Institute for Leadership in Education Development
Agenda Development Worksheet

Program or Meeting Title: ______________________
Date: 
Location or Call Information: 
Audience: 
Style of Meeting: Formal or Informal

Goal has the word “Go” in it. 
Where are you trying to go?
What are you trying to achieve?
What is the purpose of the convening?

Goal of Meeting:
CHECK OUT OUR “NEEDS ASSESSMENT GUIDE”

TOPICS OR ITEMS THAT MUST BE ADDRESSED TO MEET THE GOAL:
1. 
2. 
3. 
4. 

“OBJECTIVE” INCLUDES THE WORD “OBJECT”.
OBJECTIVES ARE CONCRETE STEPS FOR HOW TO REACH YOUR GOAL. THEY SHOULD BE SPECIFIC, MEASURABLE, ACHIEVABLE, RELEVANT AND TIME-ORIENTED.

CONCRETE OBJECTIVES:
1. 
2. 
3. 

TOTAL DURATION OF MEETING:

ACCESSIBILITY CONSIDERATIONS:

PRE-MEETING TASKS:
Topic 1 Title (Duration): __________________________

Responsible Party:

Tasks: (How will you meet the objective of the topic? What activities will you use?)

Follow-up needed?

Note in advance:   Possible Challenges that may arise:

Possible Solutions:

Break (Duration):

Topic 2 Title (Duration): __________________________

Responsible Party:

Tasks: (How will you meet the objective of the topic? What activities will you use?)

Follow-up needed?
Note in advance: Possible Challenges that may arise:

Possible Solutions:

Lunch (1.25 hr.):

Topic 3 Title (Duration): ________________________________

Responsible Party:

Tasks: (How will you meet the objective of the topic? What activities will you use?)

Follow-up needed?
Note in advance:  Possible Challenges that may arise:

Possible Solutions:

Break (Duration):

Topic 4 Title (Duration): ___________________________

Responsible Party:

Tasks: (How will you meet the objective of the topic? What activities will you use?)

Follow-up needed?

Note in advance:  Possible Challenges that may arise:

Possible Solutions:

Post Meeting Follow-up needed:

Responsible Party:

Next meeting (if applicable):
Institute for Leadership in Education Development (I-LED)

LEARNING OBJECTIVES GUIDE

Key Questions:

1. Based on your needs assessment, what should learners think, feel, or do because of the class?

2. What level of cognitive functioning are you hoping to achieve?

3. What actions will demonstrate that learners are able to remember, understand, apply, analyze, evaluate, or create? Objectives should complete this phrase “Because of this class, learners will be able to…”
<table>
<thead>
<tr>
<th>Bloom’s Level</th>
<th>Key Verbs (keywords)</th>
<th>Example Learning Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating</td>
<td>design, formulate, build, invent, create, compose, generate, derive, modify, develop.</td>
<td><em>By the end of this class, the learner will be able to design an original homework problem dealing with the principle of conservation of energy.</em></td>
</tr>
<tr>
<td>Evaluating</td>
<td>choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate.</td>
<td><em>By the end of this class, the learner will be able to determine whether using conservation of energy or conservation of momentum would be more appropriate for solving a dynamics problem.</em></td>
</tr>
<tr>
<td>Analyzing</td>
<td>classify, break down, categorize, analyze, diagram, illustrate, criticize, simplify, associate.</td>
<td><em>By the end of this class, the learner will be able to differentiate between potential and kinetic energy.</em></td>
</tr>
<tr>
<td>Applying</td>
<td>calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present.</td>
<td><em>By the end of this class, the learner will be able to calculate the kinetic energy of a projectile.</em></td>
</tr>
<tr>
<td>Understanding</td>
<td>describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss.</td>
<td><em>By the end of this class, the learner will be able to describe Newton’s three laws of motion in her/his own words.</em></td>
</tr>
<tr>
<td>Remembering</td>
<td>list, recite, outline, define, name, match, quote, recall, identify, label, recognize.</td>
<td><em>By the end of this class, the learner will be able to recite Newton’s three laws of motion.</em></td>
</tr>
</tbody>
</table>
4. Are your objectives SMART?

<table>
<thead>
<tr>
<th>S</th>
<th>Specific</th>
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<tbody>
<tr>
<td>M</td>
<td>Measurable</td>
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<tr>
<td>A</td>
<td>Achievable</td>
</tr>
<tr>
<td>R</td>
<td>Relevant</td>
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<td>T</td>
<td>Time-oriented</td>
</tr>
</tbody>
</table>
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Needs Assessment Guide:
What Do Learners Need?
Focusing on the Learner

Look at the training from two views:

1. What do the learners want from the training?

2. What do other people think learners should get from the training? For example:
   - faculty,
   - advisors,
   - sponsors, and
   - other stakeholders

When and how to assess the learners’ needs:

Before the training
- Review written/formal materials like:
  - surveys,
  - evaluations of similar programs, and
  - research
- Hold focus groups or discussions with experienced professionals like:
  - representative professionals from the target audience (for example, if planning an educational session for judges, include judges in the focus group)
  - colleagues/other professionals,
  - course designers,
  - faculty
- Collect information of work performance like:

Continue on Reverse
During the training

- Figure out what learners already know, through:
  - observations, and
  - pre-course surveys
- Watch how and what the learner is doing during training and make changes as needed, for example:
  - how they respond to questions,
  - comments they are making,
  - how they are doing in problem-solving exercises

After the training

- Discuss the training with faculty and staff.
- Revise the training using comments from learners.
- Send out post-training surveys (3-6 months after the training).
- Look for changes in the learners after the training by talking to the learners themselves or to someone who has seen their work.