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ABSTRACT

Specific goals for elementary and secondary public education are described in this final report. The general goal statements which are learner and future oriented, center on helping students toward achieving self actualization and realization; respect and concern for others; cognitive skills; mental and physical health; career and occupational competence; cultural awareness; citizenship, political, economic, and environmental understanding; and creative and critical thinking. The major portion of the report gives background information on the Task Force and explains procedures used to develop goals. Reasons for developing statewide educational goals, rationale for selection, and a list of members are given. The report also presents a section on public hearings and response to the preliminary draft of educational goals. (SJM)

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Educational Goals

from the FINAL REPORT of the

ADVISORY TASK FORCE ON EDUCATIONAL GOALS

For Public Elementary and Secondary Schools of Wisconsin

SP006 058



WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

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EDUCATIONAL GOALS

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ADVISORY TASK FORCE ON EDUCATIONAL GOALS

For Public Elementary and Secondary Schools of Wisconsin

Submitted to State Superintendent William C. Kahl
Wisconsin State Department of Public Instruction
Madison, Wisconsin 53702

December 1972

TABLE OF CONTENTS

Letter of Transmittal
From Task Force Chairman, Charles R. Hilston
To State Superintendent William C. Kahl 1

Goal Recommendations:
Preamble 5
Goal Statements 7

Background of the Task Force and Procedures
Used to Develop the Goals 11



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CHARLES R. HILSTON
EXECUTIVE SECRETARY

December 5, 1972

Mr. William C. Kahl
State Superintendent
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

Dear Mr. Kahl:

In January 1972 you appointed an Advisory Task Force for the Determination of Educational Goals and I accepted your invitation to be chairman of this Task Force and to organize and lead it to fulfill the objectives which you set forth. In your message to the Task Force on February 22, 1972, you express this charge:

The task you will be charged with today is formidable. It will mark a major advance in Wisconsin's educational history. For the first time a representative group of our state's citizens will collectively outline the goals of public elementary and secondary education. There are no limits, constraints, or restrictions imposed on your task, your recommendations, or your beliefs. You are free to develop the goals for education as you see fit.

The philosophical basis for this task force lies with the constitutional charge to the State Superintendent to assure good schools for all children. Wisconsin must have good schools available to all. Wisconsin parents must be able to move from one part of the state to another knowing that their children will receive a quality education. For this to happen, we must have a "working set" of goals for education--a "working set" because goals are worthless if we do not use them.

In July 1972, a progress report was submitted to you and you have been kept informed concerning the methods we employed to accomplish the task. I would stress, however, that Task Force members held the common belief throughout their work that the general citizenry must be involved in the process of goal setting to the maximum degree feasible. This belief was reflected in their efforts to meet with the public at hearings and through a public opinion poll. Even though the Task Force itself is broadly representative, it was felt that citizen involvement was vitally important because the schools exist to serve the people and local control of educational systems is necessary if education is to respond effectively to the needs of the people it seeks to serve directly.

The public opinion poll, accomplished by placing full-page advertisements in eleven Wisconsin newspapers with a circulation of over 756,000, elicited responses from more than one thousand citizens. Many of these concerned citizens

Mr. William C. Kahl

December 5, 1972

Page 2

wrote letters which were attached to their survey forms and I assure you that their suggestions were taken most seriously and many are reflected in the goal statements themselves. I am happy to report that sixty-eight percent of the public strongly support the goals, nineteen percent support them with some reservations, and only thirteen percent could not support them at all.

One of the most frequently expressed concerns by the public was that of implementation. This, of course, is not surprising since goals are meaningless if they are not implemented. If we had no space limitations in the advertisements, we would have explained to the citizens that these are learner outcome goals and a great deal of additional work needs to be done before the goals can be implemented in local schools and communities. At the July meeting of the Task Force, it was determined that the issues were too complex and time constraints too limiting in order for this Task Force to develop the process and organizational goals which should accompany learner outcome goals. Following that meeting, the Task Force recommended to you that a second task force be formed to develop process and organizational goals after the learner outcome goals have been officially approved and adopted. It was also recommended that some members of the present Task Force be appointed to the next ones, to assure continuity and articulation.

At the November meeting of the Task Force, the problems of implementation were considered again. The Task Force was unanimous in its opinion that there must be both follow-up and continuing work on these goals, plus process and organization, in order that our product will not prove to be impotent. It was emphasized again that members of this Task Force be appointed, among others, to be an "umbrella" committee to oversee and supervise special, technical advisory committees to develop process goals, organizational goals, and to translate learner outcome goals into more specific student performance objectives which can be measured. The Task Force strongly recommends that the Department of Public Instruction provide both expert professional staff time and the necessary financial support to coordinate this effort toward implementation. Finally, the Task Force recommends that the Department develop a long-range plan which will guide these efforts toward implementation. This item should receive the highest priority and work should be initiated immediately.

The work of this Task Force proved to be more complex than most of its members thought it would be. Not everyone appointed to serve on it contributed to its work, however, the product which is presented to you today is the result of a great deal of hard work and personal sacrifice by a majority of the Task Force's members. I wish to publicly thank them for their efforts and for the positive and constructive attitudes displayed during the many hours and days devoted to deliberation, hearings, and subcommittee work. It is my opinion that every citizen in Wisconsin should be proud that we have such public improvement minded persons who will not only accept a responsibility as awesome as this but will do everything within their power to follow through with their commitment.

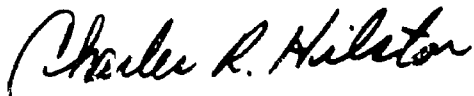
Mr. William C. Kahl
December 5, 1972
Page 3

I would also thank my fellow citizens in Wisconsin for their interest and support. The hundreds of people who appeared at public hearings and those who responded to the public opinion survey are to be commended especially. Many educational and public associations in the state contributed a great deal to the information collection tasks of the committee through the submission of position papers, expert testimony, and statistical data. This was deeply appreciated.

Finally, on behalf of the Task Force, I wish to compliment your professional staff members who have worked so ably with us during the past year.

Only one part of the charge to this Task Force has been completed. I hope that as we move toward the implementation of the goals outlined in this report, you will continue to involve teachers, school administrators, and the public in meaningful ways. It is generally recognized that formulating statewide educational goals constitutes the essential defining characteristics of any fully developed educational assessment program. We trust that we have accomplished the most important task of providing this basic platform for Wisconsin.

Yours very sincerely,



Chairman

CRH:drk

PREAMBLE

Since the establishment of its Constitution in 1848, the State of Wisconsin has assumed primary responsibility for providing elementary and secondary education for all children and young adults residing in Wisconsin. The executive and legislative branches of government have delegated this responsibility for public elementary and secondary education to the constitutional office of the State Superintendent of Public Instruction and to local school boards.

In 1971 the Wisconsin Legislature directed the State Superintendent and the Department of Public Instruction "to develop an educational assessment program to *measure objectively* the adequacy and efficiency of educational programs offered by *public schools* in this state." The "adequacy and efficiency" of public school programs cannot be "measured objectively" on a statewide basis without first establishing goals and objectives against which to measure those programs. It was for this reason that State Superintendent William C. Kahl appointed this committee of twenty-nine educators, students and other concerned citizens in January 1972 and charged it to develop educational goals for the public elementary and secondary schools of Wisconsin.

Throughout the process of formulating goals, this committee has been guided by certain fundamental assumptions concerning the nature of educational goals and what ought to be the responsibility of the public schools. *The goals should be read and understood in light of these assumptions.*

1. Goals are statements of broad direction, general purpose or intent. Goals are general, timeless and not concerned with particular achievement within specific time periods. The intent of this committee was to write goal statements that would be general and broad enough to allow for flexibility on the local level. This committee has not been concerned with goals specifically for six-year olds or tenth graders but with *learner outcome* goals -- what the student should have in terms of knowledge, skills, abilities and attitudes when he leaves high school. Furthermore, there has been no attempt to say how or when these goals will be achieved.
2. The goals for Wisconsin's public schools should be future oriented. This committee has been more concerned with what public education in Wisconsin ought to be like ten years from now than with the question of where education is today. Without being bound by present course offerings and programs, this committee sought to identify the common kinds of knowledge, skills and attitudes that individuals will need following graduation from high school ten years from now.

3. Although these goals are learner-oriented, the responsibility for student attainment of these goals must rest largely with the schools and the community that supports the schools. Since this committee was charged with formulating educational goals as part of a long range plan for assessment, the schools will be held accountable for providing the kind of environment, teaching methods and programs that will make it possible for students to attain these goals to the best of their ability.
4. The public schools are part of the community and should not be isolated from it. The public schools share responsibility for the achievement of these goals with the student, his family and his community. Therefore, a continuous effort should be made to involve students, parents and other concerned citizens in the operation and decision-making of the public schools. For this reason, the committee has involved the public at various stages in its goal setting process.
5. Each child enters the public schools with unique capabilities and limitations. Nevertheless, the public schools should function for the benefit of all children and young adults regardless of the students' religion, economic status, race, sex or mental and physical capabilities or limitations. It is the responsibility of our schools to aid all students (including exceptional children) to achieve these goals to the best of their ability.
6. The goals for Wisconsin's public schools should not represent minimum standards. The public schools should set optimum goals toward which all students can strive although the complete attainment of these goals may not be possible for all children.
7. In developing goals this committee has not been overly concerned with traditional curriculum boundaries. The eleven goal areas and the goals listed under each area should not be viewed as isolated areas of study. All the goals are interrelated.
8. This committee has not attempted to rank the goals in terms of importance or to say which goal or goals should be achieved first. Many of the goals should be achieved simultaneously, but it must be the responsibility of the local schools to set their own priorities in terms of local needs and resources.
9. This committee has operated on the assumption that the development of educational goals represents but one step in the continuous process toward improving the quality and effectiveness of education for our children. This committee believes that the full value of these goals can be realized only after the subsequent steps are fully identified, carefully considered and acted upon.

GOALS FOR ELEMENTARY AND SECONDARY PUBLIC EDUCATION

SELF - REALIZATION

Schools of the future will exercise a more concerted effort to aid each child to develop a feeling of self-worth and confidence which will enable him/her to experience a sense of pride and accomplishment in a highly technological, rapidly and dramatically changing society. The individual should develop a positive self-image within the context of his/her own heritage and within the larger context of the total society.

The student shall:

1. know and respect himself/herself.
2. recognize his/her strengths and limitations in setting personal goals.
3. develop his/her interests and potentials in order to achieve those personal goals.
4. have insight into one's own value structure, how values affect one's life and relationship with others.

HUMAN RELATIONS

Human Relations is the interaction of individuals with one another and with groups. Schools cannot ignore human relations, because (by means of their social systems, organizational structures, teaching methods, and administrative practices) they teach it whether consciously or not.

Schools shall foster an environment where students, all school personnel and other community members interrelate to seek self-knowledge and understanding, appreciation, respect and concern for all human beings.

The student shall:

1. understand, appreciate and respect one's self.
2. have a desire to contribute to the well being of society in all areas of his/her life and place a higher value on people than things.
3. understand and appreciate the value systems, cultures, customs and history of his/her own heritage as well as those of others.
4. possess the skills and attitudes necessary to assure the continuing development of:
 - a. respect for the rights of one's self and others.
 - b. the ability to form satisfying and responsible relationships with a wide variety of people.
 - c. skill in group relations.
 - d. the ability to initiate and maintain personal friendships.
 - e. a recognition of the political, social and cultural interdependence among peoples of the world.
 - f. an understanding of the various domestic and international life styles.
 - g. the ability to manage conflicts in values.
 - h. respect for the work efforts of one's self and all others.

BASIC SKILLS

Schools are a significant agency of society for the development of basic skills. It is essential that a person be able to interact within a changing society and make reasonable judgments about it. To that end, schools must explore and implement the best possible ways for students to acquire and apply the fundamental skills necessary to learning.

The student shall:

1. comprehend ideas and facts through reading, viewing and listening.
2. communicate ideas and facts through writing and speaking.
3. use the processes of language, science and mathematics.
4. perform psychomotor (mental-physical) activities necessary to learning.
5. use problem-solving techniques and processes used in decision-making.

MENTAL AND PHYSICAL HEALTH

The insistence that our youth develop sound minds and bodies must be a continuing value of a renewing society. Children come to school with different mental and physical capabilities. Schools shall develop self-concepts and physical skills in accordance with each child's potential.

The student shall:

1. have the basic physical and mental health necessary for his/her optimum growth and development.
2. understand the emotional and social aspects of human sexuality.
3. understand the interrelationship of mental and physical health.
4. have an awareness of and an incentive to use community resources essential to assure his/her optimum mental and physical health.
5. recognize leisure time activities as a vital part of human life, and possess sufficient skill and interest in an area of activity other than that of his vocational choice to be able to make constructive use of leisure time.
6. demonstrate knowledge, use and appreciation of safety principles, concepts and practices.
7. possess knowledge concerning the various body systems and how they are affected by dietary habits, physical and mental activity, drugs, alcohol, tobacco and poisons.

CAREER EDUCATION AND OCCUPATIONAL COMPETENCE

In a rapidly changing society where occupations change, appear and disappear, means must be found to equip students to deal with the world of work. Schools must offer students an education that prepares them for alternative occupational, academic and technical programs beyond high school.

The student shall:

1. have a respect for the dignity of all occupations and the desire to pursue a satisfying vocation.
2. have acquired a knowledge and understanding of opportunities open to him/her for preparing for a productive life.
3. have developed those occupational competencies consistent with his/her interests, aptitudes and abilities which are prerequisite to entry and advancement in the economic system and/or academic preparation for acquisition of technical or professional skills through post-high school training.

CULTURAL APPRECIATION

Harmony among peoples of the world requires appreciation and understanding of diverse cultures. Students shall have opportunities to learn about various cultures and to deepen their appreciation of their own heritage.

The art forms of a people communicate much that is necessary to know about their culture. In order to heighten this kind of understanding, students should have opportunities to express themselves in a variety of artistic ways.

The student shall:

1. have an appreciation of art, crafts, music, literary and dramatic forms, and their place in the historical and cultural heritage of this and other nations.
2. have the experience and skills necessary for the creative use of leisure time.
3. have an awareness of the importance of and the use of cultural and recreational facilities in his/her community.

LIFELONG LEARNING

Life expectancy is such that the average individual has many productive years beyond his formal school years. At the same time, the world is changing at an ever-increasing rate, constantly requiring new approaches. It is therefore imperative that an individual be prepared to participate in a lifelong learning experience.

The student shall:

1. be responsive to the needs and opportunities to learn afforded by an ever-changing social, economic and political environment.
2. have knowledge of the possibilities for continuing self-development in light of increasing educational and leisure time opportunities.

CITIZENSHIP AND POLITICAL UNDERSTANDING

Citizenship is the quality of an individual's response to membership in the community of the locality, state, nation and world. Because schools are a part of society and because ours is a society based on the premise that people are able to govern and direct themselves through law, it is important that the total school experience offer opportunities for students to learn and practice their roles, rights, and responsibilities within legitimate government.

The student shall:

1. understand the structure, governance and governmental heritage of society (communities, state, national, world).
2. understand the importance of effective participation in fulfilling his/her obligation to society.
3. have developed the skills to participate in a democratic society as a result of his/her total school experience.

ECONOMIC UNDERSTANDING

In the American economic system, students must understand those factors that affect both their own economic condition as well as the standards of living among the world community.

Effective participation in the economy as a consumer and producer of goods and services requires understanding of personal and world economics and the relation of government to economy.

The student shall:

1. learn to evaluate his/her needs, match products to needs and effectively use products and natural resources.
2. understand the various systems of production and distribution, the role and responsibility of the individual in these systems and the ways in which these systems influence the lives of people.
3. understand the relationship between individual consumption of goods and the effect on the environment.
4. understand the process of obtaining employment, planning and budgeting personal income, saving and investing, and financing major purchases.
5. be aware of the agencies which assist and protect consumers and producers.
6. be aware of national and international business organizations, monetary systems and the effects of government on their economies.

PHYSICAL ENVIRONMENT

The quality of life and ultimately the question of survival depends upon man's ability to live in harmony with his physical environment. Schools must therefore provide experiences leading to the acquisition of knowledge, skills and attitudes that will enable society to develop a balanced use of natural resources that recognizes the concurrent rights of present and future generations.

1. Students shall acquire knowledge and understanding of the social, physical and biological worlds and the balance between man and his environment.

Students shall have:

- a. an understanding of the social, economic and political implications of population growth.
 - b. knowledge of the basic facts regarding ecological balance and the effect of people, technology and industrialization on altering and maintaining this balance.
 - c. developed a comprehension and perspective of the world as an integral ecosystem.
 - d. an understanding of how people and technology alter the natural and physical environment.
2. Students shall have attitudes and behaviors leading to the appreciation, maintenance, protection and improvement of the physical environment.

Students shall acquire knowledge and skills which enable them to:

- a. improve their personal environment.
- b. discriminate in their producing, usage and purchasing practices in relation to ecological considerations.
- c. be a responsible developer and user of technology.
- d. play an active role in preserving and improving the environment.
- e. engage in environmentally compatible life styles.

CREATIVE, CONSTRUCTIVE AND CRITICAL THINKING

A student must be able to cope with changes affecting the quality of his life. A student must be prepared to apply imagination, creativity, constructive and critical thinking to personal problems and societal conflicts. The school shall provide an environment where students can develop skills of thinking and where experiences can be examined and integrated.

The student shall:

1. be able to deal effectively with situations which are new to his/her experiences.
2. think and act in an independent, self-fulfilling way and in a considerate and responsible manner toward others.
3. have skills in the logical processes of search, analysis, evaluation and abstract thinking.

Background of the Task Force

and

Procedures Used to Develop the Goals

I. Reason For Developing Statewide Educational Goals

The Advisory Task Force on Educational Goals was formed in January 1972 as part of a long range plan for assessment of the educational performance of Wisconsin's elementary and secondary schools as mandated by the Legislature in 1971. This mandate authorized the State Superintendent and the Department of Public Instruction "to develop an educational assessment program to *measure objectively* the adequacy and efficiency of educational programs offered by the *public schools* in this state." The "adequacy and efficiency" of public school programs cannot be "measured objectively" on a statewide basis without first establishing goals and objectives against which to measure those programs. It was for this reason that State Superintendent William C. Kahl, in consultation with the staff of the Division for Planning Services, appointed the Task Force in January 1972 and charged them to develop educational goals for public elementary and secondary schools of Wisconsin.

II. Membership of the Task Force

In appointing individuals to serve as members of the Task Force, the major concern was to be as representative as possible of the varied individuals and organizations which have concerns vitally linked to the adequacy and efficiency of Wisconsin public schools, while at the same time keeping the Task Force small enough to operate effectively within the constraints of a modest budget. In December 1971 Superintendent Kahl contacted the officialdom of approximately twenty-five organizations and asked them to nominate a member of their organization to represent them on the Task Force. Altogether, twenty-nine individuals were appointed, representing the following organizations or interest groups:

1. Mr. Donald Brill
Wisconsin Board of Vocational, Technical
and Adult Education
2. Representative Manny S. Brown, Chairman
Assembly Education Committee
3. Mr. William Colby
State Advisory Committee on
Equal Educational Opportunity
4. Mr. Omer Creydt
Wisconsin State AFL-CIO

5. Ms. Ruth Doyle, Chairman
Task Force on Educational Financing
(Mr. Michael Harder replaced Ms. Doyle)
6. Dr. Robert H. DeZonia
Wisconsin Association of Independent
Colleges and Universities
7. Sharon Edgar
Representing high school students
8. Ms. Loretta Ellis, Chairman
Education Committee of the Great
Lakes Inter-Tribal Council
(Mr. Willard Lonetree replaced Ms. Ellis)
9. Mr. Dan Felton, State President
Wisconsin Association of Student Councils
10. Dr. Arthur Fritschel
University of Wisconsin System
(Resigned July 3, 1972)
11. Mr. James Guckenberg, Past-President
Wisconsin Education Association
(Mr. Francis Fruzen replaced Mr. Guckenberg)
12. Mr. Kenneth Haagensen
Wisconsin State Chamber of Commerce
13. Senator Raymond Heinzen, Chairman
Senate Education Committee
14. Dr. Lawrence Heyerdahl
Wisconsin School Superintendents Association
15. Mr. Charles R. Hilston, Executive Secretary
Wisconsin Secondary School
Administrators Association
16. Mr. William Kolkoski
Wisconsin Association of
School Business Officials
17. Mr. Robert W. Lang
Legislative Fiscal Bureau
18. Mrs. L. A. Leifer, Executive Secretary
Wisconsin Congress of Parents and Teachers
19. Dr. Donald J. McCarty, Dean
School of Education
University of Wisconsin, Madison

20. Dr. Dorothy McLimans
Elementary School Principals Association
21. Ms. Charlene Pinkney, Student Member
Madison Board of Education
22. Ms. Bonnie Reese, Executive Secretary
Legislative Council
23. Reverend Mark Schommer, Chairman
Wisconsin Catholic School
Superintendents Association
24. Honorable Martin Schreiber
Lieutenant Governor
25. Mr. John H. Stevens, Executive Director
Wisconsin Federation of Teachers
26. Dr. George Stockton, President
Wisconsin Council for Exceptional Children
27. Mr. George Tipier, Executive Secretary
Wisconsin Association of School Boards
28. Mr. Glen H. Watts
Department of Administration
29. Ms. Richard Whalen
League of Women Voters of Wisconsin

Mr. Charles Hilston was appointed chairman of the Task Force, and Mr. Dan Felton was elected vice-chairman. A steering committee was appointed to assist in coordinating the work of the Task Force. Members of the steering committee were: Mr. Donald Brill, Mr. Omer Creydt, Dr. Dorothy McLimans, Mr. Glen Watts, and Ms. Richard Whalen.

Dr. Jack Schmidt and Dr. Roberta Ray were appointed as staff representatives to work directly with the Task Force in making available the services to the Department of Public Instruction.

III. Charge to the Committee

Superintendent William C. Kahl delivered the charge to the Task Force at its first meeting on February 22, 1972. Mr. Kahl charged the group "to develop a set of educational goals before the end of November, 1972." He noted that "the establishment of goals for Wisconsin's public elementary and secondary schools will be the basis and the foundation for a continuing program of statewide assessment-- a program by which we will index the effectiveness of our schools so

that we may report back to the people of Wisconsin and tell them what and how much our children are getting. The establishment of goals, therefore, is the first and most crucial step in the continuing effort for accountability in education."

The charge was amplified and clarified in a letter sent to the members of the Task Force on March 10, 1972. This letter stressed the importance of being *future oriented* in formulating goals. It was suggested that the Task Force be more concerned with what public education in Wisconsin ought to be like ten years from now than with the question of where education is today.

Mr. Kahl distinguished goals from objectives and stated that the charge to the Task Force was to develop specific goals for public education not specific objectives. Goals are statements of *broad direction*, general purpose or intent. Goals are *general* and *timeless* and are not concerned with particular achievements within specific time periods. Objectives, on the other hand, deal with desired *degrees* or *levels of accomplishment* which can be *measured* within a given *time* under specific conditions.

Mr. Kahl further noted that there are three separate phases of goal development that the Task Force should follow in sequential order in carrying out their task. The accomplishment of each phase can stand alone. These phases are:

1. Learner Outcome Goals

Without being bound by present course offerings and programs, the Task Force was charged to identify the common kinds of knowledge, skills and attitudes that individuals will need following graduation from high school ten years from now. Mr. Kahl added that the Task Force should not be concerned with goals specifically for three year olds or tenth graders but with *outcome* goals - - what the student should have in terms of knowledge, skills, abilities or attitudes when he leaves high school.

2. Process Goals

These goals are concerned with the problem of how to achieve learner outcome goals within the educational process.

3. Institutional Goals

These goals are concerned with the ability of the educational establishment (local school boards, DPI, and the laws of Wisconsin) to facilitate the accomplishment of learner outcome and process goals.)

Mr. Kahl noted that the specific charge of the Task Force related to learner outcome goals, and this in itself would

be a sufficient product. He added that if the Task Force should have sufficient time, they might wish to investigate process goals and institutional goals as well.

At their July 26 - 28th meeting the Task Force determined that they would not have sufficient time to develop process and institutional goals by November 1972. However, they voted to recommend to Superintendent Kahl that "he assign this Task Force or another group to develop process and organizational goals sometime after November when the learner outcome goals have been approved." The Task Force also recommended that "if another group is appointed to develop process and institutional goals, there should be some carry over of membership from this Task Force to the new group. At least some of those individuals involved in formulating process and organizational goals should have been involved in generating the learner outcome goals.

IV. Procedure For Developing Goals

The approach used by the Task Force in meeting its charge from the Superintendent consisted of several steps:

1. The first phase was for the Task Force members to gain some common understanding of the nature and function of goals and some of the practical and philosophical problems in goal formulation. It was for this purpose that Dr. John Seger of Alberta University was asked to address the Task Force and serve as a consultant at their first meeting. Dr. Seger defined goals as "forces that drive and direct the educational system." "Goals are really statements of intentions or purposes that we would like to achieve and that direct our behavior." Seger noted that in designing goals the Task Force must walk a fine line between generality and unnecessary constriction. If the goal statements are too general, they are meaningless. On the other hand, if they are too specific, they will tend to cut off flexibility at the local level.

Dr. Seger noted that one characteristic of goals in education is that "they typically are stated in terms of what the students will know, understand, appreciate, exemplify at the completion of their school career. Education by its very nature is cumulative. It begins early in life. It continues through as far as you are concerned to grade 12 or about 18 years of age. During that time there is an over-all set of education experiences that is designed so that at the end point or the point of school termination, hopefully, there has been a cumulative impact on achieving the over-all goals for education. I don't know how else you can state goals other than in terms of what you want things to look like when you are through. You can think of strategies, process goals and what not; but if you want to be concerned about the outcomes, if you want to be concerned about what the end product of education is like, *you are talking about students when they complete their school career.*"

It was stressed by Dr. Seger that the Task Force should not be very concerned with assessment. "You are going to be very concerned about describing the nature of that which you expect from those people who have indulged in a set of experiences that are provided to them through public support in the school system. The goals that you are identifying are driving forces, aspirations, targets in the future that you aim at, but they will never be capable of being assessed in terms of the degree to which they are achieved. Now that doesn't mean that somebody doesn't have to worry about assessment. It is important to note that *there is a difference between goals and objectives, and objectives are what you assess.* They are derived logically from and linked with the goal structures that you will be responsible for creating."

Dr. Seger stated that part of the task of formulating goals involves predicting the long range future of society. "If your goals are student-oriented, then what you are doing is setting up goals for people who will be illustrating achievement of those goals sometime in the future. This requires you to make guesses about the future. One of the most recent interdisciplinary functions coming into vogue these days is what they call futureology, the science of predicting the future. *I think people make goal-like statements on the implicit understanding that they are talking about the future, but I think that ought to be made explicit.* What future, and for whom? I think you need to have a general view of what the world will be like when the people entering school this year leave school. I don't think you can avoid doing it, but to the extent that you do it implicitly rather than explicitly, you are introducing problems for yourself."

2. In keeping with Dr. Seger's suggestion that the Task Force must be to some extent concerned with predicting the future, two committees were formed to research, discuss and prepare a report on "The Responsibilities and Limits of Public Elementary and Secondary Education in Wisconsin" and "The Future of Public Elementary and Secondary Education in Wisconsin." The staff of the Department of Public Instruction provided considerable research material on these topics for the committee members. In addition, Dr. Stuart Sandow, an expert on futures research from the Educational Policy Research Center at Syracuse, served as a consultant to the two committees at their May 2nd meeting. The written reports of these two committees were submitted to the Task Force at their July meeting. The purpose of these reports was to provide a basis for formulating educational goals.

The Task Force decided that their goals must be future oriented, so one committee sought to answer the question: What will the world be like when children starting school this year or next are ready to graduate from high school? The Task Force decided that their educational goals must be based on their best educated guess as to what the world will be like that young people will have to face in 1982 and beyond.

The Task Force also determined that they could not formulate educational goals without first determining what are the limits and responsibilities of public elementary and secondary schools in Wisconsin today. In addition, this committee wrote a statement expressing their consensus on what the limits and responsibilities of public education *should be* if the schools are to meet the needs of the future.

3. The procedure of the Task Force has been characterized by a continued effort to seek the opinions of individuals and organizations other than those represented on the Task Force. At their March meeting the Task Force decided to hold public hearings on April 26th in order to "broaden our base of operations, to go to the people instead of asking them to come to the Task Force, and to learn what are the dreams and aspirations of the people of Wisconsin for their children." The Task Force was especially interested in hearing the views of the "ordinary man."

On May 16th the Task Force met to continue their committee work, to decide on a procedure for formulating goals, discuss the findings of the hearings and to hear Mr. Bernard Kaplan, Director of Planning for the New Jersey Department of Education, discuss the procedures and outcomes of the New Jersey Goals Task Force.

Dr. Kaplan expressed the opinion that the procedure for developing goals in New Jersey, which consisted of much public involvement was more important than the final outcome or goals. Influenced by Mr. Kaplan's remarks and their experience at the hearings, the Task Force decided that further effort should be made to involve interested organizations and the general public in their task of goal formulation. They sought to accomplish this in two ways:

1. Through letters and new releases interested individuals and groups were requested to submit their ideas on educational goals to the Task Force prior to their July meeting when they wrote a working draft of goals.
2. A working draft of goals formulated at the July meeting was published in the newspapers in October in order to sample public reaction.

4. The Task Force held a three day meeting to formulate a working draft of learner outcome goals, taking into consideration not only

their own ideas and those of the organizations they represented, but also the position papers and testimony submitted by concerned individuals and groups, the findings of the two committees and the research material supplied by the DPI staff.

The working draft of goals was written as planned at the extended meeting in Stevens Point, July 26 - 28. Goals were written in twelve major areas:

1. Basic Skills
2. Cultural Development
3. Self-Realization
4. Political Understanding and Citizenship
5. Human Relations
6. Economic Understanding
7. Physical Environment
8. Physical and Mental Health
9. Creative, Constructive and Critical Thinking
10. Career Education and Occupational Competence
11. Lifelong Learning
12. Values and Ethics

5. The Task Force met on September 20th to revise and edit the working draft of goals. The Task Force also agreed on certain "assumptions" that should be included in the preamble to the goals to further clarify their meaning.

6. The Task Force met on November 15th to make final revisions of the goal statements, taking into consideration the reactions they received from both the public and their own organizations.

V. Public Hearings on Goals for Education

On April 26th, 1972 the Advisory Task Force held informal public hearings for the purpose of learning what educational aspirations the people of Wisconsin have for their children. The hearings were held from 1 p.m. to 6 p.m. and 7 p.m. - 10 p.m. at six locations throughout the state: Appleton, LaCrosse, Wausau, Milwaukee, Madison, and Rice Lake.

Students, parents, and all concerned citizens were encouraged to attend the hearings and express their opinions on what the public schools should do for the children and young adults of Wisconsin. The Task Force was especially interested in hearing from "average citizens," persons who feel that their voices are seldom heard in undertakings of this nature.

News releases announcing the hearings were sent to newspapers throughout Wisconsin. In addition, announcements and brochures were sent to all principals and superintendents in Wisconsin. The hearings received some television coverage in Wausau.

Approximately 225 people testified, including students, parents, teachers, and representatives of various organizations concerned with education. Many additional individuals attended the hearings but did not testify. Fifteen individuals submitted written testimony rather than give oral testimony.

All the testimony received was related to one or more of the 39 specific areas of concern:

1. Size of schools
2. Education of handicapped
3. Reading skills
4. Vocational training
5. Open classroom
6. Year-round school
7. Sex education
8. Inter-cultural appreciation
9. Basic skills
10. Ecology
11. Physical fitness
12. Discrimination against female students
13. Need for more vocational guidance counseling
14. Parent involvement in schools
15. Student involvement in schools
16. Teacher evaluation
17. Compulsory attendance
18. Family life education
19. Local versus central control
20. Alternative types of schools
21. Self-motivation versus structure and discipline
22. Financing of education
23. Early childhood education
24. Special help for emotionally disturbed children
25. Special help for the slow learner
26. Encouraging individuality
27. Special help for gifted students
28. Bilingual programs
29. Drug education
30. Mainstreaming
31. Equal education for the handicapped
32. Teacher-student ratio
33. Teaching morality and ethics
34. Human relations courses
35. Special help for the potential drop-out
36. Discipline codes
37. Speech skills
38. Consumer education
39. Discrimination against ethnic minorities.

The Task force was also able to derive 53 goal statements from the testimony. Some of these goal statements contradicted each other, possibly reflecting a lack of public agreement on some goals for education.

While the opinions and ideas on educational goals expressed at the hearings differed considerably, there was general agreement on the merit of involving the public in decisions concerning the goals for public education. The demand for more involvement of both students and parents in the operation and decision making of the public schools was a recurrent theme in much of the testimony received. There was also a strong consensus that the Department of Public Instruction should exercise a stronger leadership role. Finally, many citizens testifying at the hearings requested an opportunity to react to the tentative goals of the Task Force before their adoption by the State Superintendent.

At their May 16th meeting the results of the hearings were reported briefly by the six hearings chairmen. The Task Force acknowledged that the hearings were extremely valuable in identifying many of the concerns of citizens regarding education for their children. However, the Task Force suggested that the information gained at the hearings should not be taken as a consensus of the people of Wisconsin, since some interest organizations were well represented while others had no spokesmen.

VI. Public Response to the Preliminary Draft of Educational Goals

At their July meeting the Task Force decided that their working draft of goals should be disseminated to both the organizations which the Task Force represents and to the general public via the newspapers. In this way, the Task Force could provide both their constituency and the general public with the opportunity to react to the working draft of goals before putting them in final form.

On October 18 the working draft of goals was published as a full page advertisement in the following newspapers:

1. *Milwaukee Journal*
2. *Milwaukee Sentinel*
3. *Capital Times*
4. *Wisconsin State Journal*
5. *Green Bay Press Gazette*
6. *Superior Telegram*
7. *Eau Claire Leader Telegram*
8. *Stevens Point Daily Journal*
9. *Janesville Gazette*
10. *LaCrosse Tribune*

These newspapers were selected on the basis of the size of their circulation and/or their geographic location. The intent of the Task Force was to reach as many people and cover as many different areas of the state as possible.

The following questionnaire was included in the advertisement:

PLEASE FILL OUT THIS FORM BY *OCTOBER 25th* AND MAIL TO:
Advisory Task Force on Educational Goals
126 Langdon Street
Madison, Wisconsin 53702

Please check the statement that most nearly describes your response to the goals:

_____ I STRONGLY SUPPORT THESE GOALS.

_____ I SUPPORT THESE GOALS WITH THE FOLLOWING EXCEPTIONS:
(attach comments)

_____ I CANNOT SUPPORT THESE GOALS FOR THE FOLLOWING REASONS:
(attach comments)

Check all appropriate answers:

I AM:

_____ PARENT

_____ NUMBER OF SCHOOL AGE CHILDREN

_____ EDUCATOR

_____ JUNIOR/SENIOR HIGH SCHOOL STUDENT

_____ COLLEGE STUDENT

_____ OTHER _____

I LIVE IN _____ COUNTY.

Copies of the working draft of goals and the questionnaire were distributed to school superintendents, elementary and secondary school administrators, school boards, the Wisconsin Association of Student Councils, the Wisconsin Congress of Parents and Teachers and other organizations.

Over 1000 individuals responded to the questionnaires. Of this total:

69% strongly supported the goals.

20% conditionally supported the goals.

11% could not support these goals.

Many respondents wrote extensive comments in addition to filling out the questionnaire.¹ Of those respondents who submitted additional comments, the following questions and ideas were frequently expressed:

- How are the goals to be implemented?
- The goals are idealistic and impractical.
- Language of goals is not clear.
- These goals would encourage schools to infringe on individual rights and the rights of parents.
- The schools should encourage more freedom for students and more respect for the individuality of students.
- How can the attainment of these goals be measured?
- There is a need for an additional goal concerned with family life education.
- The schools should place major emphasis on teaching the basic skills.
- These are not new goals.
- There is a need for more involvement of parents in the schools and in the educational process.

VII. Preparing the Final Draft

A. The Task Force met on November 15th to review the public reactions to the goals and to make their final revisions of both the goals and the preamble to the goals. Several minor changes were made under various goal areas. Some of the more important changes in the goals were the following:

1. The Task Force decided to delete the goal area dealing with "Values and Ethics" and put goal #2 of this section under "Self-Realization."²

¹For a complete report on the results of this survey see the Appendix. (in the complete report).

²This decision was based in large part on the diversity of public reaction indicating that each person read something different into the goal statement.

2. The wording "his" was changed to "his/her" throughout the document.
3. Goal #1 of "Cultural Appreciation" was changed to stress the importance of learning to appreciate the cultural heritage of all nations.
4. An additional goal was added under "Economic Understanding" stating that "the student shall be aware of national and international business organizations, monetary systems, and the effect of governments on their economies."
5. Under "Physical Environment" the terminology was changed to stress that *people* as well as technology have an effect on the environment.
6. Goal #2 under "Physical Environment" was changed in order to emphasize producing and usage practices in relation to ecological considerations.

B. The Task Force decided that a preamble would be essential in order to clarify the meaning of the goals by stating the basic assumptions upon which they rest. The following ideas were added to the original preamble.

1. It should be noted that the goals are not intended to be either exclusive or inclusive. The goals are not intended to be limiting factors.
2. The term "goal" ought to be defined.
3. It should be noted that all students come to the schools with different capabilities and limitations.
4. There should be a general statement that the Constitution of Wisconsin is the basis for this statement of goals. The idea should be stressed that education is a state as well as a local responsibility.
5. There should be a statement stressing that the schools share responsibility for the achievement of these goals with the student, his family and the community.
6. There should be a statement explaining that the aim and function of this Task Force was not to say how or when these goals are to be implemented or accomplished.
7. It should be noted that the Task Force has not attempted to rank these goals. It is the responsibility of local school districts to set priorities. However, it should be noted that many of the goals overlap and should probably be accomplished simultaneously.

8. It should be noted that the Task Force did not intend to set minimum standards for learner achievements. Their intention was to set optimum goals for all children.
9. It should be noted that the goals are future oriented but not self-executing.

Meetings of the Task Force

1. February 22 - 23, 1972. Wisconsin Center, University of Wisconsin, Madison.
2. March 29, 1972. Wisconsin Center, University of Wisconsin. Madison.
3. May 1 - 2, 1972. Ramada Inn, Madison.
4. May 16, 1972. Ramada inn, Madison.
5. June 22, 1972. Ramada Inn, Madison.
6. July 26 - 28, 1972. University Center, University of Wisconsin, Stevens Point.
7. September 20, 1972. Ramada Inn, Madison.
8. November 15, 1972. Ramada Inn, Madison.