

## EXAMPLE of a Program's Goals & Objectives

This is an example of a set of goals and objectives at one 90:10 two-way immersion school that have been revised by the authors. This will give you an idea of how to write specific objectives for goals that are common at various sites. We will follow this up with measurement instruments you could use in Section 3, which describes the data to be collected. The instruments described in these examples are discussed in Section 3.

1. **GOAL:** Students will develop high levels of oral proficiency in the two languages.

**Objectives:**

- By fourth grade, ELL students who have participated for at least four years will develop sufficient oral language skills in English to score as Early Advanced on the CELDT<sup>1</sup>.
- By fifth grade, ELLs and English speakers will demonstrate proficiency (scores of at least 4 on comprehension, pronunciation, and vocabulary) on the FLOSEM<sup>2</sup> measured in Spanish.

2. **GOAL:** Students will achieve at or above grade level in literacy and the content areas.

**Objectives:**

- By fifth grade, most ELL students, who have participated for at least four years, will score as Proficient or Advanced on the criterion-referenced California Standards Test. Students who have not met this criterion will show an increase in levels over time.<sup>3</sup>
- By fourth grade, English speakers who have participated for at least three years will score as Proficient or Advanced on the criterion-referenced California Standards Test. Students who have not met this criterion will show an increase in levels over time.<sup>4</sup>

3. **GOAL:** Students will develop positive cross cultural attitudes.

**Objectives:**

- By grades 4-6, students will demonstrate positive cross cultural attitudes as indicated by Agreement with cultural items on the Cross-Cultural Attitude Scale<sup>5</sup>.

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<sup>1</sup> CELDT = California English Language Development Test

<sup>2</sup> FLOSEM = Stanford Foreign Language Oral Skills Evaluation Matrix, developed by the California Foreign Language Project, Stanford, CA – see Toolkit section 3 on What Data to Collect

<sup>3</sup> In a 90:10 program, third grade is when students add on English reading.

<sup>4</sup> In a 90:10 program, third grade is when students add on English reading. If YOUR English speakers are from homes with lower parental education and literacy, you might want to consider the appropriate objective attainment.

<sup>5</sup> This scale ranges from Strongly Disagree to Strongly Agree. See WHAT Data to Collect for various attitude scales.

4. **GOAL:** The program structure and curriculum will be enhanced.

**Objectives:**

- Using the Guiding Principles for Dual Language Programs, a leadership team<sup>6</sup> will be established to develop/improve the program by \_\_\_\_ (time period).
- Using the Guiding Principles for Dual Language Programs, the leadership team will rate the current program structure and determine a planning process to improve the program structure by \_\_\_\_ (time period).
- The leadership team will rate the current program structure and determine a planning process to improve the program structure by \_\_\_\_ (time period).
- The leadership team will develop a horizontally and vertically articulated curriculum in both languages by \_\_\_\_ (time period).

5. **GOAL:** Teachers will be trained in dual language theory and instructional strategies.

**Objectives:**

- A professional development plan based on the Guiding Principles for Dual Language Programs will be developed by \_\_\_\_ (time period).
- Each year, teachers will be trained in at least one core area outlined in the professional development plan. This training will include at least one follow-up meeting to discuss implementation issues and concerns.

6. **GOAL:** Home/School collaboration will be a priority.

**Objectives:**

- A needs assessment for parent workshops/training will be developed by \_\_\_\_ (time period).
- Parents will be provided two workshops each year on topics suggested by the needs assessment.
- Parents of all backgrounds will feel equally valued at the school as determined by responses to a Parent survey.

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<sup>6</sup> Typically composed of administrative staff and teaching staff representing appropriate grade levels.