

Executive Summary

This utilization-focused evaluation of HELP's curriculum identified strengths and weaknesses, started a dialogue between faculty, staff, and administration about how to build HELP's curriculum, and facilitated the joint efforts of faculty and administration to revise the existing curriculum.

RQ 1. How did the current goals and objectives come into being?

Method: Interviews with Director Joel Weaver, Assistant Director Yoneko Kaneoka, Former Director Bob Gibson, and a long-term teacher at HELP, Jaynie Easterman.

Result: A short narrative of HELP's history, highlighting both administrative and curricular changes.

RQ 2. How do HELP teachers define and create the goals and objectives for their courses?

Method: Survey of HELP teachers, focus-group meeting and workshop to create agreed-upon definitions.

Result: Discussion between faculty and administration, leading to defining goals, objectives, and outcomes together.

RQ 3. How can we sequence the current goals and objectives to build upon each other in a rational structure?

Method: Workshop with teachers and administration to revise existing scope and sequence document.

Result: Teacher review and revision of scope and sequence, in collaboration with curriculum coordinator.

Recommendations

1. Use an evaluative method for revising course SLO's and incorporating them into the scope and sequence.
2. Create a committee assigned to global curricular planning to create a curricular map, eventually fitting the scope and sequence to our program mission and goals.
3. Design and implement assessment of student outcomes for each course and between levels.

Final Report

The Hawai'i English Language Program (HELP) has identified concerns with the curriculum over the past several years, some of those being an unclear structure, lack of sequence or scaffolding, and misalignment with placement tests/ lack of other assessment procedures. In the past, HELP used a skills-based curriculum, which was replaced by a content-based curriculum in the early 2000's. More recently, the curriculum structure has developed in the direction of being a hybrid of content-based/ skills-based. Currently, the curriculum emphasizes academic preparation and integrated-skills courses.

One challenge that HELP faces, which is common with many institutions, is that institutional knowledge is often lost with the high turn-over rate of staff and faculty. The purpose of this evaluation project is to assist the Assistant Director of HELP in gathering information, evaluating, and building the current HELP curriculum. The main scope is to make the curriculum transparent, well-known, and easily understood by the primary users. This evaluation project is proposed to align with another project which involves documenting and building the HELP curriculum for the purposes of accreditation. The accreditation project involves documenting a written curriculum with objectives, criteria for advancement between levels and upon completion of the program, methods for evaluation student performance, varied methodology and content within the curriculum, current materials, and appropriate supplies and student/teacher ratios. When finished, this project intends to inform the accreditation project in making clear the strengths and weaknesses of HELP's current curriculum. In turn, this information will be used to create a more in-depth program assessment and evaluation plan to be used by HELP administration and staff in the next several years during the accreditation building process.

Research questions

This project will focus only on evaluating the existing curriculum and assisting in the rational building of the structure of goals and objectives. More specifically, I will be initiating the project by using a bottom-up approach, engaging teachers in their roles as curriculum-builders. I seek to answer the following questions: How did the current goals and objectives come into being? How do HELP teachers define and create the goals and objectives for their courses? How are teachers employing the course goals and objectives into the syllabi and into their teaching? How can we sequence the current goals and objectives to build upon each other in a rational structure?

The primary users of this project will be the Assistant Director, who is also the curriculum coordinator, and the faculty. I plan on working with, and under the direction of the Assistant Director, Yoneko, with input from the Director, faculty, and staff.

Methodology

I plan to employ a utilization-focused evaluation in this project, adapted from Patton (1996). This involves first, defining the questions that the primary users would like to answer. Second, deciding how we will use the answers to improve the curriculum. Then, gathering data in that elicits information from various resources in order to ascertain the answers to the questions at hand. Lastly, employing the findings accordingly. Please see Appendix A for a one-page summary of the questions and methodology agreed upon. Specifically, this methodology proposes to answer the identified questions as follows:

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Research Question 1. *How did the current goals and objectives come into being?*

To answer this question, we decided that this could be accomplished in a narrative, with data and information coming mainly from participants and users (see Appendix B). I interviewed Director Joel Weaver, Assistant Director Yoneko Kaneoka, Former Director Bob Gibson, and a long-term teacher at HELP, Jaynie. I asked them to describe their own experiences at HELP, and then to describe the history of HELP and its curriculum as they know it. Both the Director and Assistant Director have had recent contact with Kate Wolf-Quintero (Former Executive Director) and Steve Jaques (Former Director). In this process, I learned some valuable information that will be included in the report. Understanding the origins and evolution of this curriculum will be a key factor in the analysis and decision making processes in the final stages of this project. This information can also be used in future HELP documents to show the evolution and documentation of the curriculum, and to display that the curriculum has a purpose-driven design. The brief history is still in draft form, and will be revised by myself and the interviewees before its finalization.

Research Question 2. *How do HELP teachers define and create the goals and objectives for their courses?*

Yoneko and I created a short survey about objectives and had teachers respond (see Appendix C). The response was good and highlighted many issues that are very real at HELP. I also designed a teacher training workshop to open the dialogue about the curriculum at the course level, using the results of the survey to kick off the workshop (see Appendices D and E). The workshop was held in March, and was designed as a focus group. Attendance was not

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mandatory, so only 5 attended. The Director decided that the workshop was valuable and that we would do it again in April, with attendance being mandatory.

The April workshop was a slighter shorter, revised version of the March workshop. Once again, we opened talking about the survey and the weaknesses that teachers identified in our curricular goals and scope and sequence. We had a healthy discussion about the definitions of outcomes, goals, and objectives, and created working definitions together. Then, Yoneko led the curriculum development part in which the teachers worked in groups to revise the wording and sequencing of our current scope and sequence.

This part of the project is working in conjunction with a top-down effort to re-design HELP's mission, program goals, curricular outcomes, etc. This was initiated in part because of the prioritization process. My project is a bottom up approach trying to engage teachers and the curriculum coordinator in defining our course SLOs and clarifying what is actually happening in the classrooms at HELP. The aim of this project is to meet the top-down redefining project in the middle and make the entire structure more clear. This information will be used to further inform our improvement of the goals and objectives.

Research Question 3. *How can we sequence the current goals and objectives to build upon each other in a rational structure?*

The results from the teacher survey and workshops were compiled together by Yoneko, who updated the scope and sequence documents and will continue to work on and revise the curriculum. The other relevant data will be organized in a way that can be presented to the primary intended users. This data will be presented to PIU's, along with the proposed cycle of revision, to continue to redraft (or improve/ revise) the goals and objectives. Eventually, the

scope and sequence will be used by primary intended users to structure the curriculum in alignment with the mission of HELP, the implementation of the courses, and the overall goals of the school.

One of the first steps in the process of ongoing evaluation of the curriculum is to set up a system of continual curriculum renewal. Appendix F is one proposed method of curriculum renewal, asking teachers to list and evaluate the course outcomes at the end of each term.

Recommendations

This curriculum evaluation project has only been the first step in realizing a fully developed curriculum at HELP. Within the next several years, I recommend that the existing curriculum continue to be evaluated and developed as follows:

1. Use an evaluative method for revising course SLO's and incorporating them into the scope and sequence. A proposed matrix to be added to the End of Term reports at HELP is attached (Appendix F), which allows teachers to list each outcome, report on how they reached and assessed the outcome, and evaluate the outcome itself. The curriculum coordinator should also develop a system of incorporating changes in a careful and deliberate manner into the scope and sequence document.
2. As the curriculum begins to reflect real course outcomes through the cycle of revision mentioned above, global planning will be required to make connections between teaching, courses, students, and outcomes. I recommend that a committee of teachers and administration be made to evaluate the scope and sequence more closely – creating a curricular map and eventually fitting the scope and sequence with our program mission and goals.

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3. Assessment of student outcomes must become an integral part of HELP's curriculum in the future. Within the next year, the curriculum should become stable enough to assess outcomes at the course level. Assessments should also be designed to assess students between each HELP level 100-400, to ensure that they are able to achieve the set curricular outcomes before they are promoted.

Appendix A

Question	Method for answering	Deliverable	Timeline
How did the current goals and objectives come into being?	Ask Joel, Yoneko, Terri, Joel, Steve, Graham for an account of what happened	A report on the history and evolution of the curriculum	Feb-March Completion: 1 st week in April
- Sub question: Does HELP have guidelines for establishing and using course objectives? How can we incorporate this effectively into the completion of this project so that teachers can USE the results			
How are teachers defining course goals and objectives?	-Questionnaire -Focus group [+ faculty workshop, goals and objectives] -Document analysis of current goals and objectives -Look into syllabi that are currently taught	Report on actual practices that are employed and specific feedback from the teachers	Quest – Feb. 22-28 Focus group – March 6? Report – March 20th
How are teachers employing the course goals and objectives into the syllabi? (What is actually happening?)			
- Sub question: What are the actual speaking and listening goals that are currently being used?			
How can the goals and objectives be sequences into levels?	Meeting with Yoneko where the data is brought forth from Doc analysis Questionnaire Focus group Some corrections and revisions	Create revised draft of goals and objectives based on empirical data.	1 st week in April
		Send out revised draft for feedback Revise and create “use” procedures	April 12-18 April 25 th – ready for use in Summer 1

Appendix B – History of Curriculum [DRAFT]

HELP under Continuing Ed and Gary Honda

The Hawaii English Language Program began in the early 1970's under the college of Continuing Education at the University of Hawaii at Manoa. It was conceived as an institution for academic preparation for students desiring to matriculate into the UH system. The ELI also existed at the time and they found that there were a lot of people who lacked the English skills necessary for success at the university level. So, HELP was developed as skills-based course developed to meet these needs. Around 1978, Gary Honda came to HELP as a teacher. He had an MA from the department of ESL at UH Manoa, and he soon became the director of HELP. That was a time of great expansion of the program. There were eight levels of students, 100-800, with a core of required courses and some electives. HELP continued under his direction through the 1980's and the early 1990's until it came under Bob Gibson's direction.

Under Bob Gibson and the changes to SLS

Bob Gibson was the acting dean of Continuing Education in the early 1990's. At the time there was a lot of shuffling within UH. The college of Continuing Ed combined with Summer Session to become Outreach College and there was an entire reorganization of both programs. At the time, Bob Gibson was given the choice to stay under Outreach College or go to the Department of ESL. He chose to go to the Department of ESL, and he brought HELP with him into the Dept. of ESL. That's when NICE and HELP separated. NICE was a conversation school with Outreach College, and HELP did academic prep through the Dept. of ESL. Later, NICE became more skills based and developed on its own.

Prior to the move to the ESL Dept., many of HELP's instructors had come (graduated) from the ESL dept. Around the time that HELP moved to the department of ESL in the mid 1990's, teachers at HELP were upset that they could only teach as casual hires. They were teaching full time with no benefits. They began to make formal complaints and together they won full-time instructional status with benefits. Then teachers wanted to become full-time and there was a lot of disharmony. The teaching staff was strong with good instructors, and they wanted full time. After struggling for a while, they got full-time status, but the program couldn't support them financially. They chose to leave or were fired. It was a time of turmoil within the staff. After that, GA's were hired and it became more of a lab school focusing on research from the Department of ESL being done there. The teacher turnover became an issue as more students were hired as teachers and stayed for only 1-3 years on average

Under Kate's direction

In the late 1990's, Kate Wolf-Quintero became the Executive Director of HELP, with Mary Hammond as the Director of HELP for a few years. Mary directed for 3-4 years. There was ongoing curriculum development, but it was always skills based. The curriculum had not changed substantially since Gary Honda. Honda's scope and sequence was still functioning around 2000.

When Kate was Executive Director, she had a vision to replace existing curriculum with a content based curriculum. Because of lack of enrollment in 2003-4, she downsized to 4 levels and made a term A and a term B. At some point, HEP had two assistant directors (Mary and Steve) and Kate and 40-60 students. Kate resigned for a short time and Mary was the acting Director. Mary decided to leave within a few months of Kate resigning, and Graham became the interim director. They began to phase out skill based courses. As they were looking for a director, Kate decided to come back. She continued to develop the content based curriculum with 4 strands. Her final goal was to have media, language and literature, academic prep, and business strands. The strands could grow as enrollment increased. We now have so many different types of courses because of the strands that were in function during this brief period. Kate's interest was 2nd language writing, so she wrote the scope and sequence for the writing at the time. At that point, she had only a few full time teachers, so the full time teachers were in charge of curriculum areas.

In 2005 they tried doing all content courses in the summertime. She had primarily experienced teachers who were not afraid of all the work of curriculum development that was demanded. The full content-based summer program was not a huge success as students didn't fully understand or buy-into the content based instruction. One thing Kate said was that she relied heavily on her role as a professor in the SLS dept. She specifically aligned her courses in SLS a place where materials could be developed at HELP. She felt that was a good way to accomplish the mission of HELP. She thought it was a good match because she could teach the students and they could apply the knowledge. So, SLS students designed a lot of the courses at that time.

Although it was a time of great development, the curriculum was not planned in a systematic way. There was no scope and sequence, and not a lot of connection between classes. Because it was so creative and so much energy, they didn't need it at the time. When teachers graduated and moved on, they took stuff with them. After Kate's cadre of teachers that moved out, a lot of that knowledge was lost. In the Fall of 2005, Kate left with only 3 weeks notice.

Under Steve's direction

Steve was the director and he needed full time people to be in charge of the curriculum so he put graduate students in charge of the curriculum areas. These curriculum coordinators were given two courses in one term and then one course and one release time the second term. And it alternated. So, when they had two courses and were busy, sometimes the curriculum suffered. Then when they had only one course they would spend more time on curriculum coordination and development. Steve moved to having one curriculum coordinator instead of four because of the budget, and Murad was hired as the full time curriculum coordinator. In the Fall of 2007, Steve decided to leave for another job, and the Department of SLS began to look for another Director.

Spring 2008

Steve left in December 2007, and Murad was basically in charge of all the daily operations. Graham was acting director. Murad did a great job stepping up into the role, but he couldn't do everything. During this time, HELP went into more of a maintenance mode, keeping what was done in the past and organizing courses so they varied from term to term. The strands

and scope and sequence that were in development with Kate got dropped and were never developed or finished. As a favor to Murad, Jaynie took care of the TOEFL and 100 level coordination. In late Spring 2008, Joel was hired as HELP's Director. Coming in with no previous Director in place, he observed and learned how HELP had run the curriculum in the past, and continued in much the same way.

The Present (Summer 2008-now)

In Fall 2008, Joel hired Terri Menacker as the curriculum coordinator. Terri worked at HELP before (around 2003) and knew a lot of the background of HELP and its curriculum. Terri immediately began to organize the course binders and create a new system of numbering and ordering the courses so they wouldn't overlap. She also gathered goals, objectives, and outcomes from the course binders and began to create a scope and sequence. Her new scope and sequence was introduced at a faculty meeting, but was not fully developed yet. In January 2009, Terri left the curriculum coordinator position, and a new Assistant Director was hired at HELP, Yoneko Kanaoka. This project has endeavored to take the scope and sequence that Terri started and develop it more fully.

Appendix C – Faculty Survey

When you are preparing your syllabus for a course at HELP, how do you usually create/ find your course objectives?

I adapted the syllabus from previous teachers, and i can find those syllabus from binders.

When I create a course such as Learning About Hawaii, I usually do everything myself.

These are often articulated in the previous syllabi. Regardless of whether they are or not, i try to negotiate some of the objectives based on student need and my own strengths and ideas.

Usually after we get the binder and go through binder to be familiar with the content. I usually find my course objectives.

Based on previous syllabus.

Refer to previous syllabi; confer with instructor who previous taught the course; read the course description; conduct a needs analysis from students and create syllabus from the responses; obtain feedback from peers; disseminate rough copy of objectives to students

I usually follow objectives on a previous syllabus. If I come up with a better idea, I may add it.

What difficulties have you encountered when implementing the course objectives?

Some students in my previous classes thought some objectives were too much for them. I should have adjusted the objectives for my students' proficiency levels.

The objectives of a class always match the course title. However, in real classroom, different students have different needs, so it is hard to closely follow the objectives. As a teacher, I have to do some adjustment between the stated objectives and student's needs in reality.

Often the textbook does not provide me with enough material e.g. World Links, so I have to develop or revise material from other textbooks.

If previous syllabi do not include explicit objectives, it can be difficult. Time - in an 8 week course it is easy to overestimate. Also, student abilities are sometimes lower or more diverse than initially perceived.

Students' abilities vary in a wide range some times. Some of objectives are easier and some are more difficult for students.

When it is my first time to teach a certain course, I start from reading the end of term report and previous syllabi. However, it is confusing when there are two, three syllabi with different course objectives.

adhering to course objectives throughout term; revising objectives when they are not met

How do you measure or determine whether your students obtain the objectives in your courses?

I create quizzes, final exams, writing assignments.

students will take a diagnostic test at the beginning of the term and an achievement test at the end of the term. Improvement in scores can reflect if students obtain the objectives to some degree.

I usually give a pre and post test. However, it is much easier for me to meet my objectives after I have taught the course once and revised my objectives.

Regularly scheduled quizzes/tests, Final projects (e.g., papers or speeches), Homework and in-class tasks that are designed to elicit target language production related to the course objectives.

We have quizzes. For final projects, I design rubrics to evaluate students' learning outcome.

It is usually very subjective. However, I try to identify through their outcomes.

Homework, quizzes, cloze exercises, review sessions, reviewing objectives with class

Do you feel that the course objectives of the courses that you currently teach match with the needs of your students?

A couple of students said my class was too difficult, and they didn't study much. But other hard-working students said it was useful. Overall, I think the objectives matched my students' needs.

Yes

Yes and No. Some students were too high for the level.

Yes & No.

Even though I had a small class, it is still difficult to satisfy all the students' need. But I will adjust on way of carrying out the instruction. Generally speaking, I think the course objectives matched the students' broader needs.

Yes.

No

In your opinion, what would make it easier for you to define the goals and objectives for your course?

Different teachers have different objectives, and sometimes objectives overlap across course levels. Each teacher should be aware of the scope and sequence.

The most obvious request would be to put students who are at the appropriate skill level in the class. In my basic reading class, students are often at the 200 level but put in 100 because of overall scores.

A better understanding of students' needs and ability levels. A more clear understanding of program curricular goals and objectives in terms of student learner outcomes. Rationale for offering a particular course.

I like to make the objectives measurable and observable.

To have a set or defined objective of the course.

Simplify objectives; refer to objectives before planning lesson; keep objectives relevant to the course

Do you have any suggestions about how we can have more clearly defined goals and objectives?

It may be good if we can get a summary of objectives of classes offered each term.

Maybe teachers in the same level can talk with each other and share the objectives of different courses.

The objectives for all levels of a skill must be defined together.

Limiting the integration of various levels (i.e. 200 - 400) in any particular class could help. More clearly stated and assessed student learner outcomes. More student input. More communication among faculty, students, and administration in terms of needs and realistic desired outcomes. A more clear understanding of program curricular goals and objectives in terms of student learner outcomes. Provide rationales for offering a course and esp. the how and why any particular course fits into our grander scope & sequence.

I think it can be good idea to conduct needs analysis to see what students expect of this course. Based on that and diagnostic quiz (test), develop objectives that are measurable and observable.

Discuss in groups of teachers who have taught the course before.

Determine what the objectives are for each level (100, 200, 300, 400) and use them as a guide for classes associated with each level

Hawaii English Language Program, Curriculum Development Focus Group Protocol

1. Purpose

The purpose of the focus group is to foster teachers' understanding of Student Learning Outcomes and goals and objectives by having teachers participate in articulating course level student learning outcomes and think about how their courses fit into HELP's curriculum. The facilitator will design a workshop to help teachers think in terms of definitions, and draft SLO's.

2. Necessary resources:

- One classrooms with capacity for up to 12 people; with room to split into small groups
- Personnel: 1 facilitator
- Equipment: Television, laptop, cords, chalk boards or white boards, paper, pens or markers
- Teachers should bring syllabi

3. Procedures and guided questions

(A) Opening: Briefly introduce yourself

(B) Present the purpose of the FG:

I (we) am here today to talk about how we can participate in curriculum building as teachers. Your ideas and perceptions are what we want to hear about. There are no right or wrong answers, of course—you should feel free to share your ideas. This meeting was designed to be beneficial to both teachers and HELP's curriculum, so I hope that you can learn something that will be useful to your teaching. We know that HELP teachers are great and are doing all the right things in their courses. The challenge and purpose of this workshop is to articulate more clearly what we are doing in our courses and identify areas for change, improvement and further clarification.

(D) Explain the discussion procedure

This meeting is going to be a workshop. We are going to talk for about 30 minutes about how we define mission, goals, objectives, and SLO's, and how these fit into the curriculum as a whole. Then, we will spend time learning how to write SLO's and break into groups to look at HELP's SLO's for about 30 minutes (this may go longer). Then, if we have time in the end, we will look at our courses and talk about how our course objectives "fit" into the level SLO's.

This meeting involves group discussion, so feel free to respond to me and to other members' opinions in the group. It is also important for everyone to have equal opportunity to express their opinions. You can jump in at any time, but I would appreciate it if only one person spoke at once. During the discussion, you can agree or disagree with each other, and you can change your mind. We are going to assign a discussion leader and a timekeeper in each group. There are several questions we need to cover, so I will move the discussion along in order to make sure that happens.

(E) Statement of need, creating definitions

Results from the survey

We learned quite a few interesting things about teacher's feelings for course objectives. Here are some of HELP's strengths. Here are some issues that came out in the survey. [facilitator will present the results on a powerpoint]

Definitions

Now let's talk about our definitions. As a small group, please come up with definitions for the following.

- Mission
- Goals
- Objectives
- Student Learning Outcomes

Organization

Can you visualize how these work together?

→(if time permits) Can you create a "map" or graph of how these fit together?

[The facilitator will call the groups back together and discuss their definitions, then show a general description on the powerpoint, and how they might work together]

Goals and objectives:

Say what the program does (services, resources, practices, deliverables). Goals are more general and global and state what the programs try to do.

Course objectives are subsets of outcomes. They are the small, discreet skills that serve as building blocks used to demonstrate mastery of the course SLOs.

Outcomes:

Say what the clients will gain or how they benefit through their program experiences, outcomes are the bottom line for programs that seek to change/help/benefit individuals, groups, and society. They state how clients and society will change or benefit from what the program is doing.

SLO's are usually stated in one of these categories:

- Knowledge
- Ability/skills
- Behaviors
- Dispositions/attitudes

Show examples of goals, objectives, etc, and see how they feed into each other.

(F) Looking at HELP's student learning objectives

SLO's

Student learning objectives can be stated in many ways. They are usually action statements, but can represent different parts of curriculum.

[Facilitator shows program-level outcomes and course-level outcomes and discusses how they are different. Then, shows in what form we want to articulate the SLO's]

When we make SLO's at the program level, usually we need some information:

Who are the learners?

What do they need?

What will they get out of our program?

We have some information about our student population and what they need, thanks to Ky, Dan, and John. As teachers, we know a lot about what our students want and need. Also, some are heading to UH, which means that at the 400 level they should be able to function at the University. That also tells us that we need to scaffold up to that]

[Facilitator gives some information about students from last year's needs analysis, some information about University level students, Then passes out HELP's current SLO's]

→ What level do these appear to be? Curriculum, or program level SLO's?

→ How can we better state these?

[Split into 4 groups, one for each level and redraft the SLO's]

Yoneko shows Bloom's taxonomy and shows the verbs that they can use.

**(G) Looking at our own syllabi and how they fit in
*Course goals, objectives, and SLO's***

As good teachers, we want to be clear what our students will learn. Our syllabi may not state the objectives and SLO's clearly, but they can be clearer in the future. One thing that we need to do is have a mutually-informing cycle between the SLO's and our course objectives and SLO's. If something that you are teaching in class is not on the curriculum-level SLO's, then we are missing part of what our students are learning.

We already have a system to revise the SLO's, which is part of the end of term report recommendation about the goals and objectives for the courses. We can use this mechanism to tighten and refine our course objectives to relate directly to the SLO's.

Appendix E – Faculty Workshop powerpoint

Goals, Objectives, and SLO's at HELP: Building Curriculum

By Ann Johnston

Survey Results

- **What difficulties have you encountered when implementing the course objectives?**
 - The objectives of a class always match the course title. However, in real classroom, different students have different needs, so it is hard to closely follow the objectives. As a teacher, I have to do some adjustment between the stated objectives and student's needs in reality.
 - When it is my first time to teach a certain course, I start from reading the end of term report and previous syllabi. However, it is confusing when there are two, three syllabi with different course objectives.

Slide 1

- **Do you feel that the course objectives of the courses that you currently teach match with the needs of your students?**
 - Yes and No. Some students were too high for the level.
 - Yes & No. Even though I had a small class, it is still difficult to satisfy all the students' needs. But I will adjust in way of carrying out the instruction. Generally speaking, I think the course objectives matched the students' broader needs.

Slide 2

- **In your opinion, what would make it easier for you to define the goals and objectives for your course?**
 - Different teachers have different objectives, and sometimes objectives overlap across course levels. Each teacher should be aware of the scope and sequence.
 - The most obvious request would be to put students who are at the appropriate skill level in the class. In my basic reading class, students are often at the 200 level but put in 100 because of overall scores.

Slide 3

- **What would make it easier for you to define the goals and objectives for your course?**
 - A better understanding of students' needs and ability levels. A more clear understanding of program curricular goals and objectives in terms of student learner outcomes. Rationale for offering a particular course.
 - I like to make the objectives measurable and observable.
 - To have a set or defined objective of the course.
 - Simplify objectives; refer to objectives before planning lesson; keep objectives relevant to the course

Slide 4

- **Do you have any suggestions about how we can have more clearly defined goals and objectives?**
 - It may be good if we can get a summary of objectives of classes offered each term.
 - Maybe teachers in the same level can talk with each other and share the objectives of different courses.
 - The objectives for all levels of a skill must be defined together.

Slide 5

Slide 6

Definitions

- With a partner, can you define?:
 - Objectives
 - Goals
 - Mission
 - Outcomes

Slide 7

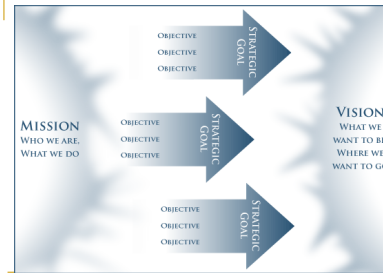
Some definitions

- **Mission statements** say who the program is, who it serves, what it values, and why it exists (globally and philosophically).
- **Goals** are general and global statements of what the program or courses try to do.
- **Course objectives** are subsets of outcomes. They are the small, discreet skills that serve as building blocks used to demonstrate mastery of the course SLOs.

Slide 8

- **Outcomes** are what students are expected to know and be able to do upon completion of the course/program .
- SLO's (student learning outcomes) are usually stated in one of these categories:
 - Knowledge
 - Ability/skills
 - Behaviors
 - Dispositions/attitudes

Slide 9



Slide 10

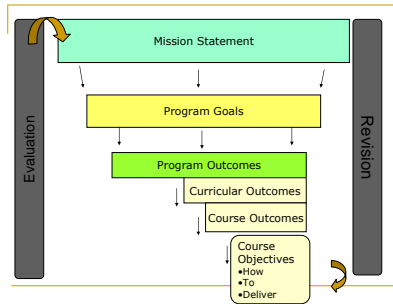
Practice identifying! What do you think?

- Students will practice important aspects of spoken language, such as intonation, connected speech, rhythm, and pronunciation
- Learn about American sub-cultures through watching and discussing films, and contrasting these ideas with your own experiences.
- Students will learn to understand and use appropriate word stress at word and sentence level

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- We strive to equip speakers of other languages with the language and cultural skills necessary for success in academic, professional, and social contexts.
- Students will be able to identify main ideas
- Learn reading skills that you can use in other situations

Slide 12



Slide 13

HELP's Mission Statement

- The mission of HELP is to empower our students to succeed at the University of Hawaii and other higher educational institutions, as well as in their personal and professional lives, by providing exceptional English as a Second Language instruction. HELP also advances understanding of language learning by promoting educational research and professional development in the renowned Department of Second Language Studies.

In order to fulfill its mission, HELP is committed to the following program goals:

- To provide a gateway to successful university study by preparing students with academic English language and college readiness skills.
- To offer an innovative, rigorous, and research-based curriculum that addresses students' individual needs and goals.
- To ensure learning opportunities outside the classroom through active participation in the University of Hawaii community, field trips, student activities, and cultural events.
- To advance understanding of language acquisition by carrying out and disseminating research into best practices for classroom language instruction.
- To promote world-class training in the field of ESL/EFL methodology to teachers at beginning and intermediate stages of professional development through the renowned Department of Second Language Studies.

Slide 14

Drafting good SLO's

- How can we create effective SLO's?
 - Use appropriate action words
 - Make the SLO specific
 - Make it measurable
- Students will learn to identify main ideas
 - Students will be able to identify the main idea of short, authentic interviews

Slide 15

Now, you try!

- Turn the objective into an SLO:

Students will practice important aspects of spoken language, such as intonation, connected speech, rhythm, and pronunciation.

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Feedback

- Please give me feedback about the workshop: Strengths? Weaknesses?
- What teacher development workshops would you like to participate in in the future?

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Appendix F – Recommended SLO end of term reflection

What were the course outcomes?	What activities did you do to work towards these outcomes?	How did you assess student progress on outcomes?	Were the outcomes appropriate or do they need to be modified?	How would you modify?
1.				
2.				
3.				
4.				
5.				
6.				