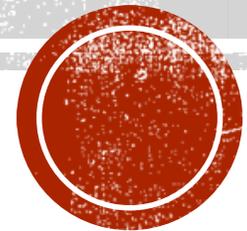


TODAY'S TOPICS

- Clear learning targets- Part A
- Planning- Part B



CLEAR LEARNING TARGETS

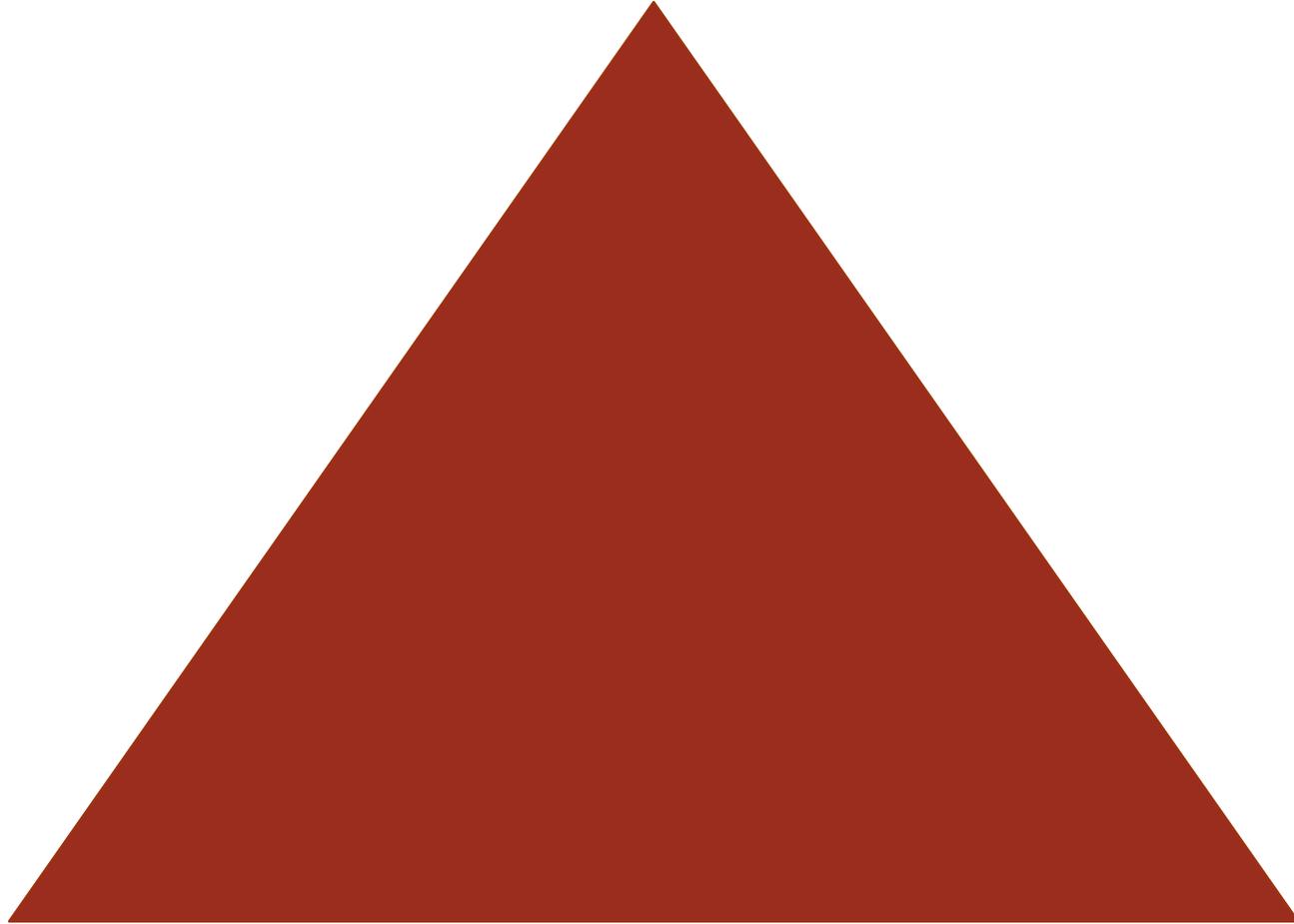


CLEAR LEARNING TARGETS-PART A

- Define, recognize, and write a clear learning target.



Standard



Strategy

Assessment



STANDARD-

What do I want my students to know and be able to do?

- For the day- Learning Target
- For the unit
- For the year



ASSESSMENT-

How will you know what the student knows and is able to do?

- Review the verb(s)
- Are my verbs progressive?
- Does the assessment match the verb(s)?



STRATEGY-

How will you teach what the student needs to know and be able to do?

- Review the target verb(s) and the assessment
- Do the strategies match both the target verb(s) and assessment verb(s)?



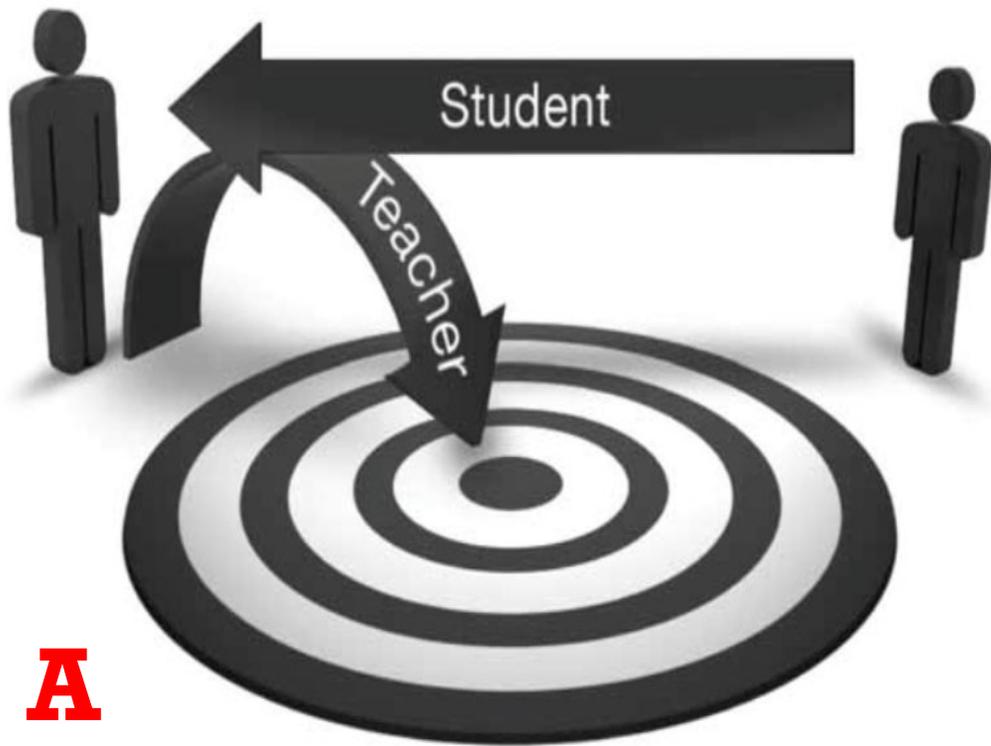
WHAT IS A LEARNING TARGET???

Learning targets are short term learning goal statements.

Learning targets should clearly state what students are expected to know, be able to do, and or understand at the end of the lesson(s).



COMPARE...
**WHICH IS PROBABLY THE MORE EFFECTIVE ILLUSTRATION OF HOW A
LEARNING TARGET SHOULD WORK?**



CLEAR LEARNING TARGET

- A target becomes a *learning target* only when students use it to aim for understanding throughout the day's lesson, and students can aim for a target only when they know what it is.
- The term *learning target* refers to a learning outcome that is shared and actively used by the teacher and the students.

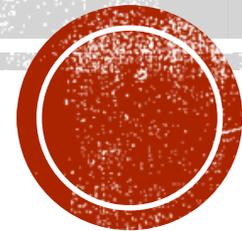


CHARACTERISTICS OF AN EFFECTIVE LEARNING TARGET

- Composed of student friendly language
- Derived from standard
- Can be measured
- Can be accomplished in a day (few days at most)
- Consists of noun and verb and often a specified context



BENEFITS OF CLEAR LEARNING TARGETS



STOP HERE- BREAKOUT

- **What are the benefits of clear targets for teachers?**



FOR TEACHERS...

- **Can make better instructional choices**
- **Can gauge student mastery**
- **Have an instant formative assessment tool**
- **Distill the curriculum into manageable chunks**
- **Know if the assessment adequately covers what is taught**
- **Correctly identify what students know and don't know and their level of understanding**
- **Plan next steps for instruction**
- **Give detailed, descriptive feedback to students**
- **Keep track of student learning target by target or standard by standard**



FOR STUDENTS...

- Reflect on their own learning
- Assess their own learning
- Will know what questions to ask
- Have a clear understanding of what they should know
- Have a clear understanding of what they should be able to do with the learning



DEVELOPING LEARNING TARGETS...

- Answer the following questions from the student's point of view:

What should I know when I have finished this lesson?

What should I be able to do when I have finished this lesson?



COMPARING . . . STANDARDS, TARGETS, AND ACTIVITIES

- Standards are the broad concepts students are expected to know at the end of unit of time.

Example: Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.

- Targets are the daily, specific concepts that are derived from the standards.

Example: Cite three examples of how the author used rhetoric to advance his story's purpose.

- Activities are the activities and sometime strategies that enable the student to understand the learning to achieve the target or standard.

Example: The students will read a story in which the author uses rhetoric to advance his purpose.



EXAMPLE:

- Factor a quadratic equation to reveal the zeroes of the function it defines.
- Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
- Complete the quadratic equations using the online graphing calculator.



EXAMPLE:

- Measure and estimate to determine relative sizes of measurement units within a single system of measurement involving length, liquid volume, and mass/weight of objects using customary and metric units.
- Estimate the length of various objects within the room and then measure them to determine accuracy.
- Measure the length of the room.



EXAMPLES:

Analyze how various environmental factors impact the rate of photosynthesis.

Students will change the amounts of carbon dioxide to impact the rate of photosynthesis.

Describe how the amount of carbon dioxide affects the rate of photosynthesis.



CREATING A CLEAR LEARNING TARGET

Write a clear learning target for a day's lesson from your selected standard.



STOP HERE

- **Participants will write a clear learning target for their selected standard for day one of instruction**



CLEAR LEARNING TARGET-PART A

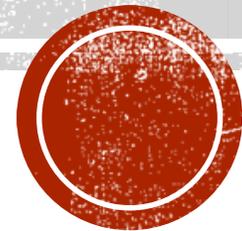
- Can you define, recognize, and write a clear learning target?



BREAK



PLANNING



CLEAR LEARNING TARGET-PART B

Write a day's lesson plan using a TN standard that has an aligned assessment question and an aligned high impact strategy to ensure appropriate planning.



Standard

Mastery

Day 1

Day 2

Day 3

Day 4

Day 5

**Clear
Target**

**Clear
Target**

**Clear
Target**

**Clear
Target**

**Clear
Target**

Assessment

Assessment

Assessment

Assessment

Assessment

Strategy

Strategy

Strategy

Strategy

Webb's Depth of Knowledge

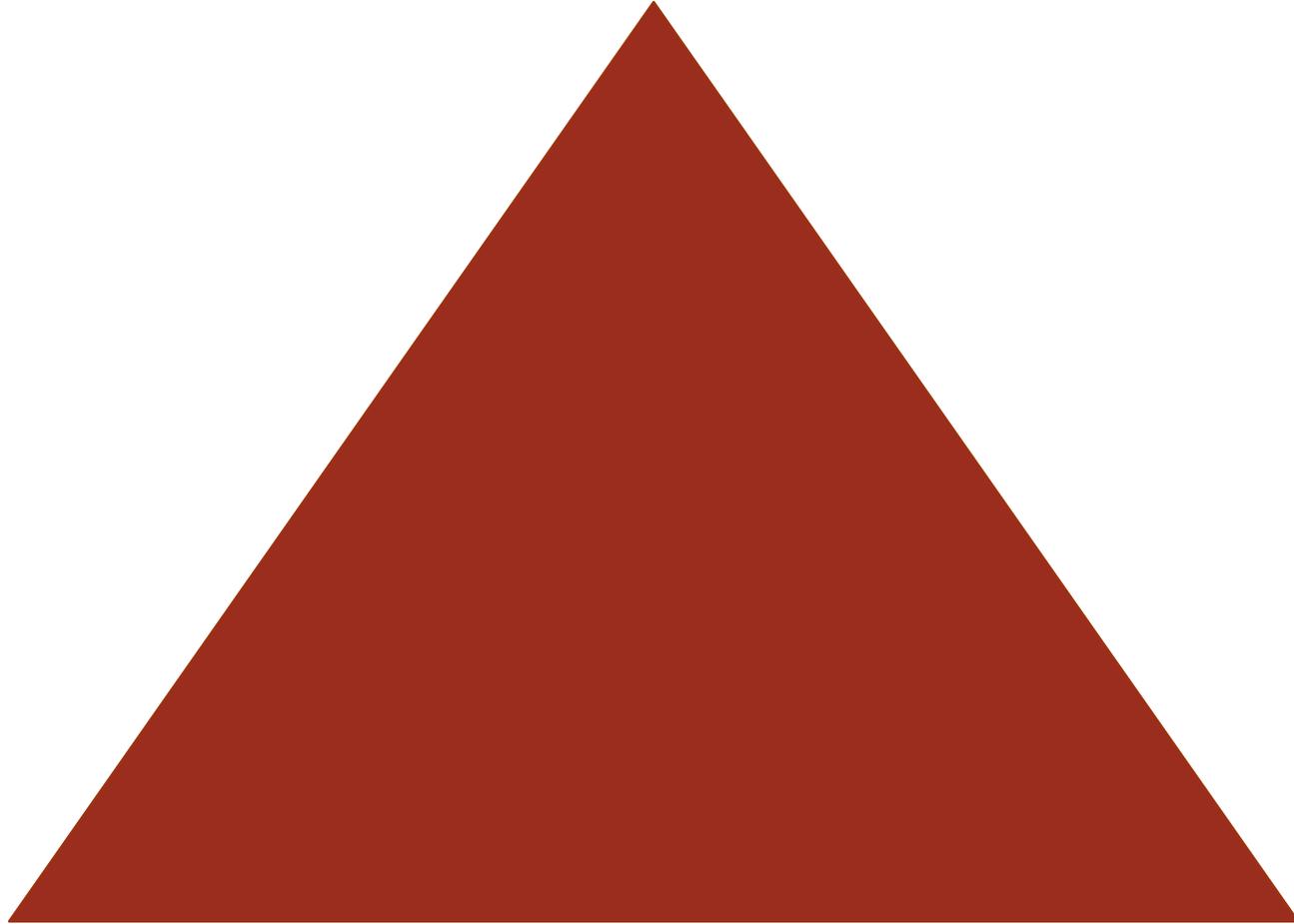


WHY DO I NEED A PLANNING PROCESS?

- Creates a model that becomes the standard
- Creates efficiencies
- Ensures all parts of the teaching and learning process are addressed



Standard



Strategy

Assessment



STANDARD CONSIDERATIONS

- What does the verb mean in the standard?



BREAKOUT

- Discussion of standard considerations- What needs to be considered when beginning a planning session discussion regarding standards?



STANDARD CONSIDERATIONS

- What does the verb mean in the standard?
- What does mastery of the standard look like?
- Does the teacher know the content?
- How do I deconstruct the standard?
- What are the clear learning targets and are they aligned to the target?



**What is meant by mastery
of the content standard?**



DEFINING MASTERY OF THE STANDARD

- **Mastery** is when the student can use/apply the information learned in a different or unique setting.



Standard

Mastery

Day 1

Day 2

Day 3

Day 4

Day 5

**Clear
Target**

**Clear
Target**

**Clear
Target**

**Clear
Target**

**Clear
Target**

Webb's Depth of Knowledge



BREAKOUT

Create a clear learning target for day five (mastery) from your selected content standard.



ASSESSMENT CONSIDERATIONS

- Is the assessment aligned to the standard/verb?



BREAKOUT

- **Discussion of assessment considerations- What needs to be considered during planning when creating an assessment question to determine the day's learning?**



ASSESSMENT CONSIDERATIONS

- Is the assessment aligned to the standard/verb?
- Does the standard assess mastery of the target?
- Does the assessment vocabulary mimic the state assessment vocabulary?
- Is the assessment 60/40?



Standard

Mastery

Day 1

Day 2

Day 3

Day 4

Day 5

**Clear
Target**

**Clear
Target**

**Clear
Target**

Cl

**Clear
Target**

Assessment

Assessment

Assessment

Assessment

Assessment

Webb's Depth of Knowledge



BREAKOUT

Write an assessment question for day five for your clear learning target.



STRATEGY CONSIDERATIONS

- Is the strategy aligned to the standard/verb?



STRATEGY CONSIDERATIONS

- Is the strategy aligned to the standard/verb?
- Is the strategy an appropriate strategy for the clientele?
- Does the strategy lead to mastery?
- Is the strategy a high impact strategy?



Standard

Mastery

Day 1

Day 2

Day 3

Day 4

Day 5

**Clear
Target**

**Clear
Target**

**Clear
Target**

**Clear
Target**

**Clear
Target**

Assessment

Assessment

Assessment

Assessment

Assessment

Strategy

Strategy

Strategy

Strategy

Webb's Depth of Knowledge



BREAKOUT

What strategy would be appropriate for day five for your clear learning target and assessment?



CLEAR LEARNING TARGET-PART B

Can you write a day's lesson plan using a TN standard that has an aligned assessment question and an aligned high impact strategy to ensure appropriate planning?



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