



CENTRAL WASHINGTON UNIVERSITY

National Board Certified Teachers Candidate Support Program Workshop

Goals and Objectives in Teaching & Learning

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12:30 General Session
October 18, 2008

Portfolio Buzzwords

Written Commentary

Student

describe

1. Instruction

2. Planning and Teaching

Context

analyze

Responses

reflect

This Morning's Workshop Support

9:00	General Session Keynote		
9:15	Ethics in the NBCT candidacy process		
9:45	Linking Evidence and Standards	Student Responses	
10:45	Concurrent Sessions:	<i>Written Commentary</i>	
	Entry 1:	1. Instructional Context	2. Planning and Teaching
	Entries 2 & 3: Video tips; choosing a lesson and planning :		
	Entry 4: Reading Circle: Giving and receiving feedback .		
	Three types of writing: describe, analyze, reflect		
11:30	Lunch w/ Groups	<i>describe</i>	<i>analyze</i>
			<i>reflect</i>

Typical NBCT Candidates

Strong 😊 😐 ☹️ Weak

Written Commentary

1. Instructional Context

2. Teaching

describe

2. Planning

analyze

reflect

Student
Responses

Goals and Objectives

Predict

Student Responses

Focus

Written Commentary

Respond to

1. Instructional Context

Guide

2. Planning and Teaching

Respond to

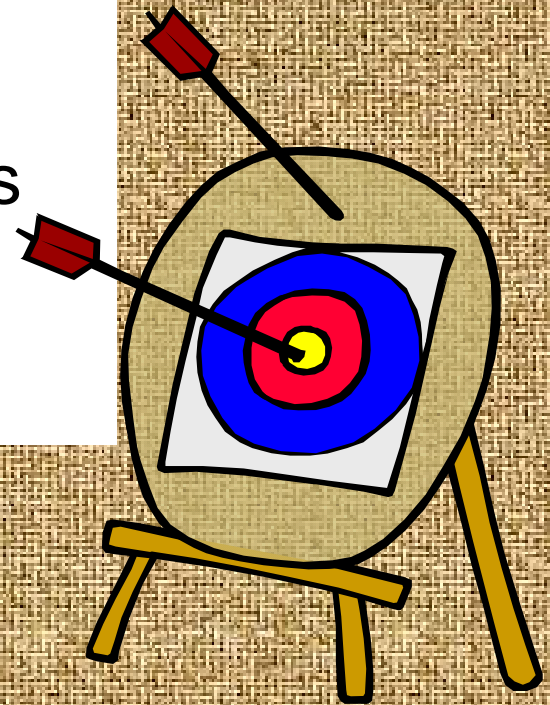
analysis

reflection

Prompts

Written Commentary

- *What **overall goals** are addressed by the assignments?*
- *What were your **specific instructional objectives** for each assignment?*
- Explain why you identified these objectives and **how they are appropriate to the students** in your class



Rationale for Instruction


1. Instructional Context

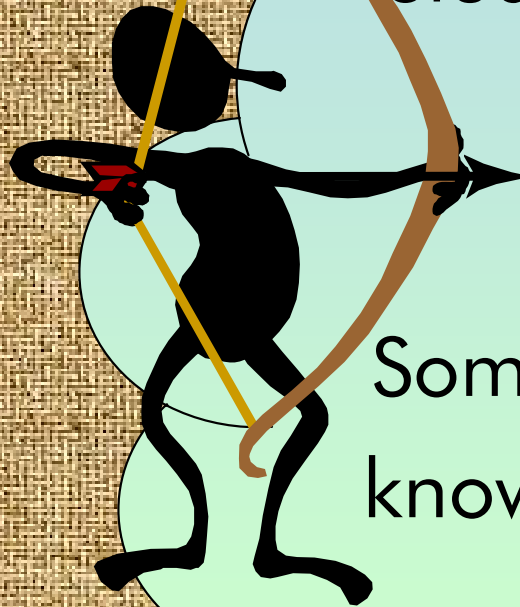
Students need to learn.....

GOAL:

accuracy and endurance

+

Some interventions have been known  to be effective with similar students.



Notes on your

Written Commentary

Information about the student



goals



instruction

description

teacher's analysis



student work

analysis

Terms for Goals and Objectives



“School-based goals”

“Developmentally appropriate and focused learning objectives”

broad

narrow

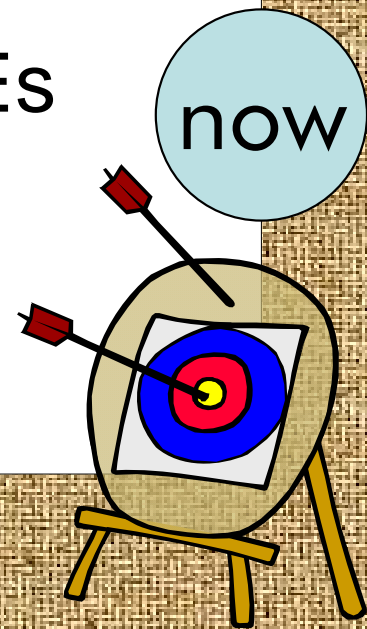
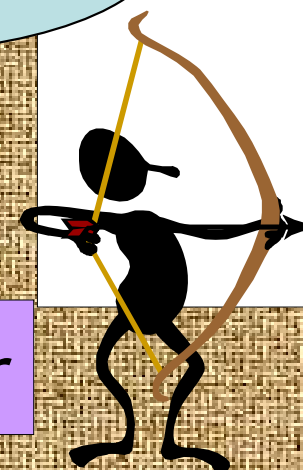


EALRs

GLEs

now

later



Report Structures

Written Commentary

1. Instructional
Context

2. Planning
and
Teaching

description

Student Responses

analysis

reflection

Traditional Research



Rationale for Intervention
Hypotheses

Method

- Participants
- Instrument
- Procedure

Findings

Discussion

Thoughtful Rationale

Rationale for Intervention

Hypotheses

Method

- Participants
- Instrument
- Procedure

Findings

Discussion

Students need to
learn (**GOAL**)
+
Some interventions
have been known to
be effective with
similar students.

OBJECTIVES
(GLEs)

lead to

GOALS
(EALRs)

- Measurable behavior possibly explained by recent experience
- Learner outcome for a lesson, indicated by

- Common sense
- Lifelong learning
- Gradual proficiency
- Established habits
- Stable disposition
- Transferable skills
- Essential academic learning requirements

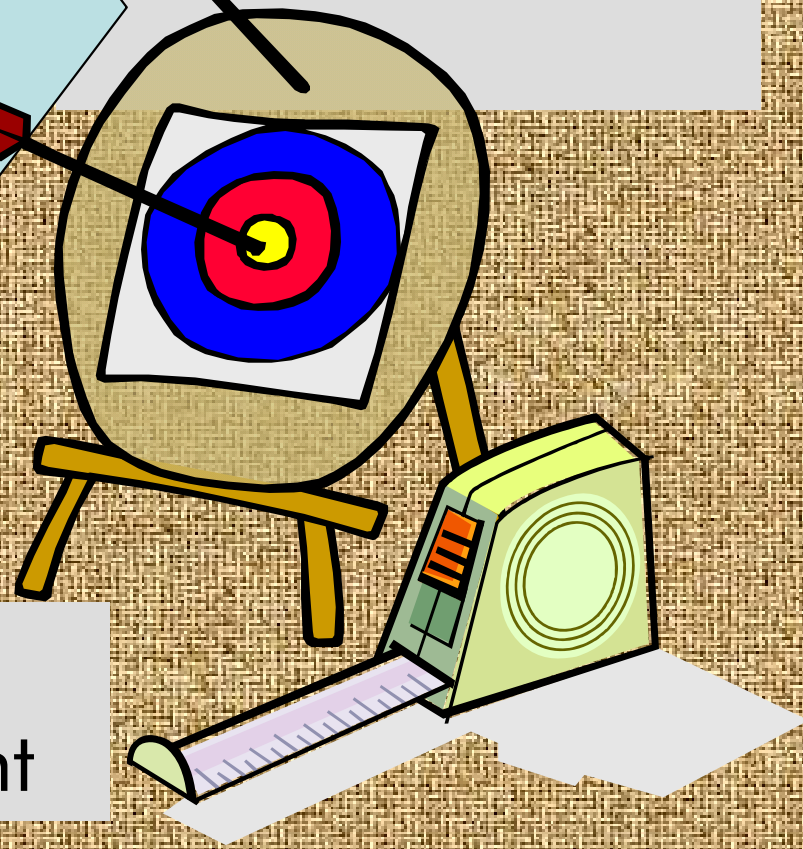
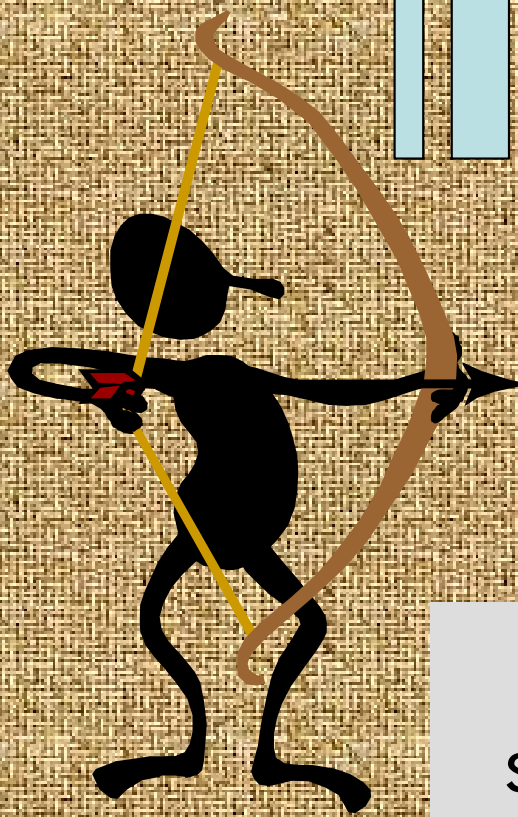
Hypothesis ~ Objective

Most students

Instructional
experience

Learning
Target

Measured by
standard instrument



Non-Standard Participants



Most students

description

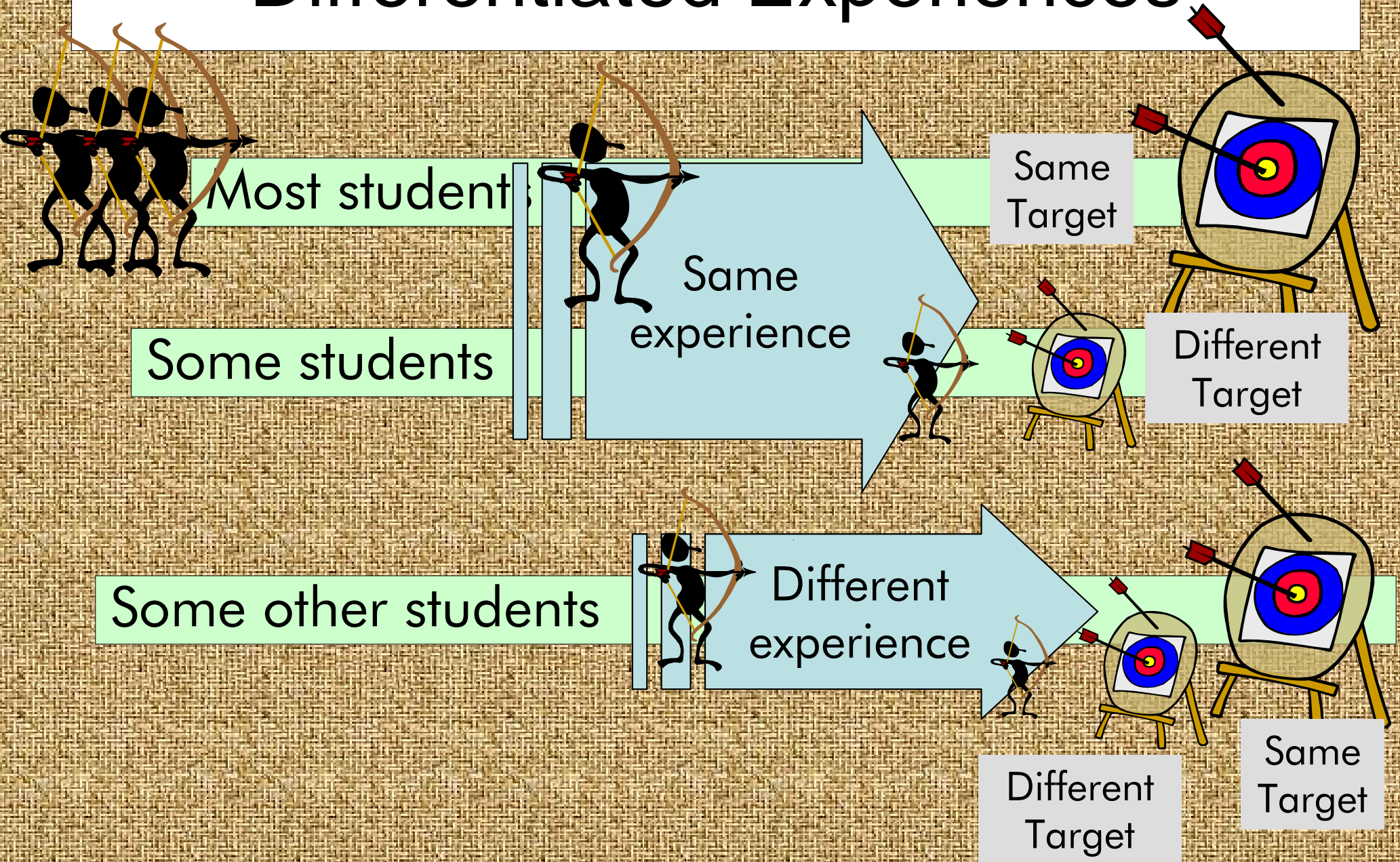
Some students

description

Some other students

description

Differentiated Experiences

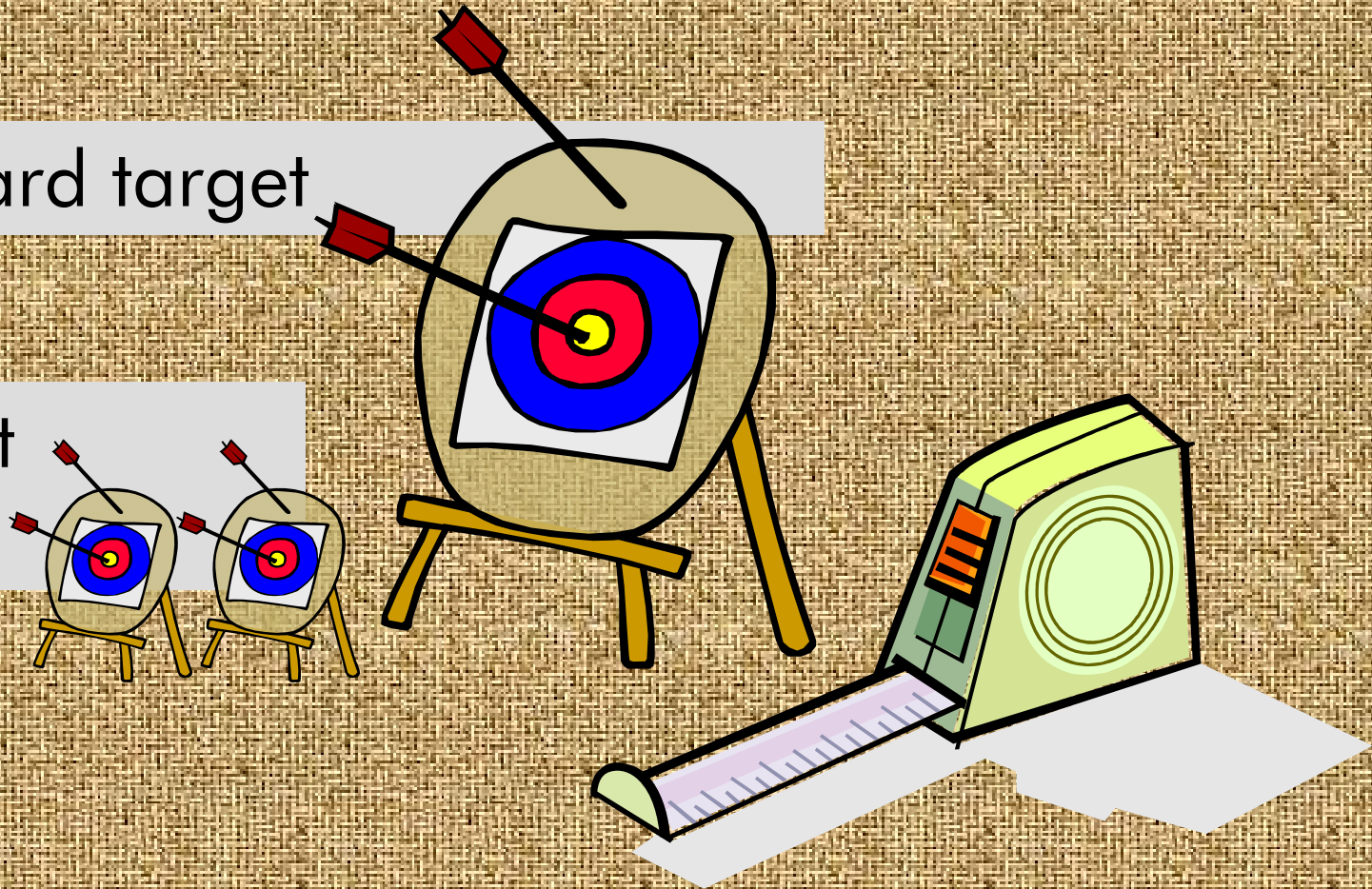


Standard Instrument

“Tool to collect data”

Standard target

Different
targets



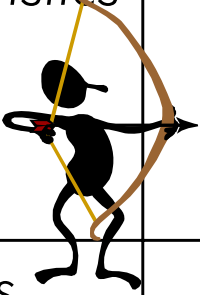
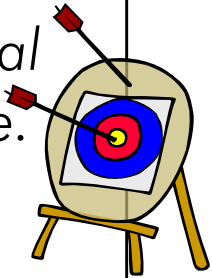
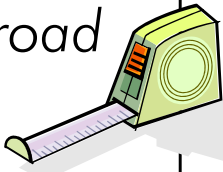
Measured by standard instrument

Worksheet to Develop Objectives

Certification _____ Entry _____

Broad goal _____

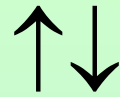
Why the goal is important to learn _____

1. Students:	2. Teaching	Objective	Assessment
<p>Describe Characteristics that may influence learning</p> 	<p>Outline instructional experience.</p> 	<p>Learning target related to the broad goal</p> 	<p>Degree of learning on the same instrument</p>
most students....			
some students...			
some students			

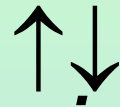
Written Commentary

2. Planning (to teach)

Information about the student



Goals



Instruction

Description: Translate goal into objective describing instructional experiences and learning targets.

Analysis: Explain why students need to develop GOAL

Synthesis: Combine knowledge of students with pedagogical knowledge to propose instructional strategy.



NATIONAL BOARD CERTIFIED TEACHERS CANDIDATE SUPPORT PROGRAM WORKSHOP
Saturday, 18 October 2008 8:30 a.m.-3:30 p.m. Black Hall

12:30	GENERAL SESSION Goals and Objectives in Teaching & Learning: <i>Naomi Petersen</i> , Department of Education, CWU
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A major component of your portfolio is the writing of an informative narrative to frame the evidence in your portfolio. Specifically, you must describe, analyze, and evaluate your planning and teaching and your students’ development and learning. To accomplish any of those components, you must have a clear sense of the outcomes you hope to see in your students’ work. Other sessions in today’s workshop support you in the tasks of choosing and planning a lesson, and in particular the types of writing. This session will focus more specifically on the writing of goals and objectives and how they relate to all the other parts.

Ultimately, this will help you write a 12 page commentary establishing your effective teaching. You already know that there are three types of writing involved –describing, analyzing, and reflecting—and you are familiar with standards and the basic concepts of planning. However, a common weak area for candidates preparing their portfolios is the fine distinction between goals and objectives, that is, the effects you intend to cause. First, let’s look at two terms used by NBCTS, and the corresponding WA terms

NBPTS TERMS	OSPI TERMS	CONCEPT
“School-based goals”	EALRS	Broad and long range
“Developmentally appropriate and focused learning objectives”	GLEs	Specific and short range

Let’s use the scaffold of a familiar model for identifying a cause-and-effect relationship: the scientific experiment and the research report. Let’s look at their function within the whole planning and analyzing process. It’s useful to think of the familiar components of scientific inquiry and how they correlate to the components of planning your instruction. A research report presents a rationale for the hypothesis, an outline or the intervention that is expected to make a difference, a description of the participants, an explanation of the instrument for collecting data to test the hypothesis, and the procedure for collecting the data. The analysis is a simple matter of using the data to see if the hypothesis is supported or not. The inquiry is intended to clarify whether there is a predictable cause and effect relationship; the report is a means for the experiment to be replicated and thus the results supported or challenged by peer review. Therefore, I suggest you think of the 12 page *Written Commentary* as a research report, with the first two components constituting your research proposal.

1. Instructional Context. As a researcher, you must describe the participants in your study-- obviously your students. You want to include any characteristics that might explain why the individual student has not demonstrated the same degree of learning as the others. By describing them, you establish grounds for any rival hypotheses. You also establish their learning needs that justify the long-range goals that this lesson helps develop. More specifically, you will actually pose multiple hypotheses for multiple interventions that may cause multiple effects. However, all the effects, or objectives, fall within the larger goal. The ‘particular instructional challenges’ represented by your choice of students includes the challenge of satisfying all their needs.

2. Planning and Teaching Analysis. Your hypothesis is that these participants, given the experience of your instructional activity, that is, the intervention, will have a predictable, measurable result, or objective. The rationale for the experiment links this particular objective for this particular event to a larger agenda of investigation, that is, your goal. Thus we have the main distinction between goals (broadly defined big picture eventual outcome, e.g. EALR) and objectives (more specific instruction-related outcome, e.g. GLE). Note the first two prompts:

□ *What overall goals are addressed by the assignments?*

□ *What were your specific instructional objectives for each of the writing assignments?*

You are further prompted to “Explain why you identified these objectives and how they are appropriate to the students in your class.” Thus, your instructional objectives are your hypotheses regarding the specific instructional activities you predict will influence the students to learn. From the Note-taking guide, you’ll see the importance of the connection in these two notes to the readers who will assess your portfolio:

information about the student ↔ *goals* ↔ *instruction*
teacher’s analysis ↔ *student work (i.e., quality of the “fit”)*

Therefore, a well-conceived objective for your particular students --that contributes to their development of the broader goal—is central to your writing. So what would a good one look like? As you know from years of familiarity with Bloom’s Taxonomy, SLOs, SWBATs, and behavioral objectives, your choice of verb is a clue to the level of thought you expect your students to use, and the measurability of the products that reveal learning. Stiggins (2005) advises us to “match tools to targets”, meaning that the instruments we use to collect data must be appropriate for the type of learning we are hoping to measure.

We have now identified several elements of a well-constructed proposal:

most students + new experience → adequate progress in learning (as measured by instrument).

If there are substantially different characteristics or needs among the students, then you modify your objective . Because you will be presenting the work of just a few students, your objectives can be very specific indeed.

special students + same experience → different progress in learning
or
special students + different experience → same progress in learning



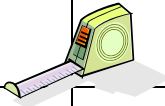
The measurement instrument remains the same for any of the parallel objectives; you may simply be predicting different targets. This means that your objectives should include a prediction of the measure you expect the students to demonstrate. Also, the point of the exercise is to demonstrate your ability to modify objectives with choose experiences appropriate for your students in order to advance their learning of the larger goal —not to design different assessments. Your job is then. to interpret the data in order to make even better decisions about experiences for your students.

What decisions have you already made for your entries? Here is a worksheet that might help develop your commentary about how you decided to match instructional experiences to the development of your students in order to develop their academic proficiency. The last column is for you to define the degree to which you predict each group of students to achieve proficiency on the same instrument that measures the learning.

CERTIFICATION _____ Entry _____

BROAD GOAL _____

Why the goal is important to learn _____

STUDENTS: Describe characteristics that may influence learning 	TEACHING: Outline instructional experience. 	OBJECTIVE: Learning target related to the broad goal 	ASSESSMENT: Degree of learning on the same instrument
<i>most students....</i>			
<i>some students...</i>			
<i>some students</i>			

Once you fill in each of these components, each column and each row can be crafted into a well-expressed descriptive sentence or two. These are the details that support your analysis and your reflection, in which you will make the connection between the specific objectives and the larger goal quite clear... as well as proposing new objectives that will help students move even closer to the large goal.