Development of Authentic Educational Goals and Objectives

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Annual Cycle: Education Planning

1. Needs Assessment
2. Develop Education Plan with Goals and Objectives & Program Budget
3. Implement Program
4. Evaluate Program

Statement of Work (SOW)

- A <u>Statement of Work is the written description of the contractual requirements</u> for supplies and services.

- The <u>purpose</u> of the Education program is **"to meet the educational needs of eligible Indian students by implementation of the following education goals and objectives:"**

Statement of Work (SOW)

- A generic SOW could be enhanced with:

- "**The … Tribe will deliver educational services** <u>**to meet the educational needs of eligible Indian students**</u> **under a Public Law 93-638 Indian Self-Determination contract, and will** <u>**operate said contract in compliance**</u> **with 25 Code of Federal Regulations Indians, Part 900.**"

Scope of Work

- The **SCOPE OF WORK** describes the **purpose** of the work; the desired end product specified in terms of:

  - **Goals**: Targeted areas to improve student performance.

  - **Objectives**: How areas will improve (Measurable/Performance/Behavior) results.

  - **Quantitative Evaluation**: Numerical data verifying (pre/post) student achievement of goals

Goals and Objectives

- The difference between goals and objectives is sometimes confusing.

- A ladder is used to reach the roof (goal)

- The ladder steps (objectives) are sequential increments leading to the goal to be achieved

- Objectives describe who does what, when, how, where, why.

Goals

- Educational Goals are developed from the needs assessment data gathered.

- Prioritize suggestions, opinions, and ideas expressed by parents of eligible Indian students.

- Evaluate which goals are achievable and choose the top few to focus efforts on.

- Keep community/parents informed of the educational goals and objectives plan for improvement.

Objectives

- Objectives describe the <u>strategies</u>; <u>educational activities and setting</u>; the <u>schedule of sessions</u>, i.e., beginning date/ending <u>dates</u>; <u>evaluative information</u> such as <u>pre/post-tests</u>; and quantitative/qualitative data to validate and verify student achievement.

- Objectives are stated sequentially as quarterly objectives, i.e., objective #1 reached by end of 1st qtr. Ideally, stated objectives lead to accomplishment/achievement of goals.

Objectives Development

- [Performance Objectives](#) are stated in four parts:
  - **WHO (Student)**
  - **DOES WHAT (Activities)**
  - **WHEN (Schedule/length of sessions)**
  - **WHERE (Location of delivery of services)**
  - **HOW IT IS MEASURED (Pre/post data)**

Quantitative Evaluation

- [Quantitative Evaluation](#): Achievement of Educational program goals is substantiated in terms of numerical data.

- To adequately convey student achievement in numerical terms, <u>baseline or pre-test data needs to be established</u>.

- The Educational program outcomes stated <u>numerically,</u> <u>provide the amount and rate of increase/decrease</u>.

Determining Goals

- Needs assessment data provides priorities expressed by parents that become goals

- BIA School Report Cards provide that, <u>Indian students fail to perform</u> equitably on academic achievement tests.

- <u>Deficiency in reading skills</u> is a critical impediment to academic achievement

- Reading is a doorway skill to other disciplines.

5 BIA/OIEP GOALS

- **All children will read independently by the third grade**

- 70% of children are proficient/advanced in reading & math

- Individual student attendance rate at 90% or better

- Students demonstrate knowledge of their language and culture

- Increased enrollment, retention, placement and graduation rates for post-secondary

Sample Goal Development

- Consider the importance of the first BIA Goal as a sample goal: "*All Children will read independently by the third grade*"

- Reading independently means self-initiated reading for personal interest and performed without need for coaching on word attack, meaning of words, and appreciation for syntax styles of writing.

- <u>Third grade students have the ability</u>!!!

Sample Goal Development

- Sample preface education plan goal statement: *"The following goals were derived from data obtained from a needs assessment conducted on (date). The goals address the targeted educational deficiencies of eligible Indian students."*

Sample Goal Development

Assume:

- Community parents unanimously indicated a need for increased reading efficiency for their child.

- Reservation X contracts on a Calendar Year (CY) contract period.

Sample Goal Development

- [Sample GOAL 1](#):

"*The Educational program will implement a year-long program to create efficient reading skills in eligible Indian students. The year-long program will provide a variety of innovative reading activities to be taught by recognized reading leaders and specialized instructors.*"

Sample Performance Objectives

- For example, the Indian community expressed concern for Indian student reading scores at 33% compared to 48% for other students/schools.

- The priority is to increase student reading scores 40% in one year.

- Performance Objective: "The current year reading score average of 33% for Indian students will be increased to 40% by the end of the contract year FY…"

Sample Objective Development

- [Goal 1/Objective No.1](): From January 2, 2003 through December 31, 2003, JOM educational services focusing on reading efficiency will be delivered to eligible Indian students at the Community Building, Room 101.

- [Goal 1/Objective No. 2:]() The reading efficiency schedule is twice a week (Tuesdays and Thursdays) in two-hour sessions.

Sample Objective Development

- Activities and Procedures to Achieve Objectives:
  - **Goal 1/Obj. 1**: **The reading sessions will be scheduled twice a week to occur in the period of time from 4:30 to 6:30 (after school to dinner hour) in monthly block schedules per reading activity.**
  - **National statistics:** *The period of 4:30 pm to 6:30 pm is when most juvenile crimes occur.* **(The student has experienced approximately 8 hours of highly structured time and entered a two hour period of mostly unstructured time with peers.)**

Sample Objective Development

- [Activities and Procedures to Achieve Objectives](): Goal No. 1/Objective No. 1:

- Reading staff contracts: The Educational program will develop a list of recognized and reputable reading instructors;

- Contracted instructors will develop and conduct innovative and enjoyable programs fostering reading activities based on the student interest and focused on their Indian culture/language.

Objective Development (Reservation X)

- [Activities and Procedures to Achieve Objectives:](#) Goal No. 1/Objective No. 1:

- Reading staff contracts: Reading topics will be developed in collaboration with tribal education staff and educational consultants.

- Instructors will develop reading activities that promote "hands-on" approaches to guided inquiry.

Objective Development (Reservation X)

- <u>Activities and Procedures to Achieve Objectives</u>: Goal No. 1/Objective No. 1:

- Student Incentives to promote attendance: To promote consistent attendance and participation by eligible Indian students, incentives for participating students will be available to ensure and encourage continued attendance at monthly blocks of student-focused reading activities.

Objective Development (Reservation X)

- [Activities and Procedures to Achieve Reading Objectives](): Goal No. 1/Objective No. 1:

- Student Incentives to promote attendance and participation: Awards may be items with school/community logos: windbreakers, sweatshirts, T-shirts, field trip, Cd player, MP-3, iPod players and awarded on the basis of individual academic performance and participation.

Cultural Awareness Topics (Reservation X)

- **<u>Genealogy Goal</u>:**

- Students will develop an understanding of their family tree by researching and gathering written and oral information from various sources. Supportive activities such conducting interviews with parents, relatives, grandparents and other elders will assist students to develop information on their family tree/history.

Cultural Awareness Topics (Reservation X)

- **Family Timeline:**

  Students will use laptop computers to gather historical information on their family history. Timelines can be designed to note family births, subsequent birthdays, pet names, home locations, significant events such as marriages, deaths and community or national events.

Cultural Awareness Topics (Reservation X)

Cultural Stories Goal: (with tribal permission)

Students will hear traditional stories from knowledgeable story-tellers.

- Options: (with tribal permission)
  - **Students record and rewrite the stories and enhance with student illustrations.**
  - **The stories could be published on a desktop printer for development of a cultural reading library.**

Cultural Awareness Topics (Reservation X)

[Cultural Songs](): Students will hear the history of their cultural songs as categorized into to types of songs sung for different occasions.

- Options: (with tribal permission)
  - **students learn to sing various songs.**
  - **students learn about their culture: i.e., drums-history; drum etiquette; drum-making and drum stick skills.**

Cultural Awareness Topics (Reservation X)

- [Tribal Government History Goal](): Students will research their tribal government history

- Options:

  - **develop a century timeline of tribal Leaders to document the change from traditional to contemporary leadership styles.**

  - **list relevant tribal Laws and significant legal changes over a century**

Cultural Awareness Topics (Reservation X)

- [Local Native Plant Names/uses](): Student learn cultural information about native plants.

- Options: (with tribal permission)

  - **Indian language terms of plants;**

  - **medicinal uses; cultural stories about the plant; growing locations; traditions for picking, drying, and use**

  - **develop display of plants and information**

Cultural Awareness Topics (Reservation X)

- [Traditional Clothing](): Students learn about male and female traditional clothing.

- Options:
  - **Research methods of clothing making**
  - **Research dancing or ceremonial clothing**
  - **Research a century of changes in traditional Dancing clothes for male/female (tribally approved).**
  - **Make traditional dance outfit for male/female**

Quantitative Evaluation (Reservation X)

- [Quantitative Evaluation]():

- Prior to implementation of the cultural awareness schedule, eligible Indian students will be given a pre-test on their reading proficiency information.

- At the end of the 12 month class block schedule, a post-test will be administered to assess the achievement in terms of reading efficiency and vocabulary skills.

Follow-up/Self Evaluation

- Ask/reflect: does the existing educational program compare, meet or exceed the goals and objectives planned?

- What are the outcomes of the existing program and positive effects achieved?

- What areas of the existing plan can be strengthened?

- Organizational checklist for improvement