

The Making of our Children into ROBOTS.

Effective Schools... Excellence... Local Control!
WHAT A FARCE!

9/84

K-12 Course Goals Publications (15,000 goals)
Order from Commercial Educational Distributing Services,
P.O. Box 4791, Portland, OR 97208, \$270.00. Disseminated
also by the Northwest Regional Laboratory (NIE funded)

Following are notes taken on the telephone from conversation with John O'Neil, Texas, telephone: office: 214-526-7947; home: 214-647-8359. Mr. O'Neil ordered the twelve volumes and is in the process of studying and evaluating them. The notes I took give verbatim quotes from "Introduction to Course Goals for Educational Planning and Evaluation," 2nd ed., and "Program Goals and Subject Matter Taxonomies for Course Goals", 4th ed., etc.

This is a rough draft and should not be used without indicating such. It can be used in discussion with public officials, but do not give these notes to public officials.

Title Page says: it is a cooperative effort, which includes HEW funding, (US Office of Education). Disseminated by NWRL.

Project
BEST?

"Project has as its initial objective the labelling of these goals with codes which make their curricular use apparent and permit their retrieval and various combinations from a computerized storage system.

funded by feds. Is this role of feds?

"They are trying to answer the questions: what is to be learned and has it been learned? Also concerned in long run with the ways these goals are attained and measured.

"The K-12 goal project, by developing extensive coding and retrieval system, permits selection of goals and various combinations of subject matter, grade level, types of knowledge and process, subject matter, and career education program goals, interdisciplinary concepts and values, and index words." They have a key to the system so they can identify where all these things spotted in the system. They can pull out from each subject anything they want." (O'neill's Comment, starts w/ They have...)

Finally,
an
ad-
mission.

"Accountability. Perhaps the greatest need addressed by the project is for a sound basis for accountability in education. Page 5: Assistance such as Planning, Program, Budget, and Management system or even general concepts such as Management by Objectives where eventually (?) they reach the point where costs and

The system is in place now; they have little to stop them, unless we can get a Congressional investigation. (Refer to Iserbyt one-pager "ML: The Road to Mind Control" 9/83.)

benefits can be related in any meaningful way. It is essential to have logical, consistent, operational definitions of educational goals and ways to generate and relate them from level to level in a school system. The K-12 Goal collection Project provides such a system of definition and the tools required to make them operational. *Refer to NCEs Handbooks, esp. II-R.*

The educational mission of the system and of each teacher will be known and can be communicated. Long-range planning and educational development - through educational experimentation. *Can you imagine the amt. of info on our children + parents that will go into computer data banks? !!!*

"The K-12 project has attempted to establish a set of goals so comprehensive that almost any desired learning is represented within that set." Taken from K-12 Introduction to Course Goals for Educational Planning and Evaluation." 3rd Edition.

"Thirteen volumes of K-12 goal collection give comprehensive coverage of curricular areas that assists school districts in developing goals and evaluation programs for almost every educational program offered in the public schools. *Do you remember your "kindly" change agent superintendent telling you the goals were locally developed?*

Page 7. Teacher Education. "Competency-based teacher education is performance oriented. K-12 goal collection provides an ideal resource for helping prospective and regular teachers to acquire these skills, *Bye bye good teachers. Welcome aboard robots! Robots get merit pay.*

"The coding of goals in terms of values, concepts, and the various sub categories of knowledge and process permits use of sophisticated planning methods to ensure balance among types of learning represented in an instructional plan, experimentation with interdisciplinary planning, and examination of learning rationales. *We must have balance. NO ESCAPE FOR STUDENTS OR TEACHERS.*

"Diagnostic Prescriptive Instruction - IEP. *OR TEACHERS.*
"Criterion Referenced tests..."

"The K-12 Goals Collection provides a resource for developing diagnostic-prescriptive Mastery Learning approaches, both programmed and teacher-managed.

No wonder we couldn't get rid of ECRI:ML pilot or Tri County Basis of Participation and Support. Proj. INSTRUCT
Careful measures were taken to secure highly qualified teachers for writing the goals of the collection. In-service training sessions were given in writing goals of the type desired. These were held prior to the goal

Any highly-qualified teacher would have refused to participate in such a "controlled project."

How can one deal with subject matter when the experts have decided "nothing is known" - which ones?
no facts - see p. 4

writing workshop and teachers worked under the close supervision of subject matter specialists and project personnel. One of the major benefits to participating districts has been the training in goal-based planning that teachers received which has enabled them to assume leadership roles in their districts. (+ to get merit pay?)

! "Goals written by teachers were edited by scholar-editors and reviewed by subject-matter specialists at both the public school and university level. Any goals not conforming with state philosophy go to the dump.

"In the first year support came from the budgets of the Portland school district, the three intermediate education districts, a small grant from the regional U.S. Office of Education office, and a small grant from the Oregon Board of Education. (across state borders: LOCAL CONTROL?)

"In the second year, these sources of funding were continued, but in addition school districts throughout the Tri County area, supported teachers who were selected for participation in the project. In the third year, increased support from the State Education Depts of Oregon and Washington supplemented that of local and intermediate education districts.

"The budget in more recent years has included revenues from book sales, all of which have been reinvested in the project, and a budget of approximately \$100,000 has been sustained over the past several years through a combination of revenue sources named above.

CONTENT AND FORM OF GOALS

"Types of Goals: 3 Major Goal types have been identified and coded in the collection: 1. knowledge, 2. process; 3. value These form the basis for a set of subtypes as described below:

Knowledge and Process Goals: Classifying as knowledge or process depended upon whether they deal with something that is to be known or something the student is able to do. These goals therefore begin with the words "the student knows" or "The student is able to".

"Through its knowledge and process goals the Tri County Project offers learning outcomes of both the traditional reception/content-mastery type and the increasingly important information processing type. The increasing need for the latter type of goal is supported by the following observation: 1. comprehensive mastery of the facts in most fields is doubling in less than ten years. By the time one knows the facts a new set has emerged.

* important to get info on names of schools and/or state Depts. of Ed that have ordered the goals. How many states are using?

4.

2. "established" facts change, causing many fact-bound curricula to become obsolete during the approximately five-year lag between their inception and their wide-spread dissemination. 3. Social mobility and cultural pluralism make it increasingly difficult to identify the "important" facts. 4. Rapid social change makes it increasingly difficult to use the needs of students as criteria for selecting important facts since future needs may be different from today's needs.

!!

Page 10: Knowledge-and Process Goals.

(So, what do you teach? Nothing. Just clarify values.)

"Twelve categories of knowledge have been used in clarifying the course goals and over 70 inquiry, problem-solving processes have been identified under the following headings: acquiring information, validating information, organizing information, interpreting information, using information to provide new information, acting upon basis of information, communicating information.

"The knowledge and inquiry-problem solving processes are represented in Titles A and B following.

(evaluation)

(Mastery Learning)

"It will be noted that these classifications owe a partial debt to earlier researchers: Bloom, Krathwohl, Robt. Glaser, Walbesser, Tyler in education; Robert Gagne and Robert Miller in psychology; Piaget and Bruner in child development; and others.

M: acos

"Knowledge categories and inquiry problem solving processes are divided into 7 subheadings.

"Value Goals: In the ten most recently revised or produced collections (science, ss, math, lang. arts, art, industrial education, home ec., business ed, computer ed, and second language, EXPLICIT VALUE GOALS have been made a part of the collections. Similar goals will be added as the other collections are revised. Value goals of two types are included: Those related to processes of VALUES CLARIFICATION; secondly, those representing VALUES, CHOICES THAT MIGHT BE FOSTERED IN THE CONTEXT of the discipline. The latter type includes values RELATING TO SOCIETAL CONDITIONS that support the maintenance of disciplines or fields of study; values relating to elements or processes of the discipline ESTEEMED BY ITS EXPERTS, and values relating to the SATISFACTION OF HUMAN NEEDS which a study of the discipline provides.

Mazlow?

"VALUES CLARIFICATION GOALS ARE CONCERNED WITH SUCH MATTERS AS ABILITY TO UNDERSTAND THE COGNITIVE AND EMOTIONAL BASES THAT UNDERLIE PERSONAL AND SOCIAL BEHAVIORS. The informational basis of behaviors, opinions, and judgments; and ability to develop and apply logical criteria for making judgments and taking action.

5. UNDERSTANDING OF VALUE GOALS - TABLE C

"There are many reasons for this attempt to DEAL SERIOUSLY WITH THE QUESTION OF LEARNING OUTCOMES IN THE AREA OF VALUES AND ATTITUDES. It is for instance becoming increasingly clear that excessive CONCERN FOR KNOWLEDGE AND PROCESS CAN BE A VERY STERILE APPROACH TO LEARNING THAT CAN LEAVE LEARNERS WITH SERIOUSLY INCOMPLETE IMPRESSIONS AS WELL AS NEGATIVE ATTITUDES TOWARD LEARNING.

*Classic!
the same old rationale that caused our in-credible illiteracy!*

MOREOVER, AT THIS POINT IN HISTORY NATIONAL EVENTS ARE REVEALING THIS SERIOUS IMPLICATION OF HAVING IN SENSITIVE AND CREATIVE POSITIONS OF TRUST INDIVIDUALS WHO ARE KNOWLEDGEABLE AND ABLE BUT WHO LACK PERSPECTIVE, ETHICS, PERSONAL INTEGRITY AND RESPONSIBILITY. *(They are products of public school v.e. courses, etc.?)* IN A PRACTICAL SENSE, IF LEARNING IS TO BE EFFECTIVE IT MUST INVOLVE THE STUDENT IN PERSONAL VALUE LADEN INTERACTIONS WITH INFORMATION BEING ENCOUNTERED AND PROCESSED.

What an ad-mission!

Instructional planning based upon the VALUES GOALS differs in important ways from planning for knowledge and process goals. VALUES ARE ACQUIRED BOTH FROM THE CLASS AND SCHOOL ENVIRONMENT AND FROM THE CONTENT OF INSTRUCTION. STUDENTS ACQUIRE VALUES THROUGH THE INFORMATION THEY ENCOUNTER AND THROUGH THE MANNER IN WHICH THEY PROCESS THAT INFORMATION. TO HELP STUDENTS ACQUIRE AND CLARIFY VALUES TEACHERS MUST HELP THEM LEARN TO VERIFY INFORMATION, RELATE INFORMATION TO CRITERIA AND STANDARDS, AND TO COMPARE AND CONTRAST THE VALUE POSITIONS THAT CAUSE PEOPLE TO TAKE DIFFERENT POSITIONS on public and private issues. *(No wonder young people challenge everything parents believe!)*

What happened to the home/family?

Higher order crit. thinking dec. making skills =

Value Clarification

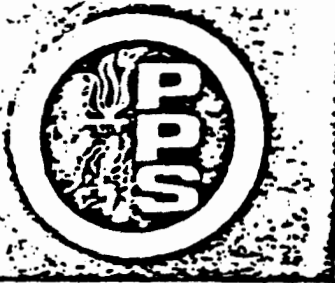
P.S. The person responsible for our un-covering this info must remain anonymous. Without her digging, we would have remained ignorant of the socio-shanks OM —

For further info:

Charlotte Iserbyt, c/o Clifton Thomson, RFD Far Hills, NJ 07931. 201-234-0992.

These notes must not be dismissed as insignificant. We have been asking ourselves how it is possible that ALL STATES HAVE SUBSTANTIALLY THE SAME GOALS AND OBJECTIVES? I believe the 15,000 goals being disseminated by the NIE's Northwest Regional Lab, across the country, gives us our answer. WE NOW HAVE A NATIONAL CURRICULUM.

It is only a matter of time before it is internationalized. (Any connection between these goals + NWRL global ed. activity?)



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EVALUATION DEPARTMENT

Victor W. Doherty
Assistant Superintendent

D

November 2, 1981

Dear Mrs. Moore:

The Tri-County Goal Development project was initiated by me in 1971 in an effort to develop a resource for arriving at well defined learning outcome statements for use in curriculum planning and evaluation. At that time the only language available was the behavioral objective, a statement which combined a performance specification with a learning outcome often in such a way as to conceal the real learning that was being sought. By freeing learning outcome statements from the performance specification and by defining learning outcomes of three distinctly different types (information, process skills, and values), we were able to produce outcome statements that served both the planning and evaluation functions. The project was organized to include 55 school districts in Multnomah, Clackamas, and Washington counties and writing was done initially by teachers whose time was donated to the project by member districts.

During the early days of the project, training was given these teachers by a small staff of professionals including myself. In the later years of the project, using revenues generated by the sale of the volumes produced, we were able to employ a professional editor who did much of the research and writing required to produce the volumes. We also revised the initial volumes, some of which were not of as high quality as the later ones. Using these methods, we produced 14 volumes covering every major subject taught in the public schools. We did receive one \$10,000 federal grant and I believe \$10,000 or \$15,000 from the State Department of Education. We have also been supported each year by small grants from the Multnomah County Education Service District. Currently that support has been terminated.

These volumes have been widely used throughout the United States as a resource for writing goals and objectives and in many cases by districts attempting to develop competency-based education. A lot has been done in the name of competency-based education of which I do not approve. The fact that schools involved in this movement have used our product is coincidental and to the extent that they have, I assume they have been helpful.

This is explanation of why all schools have same goals.
Also shocking evidence of federal role in development

**LEARNING GOALS
HOW WERE THEY DEVELOPED?**

Over two hundred master teachers from more than 55 school districts in the Portland, Oregon, metropolitan area spent three years writing, selecting and classifying learning goals.

With the assistance of curriculum specialists, evaluation specialists and university consultants they:

Developed a classification of knowledge process and value-attitude goals after reviewing the theoretical work of Bloom, Gagne, Piaget, Krathwohl, Walbesser, Tyler, Maier and others.

Developed comprehensive taxonomies of the subject matter of the instructional fields for which goals were to be written.

Wrote statements of student learning outcomes (goals) that comprehensively covered the subject area described in each taxonomy.

Checked goals against numerous local goal collections and against published collections of behavioral objectives (such as the IOX Collection, Westinghouse Learning's Project PLAN Collection and the National Assessment Collection), to insure that all learning in these collections were represented.

Circulated draft volumes of learning goals for critique and revision.

The result is a 12-volume set of 15,000 program and course goals in twelve basic K-12 subject areas. Two accompanying volumes are Introduction to Course Goals for Educational Planning and Evaluation and Program Goals and Subject Matter Taxonomies for Course Goals.

A cooperative project of the Oregon school districts of Clackamas, Multnomah and Washington counties. Partially funded through grants from the Oregon State Department of Education, the Office of the Superintendent of Public Instruction, State of Washington and the United States Office of Education, Department of Health, Education and Welfare.

ML (Bloom, B.F. Skinner) ←

**LEARNING GOALS
HOW TO OBTAIN THEM**

For information concerning the availability of the Course Goals collection of 12 volumes and two supplementary publications:

TO ORDER,
see the enclosed order information card or inquire of:

Commercial-Educational Distributing Services
P.O. Box 3711
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FOR ADDITIONAL DETAILS

concerning the project's theory or practice of Goal-Based Planning and Evaluation contact:

Dr. Victor W. Doherty
Portland Public Schools
631 N.E. Clackamas Street
Portland, Oregon 97208

The Course Goals publications are disseminated by:



one of NIE's labs

Northwest Regional Educational Laboratory
718 S.W. Second Avenue
Portland, Oregon 97204

NOTE FROM CHARLOTTE ISERBYT:

Goals include values clarification and heavy emphasis on affective domain. PPBS or MBO (systems) are necessary to implement. Mastery Learning also required.

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