Designing Measurable Objectives for the USDOE Title III NPD Programs

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Description of the NPD Project, Project LEADER, at St. John's University Abstract

- Purpose: Project LEADER will prepare 60 pre-service teachers to learn and acquire skills and competencies to become State certified school building leaders with a focus on bilingual and ESL programs, with STEM content area instruction, so that they can restructure, upgrade and integrate existing programs of English as a second language education programs with other school-based educational programs.

- Project objectives include:

- Project participants will qualify for the advanced state certification a as school building leader and the advanced certificate in TESOL;

Project LEADER Objectives

- To enhance the present University TESOL curriculum to include STEM content;

- Completers will provide leadership services to schools with LEP students;

- Project participants will indicate satisfaction with Project LEADER effectiveness;

- professional development activities will be aligned with NYS learning standards;

- Project students will demonstrate improvement in pedagogical and supervisory skills;

Project LEADER Objectives Continued

- LEP students impacted by the professional development of project students will improve in academic achievement in ESL and the content areas;

- Project LEADER will disseminate project objectives, activities and outcomes nationally and statewide.

Project LEADER Activities

- Graduate coursework in TESOL and School Leadership; supervised fieldwork; summer institutes; individual and group counseling; and professional development and mentoring; master workshops on best methods of supervision and administration in ESL programs; team building; staff development; data based decision-making; conflict resolution; parental and community involvement; and site-based management of English as a Second Language educational programs will also be provided.

What is the Difference between a Goal and an Outcome Objective ?

A *Goal* is a general statement describing the *purpose* of the project/program.

Objectives: There are generally three types of objectives:

1. Process objectives are the activities needed to meet project goals and outcome objectives;

- Example: Pre-service project ESL teachers will participate in master workshops.

2. *Impact objectives* are statements that presume benefits to project participants.

   Example: Latino parents and caregivers will become greatly aware of the importance of a dual language bilingual program.

Introduction, Anatomy and the Development of a SMART Objective

3. Outcome (Performance) SMART objectives are measurable statements that show what the project intends to accomplish with the target population, in measurable terms, under the stated goal/purpose of the project/program, utilizing concomitant project activities and assessment instruments.

SMART Objectives

- S – _Specific_ – Is the objective specific rather than abstract?
- M – _Measurable_ – is the objective measurable? Can it be tracked easily with valid measurement tools, such as surveys, pre-post assessment tools, etc.
- A – _Attainable_ – Is the objective attainable/ Can my organization really meet the objective?
- R – _Realistic_ – Is the objective realistic? Can the objective actually be attained for the target population in the given time frame?
- T – _Time Bound_ – Is the objective time bound? Can the project accomplish all the required tasks to achieve the objective in the stated time frame.

Essential Elements of Measurable Outcome (Performance) Objectives:

- *When* – The date by which change should occur.
- *Who* – The target population to be changed, quantify where possible.
- *What*- the positive change to occur among the target population.
- *How* – The program activity(ies) that will cause the change.
- *Assessment* – A measuring device: a test, questionnaire, rating scale, etc. used to determine the attainment of the change.

Example of a SMART Objective
Student Knowledge:

By the conclusion of the project, June 30, 2013, 75% or more of the LEP project students will demonstrate a gain of 5 or more percentile points in reading skills in English, as a result of teaching school related functional cognitive skills designed to improve English language skills, as measured by a pre/post English language Assessment Battery, reflecting an increase of 5 or more percentile points.

Example of a SMART Objective
Staff Development:

- By the conclusion of the project, June 30, 2013, 85% or more of the project teachers will acquire an awareness of teaching school related functional and cognitive skills in language instruction, as a result of team professional development with a bilingual special education teacher in after school workshops, as measured by an average of 60% or better correct responses on a project developed questionnaire.

Example of a SMART Objective

Parent Training:

By the conclusion of the project, June 30, 2013, 70% or more of the project parents will increase their skills in communication and problem solving, as a result of their participation in parent workshops, as measured by a 50% increase on a project developed pre/post assessment instrument.

Example of a SMART Objective
 Curriculum Development:

- By the conclusion of the project, June 30, 2013, curriculum developers, in cooperation with language consultants and project staff, will produce a compendium of 80 ESL lessons for grades 4-6, as a result of planning, researching, and writing, as measured by the production of the 80 lesson compendium.

Example of a SMART Objective

Dissemination:

- By the conclusion of the project, June 30, 2013, the project director will disseminate project objectives, activities, successful teaching methods and materials to 25 or more national and state wide school districts with similar needs, as a result of scheduled project dissemination activities, as measured by the number dissemination events recorded.

Example of a SMART Objective
Completers service:

- At the conclusion of one year of active service after graduation, 80% or more of project completers will provide satisfactory or better school leadership service in bilingual/ESL programs, as a result of project professional development activities, as measured by school supervisory observations and reports.

Interactive Activity in Designing SMART Objectives

- WHEN: The date by which <u>change</u> should take place.

- WHO: The target population to be <u>changed</u>, quantify where possible.

- By the conclusion of the project (date)

- _____
  _____
  _____
  _____
  _____

Interactive Activity in Writing SMART Objectives Continued

- WHAT: The desirable, observable and measurable <u>change</u> to occur among the target population.

- will _____

_____

_____

_____

_____

Interactive Activity in Writing SMART Objectives Continued

HOW: The activities to cause the <u>change</u>.

- as a result of _____

  _____

  _____

  _____

  _____

  _____

Interactive Activity in Writing SMART Objectives Continued

ASSESSMENT: The assessment instrument that can determine the attainment of the <u>change</u>, a measuring device

- as measured by_____

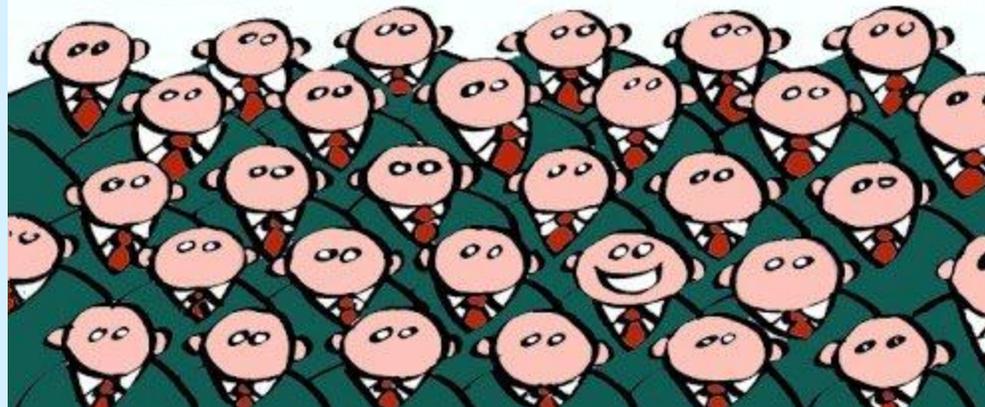_____

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Selected Objectives to be Written in Measurable Terms on Worksheet

1. Project participants will qualify for the advanced state certification a as school building leader and the advanced certificate in TESOL.

2. To enhance the present University TESOL curriculum to include STEM content.

3. Project completers will provide leadership services to schools with LEP students.

4. Project participants will indicate satisfaction with Project program effectiveness.

5. Project participants will demonstrate improvement in pedagogical and supervisory skills.

6. LEP students impacted by the professional development of project students will improve in academic achievement in ESL and the content areas.

7. Project LEADER will disseminate project objectives, activities and outcomes nationally and statewide.

Q & A

Not everything that can be counted counts and not everything that counts can be counted.

Albert Einstein

Summary and Wrap Up