

Writing Instructional Objectives

Instructional objectives are simply defined as the learning targets for content learning. Instructional objectives are statements describing what the student will be able to do upon completion of the instructional experience. Some have been trained to include the mediating condition or instructional experience when writing our objectives, followed by:

A = audience: who will be taught

B = behavior (or performance): what will the learning look like; how will the learner demonstrate his/her learning; what will they demonstrate

C = condition: what will they be given to demonstrate learning—test, quiz, worksheet, etc. (after what instructional method is provided)

D = degree: correctness, criteria for grading, “cut” score, percent acceptable.

In addition, it is important that students be aware of and plan for objectives for the related domains of learning (cognitive, psychomotor, affective). In every lesson plan you may address all, two or just one of the domains but it is important that pre-service educators plan beyond just the cognitive domains to ensure they are preparing to educate the “whole child.” The domains of learning that are addressed by the unit or lesson should have specific objective statements.

More on Instructional Planning

Scope is what is to be accomplished during a given period of time. The scope may be based on the yearly, quarterly, or semester content of the curriculum and is also referred to as the horizontal articulation of the curriculum. Monitoring the scope of the curriculum ensures that the entire content standard of the subject for that particular grade level will be covered in a systematic and accountable way.

Sequence is the vertical articulation of the curriculum and defines the learning and instruction that should be covered on a year-to-year basis. Sequence takes the developmental level and prerequisite skills and abilities of the students into account. The sequence of a plan refers to its relationship to the preceding and subsequent curricula.

References

Callahan, J., Clark, L., & Kellough, R. (2002). Teaching in the middle and secondary schools. (7th ed.). Columbus, OH: Merrill Prentice Hall.

Kellough, R. & Roberts, P. (2002). A resource guide for elementary school teaching: Planning for competence. (5th ed.). Columbus, OH: Merrill Prentice Hall.

Eby, J., Herrell, A., & Hicks, J. (2002). Reflective planning, teaching, and evaluation: K-12. (3rd ed.). Columbus, OH: Merrill Prentice Hall.

Instructional Planning

The Instructional Plan should include the following components:

1. *Rationale Component or Statement of Philosophy.* This is a statement about why the content of the plan is important and about how students will learn it. The statements should be consistent with the school and district mission statements.
2. *Needs Assessment.* The wording of the rationale/philosophy statement should demonstrate an appreciation for the cultural diversity of the nation and of the school, and be consistent with the school's mission or philosophy statement. A corresponding perception of the needs of society, the community, and the learners, as well as, the functions served by the school should be included.
3. *Aims, Goals And Objectives Component.* The goals and objectives represent the learning targets, the knowledge, appreciations, and skills to be gained from studying the plan. The plan's stated goals and objectives should be consistent with the rationale statement. Aims are more general than goals, goals are more general than objectives, and objectives are specific.
 - a. *Aims.* The most general of terms. Our aim is generally to educate children to prepare them for life after school
 - b. *Goals.* Ideas that you intend to reach or ideals that you would like to accomplish through instruction. Goals can be stated as either teacher/course goals or student goals. Goals are more general statements of the objectives of the school, curriculum, and courses.
 - c. *Objectives.* What students are expected to be able to do at the completion of the instructional unit is referred to as an objective. Objectives are specific statements of the expected behavior or performance that are derived from the instructional goals. The objectives of units and lessons are called instructional objectives.
4. *Articulation Component.* The articulation component shows the plan's relationship to the learning that came before and the learning that will follow, such as from kindergarten through sixth grade and beyond. This is vertical articulation (sequence). The plan should also include horizontal articulation or integration (scope), which is its connectedness with subjects and activities across the grade level. Articulations are usually expressed in scope and sequence charts.
5. *Sequentially Planned Learning Activities Component.* This is the presentation of organized and sequential units and lessons that are appropriate for the subject, grade level, age, and diversity of the learners.
6. *Resource Component.* This is a listing of anticipated resources needed, such as books and other printed material, guest speakers, field trips, software, websites, and other media.
7. *Assessment Component Strategies.* These strategies must be consistent with the objectives. This appraisal of student learning occurs (a) at the start of instruction (a pre-assessment of what students already know or think they know about the topic), (b) during the instruction to make sure students are learning what is intended (formative assessment), and (c) at the end of instruction to determine whether and how well the students did learn (summative assessment.)