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ABSTRACT

This publication sets forth information about, and provides some concepts and techniques essential to the initiation of an educational plan. The goals describe the intended product or the direction to be taken. The study of needs and priorities provides guidance about where to start, or where to place major emphasis and resources. Indicators describe the kinds of clues or evidence needed to show progress. By following the procedures outlined in this document, school districts should be able to develop and use statements of philosophy and goals to provide real direction to local educational programs and, in the process, involve a broad spectrum of people from the school community. Subjects covered include where goals fit into the overall planning process, what constitutes statements of district educational goals, what to ask for and where to get more examples of goals, the procedure for developing statements of district goals and philosophy, how goals are used to determine student needs, how to determine goal priorities, and what constitutes goal indicators. (Author/DN)

SAN MATEO COUNTY OFFICE OF EDUCATION

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

ESTABLISHING
GOALS & GOAL PRIORITIES

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ESTABLISHING GOALS AND GOAL PRIORITIES

by

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ESTABLISHING GOALS AND GOAL PRIORITIES

The following pages discuss educational goals. By following the procedures outlined herein, school districts will be able to develop and use statements of philosophy and goals to provide real direction to local educational programs; and in the process have the opportunity to actively involve a broad spectrum of people from the school community.

Topics covered include:

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A. GOALS IN CONTEXT

The first logical step in planning an educational program is the development of comprehensive statements of philosophy and goals. These statements may apply to a single school, district, or other entity. To translate these goals so that they impact the lives of pupils they must be detailed into a complex of objectives which describe or specify those goals and activities to achieve the objectives. There are six basic questions which must be answered in developing an overall educational plan.

BASIC QUESTIONS	ELEMENTS OR COMPONENTS
1. What should the pupil learn?	Goals/Objectives
2. In what activities should the pupil participate in order to learn?	Teaching and Learning Activities
3. How should the pupil demonstrate that he has learned?	Performance, Behavior/ Criteria (usually contained in the objective)
4. What evidence can the teacher show to others that the pupil has learned?	Criteria/Evaluation
5. How can this data be used in the evaluation and improvement of the curriculum, and of the staff?	Curriculum Development/ Staff Evaluation
6. How much did (or will) it cost for the pupil to learn what he did learn?	Program Budgeting

If these are reasonable questions, then systematic curriculum planning makes sense.

Educational goals set forth the characteristics which the community wants its students to have; they state the kind of youngster the community expects its schools to develop in conjunction with the home and other agencies; they describe in broad terms the product it wants the schools to produce; the knowledge, skills, attitudes, and qualities.

DEFINITION: A "goal" is a statement of broad direction, general purpose, or intent. A goal is general and timeless and is not concerned with a particular achievement within a specified time period.[1/]

Food for thought: Since the goals describe the "product" of the school, the operation of which is paid for by the community, should not the community be broadly and intensively involved in developing these goals?

Developing a set of goals, with extensive involvement of the school-community[2/] takes weeks, even months. This should be followed by production of a hierarchy of objectives, and this may take 2-3 years. Some statements of educational goals which have been highly publicized, and which are recognized nationally are:

Seven Cardinal Principles, 1918

Purposes of Education in American Democracy, 1938

Ten Imperative Needs, 1952

Four Dimensions of the Task of the School, 1960

The Imperatives of Education, 1966

These are summarized on the next two pages. A comprehensive historical review of goals for public education in the United States, 1635-1966, and a bibliography will be found in pages 21-34 of Goals for Public Education in Texas, December, 1968. (Reproduced by Operation PEP, San Mateo County Superintendent of Schools.)

1/ California Education Code, Section 7562.

2/ The "school-community" includes the staff, students, parents, and others residing in the school service area.

EDUCATIONAL AIMS AND IMPERATIVES AS STATED BY VARIOUS GROUPS

1918 "Seven Cardinal Principles" a/	1938 "Four Groups of Objectives" b/	1952 "Ten Imperative Needs" c/	1960 "Four Dimensions of the Task of the School" d/	1966 "Imperatives in Education" e/
1. Worthy home membership		1. Family life	D. Productive dimensions 15. Home and family	1. To discover and nurture creative talent
2. Health		2. Health	C. Personal dimensions	2. To make urban life satisfying
3. Command of fundamental processes	1. Self-realization	3. Ability to think & communicate clearly 4. Arts (esthetics) 5. Science	9. Physical: bodily health & development 10. Emotional: mental health 11. Ethical: moral integrity 12. Esthetics: cultural and leisure pursuits	3. To strengthen the moral fabric of society
4. Worthy use of leisure time		6. Use of leisure	A. Intellectual dimensions 1. Possession of knowledge: concepts 2. Communication of knowledge: skills 3. Creation of knowledge: habits 4. Desire for knowledge: values	4. To deal constructively with psychological tensions 5. To make intelligent use of sources
5. Vocation	2. Economic efficiency	7. Occupational skill 8. Ability to consume wisely	D. Productive dimensions 13. Vocation: selective 14. Vocation: preparative 16. Consumer: personal buying, selling, investment	6. To make the best use of leisure time 7. To prepare people for the world of work
6. Citizenship	3. Civic responsibility	9. Civic understanding	B. Social dimensions 6. Man to state: civic rights and duties 7. Man to country	8. To keep democracy working
7. Ethical character	4. Human relations	10. Human relations	B. Social dimensions 5. Man to man: cooperation in day to day relations 8. Man to world: relationships of peoples	9. To work with other peoples of the world for human betterment

(Material taken from S. J. Knezevich, Administration of Public Education, 2nd Edition, 1969.)

(For footnotes: a/, b/, c/, d/, and e/, see next page.)

a. National Education Association, Cardinal Principles of Secondary Education, U. S. Bureau of Education, Bulletin No. 35, Washington, D. C.: GPO, Commission on Reorganization of Secondary Education, 1918.

b. Educational Policies Commission, National Education Association, The Purposes of Education in an American Democracy, Washington, D. C.: The Association, 1938.

c. Educational Policies Commission, National Association, Education for All American Youth: A further Look, Washington, D. C.: The Association, 1954.

d. L. M. Downey, The Task of Public Education, Chicago: Midwest Administration Center, The University of Chicago, 1960.

e. American Association of School Administrators, Imperatives in Education, Report of the AASA Commission on Imperatives in Education, Washington, D. C.: The Association, 1966.

B. EXAMPLES OF STATEMENTS OF DISTRICT EDUCATIONAL GOALS

The late 1960's saw increased emphasis in education goal setting in many parts of the country. Often efforts by school districts were tied to implementing procedures of program budgeting. Most such statements were developed through citizens' committees rather than utilizing broad segments of the school community.

The goals on the following page were developed by the Westport School District of Connecticut after 18 months of work. They were developed exclusively by a citizens' committee and were published in May, 1969. This first set of goals contained significant omissions. Realization of this fact, plus a shift in community climate, led to a year-long review resulting in the revised statement shown on pages 7-9. These were adopted by the Westport Board of Education in the fall of 1970.

(EXAMPLE)

REPORT TO THE ADVISORY COMMITTEE ON SCHOOL GOALS

TO THE BOARD OF EDUCATION, WESTPORT, CONNECTICUT

May, 1969

1. Students should acquire the intellectual skills basic to continuing self-development and further study.

2. Students should develop a capacity for critical thought and analysis.

3. Students should accept responsibility early for their own educational progress so they become adults for whom learning is a natural part of life.

4. Students should learn to practice the principles and qualities of thought needed for democratic citizenship and responsible participation in a multi-racial, multi-cultural society.

5. Students should develop the perspectives, competence and skills needed for living in a world of close international interdependence.

6. Students should be helped to develop a full measure of self-awareness and emotional stability.

7. Students should be given opportunities for self-realization through the development of their artistic abilities and interests.

8. Students' development should include attention to, and responsibility for, the needs of physical fitness.

(Example)

R E V I S E D

EDUCATIONAL GOALS FOR THE WESTPORT SCHOOLS[1/]

October, 1970

In order to achieve excellence in education, the Board of Education adopts the following goals to indicate the direction in which it wishes the schools to move in the decade ahead. It understands that they cannot be attained quickly or easily; some of them, indeed, can never be wholly attained, for they are dynamic rather than static in character. But these statements are designed to chart the future course of the Westport Schools, recognizing particularly that:

a. The schools will have the individual as the focus of public education, and provide the opportunity for each individual to develop fully his potentialities and the skills essential to responsible participation in a complex society. These skills shall include a sound grounding in the basic intellectual skills and a capacity for critical thought and analysis--the requisites for effectiveness in work or further study.

This page is primarily a statement of district philosophy. (ed.)

b. The schools transmit our American heritage and democratic traditions and laws, and their own philosophy and practices should reflect that heritage. It is the purpose of the schools to help the student develop as a responsible, self-disciplined citizen, with an understanding of United States historical development and the democratic process.

c. Relevance--a relationship the student clearly perceives between schooling and life--is an essential condition to effectiveness in education, and

d. The accelerated pace of change in our society will require continuing innovation and self-renewal of our school system, coupled with evaluation and accountability.

In pursuit of these goals, the schools shall seek to accomplish effectively and efficiently that which the community can afford to do. The goals shall be accomplished in a climate which enables the educational experience to proceed unimpeded and encourages self-realization and the free exchange of ideas.

The following sixteen goals were adopted by the Board in the fall of 1970:

1/ William H. Curtis, Educational Resources Management System, Research Commission, Association of School Business Officials, Chicago, Illinois, 1971, pp. 301-303.

PUPIL GOALS

These are the Westport goals for pupil learning.

Academic:

1. Students should acquire the intellectual skills basic to continuing self-development and further study.
2. Students should develop a capacity for critical thought, evaluation, and analysis.
3. Students should have opportunities to develop artistic and creative potentials and interests.
4. Students should have opportunities to develop physical fitness.

Interpersonal:

5. Students should learn to practice the principles and qualities of thought needed for democratic citizenship and responsible participation in a multi-racial, multi-cultural society.
6. Students should develop the perspectives, competence, and skills needed for living in a world of close, international interdependence.
7. Students should be helped to develop emotional maturity and sensitivity to the rights and feelings of others.
8. Within the limits imposed by students' educational progress and the schools' goals, students should have increasing responsibility to their own education so they become adults for whom learning is a natural part of life.

Personal:

9. Students should be helped to develop self-awareness and self-respect in order to permit their full development as individuals.

PROGRAM GOALS

Goals 10-16 are the institutional goals for Westport Schools.

10. The instructional program of the Westport Schools should be designed to meet the needs of the individual student and to enable him to make the most constructive use of his particular abilities.
11. Our schools should enhance the relevance and purpose of education through use of community resources and the active involvement of students in community life.

Organizational:

12. Our school system should conduct an effective program of evaluation and program development, designed to search out, select, and test the feasibility of achieving maximum education benefit for each student.

13. Recognizing that their primary obligation is to younsters, our schools should become year-round educational centers for the whole community.

14. Our school system should develop its role in the regional educational community, consistent with adequate local control and responsibility.

Logistic:

15. Staff members should be encouraged and assisted in developing their skills, abilities, and unique talents within the framework of the systems goals, in order to develop and maintain a high quality of teaching performance.

16. The physical facilities of the school system should be maintained efficiently and updated on a planned basis to facilitate program development.

PROGRESS IN CALIFORNIA IN DEVELOPING EDUCATIONAL GOALS

California witnessed a marked increase in efforts to develop educational goals starting in the late 1960's. The renewed interest stemmed from two developments: (1) There was heightened awareness that goals identify the "product" of education. To develop the desired "product," many educational leaders realized that it was first necessary to describe it. The genesis of that description was found in statements of education philosophy and goals; (2) and the increased public skepticism toward education caused forward-looking educators to stimulate the public--those who paid the bill for education--to participate actively in identifying the "product" for which they were paying.

Many school related groups furthered the movement. Two official bodies warrant special mention. In 1967 the California Commission on School District

Budgeting and Accounting discovered early in its endeavor that in order to relate educational costs to a program that program must first be described. The description included goals, objectives, and activities. During the next five years many districts in the State set out to describe their educational programs as preliminary steps to implementing PPBS. In the process they set forth their goals.

In 1970 the Joint Legislative Committee on Goals and Evaluation was created by the California Legislature. Its primary thrust was toward providing broad active involvement of all segments of the school-community in the goal setting process. As the Commission on School District Budgeting and Accounting terminated its work in 1972, the efforts of the Joint Committee came to the forefront and are having a continuing impact on the goal setting phase of educational planning.

The major challenge faced by the Committee was not whether educational goals should be set, but who should prescribe them, and at what level, and by what procedure. The concerns were both philosophical and practical.

Those with philosophical concerns fell into two categories: (a) persons who believed that the responsibility for determining the direction of education (philosophy, purpose, goals, aims, directions, etc.) lay with educators and the board as the elected representatives of the public, and (b) those who feared State domination and control of education if goals were developed under State guidelines and were reported to the State.

Practical concerns centered around (a) the cost and the mechanics of involving large segments of the community in goal setting, (b) and the problem of finding means for interesting an often lethargic public in a discussion of educational goals without giving undue emphasis to highly vocal minorities.

The work of the Joint Committee progressed with increasing interest and support by county and district superintendents from many parts of the State.

In some cases the fears and concerns were heightened, but in others they have been alleviated. The guidelines developed by the Committee were successfully implemented through a variety of procedures developed by various county offices and school districts. Progress in educational goal setting in California school districts is indicated by the report of the Joint Committee submitted to the Legislature in July, 1973. That report concluded:

> "A significant report of progress was compiled and presented to the committee by the county school superintendents in June. The report indicates that 91% (n = 975) of all California school districts (elementary, high school, and unified; N - 1,067) have completed or are in the process of completing a goal setting process. Of these, approximately 69% (681) conducted the process with broad-based school-community participation. These figures are in sharp contrast to the conclusion which was reached during 1969-72 by two governor's commissions, the Legislative Analyst, the Department of Finance, the Department of Education, and the Joint Committee itself . . . . Further, the county report expressed the goal that 100% of all districts will have determined their educational philosophy, goals, sub-goals and priorities by March 1, 1974, the cut-off date for forwarding information to the state."

(EXAMPLE)

NAPA VALLEY UNIFIED SCHOOL DISTRICT

EDUCATIONAL PHILOSOPHY[1/], 1966

Work on educational goals was also proceeding in California as in other parts of the country. Below is the statement of philosophy and goals published by Napa Valley Unified School District in 1966. It has since been revised. This statement was developed by a committee composed largely of educators, but sumitted for revision to staff and some segments of the public.

Aware of the great excitement in man's classic quest for knowledge, cognizant of the stimulation given this adventure of the mind by new discoveries in a changing world, and convinced that young people must be challenged to accept the responsibility for productive learning that is concomitant with the privilege of education, the schools of the Napa Valley Unified School District will strive to provide opportunity for education of the individual to the maximum of his academic and creative abilities and in accordance with his needs and interests.

This is the District's statement of philosophy. (ed.)

Every constructive force within the Unified District will be encouraged to work with the schools in developing an understanding of the fundamental concepts of American Democracy based on the sense of worth, dignity and responsibility of the individual so that he may be a contributing member of the society in which he lives. The members of the Napa Valley Unified School District Board of Education, administrators, and teachers are aware of the worldwide struggle between the forces of freedom and tyranny and are committed to teaching the meaning of freedom and the "know-how" required to remain free. The development of character will be an ever-present goal of all phases of the educational program whether curricular or extra curricular.

Constant effort will be exerted to attain excellence in the District's educational program so that every student may be challenged to use fully whatever abilities and aptitudes he possesses. Equalization of educational opportunity will not be construed as a summons to conformity. Individuality will be recognized and highly prized in students, teachers, and community aspirations. The schools will strive to provide the best learning situation possible, within the financial and human limitations of the District, for all students--the gifted, the average, the below average, and the handicapped. Experimentation and research will be encouraged as efforts are exerted to develop the kind of an educational program necessary to cope with rapid change and cause young people to become self-propelled in their learning, their growth and their mastery of a profession or a skill. Learning must become a life-long process.

[1/] DEFINITION: "Philosophy" means a composite statement based upon beliefs, concepts, and attitudes from which the educational purpose of the district is derived. California Education Code, Section 7561.

(EXAMPLE)

NAPA VALLEY UNIFIED SCHOOL DISTRICT

EDUCATIONAL PHILOSOPHY, 1966 (cont'd)

In the belief that excellence of education is chiefly dependent upon the ability of the classroom teacher, and upon the quality of administrative and parental support of the teacher's task, the resources of the Napa Valley Unified School District will be pledged to the cultivation of an effective, exciting and stimulating teaching climate.

All elements of the instructional program of the Napa Valley Unified School District will therefore be designed and developed toward meeting the following imperative needs of youth in our contemporary society:

1. To develop salable skills, understandings and attitudes that make the worker an intelligent and productive participant in economic life.

2. To develop and maintain good health and physical fitness.

3. To understand the rights and duties of a citizen of a democratic society, and to be diligent and competent in the performance of them.

These are the District's goals for pupil learning. (ed.)

4. To understand the significance of the family for the individual and for society and the conditions conducive to successful family life.

5. To know how to purchase and use goods and services intelligently.

6. To understand the facts and methods of science and the influence of science on human life.

7. To develop their capacities to appreciate beauty in literature, art, music, and nature.

8. To be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfaction to the individual with those that are useful to society.

9. To develop respect for other persons, to practice more frequently ethical values and principles, and to be able to live and work cooperatively with others.

10. To grow in the ability to think rationally, to express thoughts clearly, and to read and listen with understanding.

C. DEFINITIONS AND SOURCES

The following five pages contain a summary of definitions of philosophy and goals. Included also are examples, and sources to contact for further assistance in developing these types of statements. Since this material was written in 1972 the number of California school districts developing excellent statements of educational goals has proliferated greatly. Because of the number of such districts, no attempt has been made to list them all. Those included here should be considered as merely representative.

A SUGGESTION: Many of these sources have frequent requests for their materials. Eventually, the cost to the agency becomes significant. Consequently, a charge is often made for their publications. When requesting materials be specific as to what you want. It sometimes helps to offer to trade documents or pay for what is requested.

P H I L O S O P H Y

Philosophy sets forth the major beliefs to guide planning and implementation.

DEFINITION	EXAMPLES	SOURCES OF MORE INFORMATION AND EXAMPLES
A philosophy is a composite statement of the relationship between the individual and society based upon beliefs, concepts, and attitudes from which the goals and objectives of the district are derived. (California Department of Education Guidelines for the Stull Act)	"The district has two interrelated tasks: a continuing assessment and development to the greatest degree possible of the human potential within each individual student; and a continuing assessment of the needs of a changing society and the subsequent preparation of each student for a responsible role in this interdependent society." (Morgan Hill Unified School District)	Brisbane School District 1 Solano Street Brisbane, CA 94005
		El Monte Union High School District, 3537 Eastmont Ave., El Monte, CA 91731
		Evolving Educational Goals For California Schools: Four Case Studies, California School Boards Association, October, 1970
We could be more specific: A statement of educational philosophy describes the desired relationship between the school as an institution and its "clients". These clients include: Parents Community Students Staff	It is the obligation of the school district to reinforce and compliment the moral and ethical development of the home. (Folsom Cordova Unified School District) We believe that the statement of philosophy must reflect the views of the community as a whole. (San Mateo Union High School District) We believe that the district should place top priority on prividing that all students will reach at least basic objectives especially in fundamental areas of reading, communication, computation, and the social science skills . . . . (Salt Lake City School District) The members of the board of education, administrators, and teachers are aware of the worldwide struggle between the forces of freedom and tyranny and are committed to teaching the meaning of freedom and the "know-how" required to remain free. (Napa Valley Unified School District)	Folsom-Cordova Unified School District, 1091 Coloma Street, Folsom, CA 95630 Fullerton School District 1401 W. Valencia Dr. Fullerton, CA 92633 Millbrae School District 825 Murchison Dr. Millbrae, CA 94030 Montebello Unified School District, 123 S. Montbello Blvd., Montebello, CA 90640 Napa Valley Unified School District, Veterans Home Station, Yountville, CA 94599 Salt Lake City School District, Salt Lake City, Utah San Mateo Union High School District, 650 N. Delaware, San Mateo, CA 94401 Goalmanship, Developing Educational Philosophy, Goals, and Objectives, Dr. Myron H. Schussman, San Mateo County Office of Education, 1970.
EXPLANATION		
Often statements of philosophy appear very similar to goals. At times the difference is semantic. Nevertheless, there are differences: the philosophy describes interrelationships--the goals describe the ideals we hope to reach in terms of pupil characteristics. The identification of these characteristics should provide the general direction for the school system.		

P H I L O S O P H Y

(cont'd)

DEFINITION	EXAMPLES	SOURCES OF MORE INFORMATION AND EXAMPLES
Both the educational (learner) goals and the institutional (management) goals of a district must be consistent with its philosophy.	For example, if your philosophy says: "We believe that the primary role of the school is the maintenance of a traditional system of Representative American Democracy." then your goals might say: "To develop in pupils knowledge of and a desire to perpetuate our American heritage." . . . given the above statement of philosophy, your goals could not say: "To develop an understanding of various systems of government found in the world in order to identify those forms of government best suited for present American society."	For help in developing statements of district philosophy for San Mateo County, call the San Mateo County Office of Education Dr. Don Halverson (ext. 2472) Dr. Nelson Price (ext. 2474) 333 Main Street Redwood City, CA 94063 (415) 364-5600
Which comes first--goals or philosophy? Logically, the philosophy should. In reality the two may grow simultaneously and often a statement of philosophy is adopted after the goals are drafted.		

G O A L S

Goals provide direction for planning.

DEFINITION	EXAMPLES	SOURCES OF MORE INFORMATION ON PROCEDURES
A goal is a statement of broad direction, general purpose, or intent. A goal is general and timeless and is not concerned with a particular achievement within a specified time period. (E.C. Section 7562)	A mastery of the basic skills of communication, reading, writing, speaking, and listening. (Las Lomitas School District, Menlo Park, CA 94025)	Education for the People, Vols. 1 & 2, Joint Committee on Educational Goals and Evaluation, California State Legislature, 1972
EXPLANATION		An Educational Planning and Evaluation Design for California School Districts, California Commission on School District Budgeting and Accounting, 1972
The educational goals of a school or district refer to pupils; they describe what the school tries to "produce" in the way of pupil skills, knowledge, actions, and attitudes; they describe what kind of a person we want to graduate.	We want graduates who can communicate effectively in speech and in writing.	Educational Goals and Objectives, No. California Program Development Center, Chico State College, Chico, CA 95926, 1972
The educational institution or agency should have goals also. A definite distinction should be made between the goals of an organization, and those for pupils.	To plan, construct, and equip school facilities designed to create a physically flexible environment for teaching and learning. (Fountain Valley School District, Fountain Valley, CA 92708	Goals for Public Education in Texas, State of Texas, Department of Education
There are various levels of educational goals; some people advocate five or six levels, but you probably should have at least two. You need a district goal statement and specific subject area goals.	District To develop knowledge and understanding of the various peoples of the world and their environments. Subject Area To be aware of the effect which diverse environments have on the people of South America.	Administrative Manual for "Establishing Goals," Jerome J. Gordon, National Laboratories for Higher Education, Mutual Plaza, Durham, No. Carolina 27701
		Educational Goals for California Schools, California School Boards Association, 455 Capitol Mall, Sacramento, CA 95814
		Pathways to Decisions: The Target Game, Blaine Wishart, 966 King George Way, El Dorado Hills, CA 95630
There are three basic approaches to developing statements of educational goals: 1. Revise or update an existing statement 2. "Sort" and classify predeveloped goal statements 3. Start from "scratch" to develop your own statements	Westport School District, Westport, Connecticut Napa Valley Unified School District, Napa County, CA McCloud Union School District, Siskiyou County, CA Bancroft School, Mt. Diablo Unified School District, Contra Costa County, CA Woodside School District, San Mateo County, CA Dixon Unified School District, Solano County, CA	Fresno Accountability Model Fresno Co. Dept. of Education 2314 Mariposa St. Fresno, CA 93721
		Educational Innovators Press (EPIC), P. O. Box 13052, Tucson, Arizona 85732

G O A L S

(cont'd)

DEFINITION	EXAMPLES	SOURCES OF MORE INFORMATION AND EXAMPLES OF DISTRICT GOALS
It is important to distinguish between goals, philosophy, and objectives. We must clarify our vocabulary. For years we have written "goals" and called them "objectives." There is today little valid excuse to perpetuate this confusion. When we say or write "goal" we should mean goal and not something else.	"To develop an understanding of the remote and immediate causes of the Civil War." The above is actually a subject area goal. However, it was written as an <u>objective</u> in a lesson plan in American History in 1945.	Many <u>school districts</u> have developed excellent statements of educational goals. There are too many to list here, but these are some examples: El Monte Union High 3537 Eastmont Ave. El Monte, CA 91731 Fallbrook Union High P. O. Box 368 Fallbrook, CA 92028 Folsom-Cordova Unified 1091 Coloma St. Folsom, CA 95630 Fountain Valley Elementary 1 Lighthouse Lane Fountain Valley, CA 92708 Fullerton Elementary 1401 W. Valencia Dr. Fullerton, CA 92633 Hillsborough City 300 El Cerrito Hillsborough, CA 94010 Millbrae Elementary 825 Murchison Dr. Millbrae, CA 94030 Montebello Unified 123 S. Montebello Blvd. Montebello, CA 90640 Monterey Peninsula Unified P. O. Box 1031 Monterey, CA 93940 Moreno Valley Unified 13911 Perris Blvd. Sunnymead, CA 92388 Morgan Hill Unified P. O. Box 927 Morgan Hill, CA 95037 Mother Lode Union P. O. Box 386 Diamond Springs, CA 95619 Napa Valley Unified Veterans Home Station Yountville, CA 94599

If planning stops with developing a statement of goals, the work will have little or no impact on what happens to pupils. The importance of continuing on to develop learner objectives, activities, and evaluation cannot be over-emphasized.

It isn't enough to say that we want our pupils to read--we must go farther and specify <u>how well</u> we want them to read and <u>under what conditions</u>. They will demonstrate that ability.

There is evidence that when people really believe they are getting from their schools a quality product which matches their own specifications, they are willing to pay for it.

EXPLANATION	SOURCES OF MORE INFORMATION AND EXAMPLES	
	Evolving Educational Goals for California Schools: Four Case Studies, California School Boards Association, October, 1970	School Districts (cont'd) Norwalk-La Mirada Unified 12820 S. Pioneer Blvd. Norwalk, CA 90650 Novato Unified 1015 Seventh St. Novato, CA 94947 San Bernardino City Unified 799 "F" St. San Bernardino, CA 92410 San Carlos Elementary 826 Chestnut San Carlos, CA 94070 San Diego City Unified 4100 Normal St. San Diego, CA 92103 San Juan Unified 3738 Walnut Ave. Carmichael, CA 95608 Saugus Union 26590 N. Bouquet Canyon Rd. Saugus, CA 91350 Vallejo City Unified 211 Valle Vista Vallejo, CA 94590
	County Offices El Dorado County Office of Education 337 Placerville Dr. Placerville, CA 95667 Fresno County Office of Education 2314 Mariposa St. Fresno, CA 93721 Los Angeles County Office of Education 155 W. Washington Blvd. Los Angeles, CA 90015 Monterey County Office of Education P. O. Box 851 Salinas, CA 93901 Placer County Office of Education 1230 High St. Auburn, CA 95603 Riverside County Office of Education P. O. Box 868 Riverside, CA 92502 San Mateo County Office of Education 333 Main St. Redwood City, CA 94063 Santa Clara County Office of Education 45 Santa Teresa St. San Jose, CA 95110	

D. PROCEDURE FOR DEVELOPING STATEMENTS OF DISTRICT GOALS AND PHILOSOPHY

We have been examining statements of goals dev loped by others. It is often assumed that school districts have already formulated such statements for themselves. However, many have not gone through the development process--at least not recently. Still others try to short cut the process believing that the goals developed will be very similar to statements prepared by others. This tends to be true after the initial statements have been polished and compromised for general acceptance. However, most statements have some differences, often highly significant ones. Furthermore, the emphasis on, or priority among goals will usually vary widely between different districts, and often between schools within the same district. In any case, it is the process which really make statements "our" own--not someone else's.

The major pitfalls or points of controversy in preparing such documents lie in the procedure for development or revision as much as in the final content. People want to be heard--and to know that they have been heard. Educators have an obligation to listen. It is only common sense to heed the voices of our school-community. To illustrate the differences in what various people want educationally for their children we have listed below the abbreviated goals developed by two different groups of parents on the same day and under the same leadership in two nearby districts. Notice the variations:

Goals of education as seen by a group of Spanish-speaking parents[1/]:

1. Develop a sense of values for this culture.
2. Develop responsibility to the community.
3. Develop pride in cultural heritage.
4. Develop techniques for bringing about change.
5. Provide each student with the learning necessary to earn a decent living.
6. Provide each child with basic skills in both Spanish and English.
7. Enhance human skills.
8. Develop multi-cultural awareness.
9. Provide broad education, both bi-cultural and bi-lingual.

1/ Redwood City School District, Redwood City, California.

Goals for the pupil as seen by a group of black parents[1]:

1. Good discipline.
2. Prepared to work (get and keep a job).
3. Competent to succeed in any other school of the same level (other than the one he is now attending).
4. Have respect for others.
5. Be competent in the basic skills.
6. Be "turned on."
7. Experience the cultural arts.
8. Have self-respect.
9. Have aspiration "to reach for the sky."

There are several alternative procedures suitable for setting goals. These are outlined graphically in the charts on Alternative Procedures for Developing Educational Goals shown on pages 22-37. While each of these alternatives have been used successfully by school districts, there are significant differences in the degree of involvement of the school-community, in the freedom and openness for contributing ideas, and in the amount of resources and effort required by the school district.

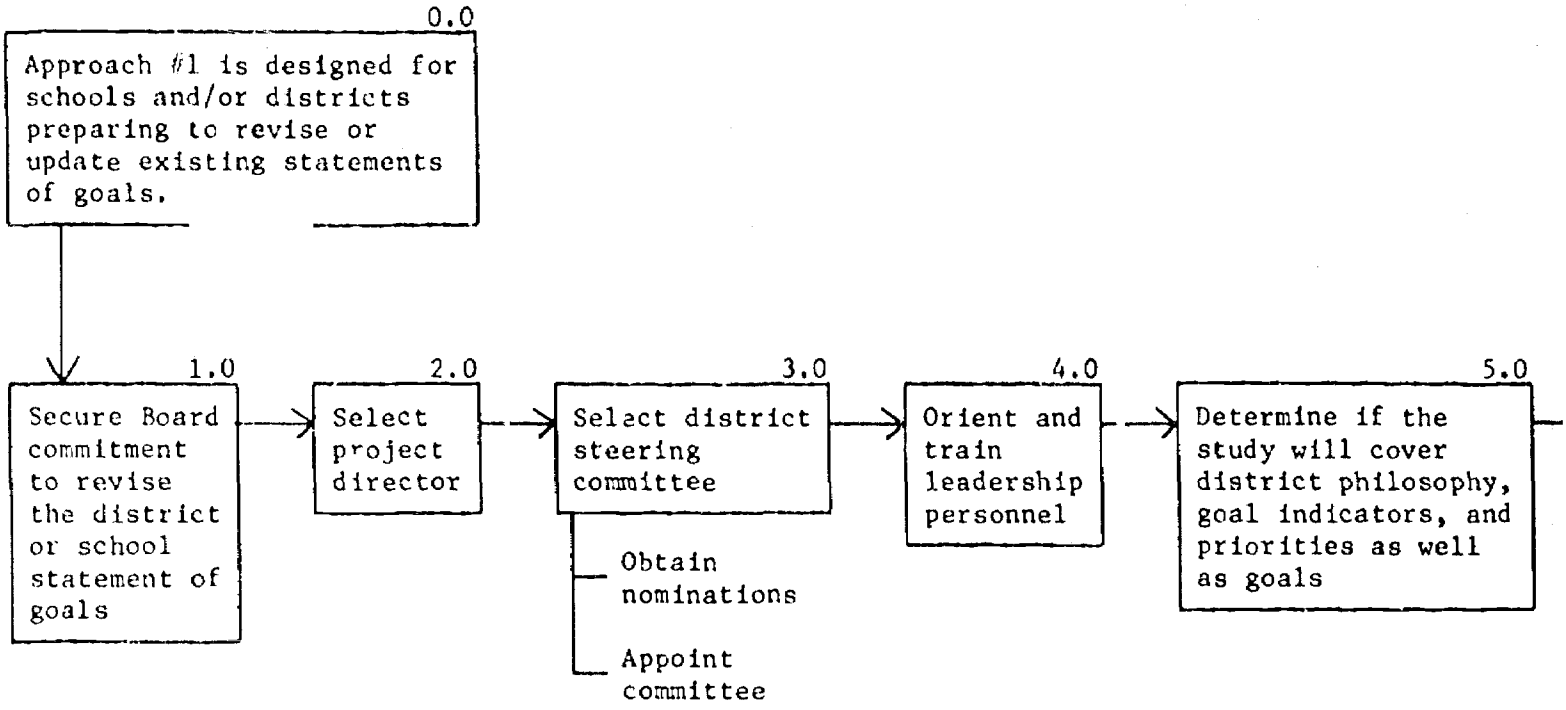
The North Bay PACE Center, which for the period of 1966-1971 served the North Bay Counties of Marin, Napa, Solano, and Sonoma, prepared an outline for establishing procedure. The outline has been tested. It works. It can be filled out by one individual, but preferably by a district planning team or advisory council. If the procedure, or ground rules, are agreed upon first, many of the differences over content which may appear later can be successfully resolved. When the forms have been completed, recommendations should then be submitted to the board of education. Following the sample form on the next page are the actual recommendations submitted to the Board of the Sonoma Unified School District based on the information provided on the form. These were approved by the Sonoma Board and have been used to develop that District's statements of philosophy and educational goals.

1/ Ravenswood City School District in East Palo Alto, California.

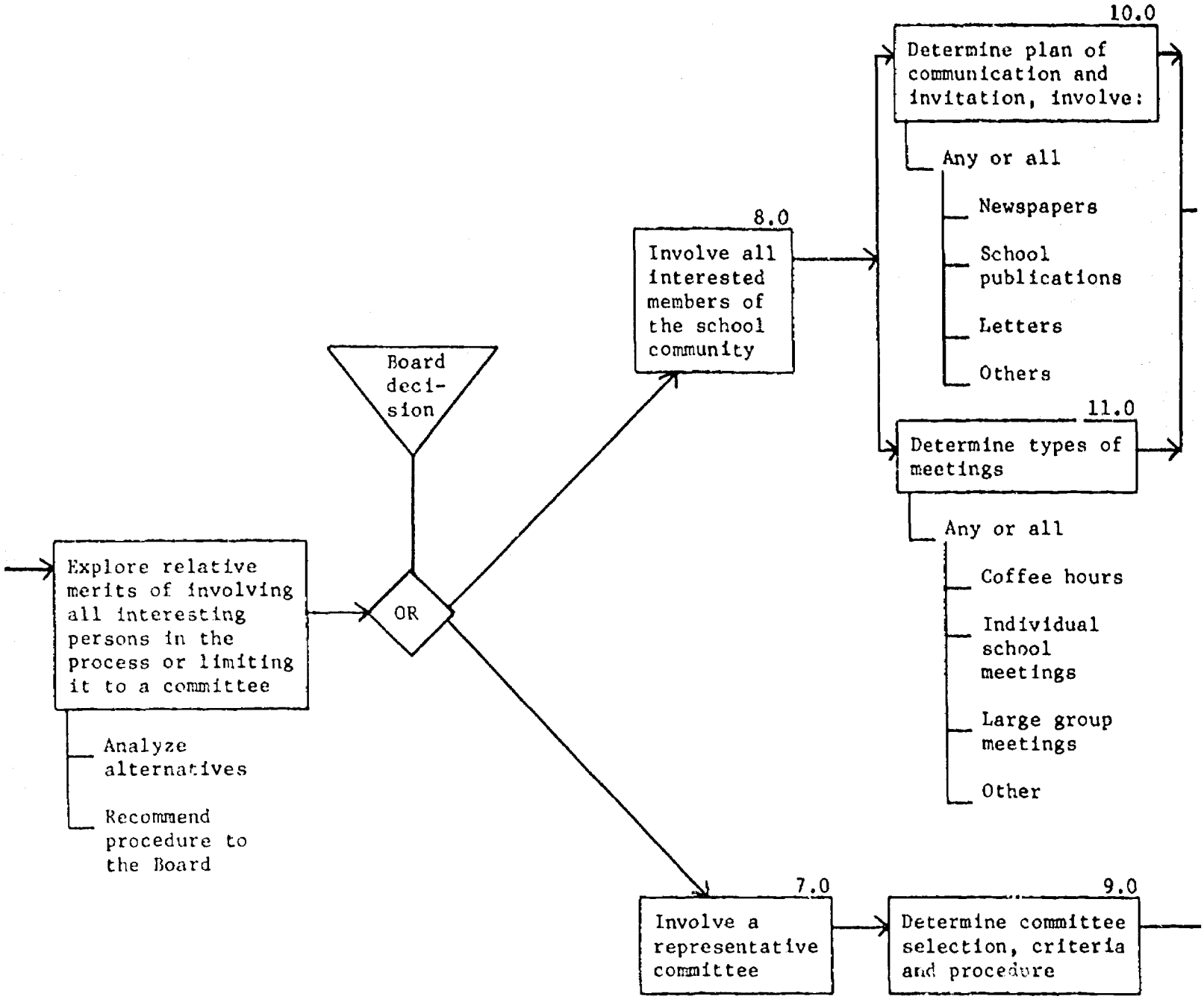
ALTERNATIVE PROCEDURES FOR DEVELOPING EDUCATIONAL GOALS

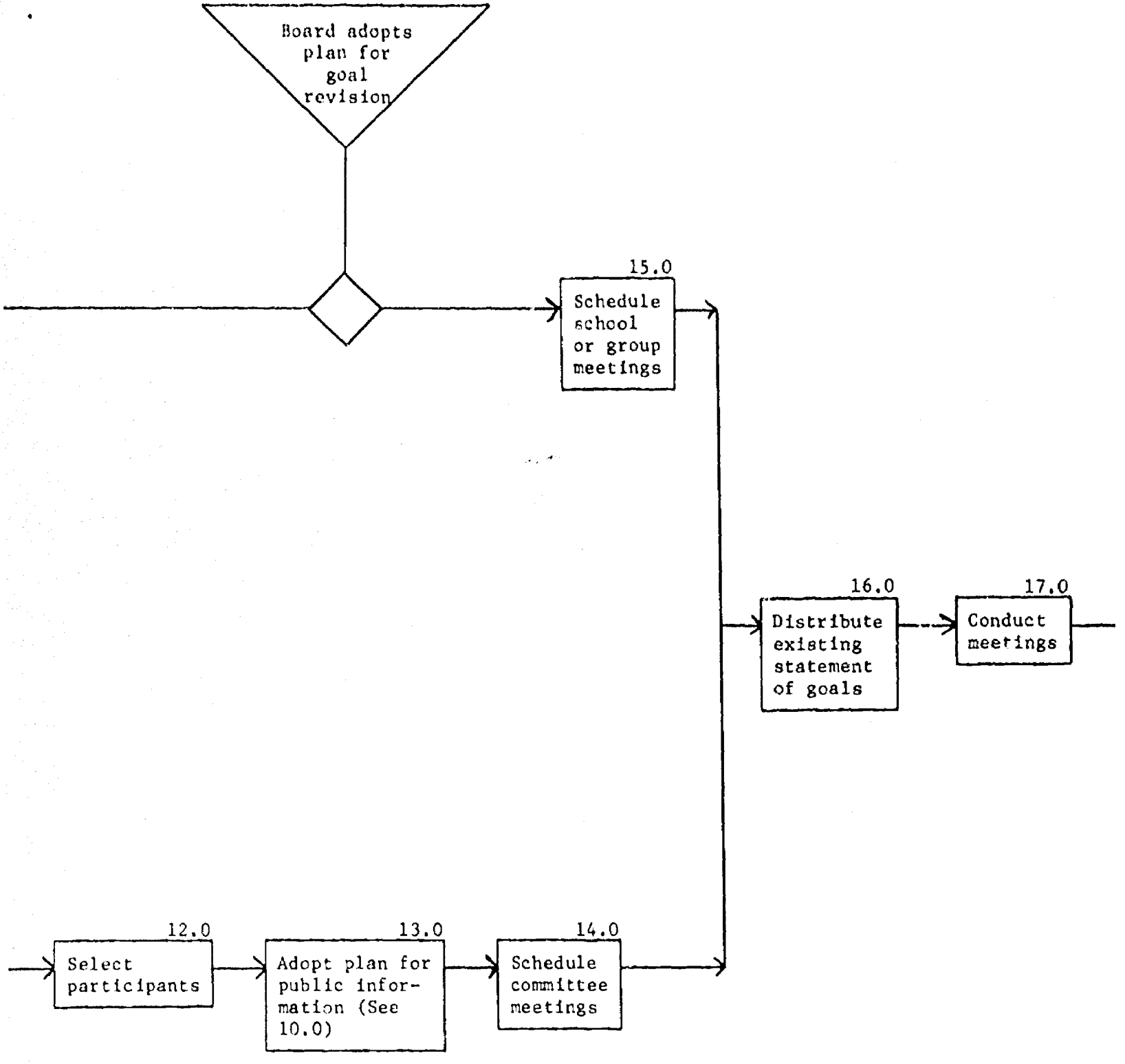
APPROACH #1

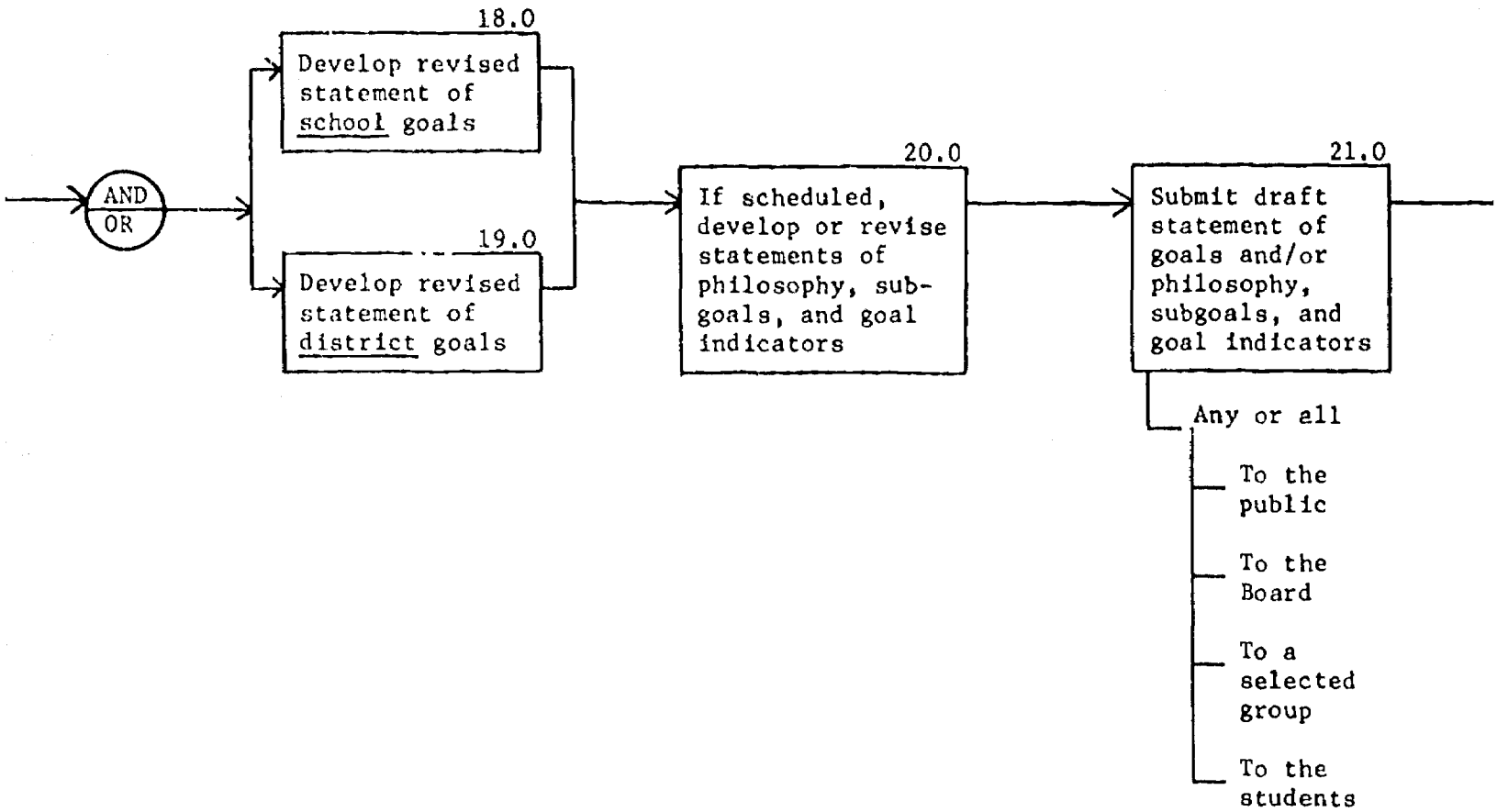
REVISE AN EXISTING STATEMENT OF DISTRICT GOALS

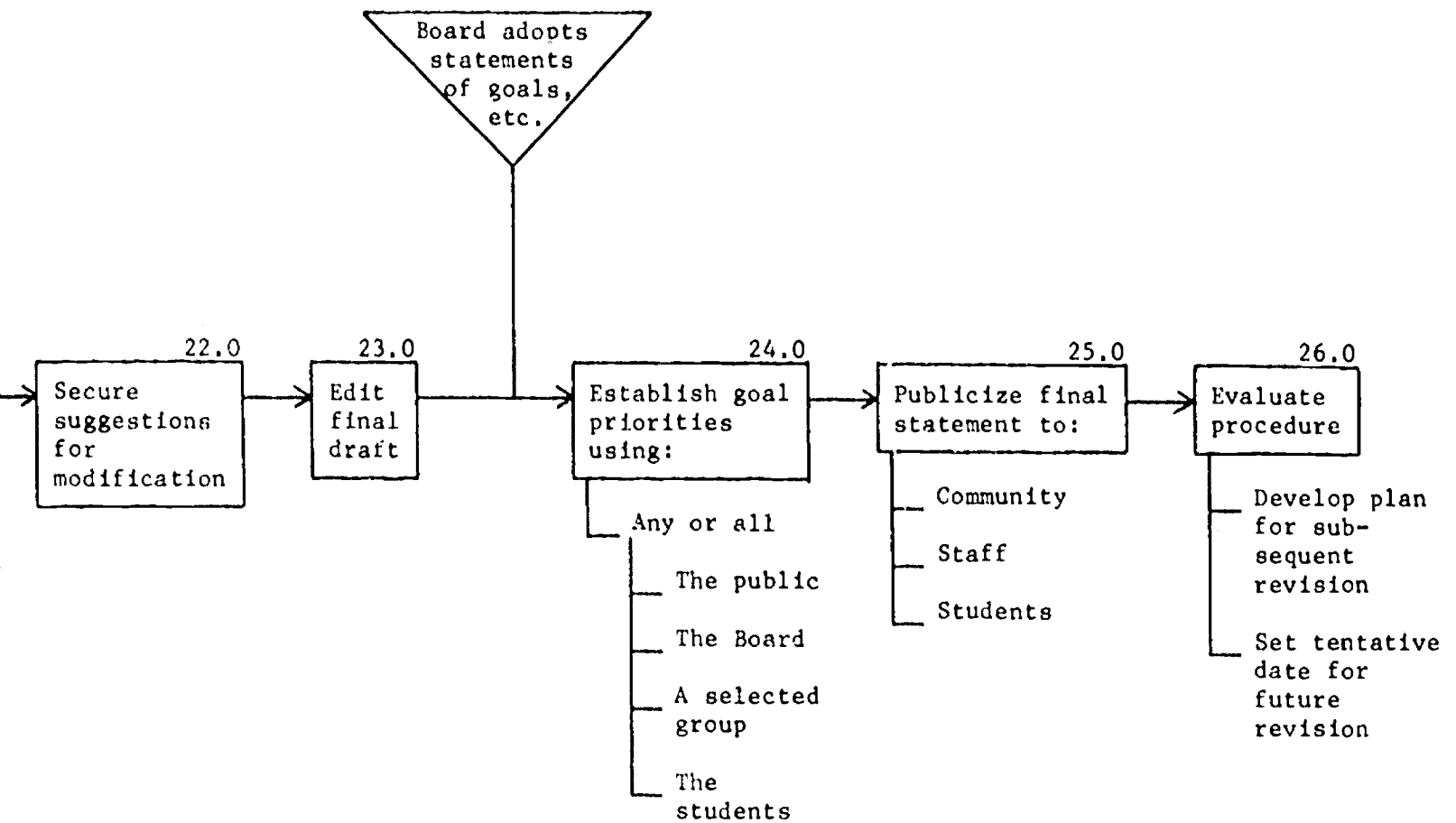


NOTE: If Goal Setting is to be undertaken in conjunction with Needs Assessment, refer to pages


10.0
Determine plan of communication and invitation, involve:
Any or all
Newspapers
School publications
Letters
Others
8.0
Involve all interested members of the school community
11.0
Determine types of meetings
Any or all
Coffee hours
Individual school meetings
Large group meetings
Other
Board decision
Explore relative merits of involving all interesting persons in the process or limiting it to a committee
OR
Analyze alternatives
Recommend procedure to the Board
7.0
Involve a representative committee
9.0
Determine committee selection, criteria and procedure


Board adopts plan for goal revision
15.0
Schedule school or group meetings
16.0
Distribute existing statement of goals
17.0
Conduct meetings
12.0
Select participants
13.0
Adopt plan for public information (See 10.0)
14.0
Schedule committee meetings

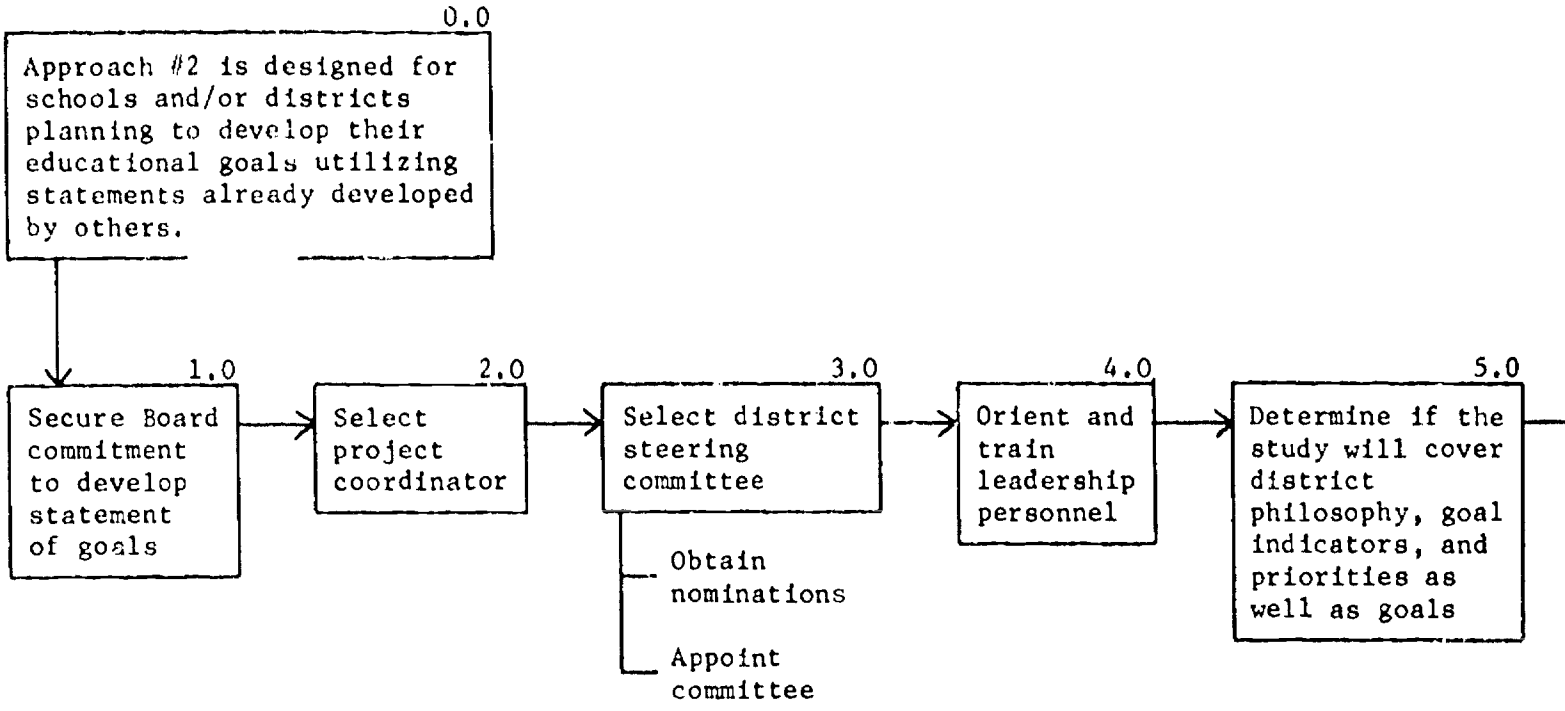

AND
OR
18.0
Develop revised statement of school goals
19.0
Develop revised statement of district goals
20.0
If scheduled, develop or revise statements of philosophy, subgoals, and goal indicators
21.0
Submit draft statement of goals and/or philosophy, subgoals, and goal indicators
Any or all
To the public
To the Board
To a selected group
To the students

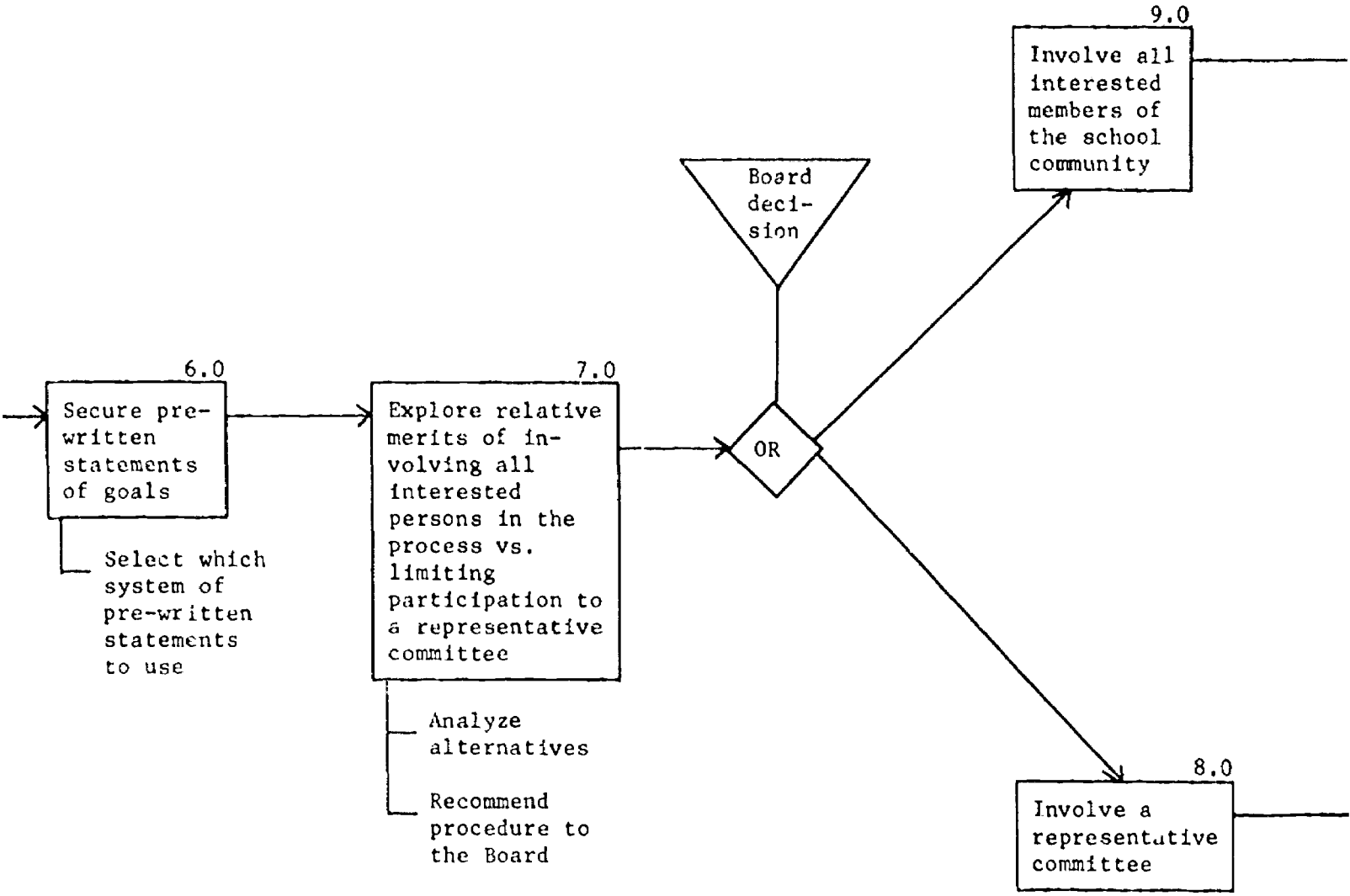

Board adopts statements of goals, etc.
22.0
Secure suggestions for modification
23.0
Edit final draft
24.0
Establish goal priorities using:
Any or all
The public
The Board
A selected group
The students
25.0
Publicize final statement to:
Community
Staff
Students
26.0
Evaluate procedure
Develop plan for sub-sequent revision
Set tentative date for future revision

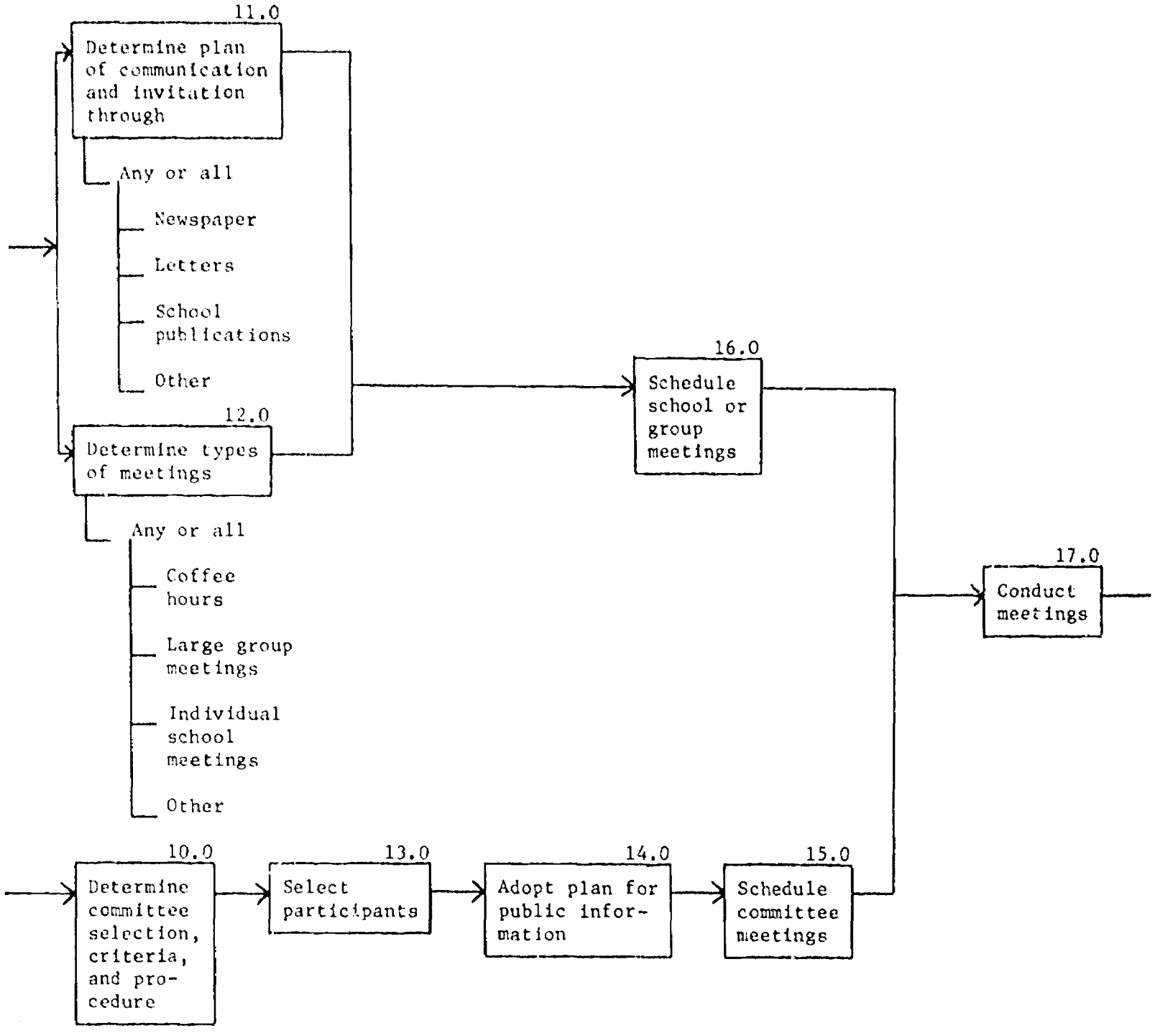
ALTERNATIVE PROCEDURES FOR DEVELOPING EDUCATIONAL GOALS

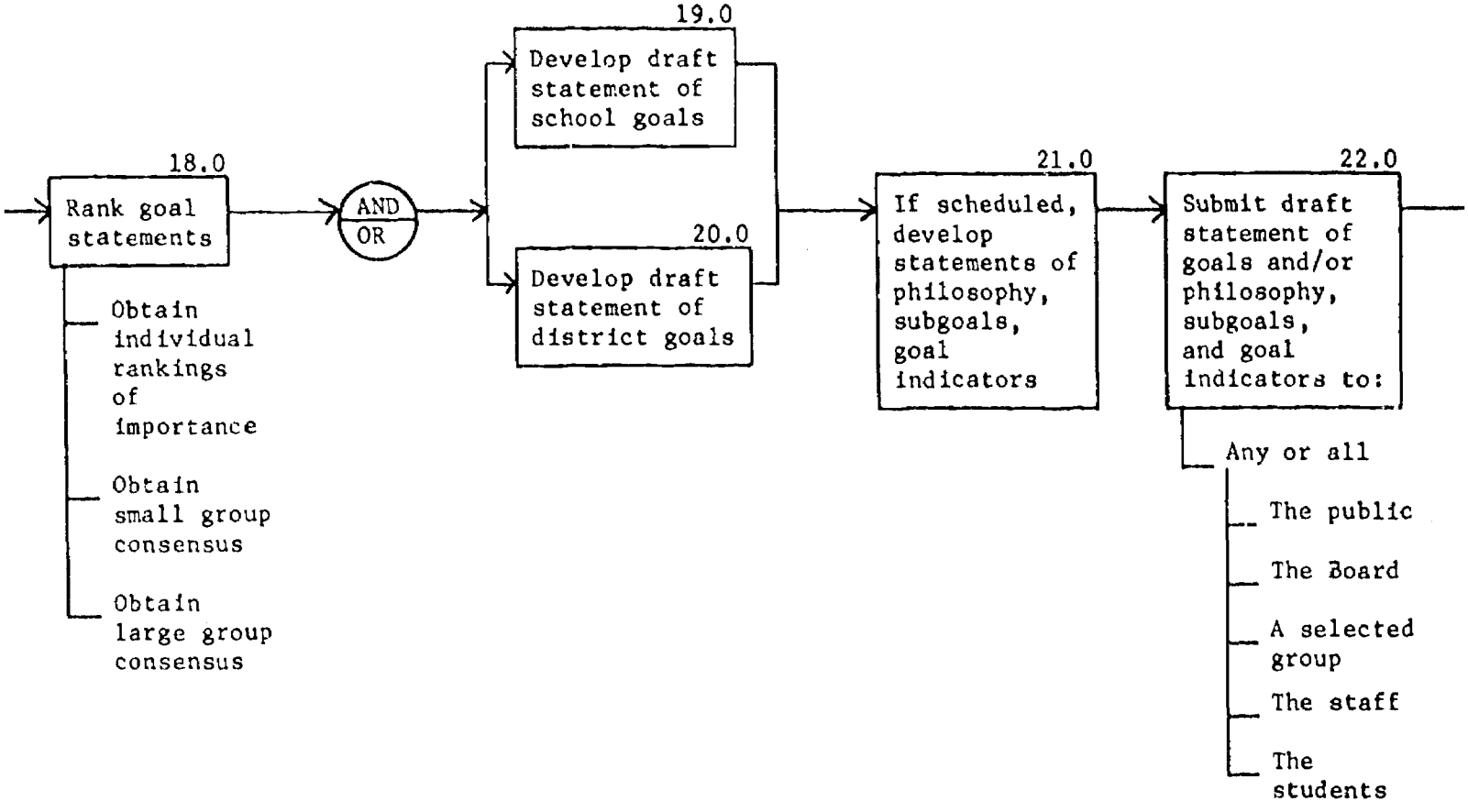
APPROACH #2

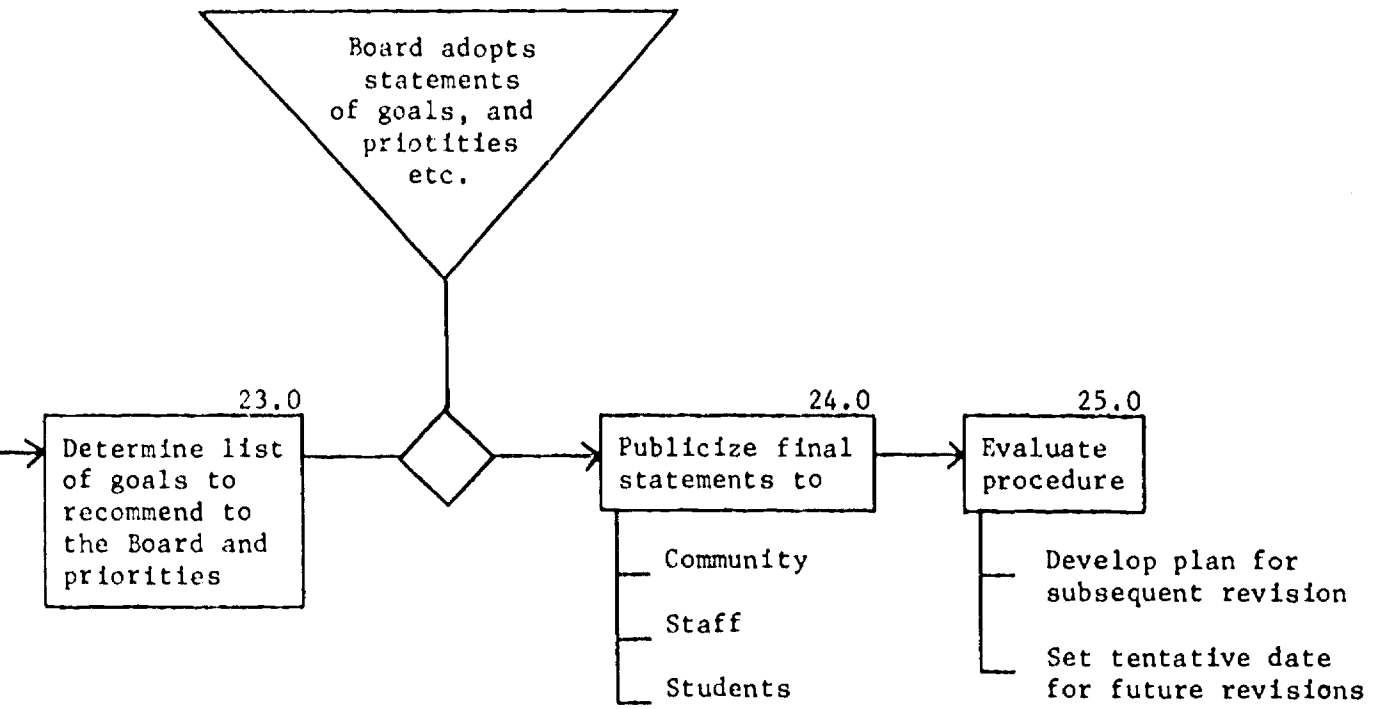
SETTING GOALS USING PRE-SET GOAL STATEMENTS




9.0
Involve all interested members of the school community
Board decision
6.0
Secure pre-written statements of goals
Select which system of pre-written statements to use
7.0
Explore relative merits of involving all interested persons in the process vs. limiting participation to a representative committee
Analyze alternatives
Recommend procedure to the Board
OR
8.0
Involve a representative committee


11.0
Determine plan of communication and invitation through
Any or all
Newspaper
Letters
School publications
Other
12.0
Determine types of meetings
Any or all
Coffee hours
Large group meetings
Individual school meetings
Other
16.0
Schedule school or group meetings
17.0
Conduct meetings
10.0
Determine committee selection, criteria, and procedure
13.0
Select participants
14.0
Adopt plan for public information
15.0
Schedule committee meetings

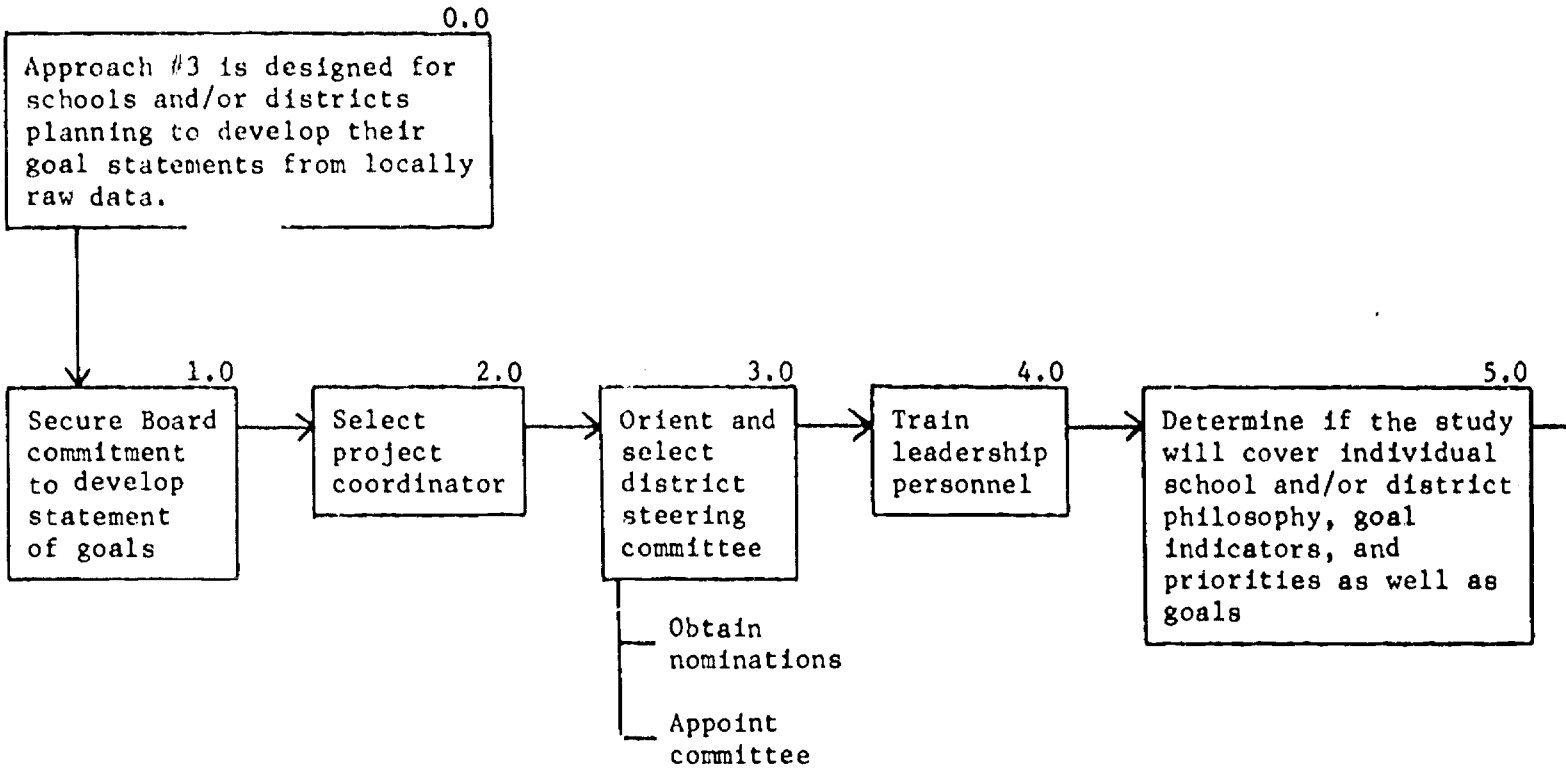

18.0
Rank goal statements
Obtain individual rankings of importance
Obtain small group consensus
Obtain large group consensus
AND
OR
19.0
Develop draft statement of school goals
20.0
Develop draft statement of district goals
21.0
If scheduled, develop statements of philosophy, subgoals, goal indicators
22.0
Submit draft statement of goals and/or philosophy, subgoals, and goal indicators to:
Any or all
The public
The Board
A selected group
The staff
The students

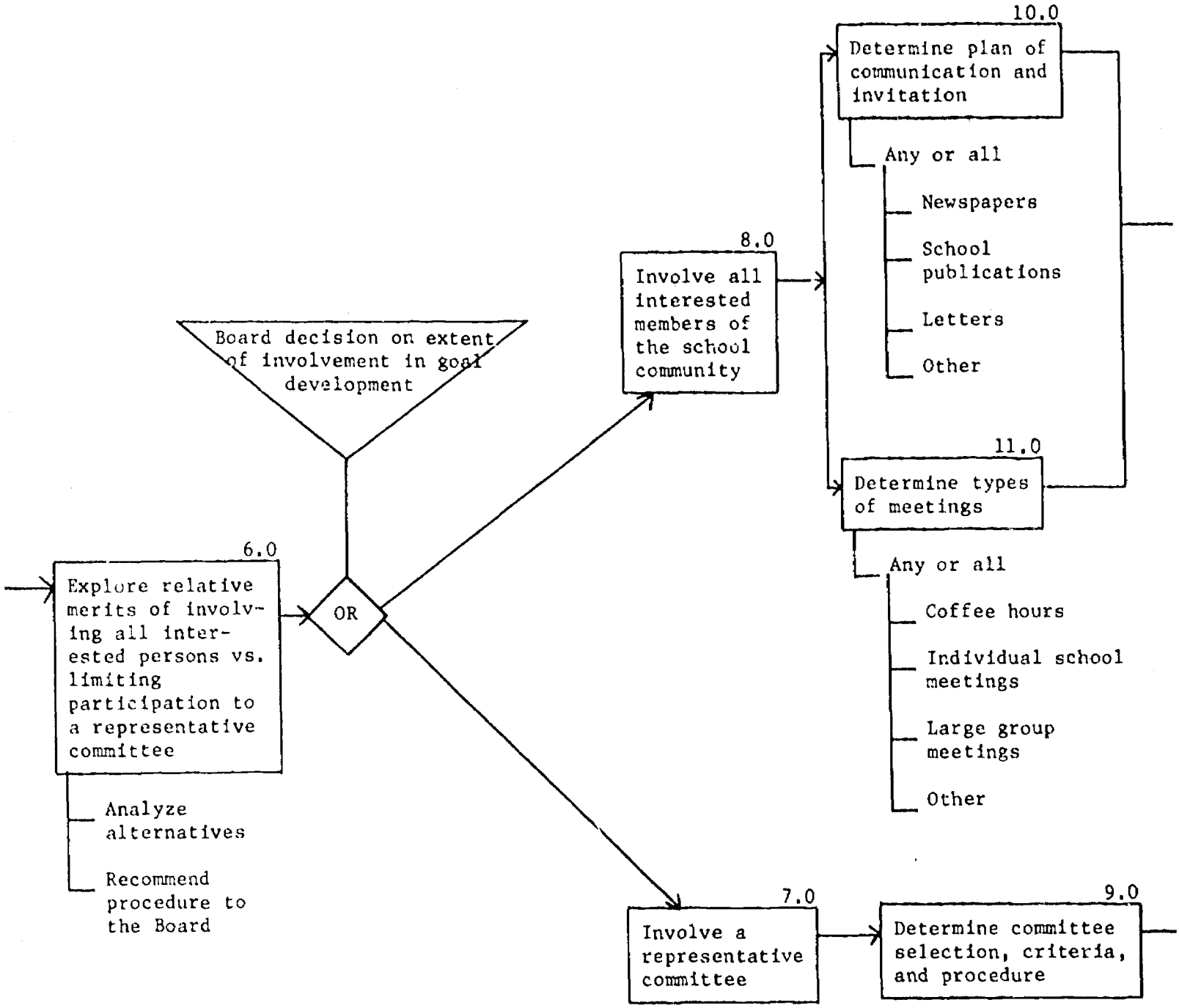

Board adopts statements of goals, and priotities etc.
23.0
Determine list of goals to recommend to the Board and priorities
24.0
Publicize final statements to
Community
Staff
Students
25.0
Evaluate procedure
Develop plan for subsequent revision
Set tentative date for future revisions

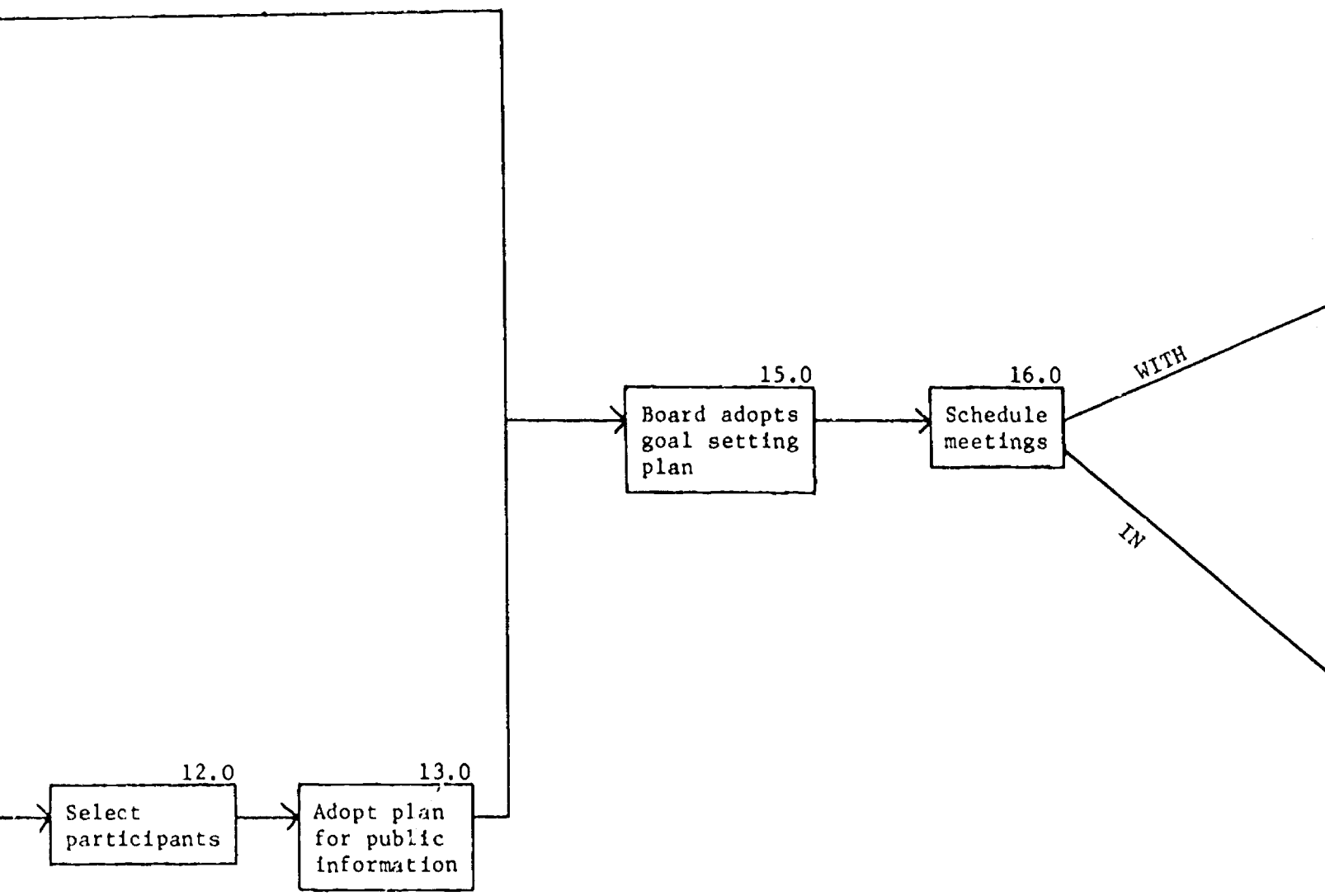
ALTERNATIVE PROCEDURES FOR DEVELOPING EDUCATIONAL GOALS

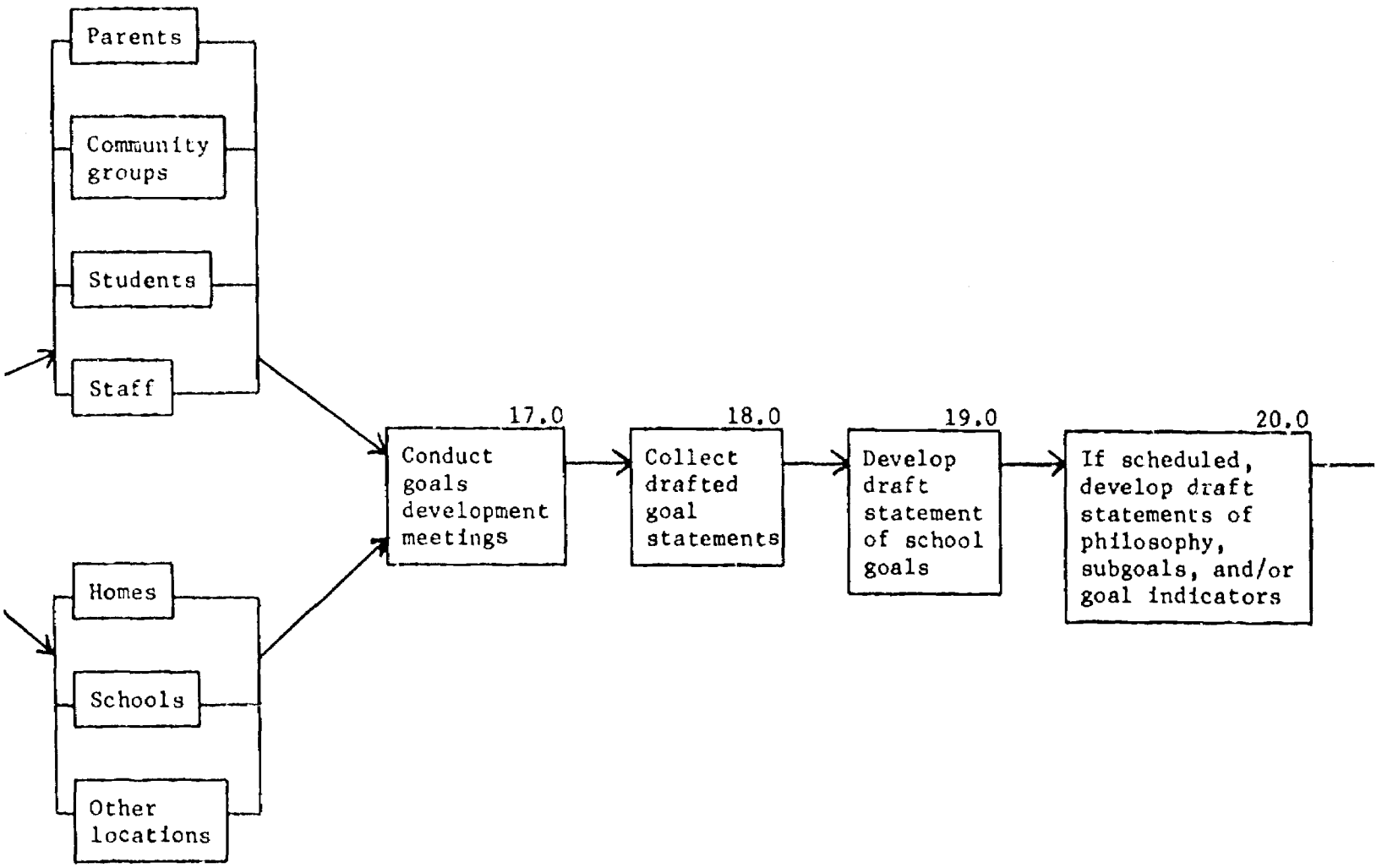
APPROACH #3

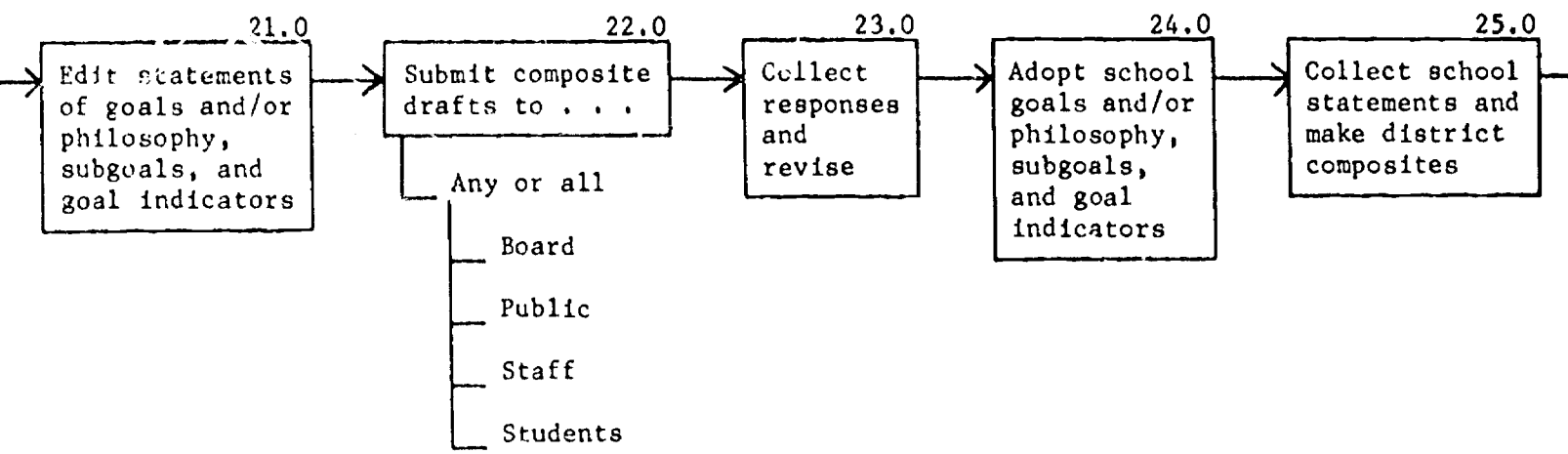
DEVELOPING GOALS WITHOUT PRE-SET OR PRE-DETERMINED STATEMENTS

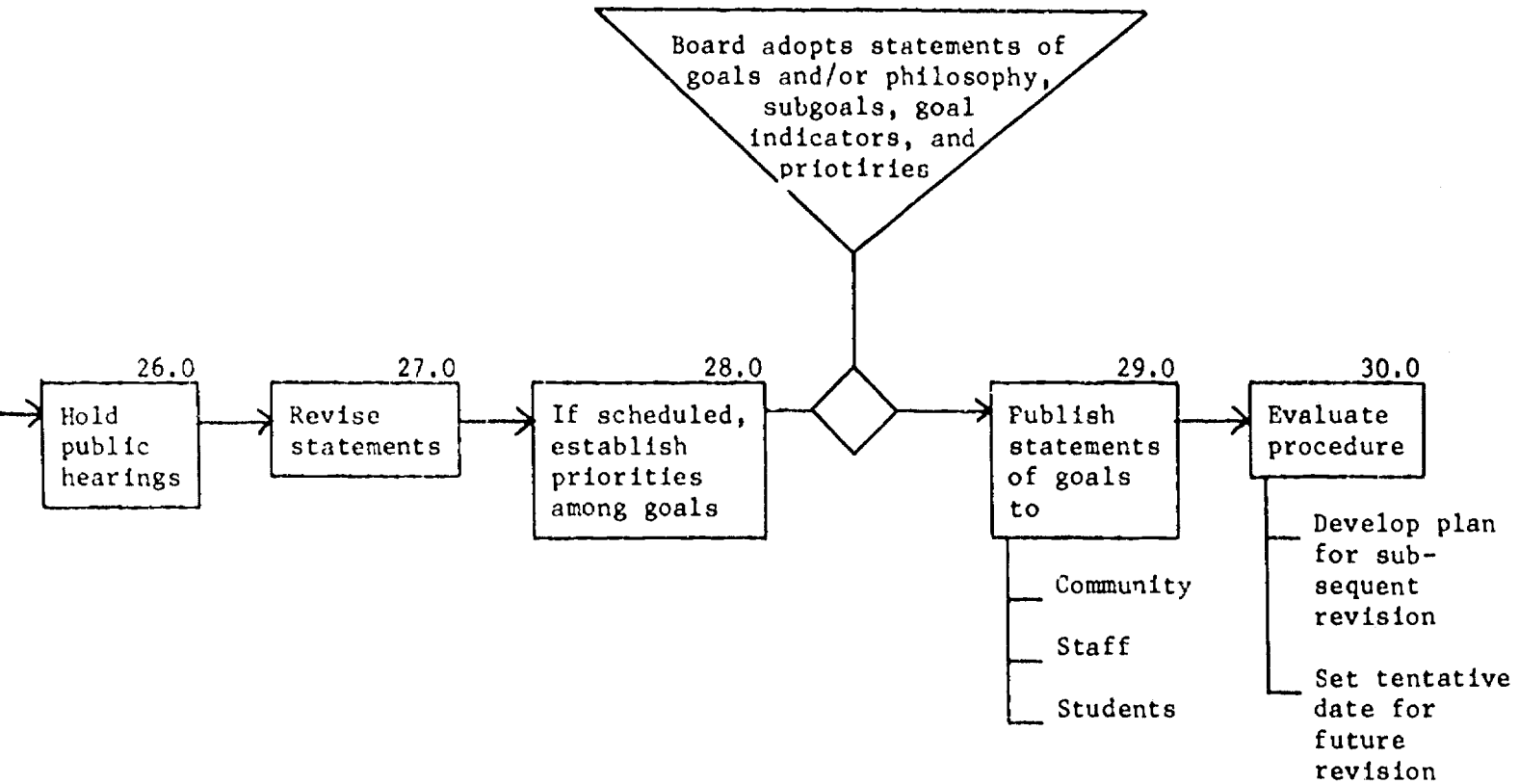



10.0
Determine plan of communication and invitation
Any or all
Newspapers
School publications
Letters
Other
8.0
Involve all interested members of the school community
Board decision on extent of involvement in goal development
11.0
Determine types of meetings
Any or all
Coffee hours
Individual school meetings
Large group meetings
Other
6.0
Explore relative merits of involving all interested persons vs. limiting participation to a representative committee
OR
Analyze alternatives
Recommend procedure to the Board
7.0
Involve a representative committee
9.0
Determine committee selection, criteria, and procedure


12.0
Select participants
13.0
Adopt plan for public information
15.0
Board adopts goal setting plan
16.0
Schedule meetings
WITH
IN


Parents
Community groups
Students
Staff
Homes
Schools
Other locations
17.0
Conduct goals development meetings
18.0
Collect drafted goal statements
19.0
Develop draft statement of school goals
20.0
If scheduled, develop draft statements of philosophy, subgoals, and/or goal indicators


21.0
Edit statements of goals and/or philosophy, subgoals, and goal indicators
22.0
Submit composite drafts to . . .
Any or all
Board
Public
Staff
Students
23.0
Collect responses and revise
24.0
Adopt school goals and/or philosophy, subgoals, and goal indicators
25.0
Collect school statements and make district composites


Board adopts statements of goals and/or philosophy, subgoals, goal indicators, and priotiries
26.0
Hold public hearings
27.0
Revise statements
28.0
If scheduled, establish priorities among goals
29.0
Publish statements of goals to
Community
Staff
Students
30.0
Evaluate procedure
Develop plan for sub-sequent revision
Set tentative date for future revision

WORKSHEET FOR DETERMINING PROCEDURE FOR DEVELOPMENT OF STATEMENTS OF PHILOSOPHY AND/OR GOALS

1. From what sources will your educational goals be derived? (Check those you plan to consider.)

   a. _____ National heritage (history)

   b. _____ Published State and/or local community needs

   c. _____ Experience of educators

   d. _____ Needs recognized by students

   e. _____ Expressed community aspirations

2. Collection of draft Statement of Goals: (Check the one(s) you recommend.[1/] See charts on pages 22-37.

   a. _____ Solicit "raw" statements from participants

   b. _____ Study statements prepared by others

   c. _____ Revise an existing district statement adopted: _____ (date)

   d. _____ Other (describe): _____

3. Who is responsible for providing leadership for the goal setting procedure?

   _____

4. Who is to participate in the goal setting?

POSITION	HOW MANY?	HOW SELECTED?
Parents		
Educators		
Board members		
Students		
Other Citizens		
Other: _____		

5. Preparation of the preliminary draft of statement of goals:

   a. Who is responsible for preparing the draft? _____

   b. To whom is it to be submitted? _____

   c. Is it to be published? _____ YES _____ NO How? _____

   d. By what date? _____

1/ A major concern in developing educational goals is the decision on who is to participate, and how they are to be selected or recruited. Alternative plans range from calling for participation by all interested persons in the community, to the statement being developed by a select group of central office personnel.

6. Preparation of final statement:

   a. Who is responsible for revising the draft? _____

   b. To whom will it be submitted before going to the board? _____

   c. By what date? _____

7. By what date is the final draft to be submitted to the board? _____

8. Distribution of the board adopted statement:

   a. Who is responsible for distribution? _____

   b. By what date? _____

   c. In what form, or as a part of what document is it to be distributed?

   _____ Community Newspaper _____ Newsletter

   _____ Teacher Handbook? _____ Special Report?

   _____ Other (indicate) _____

9. Evaluation and revision: (It is suggested that the initial statement be revised at one or two year intervals depending on local circumstances.)

   a. Who is responsible for setting up the evaluation and revision procedure?

   _____

   b. Who is responsible for conducting the revision? _____

   c. By what date will the revision be completed? _____

List anticipated problems, roadblocks, constraints, etc. in developing the statements of philosophy and goals.

1. _____

2. _____

3. _____

4. _____

(Below are the recommendations developed by using the foregoing procedure. This represents only one possible approach.)

RECOMMENDATION TO THE BOARD OF TRUSTEES

SONOMA UNIFIED SCHOOL DISTRICT

November 24, 1970

The Cooperative Planning Committee recommends to the Sonoma Valley Unified School District Board of Trustees that a statement of philosophy for our District be developed. This statement of philosophy will reflect what the community and district personnel believe to be the relationship of the school district to the community and the people in it.

To accomplish this task we recommend that the following process and time schedule be adopted.

A committee of 21 people will be selected by the Superintendent, with the approval of the Board, representing the five trustee voting districts of Sonoma Valley composed of five educators, five parents, five students, five adults who don't have children in school, and one Board member. The chairman will represent the Education Committee, Sonoma Valley Council.

This committee is to meet by December 1, 1970, to make recommendations to be included in the philosophy statement.

The first draft of the statement of philosophy will be prepared by the chairman and submitted for editing by February 1, 1971, to representatives of the following groups: Administrative Council, Sonoma Valley Unified School District, Cooperative Planning Committee, Education Committee of the Sonoma Valley Council, Student Councils of the high school and Altimira, the Board of Trustees, Valley of the Moon Teachers' Association executive board, and the executive board of the Tax Payers Association.

The final draft of the statement of philosophy for the District will be prepared by the chairman and the Superintendent of Schools and submitted to the Board of Trustees for approval at the first meeting in March.

Upon approval, and no later than April 1, 1971, the statement will be distributed by the Superintendent to at least the following: the newspaper, all teachers, all participants. It will appear in the District policy book.

Comments, reactions and changes of the policy statement will be directed to the Superintendent who will be responsible for evaluating the adequacy of the statement. The statement will be reviewed by the Board and the Superintendent by March 1, 1972, and if revision is necessary the statement will be resubmitted to the Education Committee of the Sonoma Valley Council.

RECOMMENDATION TO THE BOARD OF TRUSTEES

SONOMA UNIFIED SCHOOL DISTRICT

November 24, 1970

(cont'd)

The Cooperative Planning Committee recommends to the Sonoma Valley Unified School District Board of Trustees, that a new statement of goals for our district be developed. These goals will be broad general directives and describe in broad terms the educationally derived characteristics students will exhibit upon leaving the twelfth (12th) grade.

In deriving these goals the following sources should be given consideration: national heritages, state and local community needs, the experience of educators, and needs recognized by students.

To accomplish this task we recommend that the process and time schedule which is outlined be followed:

By January 1, 1971, one person from outside the community will be appointed to collect the necessary data and prepare a working draft. The data will be collected from a broad base and be representative of the total community.

By March 1, 1971, the draft will be submitted to representatives of the following groups for review and suggested change: Administrative Council, Sonoma Valley Unified School District, Cooperative Planning Committee, Education Committee of the Sonoma Valley Council, Student Council of the high school and Altimira, the Board of Trustees, Valley of the Moon Teachers' Association executive board, and the executive board of the Tax Payers Association.

Those reviewing the draft will return it along with comments by March 15, 1971. The consultant will prepare the final statement by May 1, 1971, and it will be submitted to the Board of Trustees for approval.

Upon approval, and no later than June 1, 1971, the Superintendent will submit a special report including both the district philosophy and goals to the newspaper, all teachers, all participants, and include it in the District Policy Book.

The Superintendent shall be responsible for establishing a procedure for evaluation and possible revision of the completed document. The Superintendent shall initiate such process at the direction of the Board of Trustees no later than March 1, 1972.

E. NEEDS ASSESSMENT[1/]

Point of View

Needs Assessment is a process of obtaining and analyzing information which can then be used in decision making. A need is by definition the discrepancy between "what is" and what "ought to be." It therefore follows that the goals of education, which express what "ought to be," must be utilized as a comparison to the present status, or "what is." These goals can be developed prior to or in conjunction with a Needs Assessment. A Needs Assessment therefore helps to identify those aspects of education which should be given most urgent attention.

Because a needs assessment identifies a problem, it is the first step in any problem solving process. To assume a solution to a problem and to gather data based upon this assumption is not a needs assessment. It might better be termed a needs verification or needs documentation.

> EXAMPLE: The recently passed Early Childhood Education Act (AB 1302) assumes (probably validly) that by analyzing data about primary students and restructuring the primary grades, the achievement of the students will be improved and their self-concepts enhanced. The Early Childhood Education Act therefore is a solution to the problem of low student achievement and self-concept. Any "needs assessment" designed to document Early Childhood Education as a solution therefore, is not a needs assessment but a needs documentation.

An assessment can be made of the <u>needs of pupils</u> (i.e., better communication skills, vocational skills, etc.) or of the <u>needs of the institution</u> (i.e., smaller classes, more classroom space, etc.). The latter

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1/ This portion of this paper was developed jointly by Mrs. Bobbie Batchelder, Curriculum Coordinator and Director, Title I Cooperative; Dr. Don E. Halverson, Assistant Superintendent, Planning and Development Division; and Dr. Nelson C. Price, Planning Associate, Planning and Development Divsion; all of the San Mateo County Office of Education.

is termed an institutional needs assessment. The assessment may be simple, such as asking people their opinions, or it may be complex. Unrefined needs assessments tend to result in meaningless and sometimes even detrimental conclusions. Complex needs assessments are time consuming and expensive. What is needed is a process tailored specifically for the needs and resources of the individual school or district; one which is technically sound and within the financial capability of the school.

The process described here is such a needs assessment. It can be completed at a cost as low as $500 and within a period of 90 days if outside assistance is kept to a minimum and a high priority given to its completion.

Needs Statements

The statements of need derived from a student needs assessment should have the following characteristics:[1/]

A. Focus on student needs. The statements should be concerned with student needs, or deficiencies in student benefits, not institutional needs. Institutional needs are of consequence only to the extent that they are related to student needs. Institutional needs are generally dealt with in planning solutions, not in a student needs assessment itself.

B. Identification of target groups of students. The statement should include the identifying characteristics of the students who have the need, how many students are involved, and where they are located.

C. Criterion. There should be some explicit criterion, or set of criteria, for judging where the schools are now in relation to the need; i.e., establishing a baseline, and for eventually judging the extent of progress in meeting the need.

D. Criticality of need. In order to set priorities, it is necessary to have some index of the importance of each need in terms of the value society places upon eliminating or at least reducing it.

1/ Sweigert, Ray L., Jr., THE FIRST STEP IN EDUCATIONAL PROBLEM SOLVING--A SYSTEMATIC ASSESSMENT OF STUDENT BENEFITS: a working paper prepared for the PLEDGE Conference, California State Department of Education, October, 1969.

E. Size of statement. The size of the statement has to do with the generality of the statement which must be appropriate to the response capability of the decision-making body that must deal with it. The response capability is in turn determined by the nature and the amount of resources that the decision-makers can bring to bear in finding a solution.

An example of needs statement with the five criteria is shown under "Examples" on the next page.

N E E D S

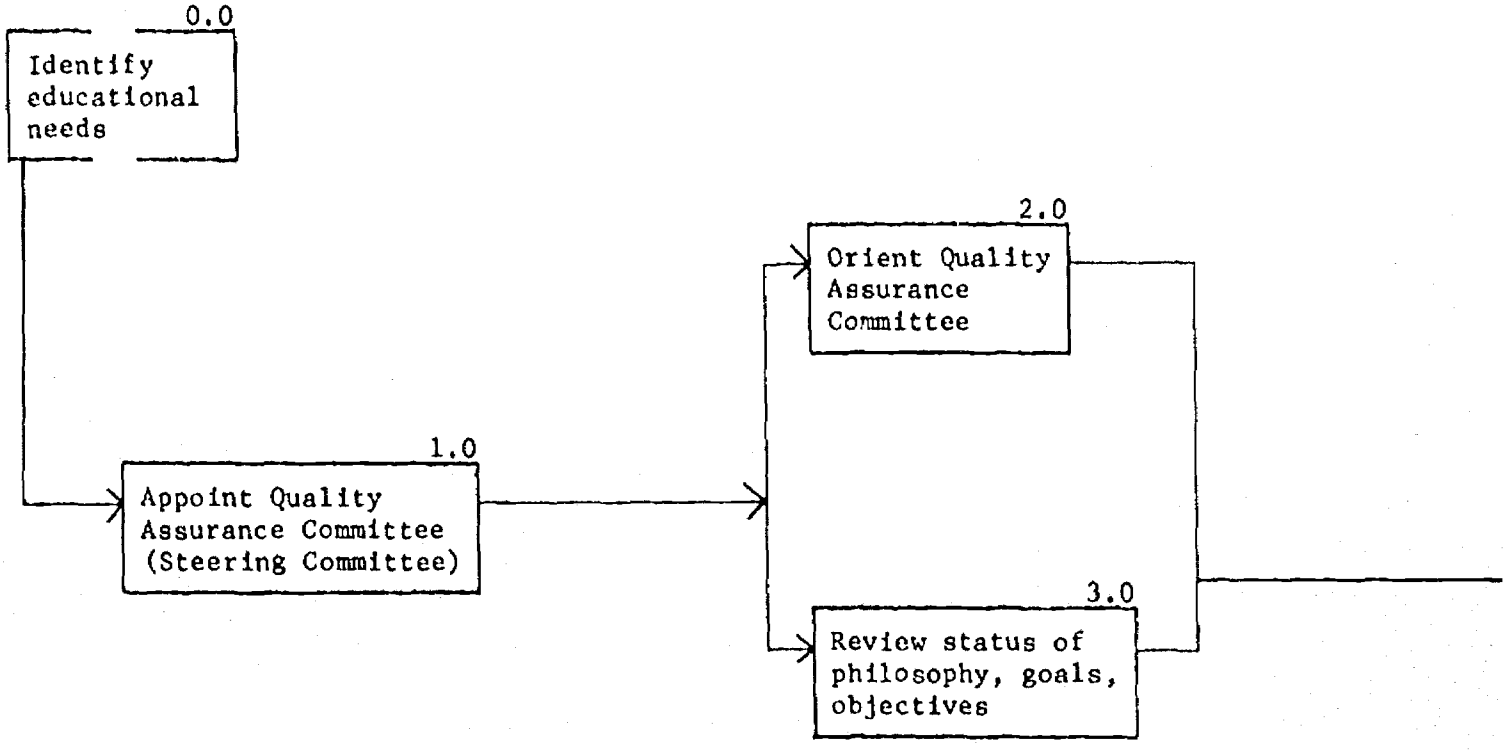
Planning involves identification of needs.

DEFINITION	EXAMPLES	SOURCES OF MORE INFORMATION, EXAMPLES, AND PROCEDURES
A need is an unmet desire or intent of an individual or group. It is the discrepancy between "what is" and what "ought to be."	All students completing the 8th grade at the X School should be able to read at the 6th grade level as judged by a 6.0 composite score or better on the California Reading Test. Currently 20% of the students are below this level; therefore, it is assumed that a reordering of priorities might be necessary in order to meet this need. Of all the needs in the school, this need ranked as most critical with the added stipulation that the need should be resolved within a 2-year period of time. A special condition effecting resolution of need is that the achievement level of the students in all other disciplines as measured by the regular standardized test battery given at the school shall not be reduced, and that the "satisfaction" level of the students in relation to the programs of the school shall remain the same or be raised. (This need statement meets the criteria cited on pages 43-44.)	San Mateo Union High Sch. Dist. 650 N. Delaware San Mateo, CA 94401
EXPLANATION		Educational Factors, Inc. Dr. William E. Hansen 461 Park Avenue San Jose, CA 95110
Need assessment is the process of determining the discrepancy between "what is" (facts) and what "ought to be" (goals or values). The greater the discrepancy, the more critical the need. For steps in determining needs, see charts on the following pages.		Dr. Stephen Schwinner, Dir. Research & Applied Systems Santa Clara County Office of Education, 45 Santa Teresa St., San Jose, CA 95110
		Fairfield-Suisun Assessment Questionnaire, Fairfield-Suisun Joint Unified School District, 1025 Delaware St., Fairfield, CA 94533
		Salt Lake City School District Preliminary District Philosophy Salt Lake City, Utah
		"Goals of the Future" (1971) Novato Unified School District 1015 - 7th St. Novato, CA 94947
Pupils have educational needs These are ends.	Every graduate should be engaged in a meaningful activity upon graduation. Six months after high school, 32% of our graduates are still not gainfully employed, nor continuing their education. (Student need based on facts.)	Dr. Don E. Halverson San Mateo County Office of Education 333 Main Street Redwood City, CA 94063
Educational organizations have needs--means.	55% of the staff felt that they should receive higher pay. (Perception of people concerning an institutional need.)	Viable Systems Planning Institute P. O. Box 544 Millbrae, CA 94030
Identification of needs can be based on actual facts,	The average reading level of pupils is 5 months below the State norm. This average is lower than IQ scores indicate that it should be (pupil need based on facts).	Natividad Elementary School Salinas City School District 1465 Modoc Ave. Salinas, CA 93901
on perceptions of people, or both.	89% of the respondents felt that the district should offer vocational education programs. (Perception of people dealing with an institutional need.)	Fresno County Office of Education 2348 Mariposa St. Fresno, CA 93721

NEEDS ASSESSMENT PROCEDURES: A suggested procedure for the identification and subsequent resolution of needs is provided on the accompanying flowchart.

NOTE: The Needs Assessment Procedures are set forth in regular type; the separate Goal Setting Procedures in italics. If goals have previously been set, the italicized procedures may be deleted. In that case review pages 32-37 to consider possible revision.

SUGGESTED PROCEDURE TO ASSESS NEEDS AND *DEVELOP GOALS*



Consider Go/No Go on developing or revising statements of beliefs and goals:

If go, include italicized items.
If no/go, delete italicized items.

1.0

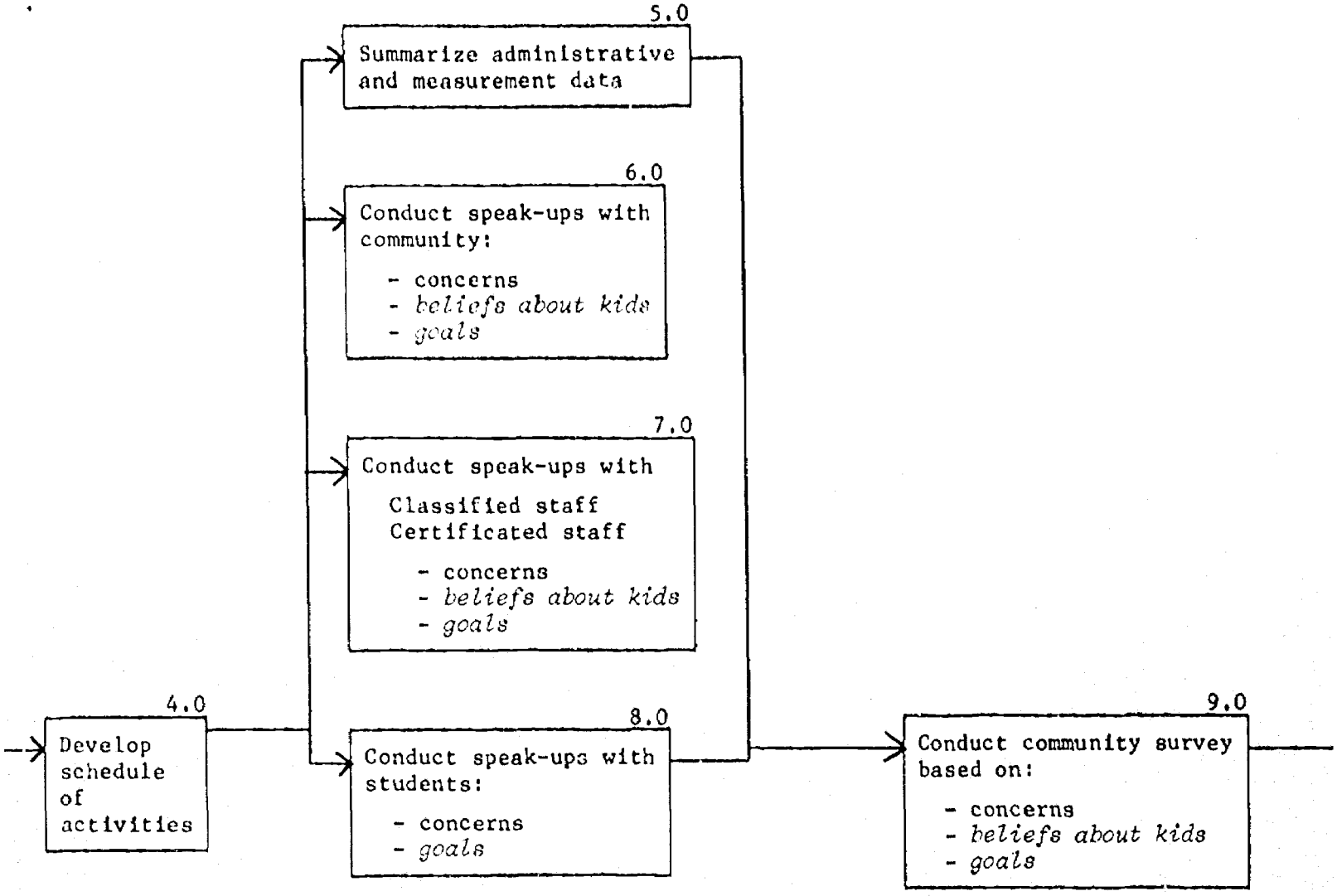
Appoint a steering committee of about 6-8 people composed of community, students, and staff representatives. The responsibility for this committee is to provide the leadership and overall coordination of a school needs assessment.

2.0

Orient the school committee to the total task including: (a) purpose and concepts of a needs assessment, (b) key implementation tasks to be performed, (c) responsibilities and non-responsibilities of the committee.

3.0

Review status of goals and objectives of the district. If these are adequate, it will probably not be necessary to develop additional goals statements. If the goal statements are inadequate, it is possible to develop goals at the same time as assessing needs if the committee so desires. If the committee chooses not to develop goals, however, some value statements must be developed during the process; otherwise a need cannot be identified.



4.0

Develop a tentative schedule of needs assessment activities including individuals and groups to be contacted, dates times, responsibilities, timeline, etc.

5.0

Summarize administrative and measurement data already in the district files in regard to standardized achievement and other data pertinent to anticipated concerns.

6.0

Conduct speak-ups (planned meetings in which groups of individuals indicate their concerns in relation to student needs) with community members and parents. In the event that the development of goals is part of the needs assessment procedure, goal information can be obtained from the same groups often at the same time.

7.0

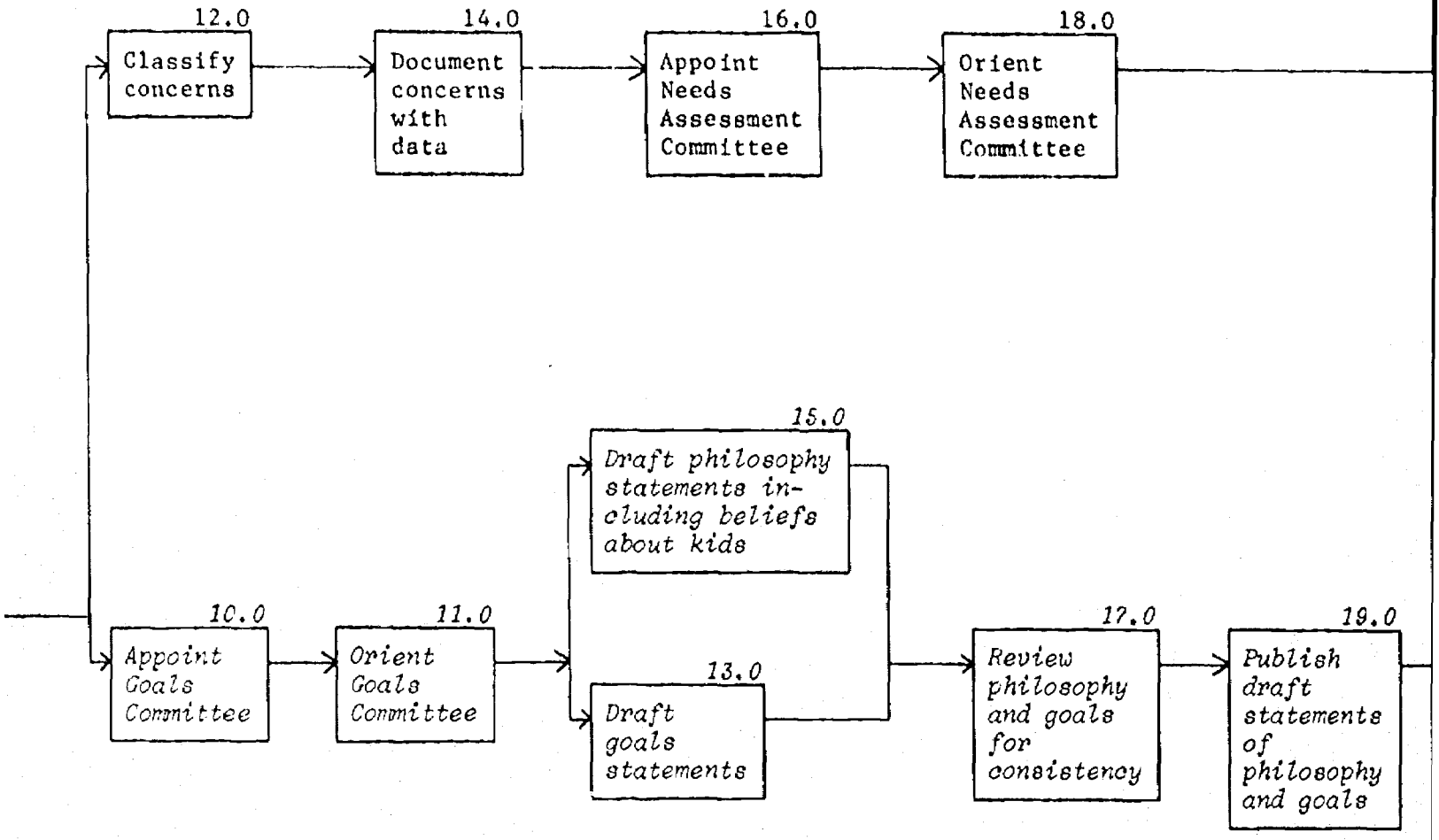
Conduct speak-ups with classified and certificated staff members.

8.0

Conduct speak-ups with students.

9.0

Develop a survey instrument based on data obtained in 6.0 to 8.0 Distribute to all, or a sample of the community. Utilize the survey information along with the information from 5.0 to 8.0 in the documentation of concerns (13.0).



10.0

Appoint a goals committee. This committee should be composed of a cross-sectional grouping of members of the community.

11.0

Orient the goals committee to its responsibilities including ground rules for its operation; e.g., no statements about individuals, open climate so all can be heard, judgment, etc.

12.0

Classify concerns obtained from the various speak-ups.

13.0 and 15.0

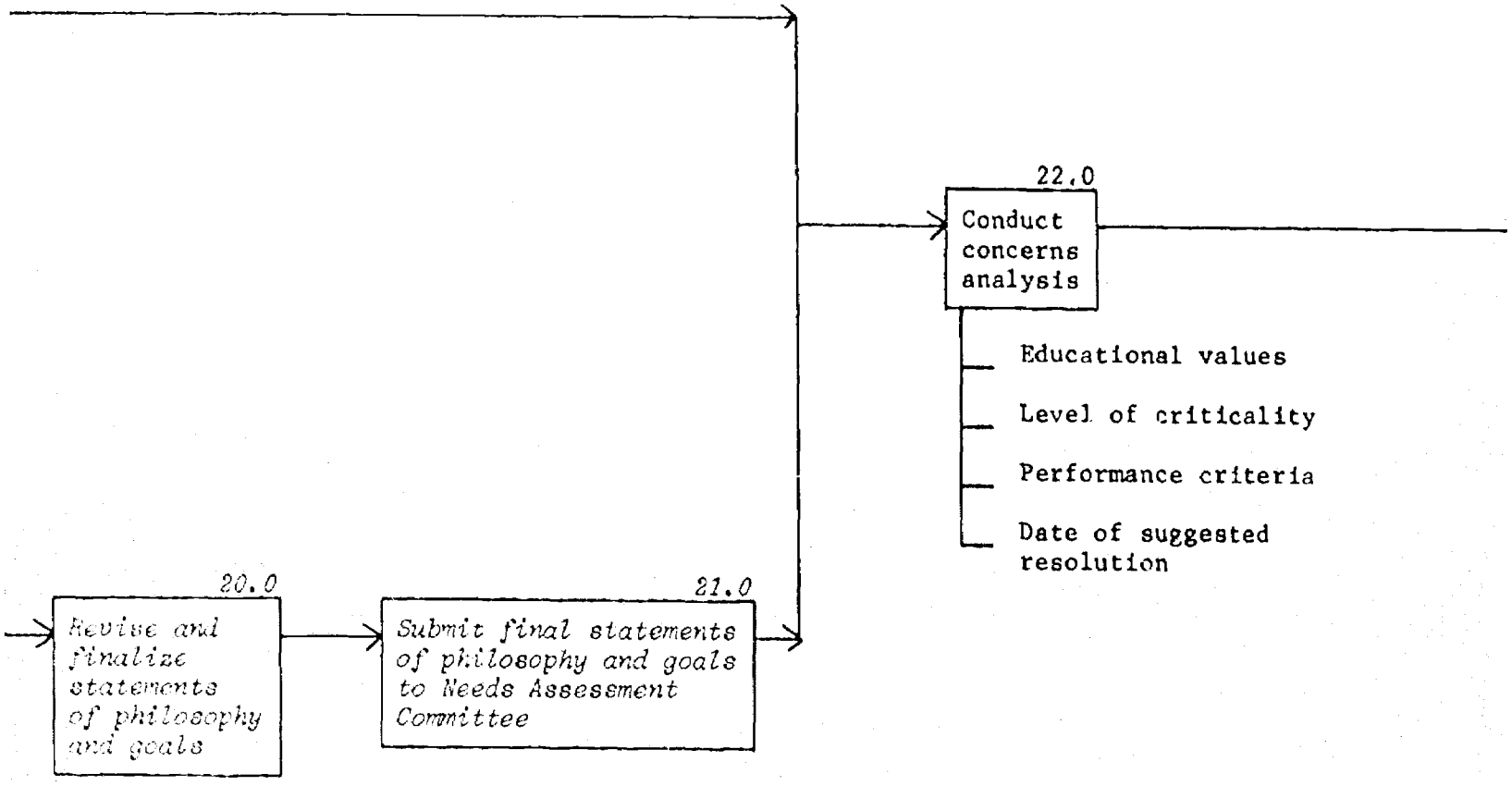
The goals committee should utilize the goals and beliefs which were developed in the various speak-ups and draft statements of both the philosophy and goals. Depending upon the desire of the committee, sub-goals and goal indicators might also be developed. These statements should be made available to the Needs Assessment Committee for consideration in the Concerns Analysis (20.0).

14.0

Document concerns with the data obtained from Step 5 and the speak-ups.

16.0

Appoint a Needs Assessment Committee. This committee should be composed of a cross-sectional grouping of members of the community and be limited to approximately 35-40 individuals. Representation should be included for such factors such as ethnic background, sex, age, geographical location, occupation, parents or non-parents, etc. This is a crucial step. Representation on this committee must be appropriate.



17.0

Review belief statements and goal statements and make certain there is consistency between them. Use inconsistencies to help document them.

18.0

Orient the needs assessment committee as to its representatives.

19.0

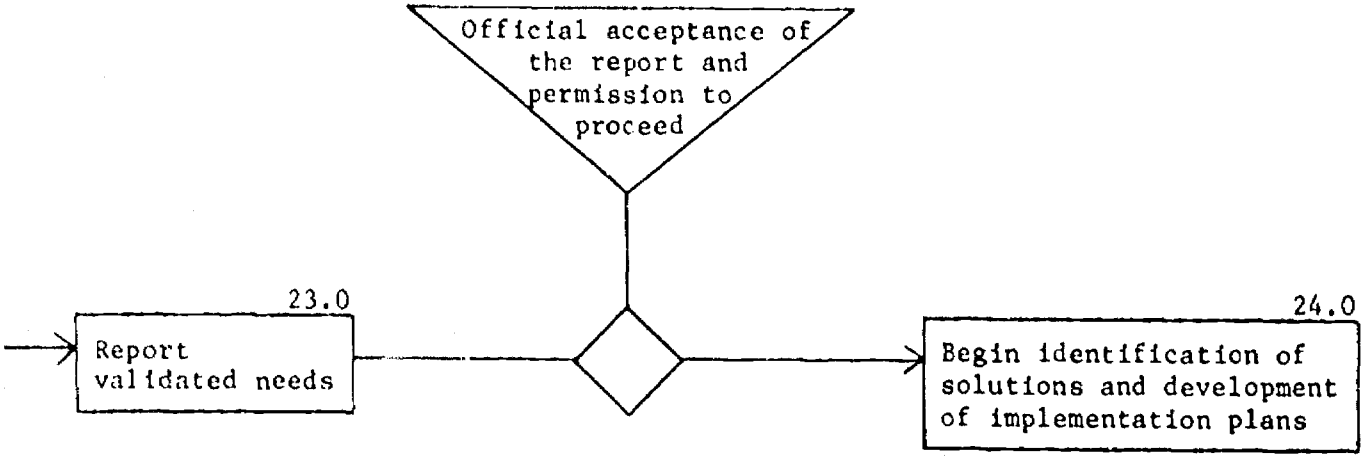
Publish drafts for revision to all participants and possibly to the general public, students, and staff.

20.0

The committee considers all suggestions for revision in developing final statements of philosophy and goals. All relevant suggestions are incorporated.

21.0

The final goal statements are submitted to the needs assessment committee since these represent many of the values, the "what ought to be" which enable the committee to establish a real or valid need.



22.0

Conduct a concerns analysis. This involves taking the classified concerns with all the summarized data plus the goal statements (19.0) and: (a) agreeing on the educational values, (b) determining the level of criticality, (c) determining performance criteria (what constitutes success), (d) date of suggested resolution if possible. This analysis results in validated needs.

23.0

Report the validated needs for development of solutions and the final philosophy and goal statements for development into educational programs. The report is "officially" accepted by the head of the institution conducting the study. This may be the principal, or the superintendent, or the board of education.

24.0

As the needs assessment is only the first step in the problem solving procedure, the school and/or district should then develop a procedure for determining alternative solutions, selecting the "best" solution, obtaining the necessary approvals and resources, and implementing the solutions and programs.

F. SETTING PRIORITIES

Assigning top priority to one item among many does not necessarily mean "importance." Importance is a function of time, place, and situation. For example, in one situation salable skills, might be most important, while in another, even on the same day, physical health could assume that spot. What is meant by establishing priority among educational goals (or activities) is deciding where major or extra resources should be allocated in the time period ahead.

There are many ways for setting priorities, ranging from emotional reaction, to method-means analysis. There is no one "right" way. However, the method chosen should be systematic and should be as objective as possible. To make the best possible determination one should use multiple criteria rather than consideration of one single factor only.

Let's try one very simple method of setting priorities among goals:

STEP 1: Referring to the ten goals of the Napa Valley Unified School District (page 13), or any other written set, rate each one in the chart on the next page in order of criticality. The determination of criticality should reflect the results of a needs assessment if one has been conducted. "How critical is it to reach the goal as soon as possible?" Rate goals which you consider to be of high criticality as number 1; moderate as number 2; or of lower criticality as number 3. Base your rating on your perception and/or data of pupil needs in your district. More than one goal may be given the same rating.

For this exercise the criteria of criticality, long-range value, and practicality are used. These are only sample criteria. You may wish to use others. For example, one group decided upon using the criteria of cruciality, comprehensive impact, and attainability.

STEP 1 (cont'd)

GOAL NUMBER (See Page 13)	CRITICALITY RATING (1, 2, or 3)
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

STEP 2: Which of these goals will have the greatest long-range value? Again rate the ten goals based on your analysis of the many factors which add up to long-range value to students in your district or situation.

GOAL NUMBER	LONG-RANGE VALUE
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

STEP 3

What resources do you have, or can muster to achieve each goal at a satisfactory level? Rate each of the goals in terms of your ability to secure and allocate resources for its achievement. On the chart at the right use the same 1-2-3 rating: 1 indicates that resources are, or are potentially available. Consider such items as available funds, staff expertise, facilities, etc. These affect attainability.

GOAL NUMBER	ATTAINABILITY RATING (OR PRACTICALITY)

We are now ready to summarize the rating of priorities. Record your three ratings from the previous pages on the chart below.

GOAL NUMBER	CRITICALITY RATING	LONG-RANGE VALUE RATING	ATTAINABILITY RATING	TOTAL
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

You have now developed a "score" which reflects your own estimate of priority. If a group decision is desired it may be obtained in one of two ways. The choice depends largely on the size of the group and the time available. Given sufficient time, or a small group, it is possible to add all of the individual scores in the "Total" column and place these in rank order with the "lowest" score as the top. If time is not available to total the scores, it is possible to count the number of those who have assigned top priority to individual items being rated. These items which have the greatest number assigning top priority will be given that same rating by the group.

It is logical to assume that you would usually assign top priorities to the goal(s), which in the "Total" column receive(s) the lowest score. However, a variety of other factors may cause you to assign top priority to the second or third lowest score. In doing so you should have in hand data of sufficient validity and scope to justify the change. For example, test data or attendance figures may be in the process of development. These could radically change the "criticality" ratings. A final decision might await this information.

Such a rating system as this provides a sound means for making a decision on priorities. It is now up to you to adapt a priority setting procedure for your own use. Even a partially successful effort is better than no effort at all. In the space on the next page try summarizing the results of your priority setting.

> It has also proven interesting to total the scores given by the group for each of the individual criteria used. This provides a comparison of the rating of, for example, long-range value vs. practicality for the total list of goals.

Copy below your top priority goal. Indicate in a paragraph those factors which led to your decision, including the group ranking. In other words, state your rationale or justification for setting it as top priority. Assume that you are presenting this justification for your priority recommendation to your board of education.

GOAL: _____

_____

_____

_____

_____

RATIONALE FOR ASSIGNING TOP PRIORITY: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

G. GOAL INDICATORS

Indicators describe those actions of pupils, test scores, social conditions, or other data which give evidence that progress is being made toward achieving a goal. "Goal indicator" is one of the newer terms related to educational planning. The next page clarifies the definition, lists examples, and names selected school districts which have published statements of goal indicators.

Some districts have studied indicators as a logical "next step" following the development of educational goals, and preceding work on objectives for which the indicators can form a basis. Others use the study of indicators as a means of involving the public in a discussion of goals without the necessity of their setting forth the detailed criteria contained in performance objectives. It provides a good vehicle for involving people in an open discussion of existing statements of educational goals preparatory to their revision.

Whether or not districts prepare formal listing of goal indicators, they must take into account the fact the people are expressing the attitude that "actions speak louder than words." They want to know how the behavior of pupils reflects progress toward achieving the educational goals of a district. It behooves districts to become aware of the significance of indicative statistical data, and of pupil behavior, as it relates to their educational goals.

G O A L I N D I C A T O R S

Goal "Indicators" provide a basis for major objectives.

DEFINITION

A goal "indicator" is an identification of the types of data or behavior which indicate that pupils are achieving the goals of the school.

EXPLANATION

Indicators are just that--indicators. They may or may not be proof of accomplishment. Indicators do not usually contain specific measurable criteria or conditions.

Goal indicators are developed after the statement of goals and before, or simultaneously with, work on objectives.

The community should be heard concerning the types of evidence (indicators) which it considers as evidence to show progress toward achievement of the school goals.

EXAMPLES

Goal: Development of basic skills.

Output (Goal) Indicators:

- Percent of persons equipped for independent living.
- Number (of graduates) not dependent of public or private charity.
- Number (of graduates) employed.
- Number attending college.

(El Monte Union High School District)

Goal: Each student should demonstrate a feeling of positive self-worth in his achievement and progress.

Indicators: (examples)

- . . . a willingness to rely on his own judgment
- . . . the demonstration of confidence in his ability

(Fullerton School District)

SOURCES OF MORE INFORMATION, EXAMPLES, AND PROCEDURES

El Monte Union High School District
3537 Eastmont Ave.
El Monte, CA 91731

Fullerton School District
1401 W. Valencia Dr.
Fullerton, CA 92633

Montebello Unified School District
123 S. Montebello Blvd.
Montebello, CA 90640

Moreno Valley Unified School District
13911 Perris Blvd.
Sunnymead, CA 92388

Publication: A District-Wide Study on Goals of Education

San Mateo Union High School District
650 N. Delaware
San Mateo, CA 94401

Temple City Unified School District
9516 E. Longden Ave.
Temple City, CA 91780

H. SUMMARY

The foregoing has set forth information, concepts and techniques essential to initiating an educational plan. The goals describe the intended product, or direction to be taken. The study of needs and priorities provide guidance concerning where to start, or where to place major emphasis and resources. Indicators describe the kinds of clues or evidence needed to show progress.

If educational planning stops here all that has been accomplished is the development of a series of platitudinous statements. Nothing has been done to improve pupil learning. If, on the other hand, the statements of philosophy and goals are used only as first steps; steps to be followed by development of detailed objectives, the choosing of the most effective alternatives among available learning activities, and the securing of necessary resources to implement the program of pupil learning; and if each of these steps is recognizably consistent with the statements of philosophy and goals, then much has been achieved. There exists a real opportunity to provide a more meaningful learning program for pupils. The power to create such a program lies within the school-community.