

TEACHING GOALS INVENTORY

Self-Scorable Version

PURPOSE

The *Teaching Goals Inventory* (TGI) is a self-assessment of instructional goals. Its purpose is three-fold: (1) To help university teachers become more aware of what they want to accomplish in individual courses; (2) To help faculty locate formative, informal 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 discussions of teaching and learning goals among colleagues.

I. DIRECTIONS

Please select **ONE** course you are currently teaching. Respond to each item on the Inventory below 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.)

Just to remind yourself, please print the **title** of the course you are focusing on below:

Please rate the importance of each of the 52 goals listed below to the specific course you have selected. Assess each goal in terms of what you deliberately aim to have your students accomplish, rather than in terms of the goal's general worthiness or overall importance to your institution's mission. There are no "right" or "wrong" answers; only personally accurate or inaccurate ones.

For each goal, **circle only one response** on the 1 to 5 rating scale. You may find it helpful to quickly read through all 52 goals before rating their relative importance.

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

- | | |
|------------------------------|--|
| (5) ESSENTIAL -- | A goal you <i>always/nearly always</i> try to achieve;
(76% to 100% of the time) |
| (4) VERY IMPORTANT -- | A goal you <i>very often</i> try to achieve
(51% to 75% of the time) |
| (3) IMPORTANT -- | A goal you <i>sometimes</i> try to achieve;
(26% to 50% of the time) |
| (2) UNIMPORTANT -- | A goal you <i>rarely</i> try to achieve; or,
(1% to 25% of the time) |
| (1) NOT APPLICABLE -- | A goal you <i>never</i> try to achieve. |

Please note: This Inventory was developed with support from the Pew Charitable Trusts and the Ford Foundation.

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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
1
from observations 5 4 3 2
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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18. Learn terms and facts of this subject 1	5	4	3	2	
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 1	5	4	3	2	
25. Learn to appreciate important contributions to this subject	5	4	3	2	1
26. Develop an appreciation of the liberal arts and sciences 1	5	4	3	2	
27. Develop an openness to new ideas	5	4	3	2	1
28. Develop an informed concern about contemporary social issues 1	5	4	3	2	
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 1	5	4	3	2	
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 1	5	4	3	2	
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 1	5	4	3	2	
46. Develop a commitment to one's own values	5	4	3	2	1
47. Develop respect for others 1	5	4	3	2	
48. Cultivate emotional health and well-being	5	4	3	2	1
49. Cultivate physical health and well-being 1	5	4	3	2	
50. Cultivate an active commitment to honesty 1	5	4	3	2	
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

Teaching Goals Inventory Self-Scoring Worksheet

1. In all, how many of the 52 goals did you rate as "Essential"? _____
2. How many "Essential" goals did you have in each of the six clusters

listed below?

<u>Cluster Number and Name</u>	<u>Goals included in cluster</u>	<u>Total number of "Essential" goals in each cluster</u>	<u>Clusters Ranked (1st to 6th) by no of "Essential" goals</u>
I. Higher-Order Thinking Skills	1 - 8	_____	_____
II. Basic Academic Success Skills	9 - 17	_____	_____
III. Discipline-Specific Knowledge & Skills	18-25	_____	_____
IV. Liberal Arts & Academic Values	26-35	_____	_____
V. Work and Career Preparation	36-43	_____	_____
VI. Personal Development	44-52	_____	_____