectiveness of Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Complete this evaluation (both pages) and fax to (505)563-5419. No cover sheet required.

Workshop Evaluation (Page 2 of 2)

SPED: Writing Measurable Goals and Objectives

Date: _____

9. How long did it take you to get from your workplace to the location where you participated in this ITV course?

- I participated at my workplace ☐
- 5-15 minutes ☐
- 16-30 minutes ☐
- 31-59 minutes ☐
- 1 hour or more ☐

10. What parts of the course did you find most helpful?

11. What recommendations do you have for improving the course?

12. Please list the top 3 topics that you would like to see addressed in future training:

1. _____
2. _____
3. _____

Complete this evaluation (both pages) and fax to (505)563-5419. No cover sheet required.

Bloom's Taxonomy Verbs

Use verbs aligned to Bloom's Taxonomy to create discussion questions and lesson plans that ensure your students' thinking progresses to higher levels.

[To Bloom's Taxonomy](#)

Knowledge		Comprehend	
Count	Read	Classify	Interpret
Define	Recall	Cite	Locate
Describe	Recite	Conclude	Make sense of
Draw	Record	Convert	Paraphrase
Enumerate	Reproduce	Describe	Predict
Find	Select	Discuss	Report
Identify	Sequence	Estimate	Restate
Label	State	Explain	Review
List	Tell	Generalize	Summarize
Match	View	Give examples	Trace
Name	Write	Illustrate	Understand
Quote			
Apply		Analyze	
Act	Imitate	Break down	Focus
Administer	Implement	Characterize	Illustrate
Articulate	Interview	Classify	Infer
Assess	Include	Compare	Limit
Change	Inform	Contrast	Outline
Chart	Instruct	Correlate	Point out
Choose	Paint	Debate	Prioritize
Collect	Participate	Deduce	Recognize
Compute	Predict	Diagram	Research
Construct	Prepare	Differentiate	Relate
Contribute	Produce	Discriminate	Separate
Control	Provide	Distinguish	Subdivide
Demonstrate	Relate	Examine	
Determine	Report		
Develop	Select		
Discover	Show		
Dramatize	Solve		
Draw	Transfer		
Establish	Use		
Extend	Utilize		

Synthesize		Evaluate	
Adapt	Intervene	Appraise	Interpret
Anticipate	Invent	Argue	Judge
Categorize	Make up	Assess	Justify
Collaborate	Model	Choose	Predict
Combine	Modify	Compare & Contrast	Prioritize
Communicate	Negotiate	Conclude	Prove
Compare	Organize	Criticize	Rank
Compile	Perform	Critique	Rate
Compose	Plan	Decide	Reframe
Construct	Pretend	Defend	Select
Contrast	Produce	Evaluate	Support
Create	Progress		
Design	Propose		
Develop	Rearrange		
Devise	Reconstruct		
Express	Reinforce		
Facilitate	Reorganize		
Formulate	Revise		
Generate	Rewrite		
Incorporate	Structure		
Individualize	Substitute		
Initiate	Validate		
Integrate			



The Helpful Hundred

Heinich, Molenda, Russell, and Smaldino (2001) suggest 100 verbs that highlight performance. Each of these verbs are observable and measurable, making them work quite well in writing objectives for learning. This is not to say that these 100 verbs are the only ones that can be used effectively, however, they provide a great reference.

add	defend	kick	reduce
alphabetize	define	label	remove
analyze	demonstrate	locate	revise
apply	derive	make	select
arrange	describe	manipulate	sketch
assemble	design	match	ski
attend	designate	measure	solve
bisect	diagram	modify	sort
build	distinguish	multiply	specify
cave	drill	name	square
categorize	estimate	operate	state
choose	evaluate	order	subtract
classify	explain	organize	suggest
color	extrapolate	outline	swing
compare	fit	pack	tabulate
complete	generate	paint	throw
compose	graph	plot	time
compute	grasp	position	translate
conduct	grind	predict	type
construct	hit	prepare	underline
contrast	hold	present	verbalize
convert	identify	produce	verify
correct	illustrate	pronounce	weave
cut	indicate	read	weight
deduce	install	reconstruct	write

Source: R. Heinich, M. Molenda, J. Russell, S. Smaldino (2001). *Instructional Media and Technologies for Learning, 7th Edition*. Englewood Cliffs: Prentice Hall, Inc.