

## A Simple Management System for Versatile Precision Measures

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Students walking into a typical high school classroom come from diverse environments, display variation in disposition, and exhibit uneven levels of innate talents and academic skills. Classroom success or failure depends upon how well these multifarious behavioral and learning characteristics are managed. Teacher accountability and skill, therefore, come from the management of a potpourri of individualized learning strategies, skill monitoring, and honest evaluations. How does the educator provide and monitor individualized tasks that are appropriately challenging for large numbers of students with diverse needs?

The program goal was: to demonstrate how a simplified, versatile, precision process of student goal selection (aim), charting (self-monitoring) and evaluation can be taught and used in a variety of educational environments.

The objectives covered in the program included:

1. Demonstration of a *simplified* management system of precision goal selection, self-monitoring and evaluation.
2. Demonstration as to how *individualization* of a fair standard of mastery for each student can be

accommodated in a large class for both academic and behavioral objectives.

3. Demonstration of the *versatility* of the management system by sharing anecdotes and Precision Charts of student goals in co-teaching classes, with ESL foreign students, social skills and cooperative groups, citizenship make-up, and a variety of other academic and behavioral student goals.

A demonstration was given as to how the Goal Selection Forms and Precision Charting are used for individualized student grading and for evaluation of whole class academic objectives. Once learned, the system is used in co-teaching classes; resource classes; with administrative behavioral contracts; in individual citizenship make-up; with students who work by different standards than the class (i.e., ESL foreign students or students with low academic skills); with individual social skills or with group goals in cooperative group assignments.

The success of this simple, versatile, process was demonstrated by sharing teacher anecdotes of the process along with a variety of student Goal Selection Forms and Standard Celeration Charts that were used for a variety of educational and behavioral goals at Olympus High School.

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