TODAY’S TOPICS

- Clear learning targets- Part A
- Planning- Part B
CLEAR LEARNING TARGETS
Define, recognize, and write a clear learning target.
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)?
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?

A

B
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
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.
Participants will write a clear learning target for their selected standard for day one of instruction.
Can you define, recognize, and write a clear learning target?
BREAK
PLANNING
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.
Strategic Assessment

Day 1: Clear Target
Day 2: Clear Target
Day 3: Clear Target
Day 4: Clear Target
Day 5: Clear Target

Standard Mastery

Webb’s Depth of Knowledge

Strategy

Assessment
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
What does the verb mean in the standard?
BREAKOUT

- Discussion of standard considerations- What needs to 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?
Mastery is when the student can use/apply the information learned in a different or unique setting.
Day 1: Clear Target
Day 2: Clear Target
Day 3: Clear Target
Day 4: Clear Target
Day 5: Clear Target

Webb's Depth of Knowledge
Create a clear learning target for day five (mastery) from your selected content standard.
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?
Assessment Clear Target Day 1
Assessment Clear Target Day 2
Assessment Clear Target Day 3
Assessment Clear Target Day 4
Assessment Clear Target Day 5

Webb’s Depth of Knowledge

Standard Mastery
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?
BREAKOUT

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