

The Objective, Diagnostic, Prescriptive Program

The research and experiences with the Teacher Development Program have made it clear that a successful program will depend on having clear objectives and competent personnel who have the resources and freedom to act and be accountable for the results. Most of the education institutions lack one or more of the elements and as result they are ineffective. One only has to look at the achievement results of the students to realize how bad things are. The following examples will illustrate the problem. The National Assessment study showed that 64 percent of the American four grade public students were reading at grade level. A report on higher education indicated that 70 percent of the high school graduates didn't meet the minimum qualifications for college work. In the last fifty years our public education has gone from number one in the world to number twenty seven. The worst part of this situation is that there is no excuse for it as we know what and how to do it but we don't.

Strong and his team demonstrated a procedure that was practical and ensured that every kid, mentally capable, could and would learn how to read and the other basic skills. Using the research and experiences of the Teacher Development Program the, "Objective, Diagnostic, Prescriptive Program" was developed to meet the education and societal needs of today.

The Objective, Diagnostic, Prescriptive Program is based on certain assumption as well as the research and experiences. These assumptions are as follows.

A. Everyone wants to learn and be successful.

B. Success is the best motivator to learning.

C. Constant failure is a great impediment to learning.

D. The human mind is the world's best problem solver.

E. Most problems can be solved by competent people who have the resources and freedom to act.

F. All people can learn only their ability and the difficulty of the material and type of program will determine their achievement.

Instructors to be effective in this type of a program will need these skills and content knowledge. They must: Know and be competent in administering and interpreting diagnostic test procedures relevant to their job or profession. Each test should be taught by a person who is certified to administer and interpret the test. The instructor must certify that the participant has demonstrated the ability to administer and interpret the test results at a required level. Have the breadth and depth of knowledge of content, skills, materials and instructional programs necessary to formulate the type of program a student needs.

Participants must develop human interaction and communication skills necessary to work effectively with students and adults of all ethnic, social and racial backgrounds. Teachers understand and know how to individualized

instruction and be able to do so with large numbers of students regardless of their ethnic, racial or socio- economic status.

To develop resource persons for schools and districts or other institutions to use in their in-service education and teacher learning center. Instructor wanting

Master's degree should have an opportunity to earn one. More information on this is in the Chapter "The Teacher Education Program".

Specific Objectives the Program was designed to accomplish.

1. The program was designed to improve the teacher's:
 - A. Knowledge of content areas
 - B. Skills in these content areas
 - C. Teaching proficiency in these areas
 - D. Ability to use the diagnostic and prescriptive method of teaching
 - E. Knowledge and understanding of self-concept and its effect upon the learner or individual
 - F. Know about the cultures and backgrounds from which their students are from.
 - G. Knowledge of materials available to use with other cultural groups and where to find such material
 - H. Ability to analyze and use teaching techniques (example – interaction analysis and micro teaching)
 - I. Ability to work with adults of different races and socio-economic backgrounds
 - J. Ability to work in team situations
 - K. Ability to organize and direct in-service programs for other teachers
 - L. Use of new educational program techniques and media

M. Ability to serve as an instructional leader

N. Knowledge of and use of research and experimentation in their programs

O. Skill in the use of diagnostic instruments for individual and group analysis

P. Ability to utilize students, parents, and community people in assisting her in individualizing and instructing the learning programs

2. They must be able to work with other departments, schools and other universities, local and nonlocal educational institutions to coordinate efforts and resources toward improving teacher education.

3. To continue to develop competency based teacher education programs and materials for use at the public school and the university level.

4. To provide experiences which allowed the teacher to re-conceptualize his/her attitude toward his/her role in education? Teachers were encouraged to see themselves as facilitators of learning and that each learner is an individual with his own needs and rate of development and growth.

5. To improve learning opportunities for all children, especially the disadvantaged, by individualizing instructions.

6. To enable teachers to work effectively with different academic ability and from various racial, cultural and socio-economic groups in:

A. Understanding their cultural and social background

B. Knowing how to work with these groups

C. Accepting differences

How to Develop an Objective Diagnostic Prescriptive Program and instructional personnel.

Program Development and Personnel: The organization must begin with what are its goals. Next it must decide what must be done. Then list the specific measurable objectives necessary to achieve these goals. Once this has been done it must state the criterion the learner must meet to indicate they have achieved the minimum required performance standards regardless of the time it takes.

Personnel: The instructional team composition will depend on the goals of the organization. Unless there is a legal requirements personnel should be those persons who have the skills and knowledge the program needs. Schools will need the basic core team composed of a director, an administrative assistant, a reading specialist, a psychologist and a child development specialist. The core team will be supplemented with temporary specialists as they are needed. You will need a director, who is a good communicator, has good administrative and negotiating skills. The administrative assistant must have good clerical skills and be able to do research. The reading specialists must be able to work with people of all types and ages. You will need a psychologist who understands and is able to modify human behavior, be able to administer different types of tests and to interpret tests and research. It would help if he knows how to assist the teachers on being more innovative and creative. The child development specialist has to know the development stages of humans, what things are appropriate at various development stages and what would be the best approaches for working with an individual.

Ancillary personnel will be composed of those that are paid and those who

volunteer . The number and type of personnel needs will depend on the situation and program objectives. It is important to have in your budget the funds to bring in the specialists needed. These persons will be employed only as long as it takes to complete their task. A couple of examples are: a test expert to teach test that the psychologist doesn't know, a math expert develop a continuum of mathematical skills so teachers could determine what skills the learner knows and be able to adjust the program to the learner's functioning ability. The free service personnel will include representatives from companies that have programs they want to show and to sell, organizations such as the Red Cross, community people from businesses, politicians, students and others that have special talents that want to help. It is surprising how much help is available in a community.

Training procedure: The number of participant may vary but we found that 30 is a good number. A group of 30 is a good instructional size and is economically feasible. Since the primary thrust of this program is to train teachers some of the procedures would be unnecessary for other groups. Planners should begin the program during the summer when most teachers are free and college students have graduated. The training sessions will be eight hours a day five days a week and last for twelve weeks. The sponsoring agency of a participant must pay the participants a stipend to attend the program.

The second phase of the program will be hands on intern type where the teacher will have a class of students in a school or with some educational agency. This phase is extremely important as it is critical to change the teacher's attitude about teaching convince the teacher that she can do it and be successful. It is during this period the teacher learns how to how use the skills mastered and the

education programs and resources they have learned. During the intern period they will meet once a week with the core team to discuss any problems and share things they have learned. The core team will be available any time to assist teachers with any problem they may have. Each teacher must keep an activity log on each student. The log will indicate the student's functioning and achievement level for the skill to be learned. The teacher will state when the objective the student is learning starts, the strategy, material being used, the evaluation of the student's achievement. If the student is successful then a new objective is selected and the process is repeated. If the student fails to achieve the required performance standard the teacher will examine the objective and decide if it is appropriate or a different one is needed. If it is the same objective a new strategy will be used and the process repeated. This ensures that every student that is capable will progress as far as he is capable. The Training Team must follow the Objective, Diagnostic, Prescriptive procedure when training participants as they must demonstrate the professional competence they will need.

Probably the most difficult part of the development is attitude change as most participants have already formed their concept about teaching and will have doubts about this new way. The Team will have to prove to them that it works and that they can do it. That is why it is important for the participants to have to work in a traditional institution with a normal population where they are free to use the Objective, Diagnostic, and Prescriptive Program. This will enable them to further develop their skills and know they can do it. In addition they will be able to compare the students' achievement with others. You may find additional information on the training procedures in the Chapter on The Teacher

Development. Sample of a Student Log STUDENT LOG

Student _____ Grade _____ Subject _____ Teacher _____ Date B. _____
 Objective _____ Strategy _____ Materials _____ Test _____ Recom. _____ The teacher will record:
 date the objective was assigned to student, what is the objective, what is the strategy or program to be

employed, what materials will be used and at completion of exercise or program the student will be tested to determine their mastery of the objective. Then what is the recommended course of action. Log can be recorded and kept on a computer, but a hard copy should also be maintained.