Teaching Goals Inventory, Self-Scorable Version

The Teaching Goals Inventory below is reprinted from *Classroom Assessment Techniques,* by Angelo and Cross. We suggest that you, the reader, take this inventory (with a specific course in mind, as the authors suggest) in part for your own information, and also because it can help you locate your own teaching styles and priorities in the context of this book.

Similar inventories can be found at a variety of web-sites; some colleges seem to have goals inventories such as this for students as part of their guidance policies. In Angelo and Cross, compiled results from this inventory from community and four-year colleges are offered as well; these can be useful for study and comparison. This inventory can also be effective in committee meetings (as, for example, when faculty are restructuring a course or curriculum), or to initiate a workshop session. It can also be used at the beginning and end of a general education course, as a method for observing changes in the values and goals of students. Even better than taking the inventory, perhaps, would be to design a comparable inventory of your own.

Purpose: The Teaching Goals Inventory (TGI) is a self-assessment of instructional goals. Its purpose is threefold: (1) to help college teachers become more aware of what they want to accomplish in individual courses; (2) to help faculty locate Classroom Assessment Techniques they can adapt and use to assess how well they are achieving their teaching and learning goals; and (3) to provide a starting point for discussion of teaching and learning goals among colleagues.

Directions: Please select ONE course you are currently teaching. Respond to each item on the inventory in relation to that particular course. (Your response 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, choose 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.

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
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 appreciation   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 one's own values   5 4 3 2 1

48. Cultivate emotional health and well-being   5 4 3 2 1

49. Cultivate an active commitment to honesty   5 4 3 2 1

50. Develop capacity to think for one's self   5 4 3 2 1

51. Develop capacity to make wise decisions   5 4 3 2 1

52. In general, how do you see your primary role as a teacher?
(Although more than one statement may apply, please choose 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

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

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

Cluster Number And Name	Goals Included In Cluster	Total Number Of "Essential" Goals in Each Cluster	Clusters Ranked –From 1st to 6th – By Number of "Essential" Goals
I. Higher-Order Thinking Skills	1-8	_____	_____
II. Basic Academic Success Skills	9-17	_____	_____
III. Discipline-Specific Knowledge and Skills	18-25	_____	_____
IV. Liberal Arts and Academic Values	26-35	_____	_____
V. Work and Career Preparation	36-43	_____	_____
VI. Personal Preparation	44-52	_____	_____

Compute your cluster scores (average item ratings by cluster) using the following work-sheet.

	A	B	C	D	E
	Cluster Number And Name	Goals Included In Cluster	Sum of Ratings Given to Goals in That Cluster	Divide C by This Number	Your Cluster Scores
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 Preparation	44-52	_____	9	_____