IN THIS ISSUE:

SENATE BILL 3026

EVERY SCHOOL DISTRICT...
BEING ACCOUNTABLE TO THE CITIZENS...
SHALL DEVELOP A PROGRAM IDENTIFYING STUDENT LEARNING OBJECTIVES...

Processes through its instructional activities.

How are student learning objectives defined? The new law specifically states that "such learning objectives shall be measurable as to the actual student attainment and evaluated at least annually." We consider the terms "course objectives/goals," "learning outcomes," and "student competencies" as essentially synonymous with student learning objectives. We do not interpret student learning objectives to be as specific as instructional and/or behavioral objectives.

How might a district go about effectively implementing a program of learning objectives? We suggest an approach which includes these major tasks: development, implementation, and evaluation. It must be stressed that no one of these concepts should be conceptualized in a linear manner. For example, one must be concerned with appropriate and feasible evaluation strategies while engaging in developmental activities. Also, districts are strongly urged to coordinate this activity with the fourth and eighth grades statewide assessment and testing program scheduled this year.

Next, each school district should examine its policies and procedures in order to determine whether and/or to what extent they are currently meeting the intent of Senate
FROM THE PRESIDENT

Dear Educator:

It is a privilege to greet you as Washington State ASCD President for the 1976-77 school year. The Executive Board members have developed plans for the year which include: continuation of the journal, Context & Conflict; co-sponsorship with OSPI of the Practitioners' Workshop; sponsorship of the annual conference—the only statewide conference dedicated entirely to supervision, instruction, and curriculum development in the state; and continuation of ASCD membership representation on policy-making boards and committees established in the state. WS ASCD has joined a national consortium through which quality publications will be made available to members as a part of the membership dues. The organization may also sponsor invitational conferences on topics which are deemed exceptionally pertinent or timely. You'll hear more of this later.

Let me state that WS ASCD membership is open to anyone in the educational field who wishes to join. Persons interested in membership should be made aware that we are concerned with the betterment of education through improving the instructional process and the skills of those who are involved in that process. It is expertise, information, and inspiration in these areas which come to those who join and participate in the organization. Why not ask that person in the next room to join with you?

There has been a lot of talk lately about "getting down to the bottom line." That quote comes from the business world's profit and loss statement. In WS ASCD, our efforts are bent toward "getting to the bottom line" with a "zero reject" record. This says that every child should have the chance, and a second and third chance, if necessary, to demonstrate his or her competence, to acquire the learnings and skills necessary to function at the highest level possible, and to have good adult models as they go about acquiring a value system which is in agreement with American democracy. Our efforts this year will be bent in this direction.

I would appreciate your suggestions for improving WS ASCD and would welcome any comments which you care to make to me. Have a good year.

Sincerely,

Robert A. Williams
President
Washington State ASCD

EDITOR'S COMMENTS

Just What I Need -- Some More Reading

... you may be thinking. We say yes, if it can provide a useful service. With your help we hope to do exactly that.

The main purpose of Context and Conflict is to stimulate thinking on subjects of current concern to our readers and to provide you with useful resource information. This year three editions of C&C will be published. The unifying theme of this first issue is Senate Bill 3026 (or "Chapter 30 of the 1976 Laws of the Second Extraordinary Session"). The winter and spring editions will center around two equally critical issues -- statewide testing and professional development.

As suggested by the title, Context and Conflict, we believe that it is important to examine issues from varying perspectives. Thus, a special attempt will be made to include articles by writers of differing points of view and to provide descriptions of alternative programs and practices.

Our contributors in this fall issue include a nationally renowned educational psychologist and curriculum specialist, several project officers of SPR, a university professor, and a number of administrators from both large and small districts in our state. Each brings a unique perspective to the issues and implications of SB 3026.

We encourage your articles, comments, and ideas. Although the next two editions of C&C will be devoted largely to the themes of testing and professional development, we do not wish to exclude articles on other timely topics.

Please send ideas, articles, and/or comments to:

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Context & Conflict
Department of Education
Washington State University
Pullman, WA 99163
As early as 1962, Raymond F. Callahan warned administrators in his classic work, *Education and the Cult of Efficiency*, that they had adopted an inappropriate set of values, based on the principles of business ethics and assembly line efficiency. Now, under the semantic appeal of "accountability" teachers are being forced by the police power of the state to incorporate one aspect of these same values and principles into their instruction. 

More specifically, in Washington State the passage of SB 3026 in 1976 requires that by September 1, 1978, all school districts must implement instruction through student learning objectives in the areas of language arts, reading and math. Further, SB 3026 requires that the learning objectives "shall be measurable as to the actual student attainment and evaluated at least annually."

That the sponsors of this legislation assumed that school costs would be reduced may be inferred from that section of the law which in part states: "Such a program of student learning objectives shall assure that the district's resources in such educational program, such as money, facilities, time, materials and personnel, shall be utilized so as to provide both economies in management and operation, and quality education in the aforesaid areas..." Thus, the Washington legislature fell into the efficiency trap already described by Callahan, but also has made the assumption that the mere identifying and implementing of a program of objectives will improve instruction.

Rather, I assert that SB 3026 will have exactly the opposite effects--school costs will not be economized and the cost to implement SB 3026 in real cash costs and human time and efforts will be increased.

"Accountability as a concept is totally invalid to measure success"

Orlich's Caveats

SB 3026 will not achieve any of its intended ends--save selected community involvement and heaps of useless learning objectives--for the following reasons.

**Efficiency criteria.** Accountability as a concept is totally invalid to measure success because the low-achievers usually require the most time and effort to educate, hence, they are in absolute terms "less efficient" for the schools to educate. Benjamin S. Bloom eloquently described this dilemma in his outstanding synthesis, *Stability and Change in Human Characteristics*.

**Violation of mathematical law.** During the eighteenth century two mathematicians, Von Neumann and Morgenstern, concluded that it is not mathematically possible to maximize two variables simultaneously. Yet, Washington will try to maximize learning in three broad areas at once--language arts, reading and math. We can maximize one area, but not all three. In short, we can stress or gain maximum attainment of one variable (skill) while reducing emphasis on others.

**Testing and evaluating.** One aspect of SB 3026 calls for assessment of results. The state will also test selected students. Testing has not improved education. Observe Table 1 which illustrates how one single bit of information can be transformed into four sets of test questions which range from a rather simple memorized version to those which become quite difficult and more complex. Thus, those districts using criterion referenced evaluation (CRE), may find that if those CRE's are not absolutely and technically convergent with the prescribed learning objectives, they will provide both invalid and unreliable evaluation data to their school patrons.

**Inappropriate use of tests.** I do not wish to generalize from too few cases, but our state will enter into the testing business and the results will be for the worse. For example, in June 1976, John W. Porter, State Superintendent of Public Instruction for the state of Michigan, wrote that the results of the criterion referenced tests used in the Michigan Education Assessment Program (MEAP) recommended for use in student selection and in the consideration of instructional programs and certain individual and group learning needs" (my italics). In my

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**TABLE 1. TRANSFORMATION OF INFORMATION TAUGHT INTO TEST QUESTIONS**

<table>
<thead>
<tr>
<th>Information Taught:</th>
<th>Point Barrow is the northernmost town in Alaska.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Transformation Question:</td>
<td>What is the northernmost town in Alaska?</td>
</tr>
<tr>
<td>Semantic-Syntactic Transformation Question:</td>
<td>What distinction does Point Barrow have among Alaskan villages?</td>
</tr>
<tr>
<td>Context-Medium Transformation Question:</td>
<td>The dots on the adjacent map represent Alaskan cities and towns. One represents Point Barrow. Which one?</td>
</tr>
<tr>
<td>Implication Question:</td>
<td>What would be unusual about summer sunsets in Point Barrow, Alaska?</td>
</tr>
</tbody>
</table>

ACCOUNTABILITY Cont’d.

Opinion, the MEAP is now an instructional end in itself. When textbooks and other instructional materials are to be considered because of state-sanctioned tests for some specified bit of information, then there is precious little hope for the idealistic motives associated with humanistic concerns to improve the lot of the schools. By all means, use the criterion-referenced scores to modify instructional patterns. But, the accountability test results are of little use to teachers (if not totally useless), since the feedback is not immediate. Again, accountability proponents are confused about learning theory, evaluation, reinforcement and politics.

I do not mean to be offensive to Mr. Porter or to the others who, because of their positions, have succumbed to the pressures of political rhetoric. No less than James B. Conant warned in 1959 that if one were to judge American high schools then, "...it is possible to make valid judgments about American secondary education, but only school by school." Observe the logic of the Conant statement with that of the pragmatic use of testing by the accountability model now being forced on the state.

Whatever test results are obtained and disseminated, I seriously question their utility to teachers, since criterion test results need to be used immediately for instructional correctives.

Conclusion

The state passed the accountability legislation largely because educators—especially administrators—have not applied the fundamentals of curriculum design and instructional implementation. Had administrators been more assertive in evaluating local curricular results, the state legislature would have been less prone to prescribe for local districts.

I personally abhor centralized prescriptions that infringe on local districts. My personal suggestion is to repeal SB 3026, period! This legislation will not improve instructional efforts.

I do have some positive suggestions for teachers and administrators. Teachers: Outline your courses from the table of contents of the texts, call them objectives, show them to the patrons so they’ll know what you are teaching, ask if they want the topics taught, teach all the items, test for them, keep the results. If you write objectives, make certain that you are paid to do so. If you are not paid, then copyright your material so that you are not ripped off by others!

Administrators: Do not waste precious tax dollars on curriculum consultants who will gladly take the money and run. Don’t waste time on compiling thousands of irrelevant objectives. Get your association and the school directors to repeal the law! The accountability movement has been with us for over six years and cannot show one case where the total educational spectrum of learning has been improved because of it. The state of Washington’s will not be an exception.

PROGRAM IMPROVEMENT THROUGH OBJECTIVES AND TESTING

Catherine Weber

During the 1971-1972 school year, the Edmonds School District began a ten-year plan for program improvement that involved writing objectives and testing students to determine how well the objectives were being attained. A circular, unending process was envisioned.

OBJECTIVE SETTING

The objectives were to determine the tests, and the test results were intended to assist but not dictate the revising of objectives. Now at the halfway point five years later, it is fairly well agreed that although it has been difficult to implement, the plan works.

Five years ago was not an easy time to begin such a process. Do Senate Bill 3026 said it had to be done then so why, teachers asked each other, are we being treated like this? Don’t “they” think we’re doing our best?

(a) consistent effort was made to involve teachers

As a result of the concern expressed by teachers, and many administrators as well, consistent effort was made to involve teachers in every part of the development process in order to assure their understanding and acceptance of the program changes. Also, the testing design that was utilized deliberately avoided identifying individual teachers and schools. Contrary to teachers’ fears, the testing program was not used for teacher evaluation and was never intended for that purpose. By having teachers write both the objectives and the test item pools to accompany the objectives, the support of the teachers has gradually increased over the years.

Not that all went as planned from the first. It would be more accurate to say that the first five years were the learning years. Learning to write objectives proved to be the most difficult step. However, one very fortunate decision was made early: the objectives would not be “a la Mager.” Instead, objectives were to be statements of student learner outcomes not “contaminated” by teaching or testing procedures (“The student will go to the zoo”), philosophical statements (“The student should always read silently before reading out loud”), and testing procedures (“The student will match the words in one list with the definitions in another list.”) from sets of objectives.

Another problem that had to be solved emerged quickly: How do you assure both adequate scope and realistic sequence at the same time? If you have groups of teachers
working together at grade level, the scope is usually adequate, in fact, often too ade-
quate. On the other hand, a K-12 cross-section of teachers provides an excellent se-
coping group, but important aspects of subjects tend to be overlooked. Because only relatively
small groups of people can function effectively as a group, scope versus sequence continues to be a problem. The solution for
Edmonds seems to occur through the process of constantly revising sets of objectives with ample, and often very forceful, input from teachers.

"cooperation has been necessary between the curriculum and testing departments."

Because the development of valid tests depends almost entirely on the quality of the objectives, (1) how clearly they state exactly what the outcome is supposed to be, and (2) how precisely words have been used in the objective, a great deal of cooperation has been necessary between the curriculum and testing departments. Not only do good tests depend on good objectives, but objective writers depend on good testing information. For instance, if test items do not truly assess what was meant by objectives, the information base is misleading. It should be noted to the credit of the teachers who have revised objectives using the testing information, that there has never been a general tendency to lower process tant objectives or move them automatically to a higher grade level solely on the basis of low test scores.

Considerable discussion at the beginning of the project resulted in a second decision that proved wise. Only the highest priority ("minimum competencies") per grade level were included in the sets of objectives. First the decision to organize the objec-
tives by grade level had to overcome consider-
able philosophical objection. Then limiting the objectives to minimums seemed almost too much, but both decisions have resulted in manageable sets of objectives. Objective-based tests are, at best, lengthy. Trying to test all the objectives that teachers have for all their students would be an impossible task, at least with the kinds of resources currently put into testing bud-
gets.

After five years in the ten-year "Objectives Project," the Edmonds School District does not expect smooth sailing for the next five years, but does expect five more years of learning with perhaps a little less struggle and a little more confidence in what we're doing. For those who are interested in more detailed information and/or copies of the assessment reports, some materials are available by writing the author, Care of the Edmonds School District.
1. Provide leadership in curriculum development efforts,
2. Recommend curriculum priorities,
3. Assist in coordination of existing curriculum, and

The curriculum development process that was developed for use is shown in the schematic below.

**Step 1 - Develop Instructional Goals:** The community was asked what kind of instructional experiences were desired for students as they went from kindergarten through grade 12. This was done by a survey that provided data to an ad hoc citizens' committee. From this was compiled a list of 29 instructional goals that was used as "home base" for all subsequent curriculum development.

**Step 2 - Develop District Goals:** The selection of instructional goals was a part of the process for development of district goals. Along with the instructional goals, survey data focusing on goals were generated from students and from staff members. The Instructional Coordinating Council, the school district's Administrative Council and the School Board developed an overall set of district goals for the 1974 through 1976 school years. These were officially adopted by the School Board.

**Step 3 - Select Competencies:** The first step for the area chairpersons and their committees was to select the instructional goals that could be major contributions of that academic area in providing learning opportunities for students.

**Step 4 - Minimum Competencies for Graduation:** The Instructional Coordinating Council, with input from the various area committees and the Administrative Council, recommended minimum competencies for graduation be set in the areas of reading, spelling, math, writing and reasoning. The Marysville School District has at this time set minimum competencies in mathematics, writing and reading for graduation from high school.

**Step 5 - Develop Scope and Sequence:** The area committees' large task was to develop an appropriate scope and sequence in their academic area. The format the committees used was:

<table>
<thead>
<tr>
<th>SCOPE AND SEQUENCE</th>
<th>COURSE GOALS</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>

**Step 6 - Determine Basic Program:** The scope and sequence documents developed by the committees were used by the Instructional Coordinating Council and the Administrative Council to determine the basic program. This was done by having the areas determine which learnings in the scope and sequence were high priority in terms of the instructional goals to be required for all students. These learnings were put into the required courses at the secondary levels. They also became the core or basic portion of each academic area in the elementary grades.

Each committee worked to develop a basic program structure that would provide the required educational experiences in each academic area for all students. This basic program is designed to be revised each year.
Step 7 - Determine Process for Selection of Electives: To meet student needs, the aim was to develop a broad elective program. The area committees and the Administrative Council used the scope and sequence documents and the instructional goals to determine what electives to offer secondary students and what learnings to select in enriching and broadening the elementary program. The administrative procedure for adding, changing or deleting elective courses at the secondary level were determined as follows:

1. New or modified courses must fit identified student needs.
2. A proposed course is to be reviewed by the appropriate academic area committee and recommendation submitted to the building principal.
3. A proposed course, along with the recommendations from the academic area committee and the building principal, is submitted to the Superintendent for approval.
4. The Superintendent will, whenever possible, review proposed changes with the Instructional Coordinating Council and the Administrative Council prior to installation.
5. The district curriculum, including proposed course changes, will be presented to the Board of Directors for approval on an annual basis.

Step 8 - Student Needs-Analysis: The curriculum development process places student needs-analysis at this stage in the total development scheme. Student needs-analysis procedures were developed to be used at the building level. The desire of the Instructional Coordinating Council and the Administrative Council was to have each building staff first determine the specific needs of their students, then use the curriculum framework already developed to make the curriculum modifications to meet those identified needs.

Step 9 - Selecting Course Goals: Course goals really started in Step 5 with the scope and sequence, as these two efforts go together. The various area committees subdivided the scope and sequence items into smaller components as course goals that can be measured.

Step 10 - Develop Evaluation Tools: The language arts, reading, math and social studies committees are in the process of selecting minimal course goals (learner objectives) at the primary, intermediate, middle school and junior high school levels and will be involved in developing test items for them during the 1976-7 school year. The other committees will also be working to select minimal course goals in their academic area.

This is what one district has done to set up an orderly change process that will result in a curriculum based upon what the community wants and what students need. Perhaps equally important, the process allows coordination of student objectives and evaluation in keeping with the requirements of SB 3026.

PRACTITIONERS' WORKSHOP

The Practitioners' Workshops which have been held the past two years have been so successful that another workshop is being planned for this year. Again, the sponsorship will be shared by the Curriculum and Instruction Division of SPI and the Washington State Association for Supervision and Curriculum Development.

The two day workshop will be held at Providence Heights Conference Center, Issaquah, beginning at 1:00 pm on December 9, 1976 and ending at 11:30 am on December 11, 1976.

The purpose of the Practitioners' Workshop is to bring together a school team so that they might work together with resource persons in the solution of a problem predicted to improve the education program at the school level.

The school team composed of the principal, two teachers (or one teacher and one other building level instructional leader) and an administrator with district wide responsibility are invited to submit applications to participate. Proposals submitted by teams will be selected on a competitive basis as outlined in the application mailed to superintendents and principals.

The State Superintendent of Public Instruction and WS ASCD will cover costs of substitute teachers, resource persons, and conference facilities. Each school district will be responsible for the meals, lodging and transportation of their teams.

Provision for follow through back home is built into the workshop design. All the expertise is from within the state making further assistance from the resource person or SPI's staff more possible.

The Practitioners' Workshop links the State Superintendent of Public Instruction, a professional organization (WS ASCD), any local school districts in a cooperative effort to improve the educational program at the school level.

Applications have been sent to all district superintendents and ESD's in the state. Applications must be received at SPI by October 27. For further information, contact Roberta LaCoste, SPI, at (206) 753-6723.

A student and a teacher cross paths once and something eternally is born that in the deepest grief and despair of a cynical age, affirms the steadfastness of the human heart and the inevitable triumph of the human soul.

Bill Moyers: AASA speech, 1976
Editor’s Note. The following is taken from the address: “What Have We Learned About Learning — Overview and Update," presented by Dr. Tyler at the San Diego Council of Chief State School Officers Summer Institute on July 30, 1976.

It is fashionable among psychologists to say that we know very little about human learning, and, perhaps in their terms this is true. But the task scientific psychologists have undertaken is different from that of the educator. The scientist seeks to construct a theory of explanation and/or prediction of a complex phenomenon. The task of educators, on the other hand, is to stimulate and guide desired learning. Any knowledge that enables them to be more effective in stimulating and guiding learning has value for them. In this sense, we know a great deal about learning, much of which has direct application to the development of meaningful learning objectives.

"Humans...can learn much more than simply to recall facts".

Formulating Learning Objectives

As educators have come to recognize that learning is acquiring new patterns of behavior, they have generally discarded the notion that a student simply stores up knowledge in some part of the brain, so they are increasingly stating learning objectives in terms of behavior. But many current statements of learning objectives are limited to "recalling" facts and "basic skills." Thus, an objective may be stated: "Can give four reasons for the outbreak of the Civil War," or another may be: "Can add correctly two whole numbers whose sum is less than 10."

Human beings can learn much more than simply to recall facts or to perform simple operations skillfully. They can learn to understand complex phenomenon, that is they can explain the phenomenon in terms of elements that are involved in it, they can predict the consequences. These behaviors are more complex than mere rote memorization. They can also learn complex skills, such as those involved in the interpretation of literature. They can learn new attitudes, new interests, and new values. Many teachers sense the variety of possible learning objectives but are not clear about how some of them are learned.

Developing Values as an Objective

The development of values is an illustration of important learning that is usually discussed in very vague terms. This vagueness is not necessary. We know something of the process. Human beings develop their values from all their experiences that seem important to them. What they find enjoyable, or believe to be deeply satisfying is valued, and its pursuit directly or indirectly influences their actions. Material objects, like food, drink, possessions, money, are valued when humans find enjoyment in them. They may also find certain kinds of activities enjoyable, such as athletics, singing, reading, or talking with friends, and come to value these activities. They may also find the acquisition of knowledge and understanding deeply satisfying and come to value this. As they develop a conception of what kind of person they would like to be, living up to this self-image is satisfying and valued. In brief, every human being has a very large range of potential objects, activities, relations with people, and ways of behaving that they may learn to value, and thus these become their values.

"One often finds one's values in conflict"

But it should also be noted that one often finds one's values in conflict in particular situations. Then the attainment of one value is at the expense of another. For example, by keeping the basketball the whole play period, a child gains the satisfaction of the activity, but may lose the friendship of the boy next door who wants to share in the play. Or, by "swiping" a pen from the teacher's desk, a child gains the value of possessing an attractive object, but loses the satisfaction of living up to one's self-image. Hence, in developing a set of personal values, one is forced to develop a hierarchy or priority among one's values.

Note also that the development of a set of values results first from one's direct experiences, such as a child may have in a family, with playmates, and with the teacher, and the relative satisfactions they provide. Second, values accrue from observing persons who seem attractive and seeing what appears to be their hierarchy of values. Observing other persons includes not only those the child can see directly but also vicarious observations, that is, what they perceive through reading, TV, radio, and other means of communication.

In the past, most children's social values have been developed initially in the home, and in their experiences with others. Now TV has a strong influence, even in the early years of life. The value children attach to unselfish sharing with others in contrast to selfishness is already obvious when they enter school. But the experience in the school and outside the home can have a marked influence in their finding other values that are satisfying, such as gaining understanding, singing, reading, working with others, serving others. The school experiences can also help them modify some of their priorities. The teacher's role is not only to help provide experiences where these activities can be enjoyed, but also to help children perceive that these activities are enjoyable and help them find and use standards for establishing priorities among competing values.

This discussion of what is involved in
value development is more detailed than may be necessary, but the vagueness about this subject in current discussions indicates some need for clarification. Values and other educational aims that are somewhat vague in the minds of educators need to be defined more clearly in order for teachers to understand what kinds of behavior students can be helped to acquire and how to do it.

“Learning objectives should be clear but not highly specific.”

Specificity and Generality of Objectives

There is danger that the demand for clarity will be interpreted as a demand for specificity. Most educational aims are generalized behavior patterns, not specific ones. To learn to value unselfishness in my dealings with others does not require me to establish a specific objective for every kind of "others." As I find unselfishness in dealing with family, friends, old, young, rich, poor, persons from many backgrounds, I generalize the value and seek to be unselfish in all my human relations. Human beings are capable of generalizing as they gain experience with a variety of specifics. In a study I conducted in 1927, I found that young children could generalize the concept of addition from 21 concrete examples and could add accurately 79 other examples that they had not practiced before. Learning objectives should be formulated at the level of generality that the students are able to handle. They should be clear but not highly specific.

This point needs emphasis because of the misinterpretation of the concept of behavioral objectives. Many educators interpret it as overt specific behavior. Much of the behavior the school seeks to develop is not overt. It cannot be seen. It is mental and emotional, and has to be inferred from the statements and the actions of the learners. Furthermore, the school seeks to develop students who are able to generalize and be guided by principles rather than by specific rules or habits. The educational objectives should be formulated in accordance with these considerations, seeking to define in appropriately general terms the mental, emotional and physical behavior the school seeks to help students learn.

Learning an Active Process

Although most educators now speak of learning as an active process and no longer believe that a child is an empty bucket to be filled by the wisdom of the teacher and the textbook, they sometimes overlook the fact that not only are students active if they are learning, but it is the activity that they carry on that they are learning. If they simply listen or read and try to remember what they are reading or hearing, they may be learning to memorize, but they are not learning how to use the information. If they are to learn to apply scientific principles in explaining the energy cycle, they must have practice in applying principles to natural phenomena in their environment. It is the behavior they carry on that they learn, not the behavior of the teacher. The teacher cannot learn for the student. The teacher can stimulate the student to activity, guide the activity, reward and encourage it, but the student's behavior is the core of learning.

The common classification of teaching methods into such categories as textbook, lecture, laboratory, and audiovisual, is a classification of ways of presenting material, which is only a part of the teacher's task in stimulating and guiding learning. This concentration of attention to the presenting part of teaching inhibits rather than encourages recognition of the student's active role in learning.

The research of scientific psychologists can be very helpful to curriculum developers who are willing to use it. As the scientific psychologist is able to identify variables and is able to approximate their relationship to the actual observed aspects of particular examples of learning, this knowledge can help educators understand more fully the learning process. However, educators do not need to wait for further progress in the psychologist's efforts in order to stimulate and guide learning with considerable effectiveness. The knowledge we now possess, obtained from millenia of experience and a century of experimentation, is very helpful to the educator and needs to be utilized much more fully in order to improve the effectiveness of education.
Educators in Washington are involved whether they know it or not in a very creative and humanizing effort. They are applying and will be applying the systems approach to program planning, instructional management and the personalization of instruction. While there has been some negative reaction by educators to the recent Accountability Movement in this state stimulated by district policy and recent legislation in the form of SB 3026 and SHB 1364, overall response by the entire educational community has been positive and constructive.

“A curriculum defined by goals and objectives can give full realization to human potential”

SB 3026 requires the identification and adoption of K-8 goals and objectives in language arts, reading and mathematics. It is “basic skills” legislation. Objectives enable teachers to be instructional processors and curriculum workers. They are tools which let students know what they are learning, what they have mastered, and what they need to learn or can choose to learn. Objectives make students (and their parents) aware of what they are expected to do when tested and evaluated, and these criteria defined by objectives are the entrees to personalized and individualized instruction. A curriculum defined by goals and objectives can give full realization to human potential and the need for efficient and effective (measurable) teaching and learning.

SHB 1364 mandates the establishment of criteria for the evaluation of the classroom teacher's ability to: plan, implement and appraise an objective-based curriculum; demonstrate competence in subject matter and instructional methods; and manage the assigned students' educational programs. It is an accountability effort that requires a willingness on the part of individual teachers to work with the evaluating administrators and establish standards for meeting their instructional responsibilities. Teaching and administration are not entirely common sense, fly-by-the-seat-of-the-pants operations. Both require the setting of goals and objectives, the design of “work maps” and an openness on the part of all persons involved to evaluate continuously the programs and tasks they have been assigned to manage.

Traditionally, evaluation and the managing of teaching and learning by goals and objectives has been perceived by educators as an imposition, and, particularly in recent years, it has been resisted by many teachers and administrators in both overt and covert ways. SB 3026 and SHB 1364 are indicators that evaluation and goals and objectives will now be required in the form of: a) measurable competencies to be acquired by learners, b) defined course or program outcomes that directly or indirectly support the learners' objectives, and c) organizational objectives that define district and school policy, the purposes of long-range planning, and program development and budgeting techniques.

Management can be defined as working with and through individuals and groups to accomplish organizational goals. Planning involves setting goals and objectives, and the mapping out of procedures that show how these goals and objectives are to be accomplished. Good teaching requires an awareness of the general goals of the organization, the objectives of the program to be taught, an insight into the effects of one's instructional decisions, and the desire and ability to promote both the quantity and quality of student learning. Specific instructional objectives should stem from institutional purposes. When the student masters a particular concept or skill, that student is closer to the state and district goal of enabling the student to be able to realize his human potential.

Dr. Lawrence Peter, in his book The Peter Principle, told us why things always go wrong. In his book, The Peter Prescription, Dr. Peter listed some positive things a person can do to make things go right. They include:

Peter Prescription 26: Identify your objective;
Peter Prescription 27: Establish criteria of successful accomplishment;
Peter Prescription 28: Involve the personnel in establishing the objectives;
Peter Prescription 29: Make group goals compatible with individual goals;
Peter Prescription 30: State the objective in terms of the need it serves rather than in a verb phrase form;
Peter Prescription 31: Make the objective one that can be achieved;
Peter Prescription 32: Communicate the objective by word and deed;
Peter Prescription 33: Let others join in the process of establishing interim objectives;
Peter Prescription 34: State objectives in specific, observable, and measurable terms.

The Peter Prescription appears to confirm the Washington State Legislature's "prescription" of some positive things educators can do to make things go right for students. SB 3026 and SHB 1364 establish management procedures that facilitate program planning action sequences, feedback and control. They also require, and can stimulate, staff training, continuous appraisal, revision of performance standards and goals, self-awareness, self-evaluation, self-modification, openness and trust, and positive reinforcement.

“Evaluation is dependent upon objectives”

Evaluation is the ultimate step in teaching. It may also be the most difficult step in teaching. But it provides students, teachers, parents, the public, school managers, and the state legislature with an accounting on the results of the "pounds and
"tautens" they assigned to their educational effort.

Evaluation is dependent upon objectives—objectives designed to be understood by students as well as teachers, so that they can facilitate communication between student and teacher. Objectives enable the teacher to tell a student in precise terms: (1) what behavior is expected; (2) how much progress is being made; and (3) when a level of competency has been reached. With knowledge of what is expected and what is achieved, the student can often proceed semi-independently towards goals. In the past, objectives have not been defined and evaluation practices have been lacking. This apparent lack of direction in the schools has necessitated the passage of SB 3026 and SB 1364—two pieces of "how to" not "need to" legislation.

Notes:


ASCD DISPLAY OF CURRICULUM PRODUCTS

Each year during the annual conferences of the Association for Supervision and Curriculum Development, one of the most visited and valued displays is that of curriculum bulletins, instructional guides, and reports of curriculum development projects, etc., which have been developed by persons in public, parochial, and private schools, by school systems, state departments of education, colleges, and universities. The display will be held again during the 1977 Annual ASCD Conference in Houston, TX, March 19-23. Materials for this display are not being requested from educational agencies. Guidelines for the submission of materials are as follows:

1. The deadline for receiving materials is November 21, 1976.
2. Materials and projects, which have not previously been displayed, related to all subjects and/or educational levels are requested.
3. New programs which have not been exhibited at previous conventions but should now be included are the following in curriculum areas: (a) bilingual education, (b) gifted and talented, (c) early childhood education, and (d) parental involvement.
4. All materials submitted should be accompanied by the information requested on a form obtainable from OSPI.

Please mail materials with that form to:
Mrs. Cordelia Cantu, Consultant
Instructional Media Services
Education Service Center, Region 20
2006 Ceegee Lane
San Antonio, TX 78217.

STUDENT LEARNING OBJECTIVES

Bill 3026. In other words, does your district presently have rules and regulations for the following?
1. A program identifying student learning objectives for grades K-8 in reading, language arts, and mathematics.
2. Community participation in defining the objectives.
3. Objectives which are measurable as to the actual student attainment and evaluated at least annually.
4. If your district has accomplished these tasks, then you are well on your way to meeting the letter and intent of the new law. For instance, districts participating in Right to Read will be satisfying the law’s intent in reading programming. If, on the other hand, your district needs assistance in accomplishing these tasks, then we would suggest reviewing “Alternative Approaches to Implement the Student Learning Objective Law,” pages 13-15, Handbook for School District Implementation of the Student Learning Objectives Law, available through the Superintendent of Public Instruction. Also, the following personnel may be called upon for assistance in implementing the new law:

- Charles Blondino, project coordinator, general interpretation, language arts goals and objectives, 753-6727.
- Dennis Bilow, district regional workshop arrangements and processing, 753-4155.
- James Garner, approval process, 753-6710.
- Margaret Olson, reading and language arts goals and objectives, community participation, 753-6747.
- Elden Egberts, mathematics goals and objectives, 753-6710.
- Harry Johnson, student evaluation; reading and language arts goals and objectives, 753-3449.
- Jean Wieman, instructional design, 753-6723.
- Alf Langland, college/university liaison, 753-2632.

Critics of Senate Bill 3026 argue that it will be an albatross which will result in meaningless objectives, token staff and community involvement and have no impact on student behavior or performance. Proponents explain that this should be viewed as an opportunity which will result in meaningful program improvement and accountability.

In reality, in order for Senate Bill 3026 to significantly impact the learning of students, these contingencies must be satisfied:
1. The school district board of directors assumes its responsibility and leadership.
2. The school staff desires to improve its program.
3. The community demonstrates interest and involvement in the setting of program improvement purposes and assists in an integrated and coordinated curriculum.

What will Senate Bill 3026 be in your district, an opportunity or an albatross? The final answer to this question rests with you, your colleagues, your community, and your district board of directors.