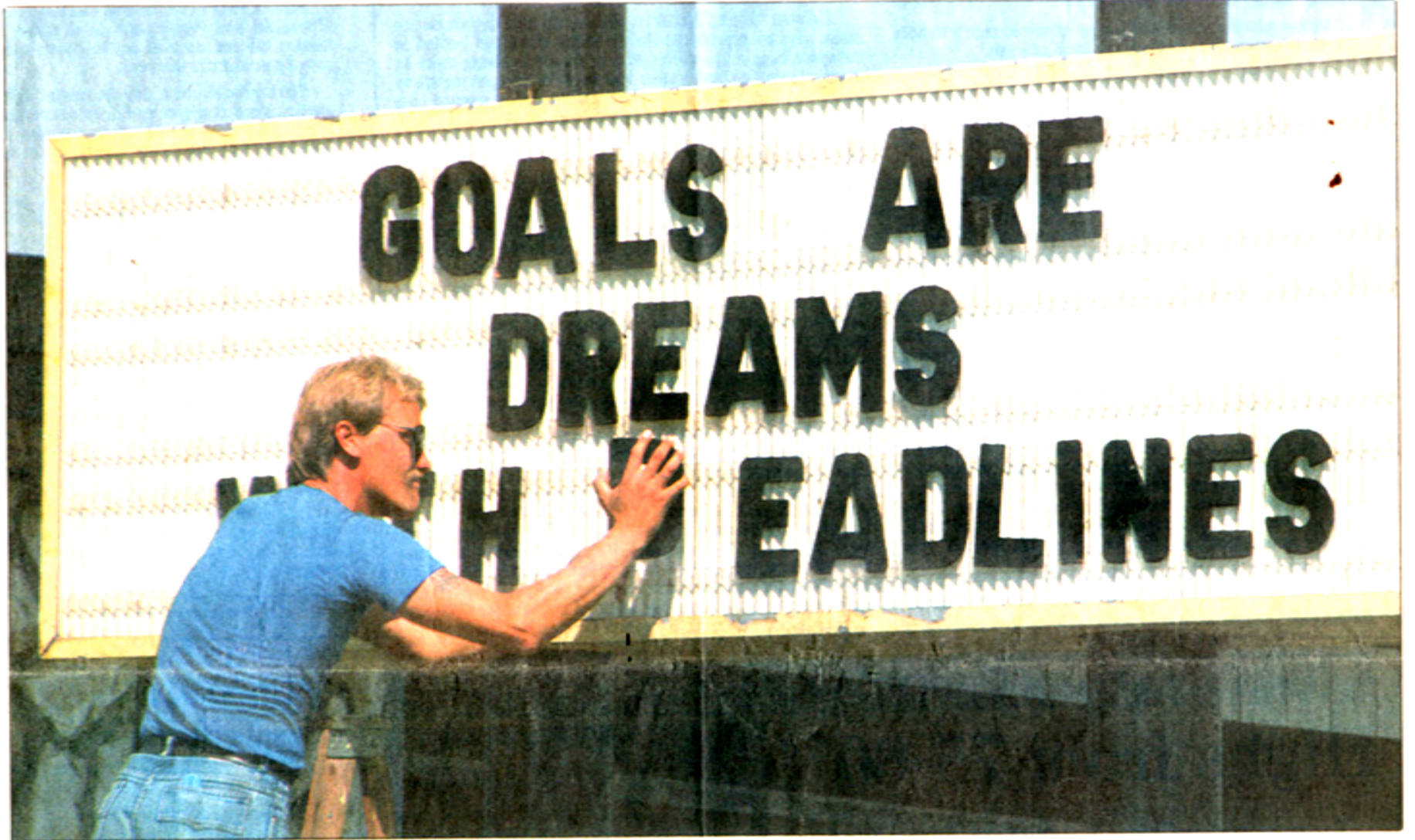


# Agenda: Class No. 12

- Assignment No. 4, GOAL ARRAY, pin-up next Tuesday
- What are goals? Let's ask the Fan of Values
- Issues and goals? "Goals are issues spelled backwards."
- Goal Array:
  - Another (secret) key thinking model like the Fan of Values
  - Model structure: spacetime & cultural dimensions
- Three examples
  - "Goals are easy," RG
  - "4J Goals"
  - "Jerry's singing goal for the Comp Class"



# WHERE TO NOW? (some thoughts about Goals)



A goal is simply a tool for navigation. It is useful as a landmark whenever you need to take your bearings, and to the degree that you allow yourself to have a vivid sense of where you want to go, you'll dramatically reduce the stress involved in making choices en route (a major roadblock to satisfaction). The more realistic you make what you imagine, the easier it will be to make what you imagine become real. But "realistic" does not mean shallow & hum-drum, in fact just the opposite: it means invested with all the appropriate little details & having an emotional impact. Your goal will be more convenient to spot if you give it some *bark & wag* instead of merely sit, so Go All Out. Don't be afraid to get specific: nothing exists that isn't made up of smaller parts (even the parts are made of parts that are made of parts—hooray for science!), and the individual elements that constitute your goal (including stuff like how you want to feel as a part of the picture) contain valuable clues to creating the whole. When you know what you're heading towards, turn your attention to how you'd like to move in that general direction from where you are at the moment. Things happen in stages, and the qualities of the process add up to the feeling of the result. Best to look for every available opportunity to make the journey itself interesting & enjoyable, enough so that you'll be happy even if you never arrive at the destination you originally had in mind, because you won't: both the goal & you will change with every step you take. Getting There isn't just half the fun, it's the whole enchilada! Even when you achieve a very specific end, it invariably transforms into part of the path towards yet another goal (& so it goes). Stay flexible, allowing for vital inspirational detours & changes of heart. Occasionally ask yourself Why you want to continue (a "should" without a "want to" is poison). Have patience, but remember that there are two kinds: one comes from trying to restrain your feelings (a mistake) & the other is the natural result of finding ways to enjoy whatever you're doing (pack this for even the briefest excursions). And when in doubt, remember what my friend Virginia likes to say: "Think of it as a great adventure."

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For example:

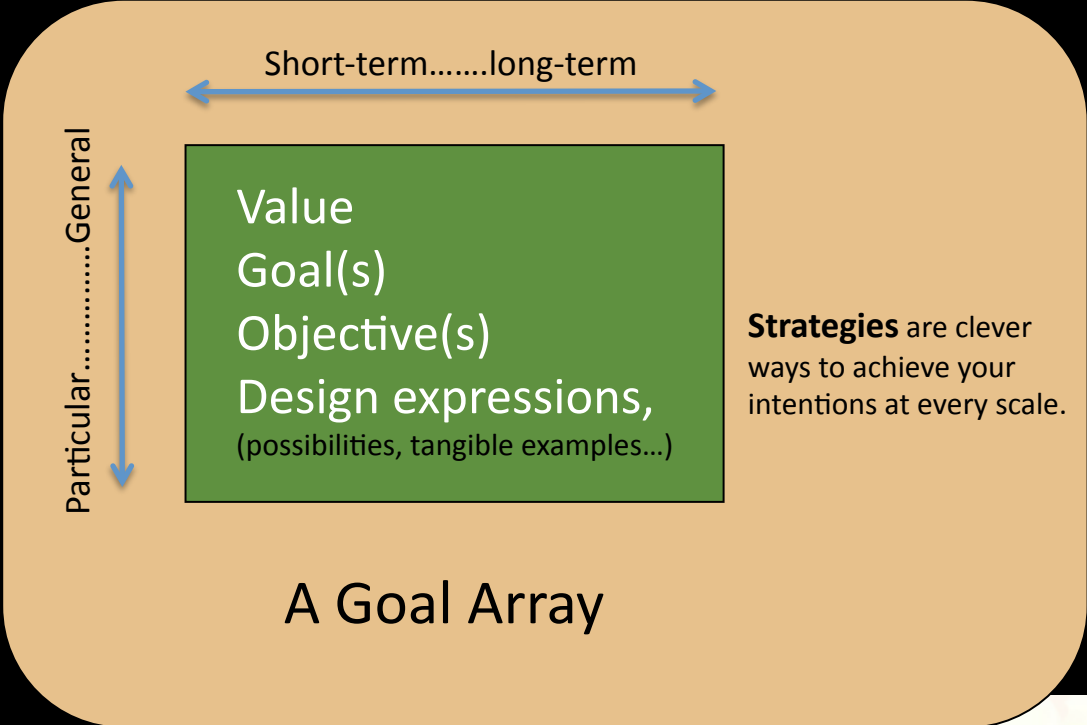
Issue: We have a deficient Downtown Park and Open Space Plan for Downtown Eugene (because, because, because... it doesn't do this and it doesn't.....)

Goal: To improve the Park and Open Space Plan for Downtown Eugene



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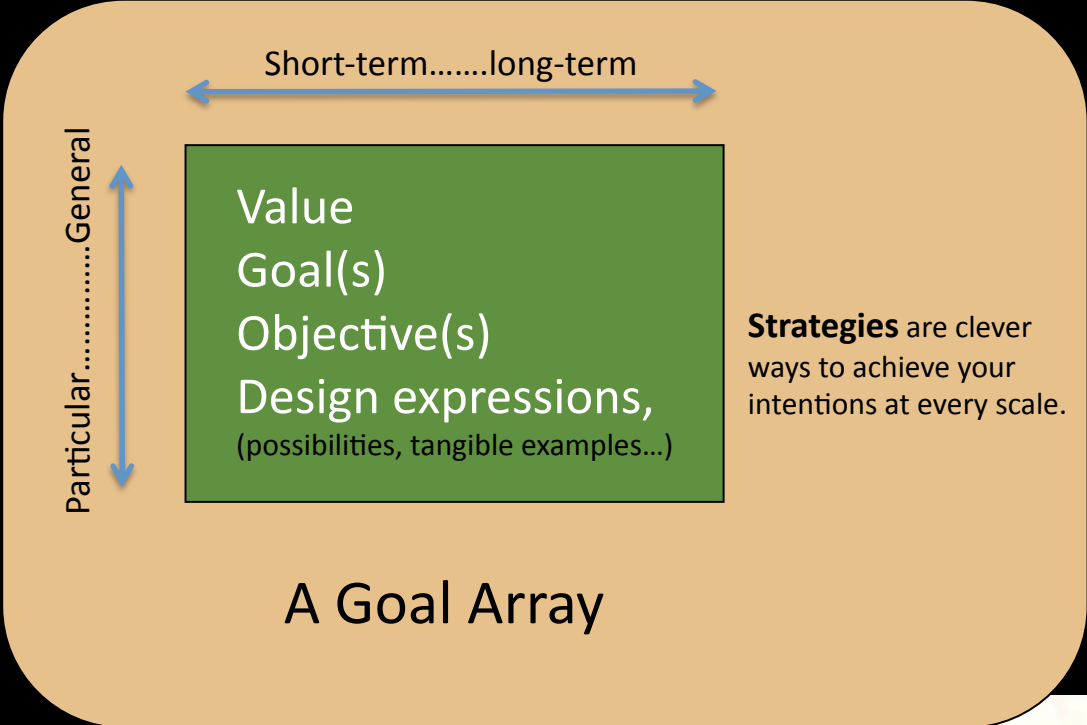


**Strategies** are clever ways to achieve your intentions at every scale.

Organizing your hopes

A spectrum of intent



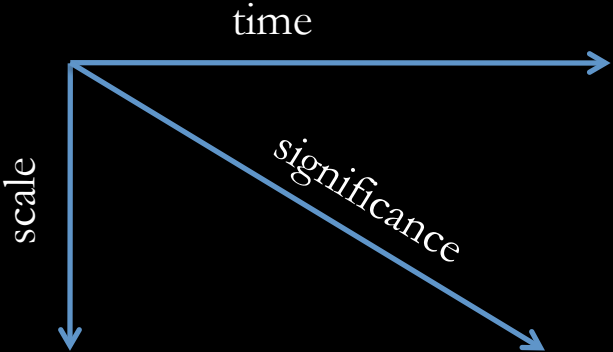


**Strategies** are clever ways to achieve your intentions at every scale.

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In 3 D





## Goal Array: Examples

A Goal Array is a multi-dimensional intentional structure: Values, goals, objectives, and specific design examples) for your project.

# Eugene City Council Goals for 1993-94

Transportation

Library

Youth and Recreation

Public Safety

Environment

Housing

## Goal Array: Examples

A Goal Array is a multi-dimensional intentional structure: Values, goals, objectives, and specific design examples) for your project.

# Eugene City Council Goals for 1993-94

## Transportation:

Reduce the use of automobiles by increasing the use of alternative modes of transportation (walking, biking, car-pooling, ride-sharing, and public transit) in Eugene.

## Goal Array: Examples

A Goal Array is a multi-dimensional intentional structure: Values, goals, objectives, and specific design examples) for your project.

# Eugene City Council Goals for 1993-94

## Library:

Develop a financing plan that will allow for the construction, operation and maintenance of a new downtown library. Make the new library a central access point for public information.

## Goal Array: Examples

A Goal Array is a multi-dimensional intentional structure: (Values, goals, objectives, and specific design examples) for your project.

# Eugene City Council Goals for 1993-94

## Environment:

Make Eugene an exemplary model of environmentally responsible practices. Provide adequate open space.

## Goal Array: Examples

A Goal Array is a multi-dimensional intentional structure: Values, goals, objectives, and specific design examples) for your project.

# Eugene City Council Goals for 1993-94

## Housing:

Increase the supply of low-income housing throughout Eugene.

Encourage the development of housing in downtown Eugene.

## Goal Array: Examples

A Goal Array is a multi-dimensional intentional structure: Values, goals, objectives, and specific design examples) for your project.

# Eugene City Council Goals for 1993-94

## Youth and recreation:

Provide additional recreation facilities and opportunities for youth, especially opportunities for youth at risk.



## Goal Array: Examples

A Goal Array is a multi-dimensional intentional structure: Values, goals, objectives, and specific design examples) for your project.

# Eugene City Council Goals for 1993-94

## Public safety:

Increase the community policing and prevention components of the Department of Public Safety.  
Provide for more equitable and efficient emergency response citywide.

# Eugene City Council Goals for 1993-94

## Goals Are Easy (Register-Guard Editorial)

**Goals are nice.** They fuzz over differences and highlight agreements. So it is with the six broad goals the Eugene City Council adopted this week.

Although not required by law, such goal-setting is useful after biennial elections cause significant changes in council membership. The last election certainly did that.

And while it's hard to quarrel with any of the goals adopted this week, two factors need to be remembered; First, the difficult part of governing is not establishing broad goals but deciding how to reach them. Implementation is harder than proclamation. Second, the council's most important job every year is to construct and approve a city budget.

While they may seem obvious, those points are easily forgotten in the enthusiasm for goals.

The first caveat, for example, applies directly to Goal 1: "Transportation: Reduce the use of automobiles..."

The biggest tangible transportation issue on the council's current agenda is the proposed expansion of the Ferry St. Bridge. How should Goal 1 be implemented in relation to that?

We would say: By making ample provision for "alternative modes of transportation" in any bridge expansion or second-bridge construction. Others would say: By minimizing improvements for auto traffic, thereby maximizing congestion and making driving so inconvenient people will be forced to consider other means of transportation.

There is a severe transportation policy split between those who simply want to encourage "alternative modes" in as many ways as possible and those who want to actively discourage auto travel...

**Endorsing Goal 1 does not resolve this conflict.**

# District goals get new, clear approach

*The Eugene School Board includes some specific and ambitious "key results"*

BY ANNE WILLIAMS  
*The Register-Guard*

As lofty as they sound, a school board's "annual goals" seldom make much of a ripple.

Typically compiled each summer or fall, using the previous year's as a template, such goals tend to be things most anyone would agree a school district should do, such as raising achievement among all students and ensuring graduates are well-prepared for college or careers. Often, a board will outline steps the district will take to reach them.

Hardly the stuff of heated debate.

This year, though, the Eugene School District has taken a notably different approach. For the first time, the 2008-09 goals — approved Wednesday — include some specific and ambitious "key results" for student achievement, high school graduation rates, the recruitment of minority teachers and even the passing rate of the local option levy on the Nov. 4 ballot.

The shift makes the goals less about activities than about outcomes, Superintendent George Russell explained.

Russell wants it to convey a sense of urgency, both to district employees and to the community.

"Really, it's about trying to be a little more aspirational in terms of the goals and what we'd like to see happen, to tell us whether we're successful in doing the things we want to do," he said.

Though he'd talked about the change with the board last spring, Russell made his formal pitch in mid-September, bringing forward a draft and slide presentation. Despite years of discussion, commitment and even targeted initiatives, he said, there's been scant progress in narrowing the achievement gap that separates students by race/ethnicity, English abil-



# Goals: Eugene follows national trend for accountability

*Continued from Page B1*

ity and socioeconomic status — and grows wider as students advance.

For instance, the one-year dropout rate in 2005-06 — the latest year for which data are available — was 1.8 percent for whites, 0.7 percent for Asians, 2.7 percent for blacks, 4.9 percent for American Indians and 5.5 percent for Hispanics.

Nor, Russell said, has the district come close to achieving proportionality between its increasingly diverse student body and its teaching force. Only 6 percent of licensed staff are nonwhite, but nearly 23 percent of students are. Many educators agree that, when students of color see teachers who look like them, it can convey a powerful message that helps them

succeed.

"Now, all of these goals are probably stretching a bit, and probably there are folks who will say we can't do that, and they may be right," Russell told the board that night. "But I'd say if we don't try, there's no way we will."

Over the course of that and several more meetings, the board refined the goals. Several "key results" sparked discussion, including improving the graduation rate by 50 percent by 2013-14.

"Part of the balancing act in this direction is really different than where we've been before," board Chairman Charles Martinez said during Wednesday's discussion, noting that it's easier to point to incremental success when goals are less precise.

Concerns — some echoed by building principals — include new diploma requirements being phased in during the next six years and pending changes to the formula the state uses to calculate graduation rates, which are widely expected to reflect a more accurate and lower rate.

"I did raise some concerns," said Churchill High School Principal Dennis Biggerstaff, who represents high school principals at Russell's weekly cabinet meetings.

"The state has been instituting more challenging graduation requirements culminating in 2014, and the ones we're most concerned about right now are the 'essential skills' requirements that start with this year's freshmen."

The various allowable means

for demonstrating those skills — reading, math, writing and speaking — aren't yet completely clear, Biggerstaff said, although students will be able to meet most of them by passing the 10th-grade Oregon Assessment of Knowledge and Skills. That would be a tall order, though, given that two-thirds or fewer pass the OAKS exams now.

The board agreed to be clear that the district would apply the same graduation rate formula across the board when comparing rates, to ensure fair comparisons.

Despite some leering, Biggerstaff called the board's willingness to get specific "laudable."

"Sometimes I think these goals are so broad, it's hard for people to feel impacted by them

or really get behind them," he said.

Russell said some of his motivation came from the Executive Education Leadership Program at Harvard University, which the district has participated in through a grant from the Wallace Foundation.

Shannon Priem, communications officer for the Oregon School Boards Association, said Eugene is following a national trend, with boards holding themselves and their superintendents more accountable for progress in their schools.

"It's getting more common for boards to ask for measurable outcomes, partly because more and more they have access to better data," she said. "Then it becomes the administrator's role to figure out how we're going to get there."

## **BOARD GOALS**

Among the “key results” included in the Eugene School Board’s 2008-09 goals:

- ◆ By 2012-13, the overall percentage of students who meet state testing benchmarks in reading and math will increase to 90 percent and 85 percent, respectively (up from 80 percent and 76 percent currently), and gaps for racial/ethnic subgroups — blacks, Hispanics and American Indians — will be half of the current 10 percent to 20 percent
- ◆ By 2013-14, the overall graduation rate will improve by 50 percent, based on the formula used for calculating the rate for the current year, with rates for black, Hispanic and American Indian students increasing at an accelerated rate to narrow the achievement gap
- ◆ By 2012-13, the district will increase the representation of minority teachers to 10 percent of licensed staff, up from 6 percent
- ◆ The district will renew the local option levy to maintain local support of district programs and services through 2015-16 with at least a 65 percent yes vote on Nov. 4

## Educational Value

### Comp. Project as a Learning Environment for Advanced Designers

First try:

- Goal 1:** • To make education sing in your hearts.

(comment: nice, but probably too general to be very helpful in giving any tangible direction. Try to be more specific.)

Second try:

- New Goal 1:** • To assist students in preparing their comprehensive projects

- New Goal 2:** • To encourage students to expand and deepen their thinking about their self-selected projects:

(OK, but try to get more specific. Write some objectives and give some tangible specifics.)



## Educational Value

### Comp. Project as a Learning Environment for Advanced Designers

**New Goal 2:** • To encourage students to expand and deepen their thinking about their self-selected projects

**Objectives:**

- to develop some theoretical tools that model design thinking
- to apply those theoretical models to personal project development
- to employ methods for direct sharing and learning from one another's work

## Educational Value

### Comp. Project as a Learning Environment for Advanced Designers

- New Goal 2
- To encourage students to expand and deepen their thinking about their self-selected projects

#### Objectives:

- to develop some theoretical tools that model design thinking
  - build some models for designers that increase ways of thinking about designing
  - make them as graphic as possible
  - use new, sexy, digital technology
  - use images and diagrams as mnemonics
- to apply those theoretical models to personal project development
  - create a project developmental structure for class
  - create a problem set to aid project growth and understanding through application
  - keep the focus of the class on student work to make theory tangible and possessable
- to employ methods for direct sharing and learning from one another's work

## Educational Value

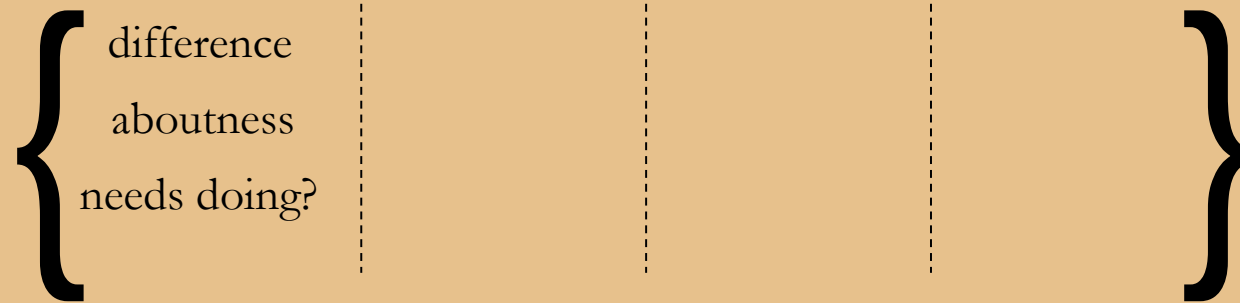
### Comp. Project as a Learning Environment for Advanced Designers

- New Goal 2
- To encourage students to expand and deepen their thinking about their self-selected projects

- Objectives:**
- to develop some theoretical tools that model design thinking
  - to apply those theoretical models to personal project development
  - to employ methods for direct sharing and learning from one another's work
    - have regular group presentations and discussions
    - promote wide-spread understanding of each other's projects to increase group interaction, conversation and mutual assistance
    - let excellent class examples inspire us all

# Design Project Phases

Attending to...



Existing situations

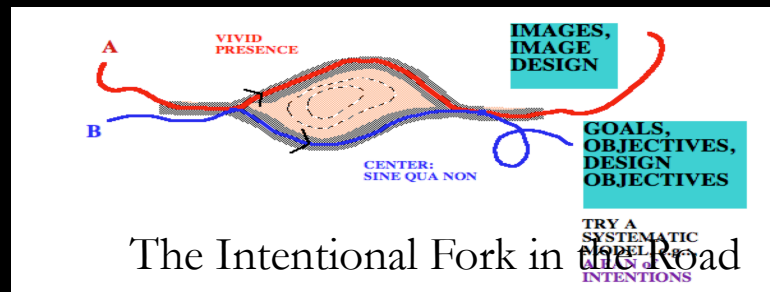
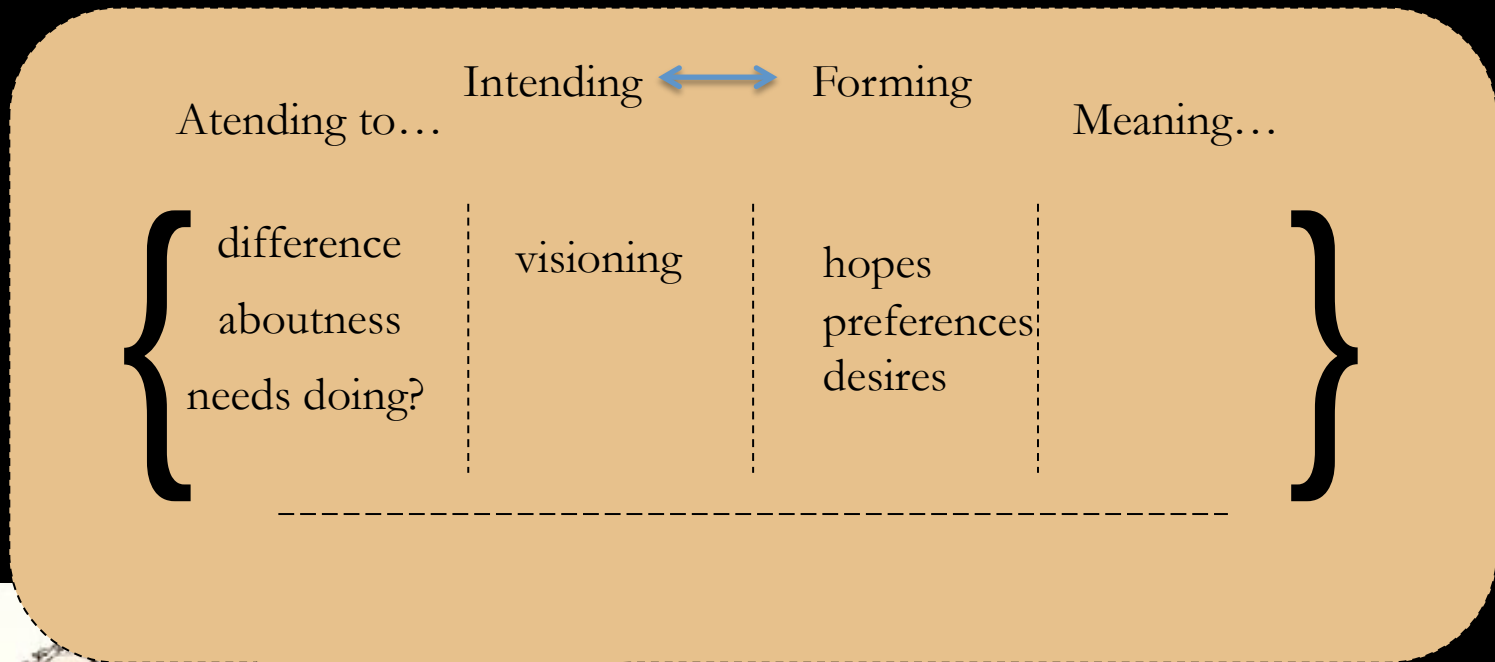


Difference

Preferred situations

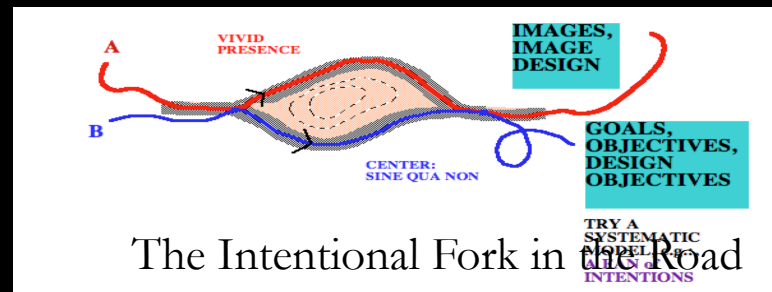
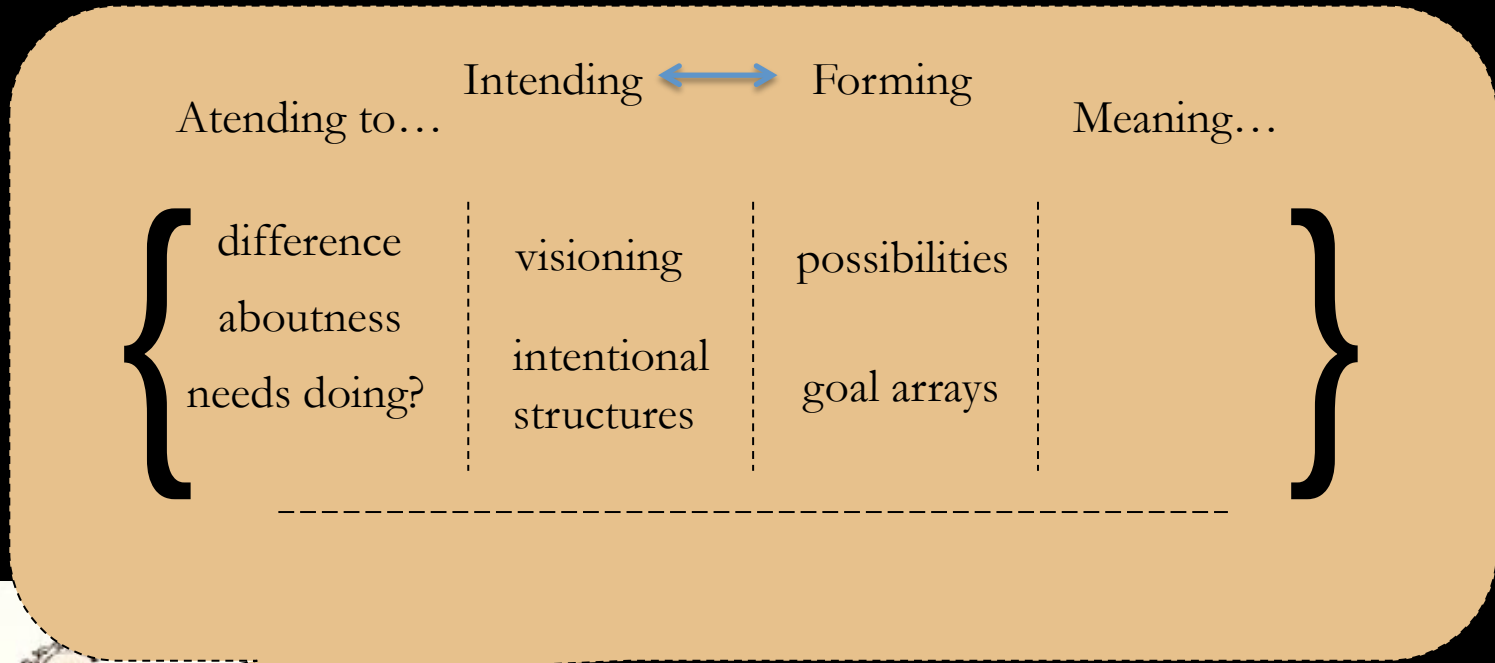
A phase is a stage in the life of process...

# Design Project Phases



A phase is a stage in the life of process...

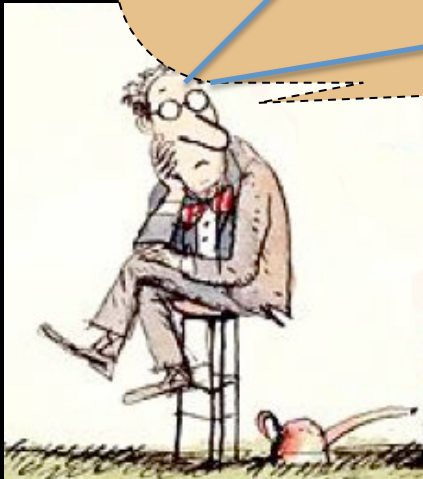
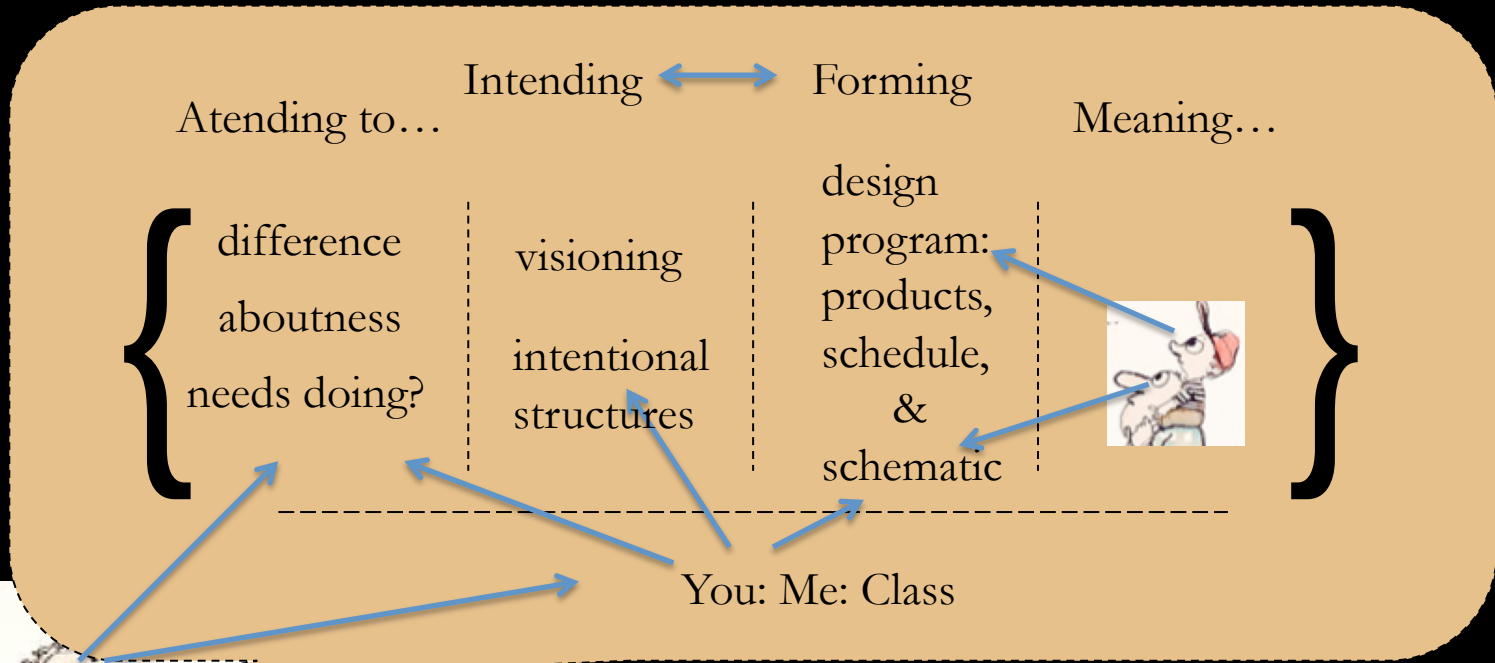
# Design Project Phases



A phase is a stage in the life of process...

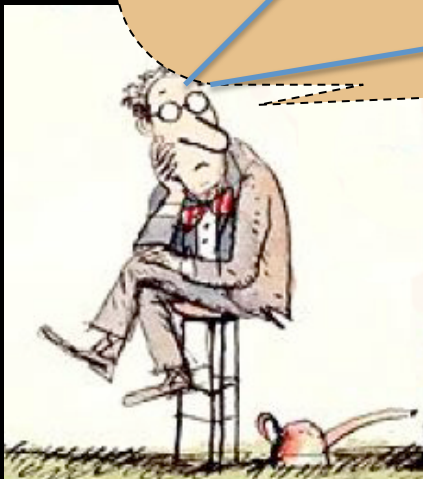
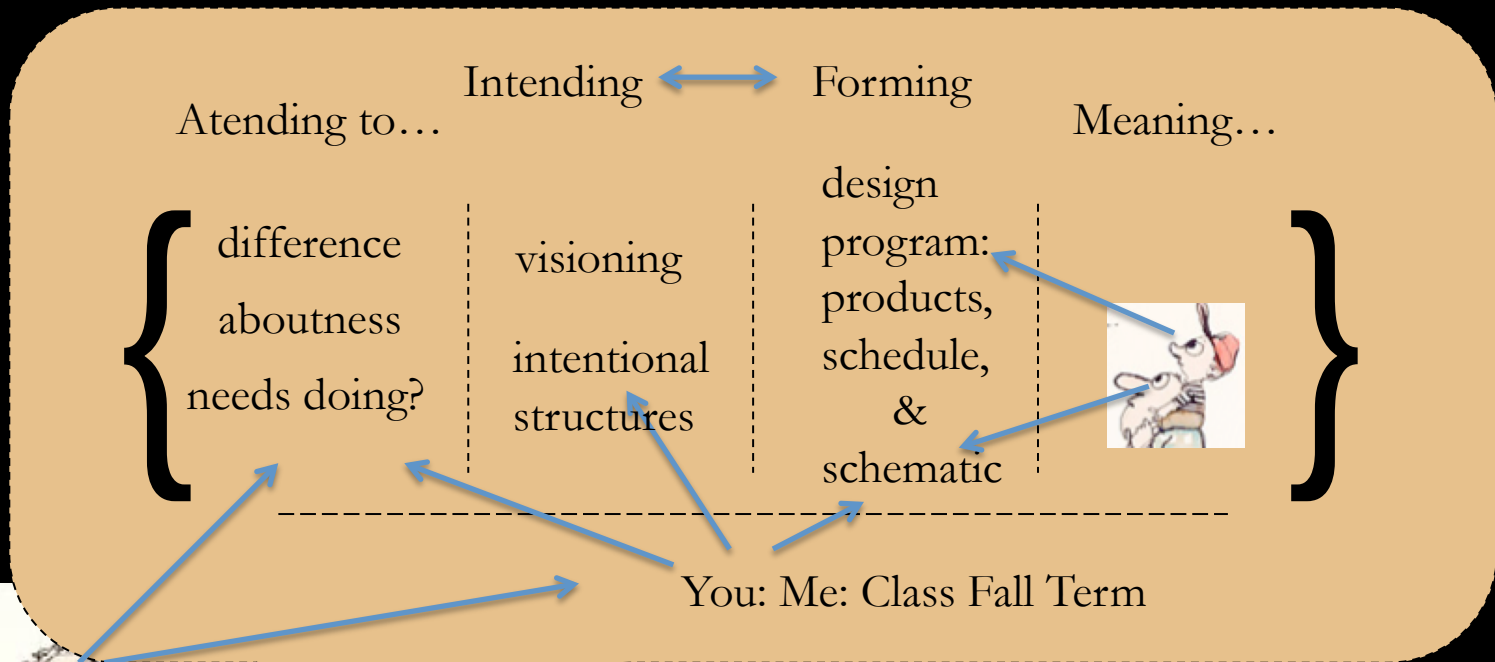


# Design Project Phases



A phase is a stage in the life of process...

# Design Project Phases



A phase is a stage in the life of process...

## Assignment No.4

### Goal Array

A Goal Array is a set of related goal structures: Values, goals, objectives, and specific design examples) for your project. Metaphorically it is a longer-term to shorter-term diminishing ordering of a wave in your intentional bandwidth. Or if you prefer, the tonalities of an interest from the most general to the tangibly specific.

The Fan of Intentions provides a general model.

By now you will have identified areas of project concern that are central to your work and have made an attempt to write out the issues involved. A sense of relative importance should also have evolved. Some areas of concern are more critical to you than others. Some will need to dominate, perhaps even name your work, while others will play important supporting roles. *Have you noticed; dominant interests usually get expressive emphasis in design?*

Goals are usually answers to issues, general statements of intention that say how you intend to resolve an aspect of a problem - at least the direction you intend to set out in to reach a destination that appears to have promise at this time.

The assignment is to write out a **GOAL ARRAY**, one set of goals and corresponding shorter range objectives and answering specific design “such-as” possibilities for your project.

These very specific design examples are most likely to be the things you saw in your Vivid Presence. The examples are possible early answers to your developing design objectives and will help you make environmental change tangible and useful programmatically.

**Again a page or two in written and/or model form. Bring your array to class to share and discuss.**

