

NATIONAL INSTITUTE OF CORRECTIONS
LESSON PLAN

COURSE TITLE: Advanced Training for Trainers:
Instructional Theory Into Practice

LESSON TITLE: Bloom's Taxonomy & Performance Objectives

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NIC Academy
Consultant

TIME FRAME

Hours : Activity I, II and III can be accomplished in 2 to 2 1/2 hours with EXPERIENCED TRAINERS. Successful completion of Activity I, II and III will meet the Performance Objectives for this module.

Activity IV will take an additional 1 to 1 1/2 hours. It is designed to provide additional practice of the skills taught in the module.

PARAMETERS

Audience: Experienced Trainers

Number: 30 - 35 participants

Space: Large seminar room, and 2-3 break-out rooms

PERFORMANCE OBJECTIVES

1. Participants will be able to write performance objective; incorporating the four elements of an effective performance objective.
- 2 Participants will be able to utilize Bloom's Taxonomy of Cognitive Behaviors to raise performance objectives to higher levels of learning and to levels of required job performance.
3. Participants will be able to write performance objectives for their Action Training Plan incorporating the four elements of effective objectives at the Application or above level of Bloom's Taxonomy.

EVALUATION TECHNIQUE

1. Participants will be involved in three exercises to accomplish the first and second objective. Their group work will be reviewed by consultants monitoring them as they work.
2. Participants will write objective statements for their presentations on Friday and for the training plans they develop doing the seminar. Those statements will be reviewed by the consulting team in the workshop sessions on Wed. p.m. and Thursday. This will achieve objective number three.

INSTRUCTOR MATERIALS

Overheads

Videotapes:

Slides

Posters

Reference Documents:

ITIP Manual

EQUIPMENT/SUPPLIES NEEDED

Flipchart & stands

Videotape player

Flipchart Markers

Videocamera

Masking tape

Televisions

Slide projector
(Carousel)

Videoshow

Overhead projector

Computers

Projector screen

METHODS/TECHNIQUES

Small group activities\whole group
debriefing individual practice with writing
objectives\coaching from consultants.

REFERENCES

The following books and other materials are used as a basis for this lesson plan. The instructor should be familiar with the material in these reference documents to effectively teach this module.

Title	Author
1 "Designing Training for the National Institute of Corrections Academy: Instructional Theory Into Practice"	1. Deborah Welch & Kathy Berman
2 "Bloom's Taxonomy of Cognitive Behaviors"	2. Benjamin Bloom

GENERAL COMMENTS

In preparing to teach this material, the instructor should take into consideration the following contents or suggestions.

it is important that the usual negative reactions to writing performance objectives be dealt with and the point made that they have the potential to be powerful tools in training design and evaluation.

This lesson and the activities in it are specifically geared to experienced trainers who have written objectives before, are reviewing "basics" from a different perspective, and who do not need the amount of practice and coaching that new trainers need in order to effectively write and utilize performance objectives.

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I. SET

Yesterday, after lunch, you practiced outlining an ITIP Model Lesson Plan based on a given performance objective. What was the purpose of the activity? (To become familiar with the model, practice developing strategies to teach to all the learning styles). That's right.

Today we will shift the focus. Yesterday you were given a performance objective . . . today you will practice dissecting and then developing performance objectives.

Let's take a minute to review:

From what are performance objectives drawn?
(Your goal or your Outcome statement)

What purpose(s) do (can) they serve in training? (Helps you make sure you achieved your goal, gives you a way to measure)

What is the usual reaction trainers have to writing performance objectives? (groan, too much trouble, let's skip it)

Why is this the case? (They are pretty hard to write correctly, would rather do the fun, creative stuff)

What can be done by the people in this group to improve this situation with trainers we impact? (model, spread the word, implement our action plan)

What active knowledge do we need to have in our ongoing training repertoire to make these improvements? (We need to be able to write performance objectives and understand their importance)

TRANSITION: That's just what we plan to do during this session. At the end of this module in the seminar, you will be able to:

1. Identify the four elements of effective performance objectives.

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2. Utilize Bloom's Taxonomy of Cognitive Behaviors to raise performance objectives to higher levels of learning and to levels of required job performance.

3. Write performance objectives incorporating the four elements of effective objectives, at the Application or above (levels of Bloom's Taxonomy).

To accomplish these [objectives, we are going to spend time identifying the parts of performance objectives, developing effective performance objective statements, raising objectives to higher levels of learning and, finally, revising the performance objectives for the training programs you are "retrofitting" this week.

II. Input

Remember that during this segment, as in all the training this week, you need to perform a dual function. Since this is a training for trainers program, in addition to being "learners", you need to keep a "trainer's eye" and be conscious of the activities used to teach/practice the knowledge and skills related to writing and use of performance objectives.

Activity I IDENTIFYING COMPONENTS OF PERFORMANCE OBJECTIVES

For our first activity, we are going to review and examine the parts of Performance objectives. We will see how "on target" we are with this essential element of our training skills.

Can anyone here tell me what the parts of a performance objective are?

A lot of people use three parts; Condition, action and standard. The ITIP model has these three plus another "content". They also use a little different terminology.

You have heard of the sport of archery

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the main components of archery include the target (with a bull's eye), the bow and the arrow. Your goal of course is to shoot the arrow into the bulls eye.

It's like that with performance objectives, your goal is to score a "bull's eye" with the learner every time by having them learn what you have stated in your performance objective.

Turn in your notebooks and you can follow along as we review these parts.

1. The CONTENT (What you are teaching) is like a TARGET in archery, it is the general area you are teaching, or in the case of archery, the general area you plan to shoot the arrow towards.

2 The second component is OBSERVABLE BEHAVIOR, sometimes called the ACTION. Observable behavior is something you can see take place, you can measure it. It's like that in archery... when you shoot your ARROW, you can see it hit the target and measure how close it is to the bull's eye.

3 Your CONDITION is how you get to your specific outcome, whether it is by completing an activity, a training session, using a role play or scenario. In archery, your bow is like the CONDITION. It is one way you can use to shoot your arrow at the target. You could also throw it or use a slingshot.

4 The fourth component is CRITERION FOR SUCCESS or STANDARD. (What will happen as a result of the training.)

Remember what we have talked about regarding learning styles? If the methods you choose to shoot your a rrow does not hit the bull's eye with all your trainees, they may not learn the content and will probably not change their behavior.

When your training is on target you will achieve your desired outcome which is ultimately that learning will occur in the classroom and then be used back on the job.

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In addition to having four parts, performance objectives should also be:

Clear
Concise
Measurable
Realistic

We are going to move into some new small groups for our next activity.

For this activity, I would like you to read these examples of performance objectives and determine if they meet all the criteria we have talked about. If not, note the problems.

Can someone paraphrase or summarize the task? Right, read each performance objective and note the problems: if any. Let's try one together. Look at the first Performance Objective for this Activity.

CONTENT: What is the "stuff" participants are to learn? (nouns)

OBSERVABLE BEHAVIOR: What is the participant to do as a result of the learning that can be observed? (verb)

CONDITIONS: What words indicate any rules which must be followed, model to serve as definition or parameters, articles or discussions to provide the context for decisions or actions? (descriptive phrases)

CRITERION FOR SUCCESS: How well must the participant perform in order to demonstrate acceptable/successful learning? (adverbs) (Remember, if this is not specified, 100% is implied.)

Is it Clear?

Concise?

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Measurable?

Great, now let's take about ten minutes in your small groups to complete the rest of this activity.

DEBRIEFING: I would like for each of you to write down what time you got up this morning, got up, out of your bed, not woke up. Now whoever got up the latest in each small group will be the spokesperson for your group.

What we will do is have each group report out one performance objective, starting with our first group and first performance objective, then group two will report the components for performance objective number 2 and so on.

Allow each group five minutes to share their statements with the large group.

Do not get into critique of each group's statements at this point. After all of the groups have completed their reports out, ask the following questions to elicit their perceptions of "essential" components of effective objectives".

TRANSITION: In your last activity, you were asked to identify the parts of sentences or statements which are used to form performance objectives. The point of the exercise was to

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direct your attention to the necessary components of performance objectives. The development of such statements is key to ensuring that critical points of any learning task are the focal points of training. There are other important considerations in the development of performance objectives. Let's take a look.

ACTIVITY: (OPTIONAL)

I will move to you into pairs and we will now practice writing some performance objectives on some different topics.

ACTIVITY II USING BLOOM'S TO RAISE PERFORMANCE OBJECTIVES TO APPLICATION LEVEL AND ABOVE

Which of the following performance objectives would you think that agency supervisors or managers would rather have as a focus for training? Why?

EXAMPLES :

"Participants will be able to list the key elements in offender risk classification."

OR

Participants will recommend parole supervision strategies necessary for three different client risk profiles."

Participants will be able to describe the component parts of a jurisdictional system for treatment of substance abusing offenders."

OR

"Participants will identify the substance abuse treatment "system" components present in their jurisdiction and those which will need to be developed in

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order to provide effective client treatment programming."

(You could also choose to use a Train the Trainer") An example: As a supervisor of Trainers would you rather have them return from this program and discover that they could:

"List the elements of ITIP."

OR

"Based on the ITIP model, identify areas of change for their own training."

"Describe ten adult learning principles and list seven instructional strategies."

OR

"Given a specific topic prepare and present a learning session incorporating at least three adult learning principles, addressing all four learning styles and demonstrating appropriate methods of facilitation, debriefing, and trainer intervention."

In each pair of performance objectives, the second statement requires the participant to function at a much higher cognitive level than in the first statement. The learning occurs at that higher level.

It is also true that the second statement in each pair more closely approximates what the participant will have to do as a part of his or her job performance, and therefore, the transfer of learning to situations outside the classroom is more likely to occur.

Which represents the most complete, or effective, performance objective? (Another way of asking this question: Which statements would most clearly give direction

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to both trainer and participant as to what is to be learned, how the learning will happen, and what the learner will be able to do with it?)

That's what Bloom's Taxonomy is all about. The idea is try to write performance objectives that are at the "APPLICATION" or above level. To learn some more about this I would like you to spend the next 10 minutes reading pages____ in your notebook. Then in pairs, discuss the questions which follow.

"How does writing performance objectives at the application and above level impact:

The Trainer, Trainee, Offender, Organization?

TRANSITION: in your last activity you identified the four parts of performance objectives. We've read what Bloom's is all about, now let's Practice picking out the different levels of Bloom's. Let's go back to our the sheet of performance objectives, the one where we identified the four distinct components, and identify the level of Bloom's for the ones we identified as "COMPLETE".
1,3,6) .

DEBRIEFING: Let's hear from the Bull's Eye group first. At what level did your group feel that the first performance objective was written?

Check with the other groups to see if answers differ. Discuss and resolve any differences . Proceed, getting one response from each group.

ACTIVITY:

So now we have practiced identifying the components and the levels. Next, we are going to actually write our own performance objectives using the guidelines we reviewed today.

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CHECK FOR UNDERSTANDING:

What about those guidelines.....

What were the four parts we need to write a performance objective?

At what level of Bloom's should our performance objectives be written?

(Application and above)

Activity III

WRITING PERFORMANCE OBJECTIVES

In this activity, you will be given a topic and you will practice writing performance objectives at each level of Bloom's.

Here is an example of what we will practice.

The topic is FIRE EXTINGUISHER and you can read the six performance objectives, one for each level of Bloom's Taxonomy.

Your given topic is INSTRUCTIONAL STRATEGIES. Write a performance objective at synthesis and evaluation which contain all the elements of effective objectives, but which also cause learning to be raised to higher cognitive levels and to be directed to levels of required job performance. The tool which you will use to assist you to complete this task is Bloom's Taxonomy of Cognitive Behaviors.

If time is running out then have each group write a performance objective for one or two levels if you are really pressed for time, have them skip writing - the KNOWLEDGE and COMPREHENSION level.

Provide flipchart paper and markers for each group to use to write their objectives. Each group's product should be posted at the end of the twenty minutes

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for the task.

Activity

WRITING YOUR LESSON PLAN PERFORMANCE OBJECTIVES

The time remaining in this module is intended to be individual practice time, to be used to begin to revise (as needed) your performance objectives in the lesson plan you are "Retrofitting" developing as your project in this seminar.

Members of the consultant team will be available to assist you should you have any questions or need for suggestions.

III. GUIDED PRACTICE

Instructional input and guided practice are interspersed throughout this lesson plan instead of being separated into discrete sections. The activities are described, in detail, in the preceding section.

CHECKS FOR UNDERSTANDING:

In each activity, the trainer or consultant team should move about the room and monitor the progress of each group or individual as they work. If you perceive that they are struggling, then stop the activity and provide content information or clarify procedures as necessary to redirect. Make sure to remember where they experience any difficulty and go over that material again in the closure section of the lesson.

ACTIVITY II

This activity focuses on helping participants understand the need to move beyond the knowledge and comprehension level of Bloom's

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taxonomy. It is critical that they understand that training, in order to be effective, cannot end in the classroom. The behaviors must be transferred to on the job practices.

Activity III

As you move about the room and observe the work of the groups, please look for indicators that they understand what they are to do and that they have organized themselves in some way to complete the assigned task.

There are two things they are to do in each performance objective they write: 1) use the essential components, 2) raise the objectives to the "application" level, or higher, of Bloom's Taxonomy . The second is the part with which they will be least familiar or accustomed to remembering to do. Effective coaching questions may be: "In this objective, will participants.....

- use it in a similar, or new, situation? (application)
- break it down to component parts, deal with relationships of the component parts, etc.? (analysis)
- use information in new combinations, take pieces of information from different places and combine them in a new model, etc.? (synthesis)
- use sets of criteria to critique, select, reject, approve, etc.? (evaluation)

Activity IV

Your first task will be to clarify what kind of project the individual participant seeking your help will be developing. Then you will need to know the broad, general outcomes desired from the training so that those can be broken down to discrete performance objectives. Then the aim will be to ascertain if the essential elements of performance objectives are present and if they are written to sufficiently high levels of learning.

Again, given the experiential background and expertise of these trainers, the primary coaching strategy is questioning.

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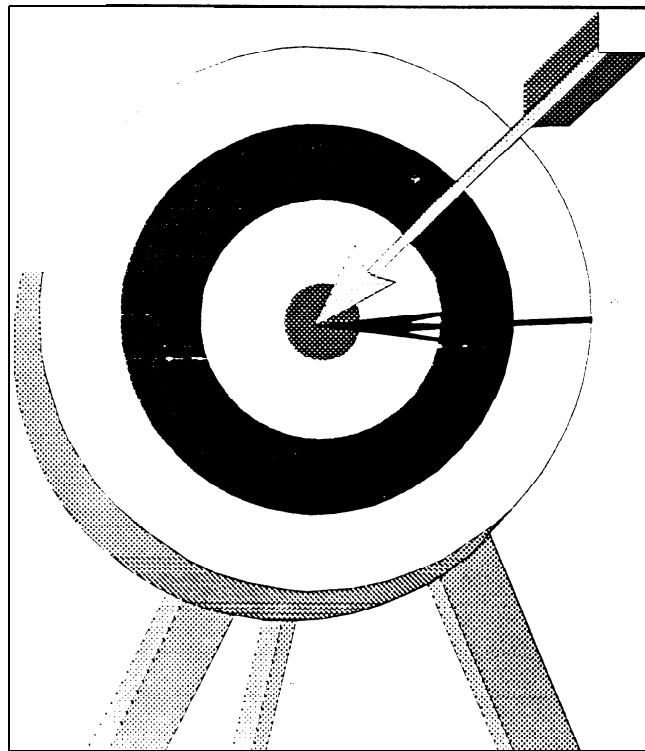
IV. EVALUATION/CLOSURE

The evaluation of this component will take place during the one on one coaching sessions with participants while they complete Activity IV, writing performance objectives for their Action Plans.

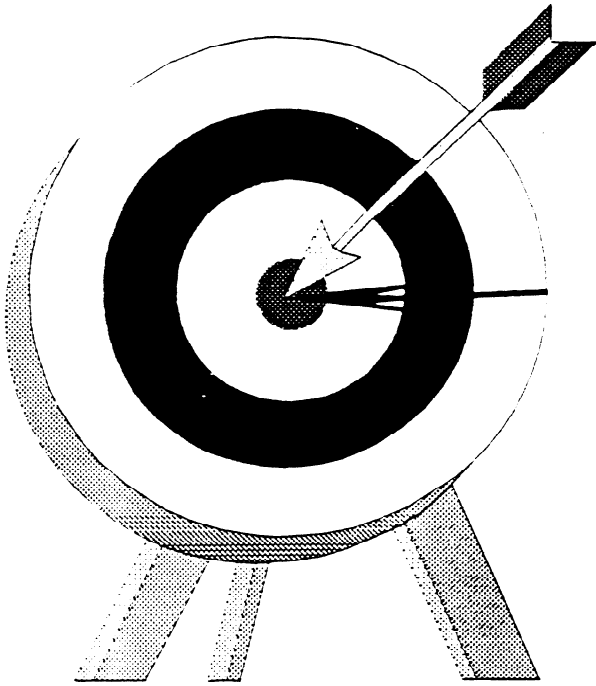
PERFORMANCE OBJECTIVES

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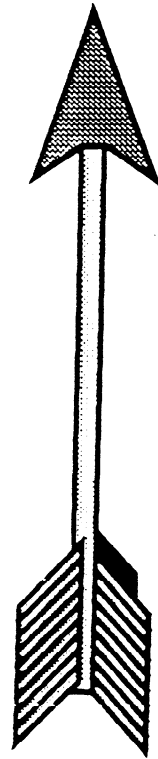
BLOOM'S TAXONOMY



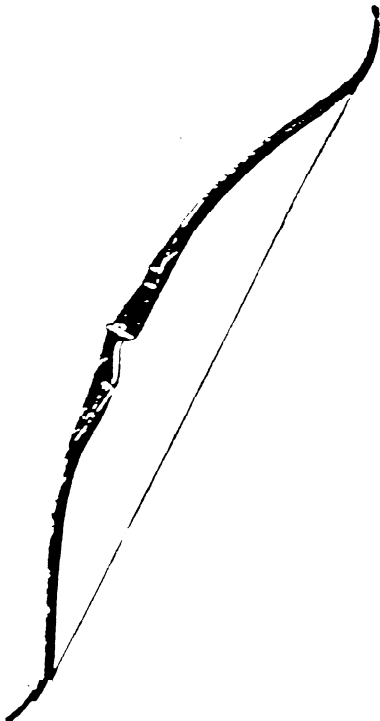
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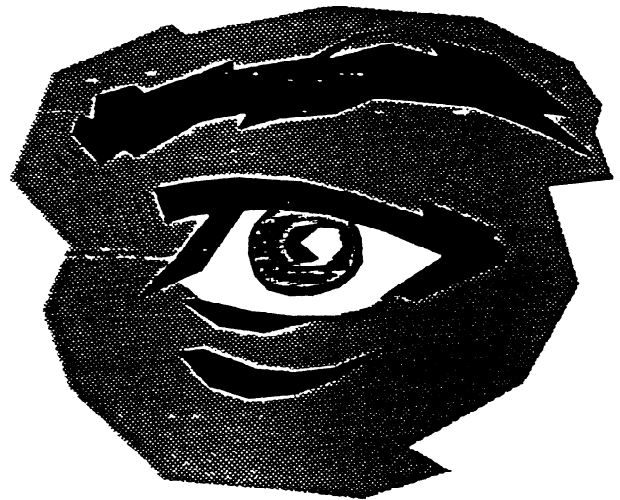
CONTENT



BEHAVIOR



CONDITIONS



CRITERION FOR SUCCESS

PERFORMANCE OBJECTIVES

(THE FOUR PARTS)

Effective performance objectives contain four parts, they are:

CONTENT: The subject matter or the learning to be taught.

Examples: Performance objectives
Essential Elements of ITIP Lesson Plan format
Instructional strategies
Principles of Adult Learning
Coaching

OBSERVABLE BEHAVIOR: An action verb that describes what you want your participants to be able to do as a result of the training.

Examples:	Build	Dissect
	Demonstrate	Draw
	Describe	Identify
	Develop	Implement
	Draw	Write

CONDITIONS: Describes the environment under which the work is to be performed; the equipment used; the information needed to carry out the task. (MAY BE IMPLICIT)

Examples: After completing this activity
Using a computer
After completing this seminar
After completing this training session
Using the information in the workbook
In the classroom
On the firing range
Given a hypothetical situation

CRITERION FOR SUCCESS: A standard which describes how many, how quickly, how well. (MAY BE IMPLICIT)

Examples: Achieving a score of 75%
According to policy
Accurately
With no errors
Within one hour

PERFORMANCE OBJECTIVES

In addition to containing these four parts, performance objectives should also be:

*** CLEAR**

*** CONCISE**

*** MEASURABLE**

*** REALISTIC**

PERFORMANCE OBJECTIVES

Instructions: Read the following performance objectives. After reading each one, determine whether or not it contains all four parts and whether or not **it** follows the guidelines we have just gone over. If you find something wrong with a performance objective, note what that “something” is.

1. Given all of the ingredients listed, and a Jenn-Aire stove, follow the recipe on page 10 in the Joy of Cooking to make an edible Cherry Flambe.
2. Describe the behavioral characteristics of mentally retarded adults.
3. Using a Macintosh Personal Computer create and print a one page document without any spelling errors.
4. Read information on safety and security and understand the rules as they apply to emergency situations.
5. Know the proper procedures for evacuating the building after a bomb threat.
6. Write a performance objective following the guidelines presented in class.
7. Believe in the concept of teamwork.

BLOOM'S TAXONOMY OF COGNITIVE BEHAVIORS

Performance objectives are critical to the effectiveness of a training program. If correctly and appropriately written, performance objectives will specify training content, activities required, and a means of measuring how much learning has occurred. The potential of Performance Objectives to drive training in a desired direction can be enhanced by the use of BENJAMIN BLOOM'S TAXONOMY OF COGNITIVE BEHAVIORS.

Bloom's Taxonomy is a continuum of increasingly complex learning processes. The lowest level on the continuum is called KNOWLEDGE which is defined as "remembering information". The next level is COMPREHENSION, defined as "understanding information". The next is APPLICATION, which is "applying the information to other situations", then SYNTHESIS or "putting together elements to form a whole"; and finally, EVALUATION or "making decisions about validity of information based on criteria".

If the observable behavior component of a performance objective is directed to a higher level of learning, the participant learning can be extended, and the enhance the impact of the training to on the job performance. For example: Your employee returns from the class room and he or she can now, as a result of their training LIST five methods to be a more active listener. (KNOWLEDGE LEVEL, OF BLOOM'S). Wouldn't you prefer them to return and be able to: Correctly UTILIZE, five methods for more active listening and decide when active listening is important and appropriate? (EVALUATION LEVEL OF BLOOM'S)

Each level of the Bloom's Taxonomy includes the preceding level. In other words, a Performance Objective written at the APPLICATION level would include the two lower levels of COMPREHENSION and KNOWLEDGE.

How does writing performance objectives at the Application level or above benefit the:

- * Trainee?

- * Trainer?

- * Offender?

- * Organization?

PERFORMANCE OBJECTIVES (LEVELS OF BLOOMS)

TOPIC: FIRE EXTINGUISHER

After the training session, participants will be able to:

EVALUATION:

Given a plan for placement of fire extinguisher in a jail, evaluate the appropriateness of the plan for adherence to local fire inspection standard and recommend any needed changes.

SYNTHESIS:

Given a jail building layout develop a plan for placement of the appropriate type of fire extinguisher throughout the building to meet local fire inspection standards.

ANALYSIS:

Given three types of fire extinguisher, compare and contrast their usefulness on electrical fires

APPLICATION:

Given a hypothetical fire situation, select the type of extinguisher to use which will safely extinguish the fire.

COMPREHENSION:

Given 3 types of fire extinguisher, explain the use of each type according to manufacturer specifications.

KNOWLEDGE:

Given a written exam, name 3 types of fire extinguisher.

BLOOM'S TAXONOMY

INSTRUCTIONS: Write a performance objective for the SYNTHESIS and ANALYSIS level of BLOOMS on the topic of "instructional Strategies".

EVALUATION

Example:

Given a lesson plan, evaluate the appropriateness of it's instructional strategies in the context of the ITIP model and design any needed changes.

SYNTHESIS

ANALYSIS

APPLICATION

Example:

Given a training topic, select the type of instructional strategies you might use to teach the topic.