

How to Implement the Objective, Diagnostic, Prescriptive Program.

This article is designed for school systems wanting to implement an Objective Diagnostic Prescriptive Program.

Recommendations for implementing The Objective, Diagnostic, Prescriptive Program. Large city school systems planning on using the Strong's Model or The Objective, Diagnostic, Prescriptive Program select at least one school in a disadvantaged area and one in the suburban area. If the district is in a small town or rural area then one school is sufficient. These would be pilot schools to test the effectiveness of the program and train teachers to expand the Program to other schools. It is extremely important that the teachers used in the Program are trained or retrained in the diagnostic-prescriptive techniques of teaching. The Teacher Program found that to develop or retrain teachers to be competent in diagnosing and using the Strong's Model takes about a year and half. A summer session was used to teach the participants the diagnostic and computer skills and how to use them. They were also shown the many instructional programs and materials available and how to use them. Once they have achieved the required competency levels of skills and knowledge then they had to work in a school with a normal class load. This was necessary to enable them to learn how to use their expertise and convince them that it could be done in traditional school. This must be done under the supervision of the training team. Also they must learn how to work on a team and how to delegate and supervise ancillary personnel. (Go to strongoneducation.net and click on "The Teacher Development Program"), for a program that was used to retrain teachers. It is important that the school do a pre and posttest using a standardized achievement test to compare the achievement of the students in the schools using the Strong's Model with the students in schools using the traditional program. These test results will enable the administration to compare the two approaches and to compare how the classes and the school's program compare to the national norms. This analysis may be used to indicate how effective the program is for various categories of students and provide a bench mark of achievement for various groups of students in the school. Examples: students from low socioeconomic areas, different IQ groups, different sexes, and different races. The results will probably be more accurate the second year of the program than the first year. The evaluation of a teacher should be based on the achievement of the essential objectives by each student. If the school has other criteria, such as following policy, this must be clearly indicated that these are the factors on which the teacher's evaluation is based. Caution is necessary when interpreting the teachers and school's performance in the content area with the national norms as they may be measuring different things. A teacher's performance must be based on the essential object