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

Welcome and Review of Objectives

What is the Context for Goals and Objectives?

What Are Goals and Objectives?

SMART Characteristics of Goals and Objectives

Using Bloom’s Taxonomy to Develop Goals

Writing Goals and Objectives

Resources and References

Workshop Summary
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?

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**Workshop Objectives**

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?

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?

**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)

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

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

- **S** - Specific
- **M** - Measurable
- **A** - Use Action Words
- **R** - Realistic and relevant
- **T** - Time-limited

The SMART criteria are:

- **Specific** – Concrete and focused.
- **Measurable** – How is the change measured?
- **Action Words** - Action verbs (e.g. list, compare, solve).
- **Realistic and relevant** – Achievable and availability of resources. *Achievable does not mean easy.*
- **Time-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

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.nichcy.org/Laws/IDEA/Pages/BuildingTheLegacy.aspx

http://www.thepracticeofleadership.net


Instructor Contact Information:

Marilyn Johnson, PhD
Education Program Specialist
ADD-West
505.563.5273
Marilyn.Johnson@bia.edu
Workshop Summary

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

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
   - O 1
   - O 2
   - O 3
   - O 4
   - O 5
   - Very well

4. How much more did you learn about writing measurable goals and objectives?
   - Not much at all
   - O 1
   - O 2
   - O 3
   - O 4
   - O 5
   - A lot

5. How often do you expect to apply this knowledge in the next 60 days?
   - Not at all
   - O 1
   - O 2
   - O 3
   - O 4
   - O 5
   - Very often

6. Have you had any previous training on writing measurable goals and objectives?
   - O Yes
   - O No

7. How many other interactive television (ITV) courses have you previously participated in?
   - None
   - O 1
   - O 2 or 3
   - O 4 or 5
   - O 6 or more
   - For your job?
   - O
   - O
   - O
   - O
   - O
   - For your education?
   - O
   - O
   - O
   - O
   - O

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:

<table>
<thead>
<tr>
<th>Area</th>
<th>Poor (1)</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Process</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Participant Guide</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Quality of the audio/video</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Accomplishment of Course Objectives</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Effectiveness of the Instructor</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Opportunity to Ask Questions</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Instructor Responsiveness to Questions</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Relevance of Course to Your Job Duties</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Overall Effectiveness of Instruction</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Count</th>
<th>Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define</td>
<td>Recall</td>
</tr>
<tr>
<td>Describe</td>
<td>Recite</td>
</tr>
<tr>
<td>Draw</td>
<td>Record</td>
</tr>
<tr>
<td>Enumerate</td>
<td>Reproduce</td>
</tr>
<tr>
<td>Find</td>
<td>Select</td>
</tr>
<tr>
<td>Identify</td>
<td>Sequence</td>
</tr>
<tr>
<td>Label</td>
<td>State</td>
</tr>
<tr>
<td>List</td>
<td>Tell</td>
</tr>
<tr>
<td>Match</td>
<td>View</td>
</tr>
<tr>
<td>Name</td>
<td>Write</td>
</tr>
</tbody>
</table>

## Comprehend

<table>
<thead>
<tr>
<th>Classify</th>
<th>Interpret</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cite</td>
<td>Locate</td>
</tr>
<tr>
<td>Conclude</td>
<td>Make sense of</td>
</tr>
<tr>
<td>Convert</td>
<td>Paraphrase</td>
</tr>
<tr>
<td>Describe</td>
<td>Predict</td>
</tr>
<tr>
<td>Discuss</td>
<td>Report</td>
</tr>
<tr>
<td>Estimate</td>
<td>Restate</td>
</tr>
<tr>
<td>Explain</td>
<td>Review</td>
</tr>
<tr>
<td>Generalize</td>
<td>Summarize</td>
</tr>
<tr>
<td>Give examples</td>
<td>Trace</td>
</tr>
<tr>
<td>Illustrate</td>
<td>Understand</td>
</tr>
</tbody>
</table>

## Apply

<table>
<thead>
<tr>
<th>Act</th>
<th>Imitate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administer</td>
<td>Implement</td>
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<tr>
<td>Articulate</td>
<td>Interview</td>
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<tr>
<td>Assess</td>
<td>Include</td>
</tr>
<tr>
<td>Change</td>
<td>Inform</td>
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<tr>
<td>Chart</td>
<td>Instruct</td>
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<tr>
<td>Choose</td>
<td>Paint</td>
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<tr>
<td>Collect</td>
<td>Participate</td>
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<tr>
<td>Compute</td>
<td>Predict</td>
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<tr>
<td>Construct</td>
<td>Prepare</td>
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<td>Contribute</td>
<td>Produce</td>
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<td>Control</td>
<td>Provide</td>
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<td>Demonstrate</td>
<td>Relate</td>
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<tr>
<td>Determine</td>
<td>Report</td>
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<tr>
<td>Develop</td>
<td>Select</td>
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<tr>
<td>Discover</td>
<td>Show</td>
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<tr>
<td>Dramatize</td>
<td>Solve</td>
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<tr>
<td>Draw</td>
<td>Transfer</td>
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<tr>
<td>Establish</td>
<td>Use</td>
</tr>
<tr>
<td>Extend</td>
<td>Utilize</td>
</tr>
</tbody>
</table>

## Analyze

<table>
<thead>
<tr>
<th>Break down</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characterize</td>
<td>Illustrate</td>
</tr>
<tr>
<td>Classify</td>
<td>Infer</td>
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<tr>
<td>Compare</td>
<td>Limit</td>
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<tr>
<td>Contrast</td>
<td>Outline</td>
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<tr>
<td>Correlate</td>
<td>Point out</td>
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<tr>
<td>Debate</td>
<td>Prioritize</td>
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<tr>
<td>Deduce</td>
<td>Recognize</td>
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<tr>
<td>Diagram</td>
<td>Research</td>
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<tr>
<td>Differentiate</td>
<td>Relate</td>
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<td>Discriminate</td>
<td>Separate</td>
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<td>Distinguish</td>
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<td>Examine</td>
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<td>Synthesize</td>
<td>Evaluate</td>
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<tr>
<td>Adapt</td>
<td>Appraise</td>
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<td>Anticipate</td>
<td>Argue</td>
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<tr>
<td>Categorize</td>
<td>Assess</td>
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<tr>
<td>Collaborate</td>
<td>Choose</td>
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<tr>
<td>Combine</td>
<td>Compare &amp; Contrast</td>
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<tr>
<td>Communicate</td>
<td>Conclude</td>
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<td>Compare</td>
<td>Criticize</td>
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<td>Compile</td>
<td>Critique</td>
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<td>Compose</td>
<td>Decide</td>
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<td>Construct</td>
<td>Defend</td>
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<td>Contrast</td>
<td>Evaluate</td>
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<td>Design</td>
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<td>Express</td>
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<td>Facilitate</td>
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<td>Individualize</td>
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<td>Initiate</td>
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<td>Integrate</td>
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<td>Intervene</td>
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<td>Invent</td>
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<td>Make up</td>
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<td>Model</td>
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<td>Modify</td>
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<td>Negotiate</td>
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<td>Organize</td>
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<td>Rearrange</td>
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<td>Reconstruct</td>
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<td>Reinforce</td>
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<td>Reorganize</td>
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<td>Revise</td>
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<td>Rewrite</td>
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<tr>
<td>Structure</td>
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<tr>
<td>Substitute</td>
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<td>Validate</td>
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</tbody>
</table>

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 are can be used effectively, however, they provide a great reference.

add  
admit  
alphabetize  
analyze  
apply  
arrange  
assemble  
attend  
bisect  
build  
cave  
categorize  
choose  
classify  
color  
compare  
complete  
compose  
compute  
conduct  
construct  
contrast  
convert  
correct  
cut  
deduce  

defend  
define  
demonstrate  
derive  
describe  
design  
designate  
diagram  
distinguish  
drill  
estimate  
evaluate  
explain  
extrapolate  
fit  
generate  
graph  
grasp  
grind  
hit  
hold  
identify  
illustrate  
indicate  
install  
kick  
label  
locate  
make  
manipulate  
match  
sketch  
ski  
measure  
modify  
multiply  
name  
solve  
sort  
state  
organize  
outline  
pack  
paint  
plot  
position  
predict  
present  
prepare  
pronounce  
read  
reconstruct  
reduce  
remove  
revise  
select  
sketch  