

Putting Goals to Work

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ON JUNE 11, 1969, the Colorado State Board of Education adopted a new format for accrediting schools. This new procedure substituted educational goals, developed by the local school-community, for a program of minimum standards developed by the state. The new program is known as "accreditation by contract," since the State Board of Education contracts with the local school board for an educational plan based upon the locally developed goals.

The format is composed of five sequential steps:

1. The local school-community identifies its goals for education. This is accomplished by involving all parties who have an interest in the educational enterprise: pupils, parents, teachers, and other members of the community.

2. Priorities in goals are established, since everything cannot be done at once.

3. A shower of objectives is then developed for each goal selected for action. This step is needed to get the goals into programs that can be implemented.

4. Implementation programs are developed for each objective. This includes the detailing of activities and resources needed to make progress toward the achievement of the objective.

5. At this point, the entire program be-

comes the educational plan for the school-community and is covered by a performance contract, which the local board signs and submits to the State Board of Education as the basis for school accreditation. At the time of State Board of Education signature, the school is accredited by and under the contract.

Three assumptions were made at the time the format was developed:

1. Goals are derived from the actual needs that people have, the most important need being to make sense of one's environment.

2. Goals act as blueprints for the behaviors that people exhibit.

3. Motivation for learning springs from these goals.

In order that this concept of goals could be shared with the teaching staff of a school, a model was developed. This model sought to identify the various relationships that exist among the goals held by different parties with a vested interest in the educational enterprise. This model was first used with the combined staffs of the five schools that make

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up the Division of Youth Services, Colorado Department of Institutions (see Figure 1).

Finding the key to human motivation is the purpose of the goals approach to learning, and the model was developed to pinpoint high motivational areas. Areas in which motivation of pupils is high are 1, 2, 3, and 4; of teachers, 3, 4, 6, and 7; and of parents and/or institutions, 2, 3, 5, and 6. Because of congruency between pupil and teacher goals in areas 3 and 4, and because of congruency between pupil and parent goals in 2 and 3, these areas are best suited for developing the initial learning environment—that is, these are priority goal areas.

Following the presentation of this model, the staffs of the institutions began work on the identification of both teacher-held and pupil-held goals. The institutional goals were extracted from the state's legal structure and from institutional policy.

The first approach used in the identification of pupil-held goals was a simple questionnaire in which pupils were asked to identify their concerns, their hopes, and their beliefs about what education should mean and should do for them. The result was what appeared to be a hodgepodge of unrelated ideas, not too well expressed because of the low educational achievement level of these young people. This effort was followed by group discussions in the same areas of concern and with almost identical results.

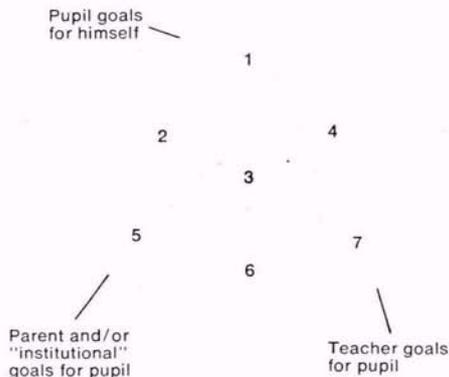


Figure 1. Model of Relationships Among Goals

It was at this point that the staff began to analyze seriously what these young people were saying. Their message amounted to this: "We are not worthwhile people, and we have all kinds of evidence to prove it. We have failed in school; we have failed in society; we have failed in our vocational attempts; and we have failed in our human relationships. We have a self-image of failure—a self-image of being people who are not worthwhile to anyone, including ourselves."

The global goal that emerged from this needs survey was that, "The youth in the institutional schools need to develop a self-image of being worthwhile people." Nothing else seemed so important to them.

The establishment of the global goal led to a search for intermediate, major goals. Three such goals seemed to be very apparent: the need for vocational success; the need for success with the fundamental skills; and the need for better human relationships and communications with other people. The final goals statement that emerged is illustrated as follows:

Global goal: need to develop self-confidence, worthwhileness

Major goals:

1. Occupational competency
2. Basic skills competency
3. Communications and personal competencies.

To convert this goals statement into a curriculum design, the major goals were broken down into specific objectives that could be stated in terms of desired competencies, desired attitudes, and/or desired understandings. The emergent curriculum design consisted of the goals, and the resultant shower of objectives derived from the goals.

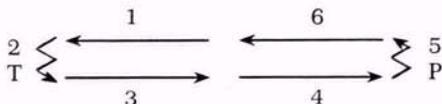
At this point it became necessary to develop an instructional design which included in it the staff, the facilities, equipment, materials, and all of the supporting services. The purpose of the instructional design was to or-

ganize the items needed to provide an environment favorable for learning—that is, the implementation program. The following sequence of events and activities was developed to get the pupil, the curriculum design, and the instructional design together in a meaningful way:

1. When the pupil, as a ward of the courts, entered the institutions, he went to a diagnostic center. There he was observed and tested in three areas: physical health, mental health, and educational achievement.
2. He emerged from the diagnostic center with an educational prescription covering the three areas mentioned above.
3. The pupil, with his prescription, entered one of the five schools, where he and the staff, working together, selected the needed objectives from the curriculum design in an effort to meet the recommendations contained in the prescription.
4. On a cooperative basis, the teacher and pupil would work out the implementation program for each objective.

This model is a first step toward an innovative program at these institutions. While it appears to be highly structured, it has continuous feedback to the pupil as to its success in the step-by-step implementation program. The contract on this program was signed by both parties and became effective as of September 1, 1970. It will run for a five-year period, with recycling and revision of goals being a continuous feature of the contract.

A different concept for using goals for educational accrediting purposes is being developed by three small schools in El Paso County. Beginning with a "teaching-learning situation" model developed by Jack R. Frymier,¹ the *process areas* (2T and 5P) in the model have been fitted with teacher goals for pupils and pupil goals for himself:



In this model, Frymier explains that the teaching-learning situation usually begins with the teacher making an assignment at point 3. The teacher assumes that the pupil will understand the assignment at point 4 and will be motivated to process it as the teacher intended it to be processed at point 5. The pupil will exhibit the desired behaviors at point 6, which the teacher observes at point 1 and processes at point 2, usually in the form of a grade in the teacher's class book. Frymier points to the fact that the process should begin at point 1 with the teacher observing existent behavior.

In the El Paso adaptation of this model, points 2T and 5P are envisioned as goals: that is, 2T (goals that the teacher holds for the pupil) and 5P (goals that the pupil holds for himself). In this adapted model, the teacher's assignment is made in terms of his goals for the pupil based upon knowledge of the pupil's goals, abilities, and interests. The pupil screens the assignment through his own goals screen and determines the relevance of the assignment. If it is relevant as is, he will process it at point 5P; if it is not relevant, his goals screen will tune it out at 5P. Likewise, the teacher receives the behavioral output of the pupil at point 6 and runs this behavior through his goals screen—goals he holds for the pupil.

The crucial test of this model will come late this spring when teachers and pupils will attempt to identify what was screened out by the incompatibilities in the goals screens (see Figure 1).

Some 30 schools and/or school systems have now entered into the new program. Most are just beginning the involvement of the people in their school-community in the goal identification process. Within the next five to seven years, the Colorado Department of Education envisions having all schools in the state under the program. □

¹ Jack R. Frymier. "Can Curriculum Meet the Needs of All Children?" In: Walter M. Lifton, editor. *Educating for Tomorrow: The Role of Media, Career Development, and Society*. New York: John Wiley & Sons, Inc., 1970.

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