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ABSTRACT

School boards, often prodded by recently-enacted State accountability laws, have been involving themselves, their staffs, their patrons, and their students in a quest for consensus about educational goals of local school systems. A board that does not give priority to these matters runs the risk of having directions determined at other levels. Boards wanting to meet their goal-setting responsibilities should consider the following: "goals" are general statements of what ought to be, rather than what has to be; goals are, by their very nature, expressions of policy; the process of identifying and reaching consensus on goals requires the broad involvement of staff members, the public, and students; attainable objectives should be set consistent with these goals so that some measure of progress towards those goals can be attained.
(Author/WM)

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SCHOOL BOARD POLICIES on INSTRUCTIONAL GOALS

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... a school board policy development kit
prepared by the Educational Policies Service
of the NATIONAL SCHOOL BOARDS ASSOCIATION

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SCHOOL BOARD POLICIES ON INSTRUCTIONAL GOALS

No. 73-55

November, 1973

Much of the fancy language of the "accountability movement" can be boiled down to a few simple but pertinent questions.

- Where are we headed in education?
- Where do we want to be headed?
- Do we have the means to go where we want to go?
- And how are we going to measure progress toward our destinations?

Such questions are today being raised throughout the nation. School boards, often prodded by recently-enacted state accountability laws, have been involving themselves, their staffs, their patrons, and their students in a grand quest for consensus about educational goals of local school systems.

This is a good and much-needed exercise. It is high time that these questions are being asked in public forums and in self-conscious and disciplined ways. We have been rather sloppy about the goals of education, often taking them for granted and leaving them unexamined. When organizations are unclear about destination, they must expect only the illusion of progress.

Aimless in a Sea of Goals

Somehow, the American public school system has found itself in recent years in the curious position of drifting about rather aimlessly in a sea of conflicting purposes. Do everything, society seemed to say. Meet all the needs of all our children. Go this way and that way simultaneously. One illustration of conflicting goals is the common mandate to develop in students a questioning mind and the skills of critical thinking--and, at the

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same time, an unquestioned and uncritical reverence for the symbols of patriotism. The schools, of course, can't do both. It can't turn out unthinking thinkers. In this and many other areas of educational concern a greater degree of precision is needed to guide the school enterprise toward known and agreed-upon goals.

Another cause of goals difficulty can be traced to the tendency of some educators to promise the impossible. The typical "Philosophy of Education" that adorns so many school board policy manuals is a good illustration. Those written, say, 20 or 30 years ago are almost all strong on rhetoric and weak on reality. An example: "The Centerville School System will educate all children to the maximum of their ability." Such a goals statement is nonsense. No human being in mankind's long history on this earth has ever been educated to maximum ability. But glib promises do tend to raise the people's expectations of their schools, and these expectations are dashed when the Centervilles of the nation have high dropout rates and low reading scores and when Centerville graduates show up in employment offices ill-equipped to enter the working world.

And this is why the American people are saying, "Hey. What's wrong? We've passed your bond issues. We've gone along with raises in teacher salaries every year. You've got your appropriations to buy new textbooks. We've paid for your new classrooms. We want results for this investment in education."

That's the blunt language of accountability. And school boards that hear such complaints are raising those questions mentioned above: Where are we headed? Where should we be headed? How are we going to muster our resources to move in the directions we want to go? And how are we going to assess progress?

AN INQUIRER VISITS AIMLESS SCHOOL DISTRICT NO. 00

Q. "Why are you doing that lesson?"

CHILD. "Because the teacher told me to."

Q. "Why do you teach that lesson?"

TEACHER. "Because it's in the textbook."

Q. "Why do you use that textbook?"

ADMINISTRATOR. "Why not? It's still in good condition."

Q. "Why do you offer that course?"

ELEMENTARY PRINCIPAL. "To get kids ready for high school."

Q. "Why do you offer that course?"

HIGH SCHOOL PRINCIPAL. "To get kids ready for college."

Q. "Why don't you get some clear goals for your school system?"

BOARD & SUPERINTENDENT. "We're too busy."

--W.E.D.

Needed: School Board Leadership

The school board that deals with those questions seriously is exercising its leadership responsibilities to a high degree. In fact, the questions belong under "Continuous Business" on all board of education agendas. Identifying and articulating goals, monitoring goals achievement, making goals modifications as necessary--that's what governing boards are for. It's all an integral part of a governing board's obligation to make policy.

A board that does not give priority to these matters runs the risk of having directions determined at other levels. There should be no truth to the wise crack that the "curriculum is what happens when the teacher shuts the classroom door." But the fact is that in many school districts the instructional staff--bereft of guidance at the school trustee level--is left free to gallop off in all directions, with each teacher in pursuit of his or her own private educational mission. Or, directions are determined by whatever is in the textbook. The public, it should be noted, did not elect or appoint either the teachers or Scott, Foresman et al to provide leadership. It has a school board, supposedly, to perform that function.

Concepts and Tactics

A few basic concepts and some tactical considerations will be helpful to the board that wants to proceed with new vigor in meeting its goals-setting responsibilities.

First, it should be noted that while dictionaries make no distinction between "goals" and "objectives," contemporary educators do. The distinction is a useful one.

Goals. A general statement of what ought to be. A goal is broad. It expresses a hope, an aspiration. "The school system shall give each student the opportunity to acquire the satisfaction of earning a contributing and rewarding place in the economic system." That's a goal.

Objective. A specific statement of a performance point to be reached. An objective must be capable of being evaluated. Was the point reached or not? "Students shall demonstrate an increasing competency and proficiency in the development of marketable skills." That's an objective.

Second, goals--by their very nature--are expressions of policy. But not all policies express goals. Many school board policies specify what shall be, not what ought to be. They are directives. Others offer guidelines for administrative action in meeting daily situations. Still others reflect what has been agreed to with staff organizations. And still others set forth the district's goals. These last are the guiding star policies. And all other policies should be measured against them. (This kit, incidentally, deals only with instructional goals. The EPS system encourages

the setting of goals for all the other broad aspects of school district operations. Also needed are Personnel Policy Goals, Student Policy Goals, Public Relations Goals, Business Operations Goals, etc.)

Third, the process of identifying and reaching consensus on goals requires the broad involvement of staff members, the public, and students. No school board can "buy" an oven-ready set of goals or unilaterally determine what a district's goals are to be. It would be easy to pick a goals statement out of this kit, change a word here and there, duplicate it, insert it into the local policy manual, and say, "There. Job's done." But it wouldn't be done. Goals have to emerge from local needs, local desires; from local study and local debate. They have to be "internalized" by the local community if they are to have meaning.

Finally, setting goals is just half the job. The other half is assessment. Have objectives been established so that we can get some measure of achievement toward stated goals? Are all our programs and policies in harmony with our goals? Is our operating budget now and in all respects "goal-oriented"? Do our new targets suggest the need for any new programs or any program cut-backs? And what about our upcoming negotiations with teachers? Can't the master agreement be put to work to facilitate goals achievement? These are big and tough questions. But they are the questions that school boards are entitled to ask--and must ask if there is to be true progress for our schools.

--William E. Dickinson

IF ASSISTANCE IS NEEDED...

- ° Write to PHI DELTA KAPPA, 8th and Union Streets, P.O. Box 789, Bloomington, Indiana 47401. Inquire about the kit of materials available from PDK for involving community and staff in the development of educational goals and objectives.
- ° Write to the COOPERATIVE ACCOUNTABILITY PROJECT, Colorado Department of Education, 1362 Lincoln Street, Denver, Colorado, 80203. Inquire about the way state education agencies have proceeded to update their educational goals.

INSTRUCTIONAL GOALS AND OBJECTIVES

The goal of the Fairfax County Public Schools is to accept responsibility for the development of each child into an adult who can stand confidently, participate fully, learn continually, and contribute meaningfully to his world.

Six objectives which contribute to the achievement of this goal, listed without priority in arrangement, define desirable outcomes to be incorporated into short-and long-range plans for the school system.

1. To insure that each student develops proficiency in basic academic skills
2. To insure that each student develops the capacity to recognize and cope with the problems of an unknown future
3. To insure the development of meaningful interpersonal relationships among students, staff, and community
4. To insure that staff, students, and parents are afforded maximum feasible participation in the development and evaluation of programs and policies that meet the educational needs of each community
5. To insure maximum efficiency in the allocation of material resources
6. To insure maximum efficiency in the allocation of human resources

SOURCE: Fairfax County Public Schools, Fairfax, Va.

DATE: 7/27/72

INSTRUCTIONAL GOALS AND OBJECTIVES

The following opportunities shall be provided to each student to the maximum of his capacity:

1. To learn to think critically and act effectively through the mastery of the basic skills and knowledge embodied within the major achievements of civilization
2. To gain knowledge of and to develop and cherish a commitment to his own national and spiritual heritage and culture, as well as that of other people
3. To develop intellectually, emotionally, morally, and socially, so that problems of everyday living can be successfully attacked and solved
4. To develop a purpose for living with standards and values which embody honesty, integrity, self-reliance, self-determination, pride, and ambition
5. To develop a healthy body
6. To develop intellectual curiosity and creativity
7. To acquire the basic preparation culminating in salable skills for various vocations, professions, or careers in society.

SOURCE: Alaska State-Operated School System, Anchorage, Alaska
DATE: 7/9/71

INSTRUCTIONAL GOALS AND OBJECTIVES

The Board will strive to provide quality education that will permit and assist every student:

1. To acquire the greatest possible understanding of himself and an appreciation of his worth as an individual and as a member of society.
2. To acquire an understanding and appreciation of persons belonging to the many social, cultural, and ethnic groups different from his own.
3. To acquire to the fullest extent possible for him, the mastery of the basic skills in the use of words and numbers.
4. To acquire a positive attitude toward education and the learning process.
5. To acquire the habits and attitudes associated with responsible citizenship.
6. To acquire good health habits and an understanding of the conditions necessary for the maintaining of physical, mental, and emotional well-being.
7. To gain the opportunity and the encouragement to be successful and creative in one or more fields of endeavor.
8. To understand the opportunities open to him for preparing himself for a productive happy life and enable him to take full advantage of life's rewarding opportunities.
9. To understand and appreciate as much as he can of human achievement in the natural sciences, the social sciences, the humanities, and the arts.
10. To prepare for and live in a world of rapid change and unforeseeable demands in which continuing education throughout his adult life will be a normal expectation.

SOURCE: Burlington City School District, Burlington, New Jersey
DATE: 11/72

INSTRUCTIONAL GOALS AND OBJECTIVES

The focus of the Minneapolis Public Schools is on the learner, the student. His or her educational development toward the schools' goals is the central concern of the Board's policies and the administrative regulations.

The teacher is a key figure in carrying out the school's responsibility in the educational process. However, the teacher alone cannot effectively achieve all the objectives of education. The purpose of the various administrative departments is to provide conditions in the schools which permit teachers to work with maximum effectiveness and to provide them with a variety of tools and specialized assistance in developing and carrying out a program which will meet the needs of boys and girls in the world in which we live. [Additionally,] the Board of Education will seek to provide the facilities, personnel, equipment, and materials necessary for the education of all students for whom it is responsible.

GOALS.

The goals of education shall be as follows:

- To help students develop and maintain good physical and good mental health
- To help students achieve command of the fundamental skills and knowledges which are basic to all other learning
- To help students learn to receive and to express ideas effectively
- To help students gain an understanding of our constitutional form of government and a knowledge of the history of the United States and of the part which the United States plays in world affairs, and to help students accept the obligations of good citizenship
- To help students understand the scientific approach to the problems of life, recognizing the need for conservation of human and natural resources and the contributions made by science to the world in which we live
- To help students acquire salable skills in the fields of their choice which will enable them to take their place in the economic world
- To help students become intelligent consumers of material goods, cultural products, and services
- To help students develop avocational interests which are satisfying and which provide for worthy use of leisure time

- To help students spiritual understanding, and to learn to recognize the ethical, esthetic, and moral values of experience, and to act accordingly.

Setting Educational Objectives.

It shall be the responsibility of each building staff under the direction of the principal to have specific educational objectives consistent with the broad educational goals as outlined above.

Since joint staff-student responsibility exists for the accomplishment of the educational objectives, it is important that there be both staff and student involvement in order to obtain unity of effort in achieving the objectives.

Educational objectives will serve as the criteria by which learning materials are selected, content outlined, instructional procedures and educational technology developed, and tests prepared.

Evidence of Achievement.

The Board expects to have the staff present evidence of achievement, or lack of achievement, of students in the light of the schools' goals and objectives.

SOURCE: Minneapolis Public Schools (Initiated from several related policies)
DATE: 2/29/72; 3/28/72

INSTRUCTIONAL GOALS AND OBJECTIVES

Aesthetic Education. Each student should...

Realize and develop the imaginative-creative potential within himself.

Acquire performance skills to carry on aesthetic exploration in school and life in accord with his interests and talents.

Develop analytical skills to establish standards of discriminating judgment in the perception of aesthetic experience.

Citizenship Education. Each student should...

Acquire the knowledge, skills, and the desire to participate in the solutions of contemporary social, economic, and political problems.

Develop the skills to recognize and formulate value judgments and to examine alternative choices for effective life in a democratic society and changing world.

Be able to understand and discuss the effects of the sciences on civilization and their use to change the quality of life.

Acquire the basis for effective economic life through an ability to identify and comprehend the principles and processes of our economic system and to compare it with other economic systems.

Recognize the implications of living in a world which requires knowledge of and receptivity to new facts and ideas.

Be able to apply democratic principles to school and civic activities.

Act in accord with conceptions of individual liberty, justice, and and the equality of all people.

Demonstrate a knowledge of the achievements of the American people to national and international goals and to exhibit a loyalty to the welfare of the nation.

Value the contributions of people in other lands and support the idea of international peace and cooperation.

Use the creative arts to sensitize himself to universal human experience and individual uniqueness.

Demonstrate sensitivity to and compassion for the needs, feelings, and value systems of other people.

Comprehend and apply mathematical skills and relationships.

Develop the necessary learning skills and acquire a positive attitude toward life-long learning as a pre-requisite to self-fulfillment.

Communication Skills. Each student should...

Relate economic principles to personal economic competencies.

Identify the sources of information which aid the individual as a consumer throughout his life.

Develop decisionmaking ability to make rational choices among alternatives.

Guidance and Career Development. Each student should...

Be able to analyze his strengths and weaknesses, plan an academic program that is realistic and satisfying, develop personal decisionmaking competencies, and formulate goals for the present and future.

Gain information about himself and the world of work.

Develop fundamental and advanced occupational concepts and skills.

Mental Health and Physical Education. Each student should...

Develop awareness of himself as a maturing personality and have many opportunities to promote positive interaction with others.

Gain insight into the significance of the family and human sexuality in the structure of society and in developing values and attitudes.

Acquire information and positive attitudes toward the problems created by the use of alcohol, tobacco, and narcotics.

Engage in physical activities which will increase physical stamina and fitness and acquire sufficient skill in one or more leisure time activities to assure a sense of achievement for the present and for adult years.

SOURCE: Evanston Township High School, District 202, Evanston, Illinois
DATE: 1970

INSTRUCTIONAL GOALS AND OBJECTIVES

Learning opportunities in Union Free School District No. 4 shall be organized to assist each individual in his effort to achieve the goals that follow:

Intellectual Discipline.

- The District shall provide all students with a working knowledge of the fundamental skills of reading, writing, mathematics, English, science, and the social sciences as they progress through school.
- It shall help each student to develop the ability to think constructively, to solve problems, to reason independently, and to accept responsibility for self-evaluation and continuing self-instruction.
- It shall help each student gain access to the accumulated culture and knowledge of man and society.

Economic and Vocational Competence.

- The District shall help all students to understand how to function effectively in the American economic system.
- It shall provide every student with usable vocational skills through efforts which will equip him to obtain employment in the event he chooses not to continue his education.

Citizenship and Civic Responsibility.

- The District shall provide all students citizenship education opportunities and experiences which emphasize the American heritage and the responsibilities and privileges of citizenship.
- It shall help equip each student for intelligent participation in the innovative processes through which his country is governed.
- It shall help each student to understand the relationship between the United States and the other nations of the world.

Competence in Human and Social Relations.

- The District shall assist each student in his efforts to make a place for himself in the community and the state and nation.
- It shall help each student to develop respect for the rights of others as individuals and as groups and to understand the requirements that a viable society requires of the individual.

Moral and Ethical Values.

--The District shall assist each student in the development of moral and spiritual values, ethical standards of conduct and basic integrity.

Self-Realization and Mental and Physical Health.

--The District shall provide students with learning opportunities which provide for individual differences in abilities, needs, and aspirations.

--It shall help each student attain maximum growth within his ability.

--It shall help each student to attain and preserve physical and mental health, to develop a sense of aesthetic appreciation and accomplishment, and to deal effectively with the tensions inherent in society.

SOURCE: Union Free School District No. 4, Northport, N.Y.

DATE: 3/20/72

INSTRUCTIONAL GOALS AND OBJECTIVES

Each student in the state shall have the opportunity to acquire:

- ° The techniques of learning which make discovery of knowledge and wisdom a functional, exciting, and lifelong process
- ° The skills of doing (computations; reading; intellectual, artistic, or physical performance) which produce satisfying participation in worthwhile human activities
- ° The confidence of knowing what is useful, relevant, and meaningful for him or her
- ° The satisfaction of earning a contributing and rewarding place in the economic system
- ° The capability of being a worthy person in one's relationships with others and with oneself
- ° The joy of feeling a sense of accomplishment, of contributing to the welfare of others, of having physical and mental well being, of establishing satisfying friendships.

Performance objectives for the student:

1. a. All students shall develop an acceptable level of proficiency in learning skills (i.e., reading, writing, speaking, computation).
b. Students shall develop an increasing proficiency in the use of learning skills beyond minimal levels in accordance with their mental, physical, and social ability.
2. a. All students shall show evidence of a self concept which recognizes their individual strengths and weaknesses and a realistic understanding of the strengths and weaknesses of others.
b. Students shall show evidence of an increasing appreciation of their own abilities without infringing on the rights of others.
3. a. All students shall acquire levels of knowledge of home, community, nation, and world which enable them to function in a manner appropriate to their age and environment.
b. Students will be expected to exhibit increasing knowledge and skill in at least one socially acceptable area.
4. a. All students shall demonstrate an expanding knowledge of the world of work.
b. Students shall demonstrate an increasing competency and proficiency in the development of marketable skills.

5. a. All students shall demonstrate proficiency in operating in a democratic situation in a manner appropriate to their age and ability.
b. Students should demonstrate increasing understanding of and appreciation for the democratic process.
6. a. All students shall demonstrate continuing physical development appropriate to their individual strengths and weaknesses.
b. Students with above average physical ability shall demonstrate increasing competence.
7. a. All students shall, according to their ability and interest, enjoy a variety of experiences in the cultural arts (art, drama, music, literature, etc.)
b. Students shall demonstrate an increasing appreciation for and proficiency in the cultural arts.

For the student in relation to society:

1. a. All students shall exhibit codes of behavior acceptable in society.
b. Students shall demonstrate increasing acceptance of the responsibility for desirable conduct and self discipline.
2. a. All students shall demonstrate a knowledge of and appreciation for a democratic form of government.
b. Students shall demonstrate an increasing competence to participate in the democratic decision-making process.
3. a. All students shall demonstrate interest in learning and an ever increasing ability to learn.

SOURCE: Colorado State Board of Education

DATE: 2/9/71

INSTRUCTIONAL GOALS AND OBJECTIVES
(Process/Outcome Goals)

The process of education should:

- *Respect the uniqueness of each learner
- *Provide increasing opportunities for individual self-direction and decisionmaking
- *Provide learning experiences matched to each student's readiness to learn and the way each student learns best
- *Help each learner perform well and gain satisfaction from his/her performance
- *Emphasize that cultural, ethnic, and racial differences contribute positively to our nation's future
- *Extend learning opportunities beyond the school building, school day, and school year
- *Utilize the involvement and support of the entire community to maximize educational experiences
- *Self-renew through continuous evaluation of progress toward the desired learning outcomes.

Outcome Goals.

As a result of the process of education, each student should:

1. Have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgment and imagination in perceiving and resolving problems
2. Understand the elements of his/her physical and emotional well-being
3. Know the basic principles of the American democratic heritage
4. Appreciate the wonders of the natural world, man's achievements and failures, his dreams and capabilities
5. Clarify his/her basic values and develop a commitment to act upon these values within the framework of the individual's rights and responsibilities as a participant in the democratic process
6. Interact with people of different cultures, races, generations, and life styles with significant rapport

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7. Participate in social, political, economic, and family activities with the confidence that one's actions make a difference
8. Be prepared for one's next career step
9. Use leisure time in positive and satisfying ways
10. Be committed to lifelong learning and personal growth.

SOURCE: Washington State Board of Education
DATE: 1/20/72

INSTRUCTIONAL GOALS AND OBJECTIVES
(Outcome/Process Goals)

The State Board of Education sanctions and promulgates, as a guide for its policy and other determinations, and those of the State Department of Education, the following outcome and process goals for education in the State of New Jersey.

Outcome goals.

The public schools in New Jersey should help every person in the State to:

Acquire basic skills in obtaining information, solving problems, thinking critically, and communicating effectively

Acquire a stock of basic information concerning the principles of the physical, biological, and social sciences; the historical record of human achievements and failures; and current social issues

Become an effective and responsible contributor to the decision-making processes of the political and other institutions of the community, state, country, and world

Acquire the knowledge, skills, and understandings that permit him/her to play a satisfying and responsible role as both producer and consumer

Acquire the ability to form satisfying and responsible relationships with a wide range of other people, including but not limited to those with social and cultural characteristics different from his/her own

Acquire the capacities for playing satisfying and responsible roles in family life

Acquire the knowledge, habits, and attitudes that promote personal and public health, both physical and mental

Acquire the ability and the desire to express himself/herself creatively in one or more of the arts, and to appreciate the esthetic expressions of other people

Acquire an understanding of ethical principles and values and the ability to apply them to his/her own life

Develop an understanding of his/her own worth, abilities, potentialities, and limitations.

Learn to enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous learning and adaptation to change.

Process goals.

The public schools in New Jersey should:

- * Insure that all instruction bears a meaningful relationship to the present or future needs and/or interests of students
- * Insure that each student has significant opportunities, consistent with his/her age, for helping to determine the nature of his/her educational experiences
- * Insure that specialized and individualized kinds of educational experiences are available for meeting the particular needs of every student
- * Insure that teachers and students have significant opportunities for participating in the decisions affecting the operations of the schools they work in or attend
- * Provide comprehensive guidance facilities and services of high quality for every student.
- * Seek to structure competition among students in ways that are less harmful than present practices are
- * Insure that the resources available for education are used with maximum efficiency
- * Insure that instructional, administrative, and support staffs are of high quality in every respect
- * Develop and utilize diverse forms of constructive cooperation with parents and community groups.

SOURCE: New Jersey State Board of Education

DATE: 4/12/72

INSTRUCTIONAL GOALS AND OBJECTIVES
(Long-range and Shared Goals)

The following statements are to be considered the long-range goals of the K-12 instructional program in the Rialto Unified School District. Since they are of a very general nature, the school system must share the responsibility for pursuing these goals with other institutions of our culture.

GOAL--KNOWLEDGE. Our children and youth need to:

Develop a positive attitude toward learning which leads to a lifetime curiosity and desire for continual learning

Gain a feeling of success by developing reading skills, particularly during the formative school years

Develop reading skills in all areas of study and in all classes

Develop to potential, oral and written English, reading, use of numbers, sciences, math, social sciences, fine arts, economics, home management, and consumer skills

Develop effective study skills, including the use of resources

Develop the ability to make choices, to think independently and to reason logically

Develop ability to communicate, i.e., transmit and receive ideas and feelings effectively

Develop and encourage special interests and abilities and to pursue individual talents.

GOAL--CAREER AND VOCATION SELECTION AND PREPARATION. Our children and youth need to:

Develop awareness of the world of work

Develop an appreciation for the dignity of work and pride in quality workmanship

Receive counseling and guidance services for making career choices

Know how and where to find occupational information

Develop skills and abilities needed for obtaining and keeping immediate as well as future employment

Observe and experience a variety of occupational areas fostered by a close relationship between the community and its schools

Develop adaptability in order to cope with changing job markets and skill requirements.

GOAL--EMOTIONAL HEALTH. Our children and youth need to:

Experience success in class and other school activities

Receive recognition for jobs well done

Attain a sense of accomplishment in working toward personal goals.

Have and be given an honest evaluation of performance

Understand and be able to cope with failure

Develop self-confidence that permits a choice of roles regardless of sex, race, religion, economic status, etc.

Establish personal standards of excellence and to compete with others by choice.

GOAL--FLEXIBILITY. Our children and youth need to:

Develop an understanding of the past, the ability to survive in the present, and competence to meet the future

Experience opportunities to develop the ability to adjust to a changing environment

Develop the ability to accept the fact that change exists and life is full of unpredictable events

Learn to evaluate change and make decisions based on this evaluation

Become aware of technological advances and of their effect on environment and life style.

GOAL--HUMAN RELATIONSHIPS. Our children and youth need to:

Develop appreciation and respect for the worth and dignity of self and others as individuals

Develop a respect for and an understanding of all races of people

Develop knowledge and understanding of the cultural and religious heritages and practices of people

Develop an understanding of the diverse life styles reflected in the school and community

Become aware of the ways in which individuals relate to each other and within groups

Understand the importance of the family and develop attitudes of responsibility as contributing family members

Develop awareness of the interdependence of all people, particularly between races and cultures.

GOALS--CHARACTER DEVELOPMENT. Our children and youth need to:

Develop a personal philosophy, values, and goals

Develop character traits including honor, integrity, loyalty, responsibility, courtesy, and respect for self and the rights of others

Develop self-discipline in work, study, and play

Recognize the need for rules and regulations and to expect disciplinary action when these rules are broken.

GOAL--PHYSICAL HEALTH AND SAFETY. Our children and youth need to:

Develop an understanding of good physical health practices, nutrition, and sound personal habits

Establish effective individual physical fitness programs that can be adapted for lifelong use

Develop a concern for public health and safety and knowledge of emergency first aid and disaster preparedness

Receive effective instruction in sex education

Receive effective instruction in narcotics and drug abuse, alcohol, tobacco, etc.

GOAL--CITIZENSHIP. Our children and youth need to:

Function in a setting where the rights and responsibilities of citizens are exercised--including the right to express and act upon personal conviction--while respecting the rights of others to hold different views and act upon them

Develop an understanding of democratic principles and a knowledge of American heritage

Develop an awareness of civic rights and responsibilities.

GOAL--FINE ARTS. Our children and youth need to:

Cultivate an individual appreciation of beauty in all forms

Enjoy the artistic expression of others

Experience creative self-expression through the arts.

GOAL--LEISURE TIME. Our children and youth need to:

Develop a positive attitude toward participation in a range of leisure time activities--physical, intellectual, and creative

Develop appreciation, interests, and skills which lead to wise and enjoyable leisure time.

GOAL--ENVIRONMENTAL AWARENESS. Our children and youth need to:

Develop an awareness of and respect for man's interdependence with his natural environment

Become aware that natural resources are diminishing and to evaluate the resulting effect on society, economics, and man's general environment

Recognize the need to conserve and to use wisely our natural resources for the present and for the future

Understand and exercise economic and political pressure to bring about environmental improvement.

SOURCE: Rialto Unified School District, Rialto, Calif.

DATE: 8/30/72

STUDENT GOALS AND OBJECTIVES

Character Development. Each student shall seek those fundamental and spiritual values which guide his conduct and strengthen his character.

Citizenship. Each student shall recognize that learning about our American democratic society is both a privilege and a responsibility. He shall learn to appreciate various cultures of the world and to understand his responsibilities and opportunities as a citizen of the world living in a democracy.

Basic Skills and Learning. Each student shall acquire basic skills, learnings, and attitudes which enable him to think clearly, to reason logically, and to develop an appreciation of artistic and cultural values.

Standards of Achievement. Each student shall strive to attain high standards of achievement and shall recognize that his achievement should be related to both personal and social needs.

Health. Each student shall strive for optimum physical and mental health and realize that good health improves his ability to meet the responsibilities of life.

Occupational Planning. Each student shall consider his possible occupation and shall recognize that the obligation of earning a livelihood must be assumed by all responsible citizens.

Community Life. Each student shall understand that education is more than formal schooling, and that home, church and community are important influences in his life.

SOURCE: Shoreline School District #412, Seattle, Wash.

DATE: 2/2/70

INSTRUCTIONAL GOALS AND OBJECTIVES
(Tentative Priority List)

NOTE: The following is a product of work sessions in which more than 200 members of the Glencoe, Illinois, community ranked a raw list of goals statements in order of priority. The purpose of the list was to provide a basis for a review of the district's educational philosophy and a final Board-approved policy statement on instructional goals.

1. Develop a desire for learning now and in the future. Develop intellectual curiosity so learning becomes an independent, life-long activity.
2. Develop skills in reading, writing, speaking and listening. The ability to communicate is essential for full and effective participation in society.
3. Develop pride in work and a feeling of self-worth. Develop pride in achievements, positive self-worth, and security.
4. Learn how to examine and use information. Develop ability to think logically, critically, and creatively.
5. Gain a general education. Acquire skills in mathematics and the sciences in the pursuit of special interest and activities.
6. Learn to respect and get along with people with whom we work and live. Develop an appreciation for the worth of individuals and an ability to function in a group.
7. Develop good character and self-respect. Develop moral responsibility and sound ethical behavior.
8. Appreciate culture and beauty in the world. Develop abilities for effective expression of ideas and cultural appreciation through the fine arts and foreign languages.
9. Learn how to respect and get along with people who think, dress and act differently. Develop understanding of cultural difference and acquire appreciation of other people and cultural interdependence.
10. Learn about and try to understand changes that take place in the world. Develop an awareness of past, present, and future and the ability to adjust to a changing world and its problems.
11. Learn how to be good citizens. Develop awareness of rights and responsibilities and attitudes for productive citizenship in a democracy.
12. Learn how to use leisure time. Develop awareness and appreciation for the value and productive use of time.

13. Practice and understand the ideas of health and safety. Develop understanding of need for personal physical fitness program and a concern for public health and safety.
14. Understand and practice democratic ideas and ideals. Develop an understanding of our American heritage and loyalty to democratic ideals.
15. Learn to be a good manager of money, property, and resources. Develop understanding of economic principles and responsibilities for management of personal and environmental resources.
16. Understand and practice the skills of family living. Develop understanding of family living for acceptance of family responsibility now and in the future.
17. Gain information needed to make job selection. Develop self-understanding, and with career requirements and rewards students can choose vocational direction.

SOURCE: School District 35, Glencoe, Ill.

DATE: May, 1973

INSTRUCTIONAL GOALS AND OBJECTIVES

The ten educational goals for the Commonwealth of Massachusetts which follow address themselves to the true meaning of quality in education. They are relevant to the lives of learners of any age whether they are in formal institutions of learning, in programs of continuing education, or in an environment where learning is taking place. Each learner who has the potential and inner strength should strive toward the ideal implicit and explicit in each goal.

The ten goals are intertwined; no one goal stands in isolation from the rest. They will help to define performance objectives for learners, identify tasks to be performed by local and state educational agencies in giving life to those objectives, and help to determine means for evaluating learner's progress toward the goals. These goals, then, express the quest for quality, reaching for the ideal and reality in education.

1. PHYSICAL AND EMOTIONAL WELL-BEING

Education should contribute to the learner's physical and emotional well-being, especially to a sense of personal worth and to a capacity for influencing one's own destiny.

2. BASIC COMMUNICATION SKILLS

Education should develop in each learner the basic skills needed for communication, perception, evaluation, and conceptualization of ideas. Among the most important are reading, writing, speaking, listening, visual, and computational skills.

3. EFFECTIVE USES OF KNOWLEDGE

Education should provide for each learner access to man's cultural heritage, stimulate intellectual curiosity, and promote intellectual development.

4. CAPACITY AND DESIRE FOR LIFELONG LEARNING

Education should foster and stimulate in each learner the natural desire for lifelong learning and should develop the skills necessary to fulfill that desire.

5. CITIZENSHIP IN A DEMOCRATIC SOCIETY

Education should provide each learner with a knowledge and understanding

of how our society functions in theory and in practice; education must also foster individual commitment to exercise the rights and responsibilities of citizenship and to protect the rights of others.

6. RESPECT FOR THE COMMUNITY OF MAN

Education should provide each learner with knowledge and experience which contribute to an understanding of human similarities and differences and which advance mutual respect for humanity and for the dignity of the individual.

7. OCCUPATIONAL COMPETENCE

Education should provide the learner with the skills, experience, and attitudes, and the guidance for initial job placement; it is even more important for the learner to develop a capacity to adapt to changing conditions.

8. UNDERSTANDING OF THE ENVIRONMENT

Education should provide each learner with knowledge and understanding of the social, physical, and biological worlds and the balance between man and his environment and should develop attitudes and behavior leading to intelligent use of the environment.

9. CREATIVE INTERESTS AND TALENTS

Education should provide each learner with varied opportunities to nurture interests, to discover and to develop natural talents, and to express values and feelings through various media.

10. INDIVIDUAL VALUES AND ATTITUDES

Education should expand and advance the human dimensions of all learners, especially by helping them to identify and cultivate their own spiritual, moral, and ethical values and attitudes.

SOURCE: The Report of the Task Forces on Educational Goals to the
Massachusetts Board of Education

DATE: 9/71

INSTRUCTIONAL GOALS AND OBJECTIVES
(A Classification of Educational Goals)

NOTE: The following are the headings used to classify state goals for public elementary and secondary education by the Cooperative Accountability Project. It is presented here as a suggested method for arranging local school board policies on instructional goals. CAP is a seven state three-year project initiated in April, 1972, and financed by funds provided under the Elementary and Secondary Education Act of 1965. Colorado is the administering state.

1.0 LEARNER OUTCOME GOALS

- | | |
|--|--|
| 1.1 Basic Skills | 1.7 Physical Environment |
| 1.2 Cultural Appreciation | 1.8 Mental and Physical Health |
| 1.3 Self-Realization | 1.9 Creative, Constructive, and
Critical Thinking |
| 1.4 Citizenship and Political
Understanding | 1.10 Career Education and Occupational
Competence |
| 1.5 Human Relations | 1.11 Values and Ethics |
| 1.6 Economic Understanding | |

2.0 PROCESS GOALS

- | | |
|-----------------------------|---|
| 2.1 Educational Environment | 2.3 Student Development |
| 2.2 Community Involvement | 2.4 Student Involvement in the
Community |

3.0 INSTRUCTIONAL GOALS

- | | |
|--|---|
| 3.1 Providing Equal Educational
Opportunity | 3.5 Teacher Quality |
| 3.2 Designing and Implementing
Instructional Programs | 3.6 Allocation of Financial
Resources |
| 3.3 Organizational Efficiency | 3.7 Accountability |
| 3.4 Facilitating Communication
Among Educators | 3.8 Educational Research, Development
and Evaluation |

SOURCE: Education in Focus: A Collection of State Goals for Elementary and Secondary Education, Cooperative Accountability Project, 1362 Lincoln, Denver, Colorado. 80203

DATE: 1972