

TEACHING GOALS INVENTORY, SELF-SCORABLE VERSION¹

Directions: Please select ONE course you are currently teaching. Respond to each item on the inventory in relation to that particular course. (Your responses might be quite different if you were asked about your overall teaching and learning goals, for example, or the appropriate instructional goals for your discipline).

Please print the title of the specific course you are focusing on:

Please rate the importance of each of the fifty-two goals listed below to the specific course you have selected. Assess each goal's importance to what you deliberately aim to have your students accomplish, rather than the goal's general worthiness or overall importance to your institution's mission. There are no "right" or "wrong" answers; only personally more or less accurate ones. For each goal, circle only one response on the 1-to-5 rating scale. You may want to read quickly through all fifty-two goals before rating their relative importance.

In relation to the course you are focusing on, indicate whether each goal you rate is:

- | | | |
|-----|----------------|--|
| (5) | Essential | a goal you always/nearly always try to achieve |
| (4) | Very important | a goal you often try to achieve |
| (3) | Important | a goal you sometimes try to achieve |
| (2) | Unimportant | a goal you rarely try to achieve |
| (1) | Not applicable | a goal you never try to achieve |

Rate the importance of each goal to what you aim to have students accomplish in your course.

	<i>Essential</i>	<i>Very Important</i>	<i>Important</i>	<i>Unimportant</i>	<i>Not Applicable</i>
1. Develop ability to apply principles and generalizations already learned to new problems and situations	5	4	3	2	1
2. Develop analytic skills	5	4	3	2	1
3. Develop problem-solving skills	5	4	3	2	1
4. Develop ability to draw reasonable inferences from observations	5	4	3	2	1
5. Develop ability to synthesize and integrate information and ideas	5	4	3	2	1
6. Develop ability to think holistically: to see the whole as well as the parts	5	4	3	2	1
7. Develop ability to think creatively	5	4	3	2	1
8. Develop ability to distinguish between fact and opinion	5	4	3	2	1
9. Improve skill at paying attention	5	4	3	2	1
10. Develop ability to concentrate	5	4	3	2	1
11. Improve memory skills	5	4	3	2	1
12. Improve listening skills	5	4	3	2	1
13. Improve speaking skills	5	4	3	2	1
14. Improve reading skills	5	4	3	2	1
15. Improve writing skills	5	4	3	2	1
16. Develop appropriate study skills, strategies, and habits	5	4	3	2	1
17. Improve mathematical skills	5	4	3	2	1

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Rate the importance of each goal to what you aim to have students accomplish in your course.

	Essential	Very Important	Important	Unimportant	Not Applicable
18. Learn terms and facts of this subject	5	4	3	2	1
19. Learn concepts and theories in this subject	5	4	3	2	1
20. Develop skill in using materials, tools, and/or technology central to this subject	5	4	3	2	1
21. Learn to understand perspectives and values of this subject	5	4	3	2	1
22. Prepare for transfer or graduate study	5	4	3	2	1
23. Learn techniques and methods used to gain new knowledge in this subject	5	4	3	2	1
24. Learn to evaluate methods and materials in this subject	5	4	3	2	1
25. Learn to appreciate important contributions to this subject	5	4	3	2	1
26. Develop an appreciation of the liberal arts and sciences	5	4	3	2	1
27. Develop an openness to new ideas	5	4	3	2	1
28. Develop an informed concern about contemporary social issues	5	4	3	2	1
29. Develop a commitment to exercise the rights and responsibilities of citizenship	5	4	3	2	1
30. Develop a lifelong love of learning	5	4	3	2	1
31. Develop aesthetic appreciations	5	4	3	2	1
32. Develop an informed historical perspective	5	4	3	2	1
33. Develop an informed understanding of the role of science and technology	5	4	3	2	1
34. Develop an informed appreciation of other cultures	5	4	3	2	1
35. Develop capacity to make informed ethical choices	5	4	3	2	1
36. Develop ability to work productively with others	5	4	3	2	1
37. Develop management skills	5	4	3	2	1
38. Develop leadership skills	5	4	3	2	1
39. Develop a commitment to accurate work	5	4	3	2	1
40. Improve ability to follow directions, instructions, and plans	5	4	3	2	1
41. Improve ability to organize and use time effectively	5	4	3	2	1
42. Develop a commitment to personal achievement	5	4	3	2	1
43. Develop ability to perform skillfully	5	4	3	2	1
44. Cultivate a sense of responsibility for one's own behavior	5	4	3	2	1
45. Improve self-esteem/self-confidence	5	4	3	2	1
46. Develop a commitment to one's own values	5	4	3	2	1
47. Develop respect for others	5	4	3	2	1
48. Cultivate emotional health and well-being	5	4	3	2	1
49. Cultivate physical health and well-being	5	4	3	2	1
50. Cultivate an active commitment to honesty	5	4	3	2	1
51. Develop capacity to think for one's self	5	4	3	2	1
52. Develop capacity to make wise decisions	5	4	3	2	1
53. In general, how do you see your primary role as a teacher? (Although more than one statement may apply, please circle only one.)					
1 Teaching students facts and principles of the subject matter					
2 Providing a role model for students					
3 Helping students develop higher-order thinking skills					
4 Preparing students for jobs/careers					
5 Fostering student development and personal growth					
6 Helping students develop basic learning skills					

TEACHING GOALS INVENTORY, SELF-SCORING WORKSHEET.

1. In all, how many of the fifty-two goals did you rate as "essential"? _____

2. How many "essential" goals did you have in each of the six clusters listed below?

<i>Cluster Number and Name</i>	<i>Goals Included in Cluster</i>	<i>Total Number of "Essential" Goals in Each Cluster</i>	<i>Clusters Ranked- from 1st to 6th - by Number of "Essential" Goals</i>
I Higher-Order Thinking Skills	1-8	_____	_____
II Basic Academic Success Skills	9-17	_____	_____
II Discipline-Specific Knowledge and Skills	18-25	_____	_____
IV Liberal Arts and Academic Values	26-35	_____	_____
V Work and Career Preparation	36-43	_____	_____
VI Personal Development	44-52	_____	_____

3. Compute your cluster scores (average item ratings by cluster) using the following worksheet.

<i>A</i> <i>Cluster Number and Name</i>	<i>B</i> <i>Goals Included in Cluster</i>	<i>C</i> <i>Sum of Ratings Given to Goals in That Cluster</i>	<i>D</i> <i>Divide C by This Number</i>	<i>E</i> <i>Your Cluster Scores</i>
I Higher-Order Thinking Skills	1-8	_____	8	_____
II Basic Academic Success Skills	9-17	_____	9	_____
III Discipline-Specific Knowledge and Skills	18-25	_____	8	_____
IV Liberal Arts and Academic Values	26-35	_____	10	_____
V Work and Career Preparation	36-43	_____	8	_____
VI Personal Development	44-52	_____	9	_____

Classroom Assessment Techniques Indexed by Related Teaching Goals Inventory Clusters

Cluster I: Higher-Order Thinking Skills

Application cards
Approximate analogies
Categorization grid
Concept maps
Content, form and function outlines
Defining features matrix
Invented dialogues
One-sentence summary
Problem recognition task
Project or paper prospectus
Teacher designed feedback
What's the principle?
Word journal

Cluster II: Basic Academic Success Skills

Assignment assessment
Approximate analogies
Background knowledge Probe
Chain notes
Concept maps
Content, form and function outlines
Defining features matrix
Directed paraphrasing
Exam evaluations
Focused listing
Memory matrix
Minute paper
Muddiest point
One-sentence summary
Problem recognition task
Project or paper prospectus
Word journal

Cluster III: Discipline-Specific Knowledge and Skills

Application cards
Background knowledge Probe
Categorization grid
Concept maps
Focused listing
Memory matrix
Minute paper
Misconception/preconception check
Muddiest point
Problem recognition task
Student generated test questions
Teacher defined feedback

Cluster IV: Liberal Arts and Academic Values

Approximate analogies
Chain notes
Double entry journals
Everyday ethical dilemmas
Misconception/preconception check
Profiles of admirable individuals
What's the principle?

Cluster V: Work and Career Preparation

Directed paraphrasing
Goal ranking/matching
Group work evaluation
Interest/knowledge/skills checklist
One-sentence summary

Cluster VI: Personal Development

Assignment assessment
Classroom opinion polls
Chain notes
Double entry journals
Everyday ethical dilemmas
Exam evaluations
Goal ranking/matching
Group work evaluation
Interest/knowledge/skills checklist
Profiles of admirable individuals
Self-assessment of ways of learning
Teacher defined feedback