LEARNING TARGETS

APRIL 17, 2015
WHAT GUIDES YOUR TEACHING?

- Kansas College and Career Ready Standards?
- Model Standards?
- Textbooks and resource materials?
- Curriculum maps?
- Grade/subject teams?
- Other?
LEARNING TARGETS FOR TODAY

• I can explain why Learning Targets are essential to effective teaching and learning.
• I can describe the attributes of clear Learning Targets.
• I can classify effective, somewhat effective, and ineffective Learning Targets.
• I can classify Learning Targets by type (knowledge, reasoning, skill, and product).
• I can explain how a standard translates into teacher targets and then into student friendly targets.
ACTIVITY

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Learning Targets are short term goals or statements.
Learning Targets guide instruction and learning for a single classroom lesson.
Learning Targets should clearly state what you expect students to know and be able to do at the end of the lesson.
WHAT ARE LEARNING TARGETS?

• Learning Targets:
  • focus on appropriate content/grade level standards.
  • use student friendly language ("I can" statements).
  • include measurable objectives that anchor instructional activities/formative assessments.
“Teachers who truly understand what they want their students to accomplish will almost surely be more instructionally successful than teachers whose understanding of hoped-for student accomplishments is murky.”

-W. James Popham
“Students who can identify what they are learning significantly outscore those who cannot.”

- Robert J. Marzano
“Students can hit any target they can see that will hold still for them.”

-Rick Stiggins
TODAY’S LEARNING TARGET #1

• I can explain why Learning Targets are essential to effective teaching and learning.
LEARNING TARGETS

5 research-based strategies that significantly improve student learning

1. Sharing criteria (the clear Learning Target)
2. Questioning
3. Feedback
4. Peer assessment
5. Self-assessment
EXPLICIT/INTENTIONAL TEACHING

All instruction and classroom activities are aimed at specific learning targets.
STANDARDS AND TARGETS

“A standard answers the question, ‘Where am I going in my learning,’ while Learning Targets show students the path to get there.”

-Goodwin
STANDARDS VS TARGETS

• Standard
  • What we want students to know and be able to do at the end of any given time (KCCRS, Model Standards)

• Example
  • Math 7.1: Students add, subtract, multiply, and divide rational numbers—fractions, decimals, and integers—including both positive and negative numbers...
STANDARDS VS TARGETS

• **Target**
  • Statements of intended learning based on the standards. They are in student friendly, “I can,” statements and are specific to the lesson for the day and directly connected to assessment.

• **Example**
  • I can add and subtract fractions.
TODAY’S LEARNING TARGET #2

• I can describe the attributes of clear Learning Targets.
CLEAR LEARNING TARGETS

Learning Targets are:
• Accomplished in a few days at most
• Specific to what and how
• Usually consist of a concept (noun), skill (verb), and a specified context- “I can” statements

As opposed to:
• Long term
• Global and somewhat ambiguous
• Lacking one or more components
CLEAR LEARNING TARGETS

Learning Targets are:
• Teachable/learnable using variety of instructional activities, strategies, contexts, and tools
• One component in a sequence of scaffolded accomplishments, focused on what is to be learned

As opposed to:
• Single approach or activity is the only approach possible within the given target; not transferrable to another context
• Only focused on what is to be done (activity)
WHY CLEAR LEARNING TARGETS

• Students
  • Reflect on their own learning
  • Assess their own growth
  • Will know what questions to ask
  • Have a clear understanding of what they should know
WHY CLEAR LEARNING TARGETS

• Teachers
  • Can make better instructional decisions
  • Can gauge student mastery
  • Have an instant formative assessment tool
  • Distills the curriculum into manageable chunks
LEARNING TARGETS

- VIDEO - TEACHERS AND STUDENTS DISCUSS LEARNING TARGETS
- HTTPS://WWW.YOUTUBE.COM/WATCH?V=QBV6VLEGFF8
TODAY’S LEARNING TARGET #3

• I can classify effective, somewhat effective, and ineffective Learning Targets.
ACTIVITY

Using the green strips of paper in the envelopes on your table, classify the Learning Targets into three (3) groups:

- Ineffective
- Somewhat effective
- Effective
INEFFECTIVE LEARNING TARGETS

- I can explore volume. (too vast)
- I can write a newspaper article. (too vast)
- I can talk about important parts of the story. ("talk about"- how do you assess that?)
- I can straighten the chairs in our music room. (not directly related to a standard- logistical)
- I can- weather conditions, cloud formation. (not clear- I can WHAT?)
SOMEWHA T EFFECTIVE TARGETS

• I can identify characters, setting, and plot. (break down to 1 component per day)
• I can explain how earth’s materials are classified by properties and used. (too vast)
• I can listen and make judgments based on what is read. (“listen”- how to assess?)
• I can find the value of money. (be more specific- quarter, dime, etc.)
EFFECTIVE LEARNING TARGETS

- I can find the perimeter of a polygon.
- I can describe how early pioneers met the challenges of frontier life.
- I can add details to a feature article.
- I can classify rocks according to their properties.
- I can identify the main idea of a passage.
- I can identify and use prepositions.
- I can compare 3D shapes by using properties.
- I can draw or write about the life cycles of various animals.
- I can describe the purpose of the U.S. Government.
TODAY’S LEARNING TARGET #4

• I can classify Learning Targets by type (knowledge, reasoning, skill, and product).
4 TYPES OF LEARNING TARGETS

• Knowledge
• Reasoning
• Skill
• Product
• Facts and concepts we want students to know
KNOWLEDGE EXAMPLES

- I can identify metaphors and similes.
- I can read and write quadratic equations.
- I can describe the function of a cell membrane.
- I can use correct punctuation in a sentence.
- I can explain the effects of an acid on a base.
• Use what they know to reason or solve problems
REASONING EXAMPLES

• I can compare forms of government.
• I can analyze health information.
• I can write a persuasive essay.
• Use **knowledge** and **reasoning** to act skillfully
SKILL EXAMPLES

• I can measure the length of an object.
• I can introduce myself in Spanish.
• I can use a scalpel to dissect a frog.
• I can dribble to keep the ball away from an opponent.
PRODUCT

- Use knowledge, reasoning, and skills to create a concrete product
PRODUCT EXAMPLES

- I can construct a bar graph.
- I can develop a personal health-related fitness plan.
- I can construct a physical model of an object.
- I can write a term paper to support a thesis.
TODAY’S LEARNING TARGET #5

• I can explain how a standard translates into teacher targets and then into student friendly targets.
STANDARDS INTO TARGETS

Progression

1. Know your standards (deconstruct)
2. Translate into teacher terms
3. Write as student friendly learning targets
KNOW YOUR STANDARDS

• Standard:
  • Students will use senses and scientific tools (e.g., hand lens/magnifier, metric ruler, balance, etc.) to observe, describe, and classify earth materials (solid rocks, soils, water, and air) using their physical properties.
• Teacher Terms
  • “Use senses to observe different earth materials.”
LEARNING TARGET

• Student terms
  • “I can make observations of rocks, soil, and water with my senses.”
LEARNING TARGETS IN ACTION

• VIDEO - LEARNING TARGETS IN ACTION IN THE CLASSROOM
  • HTTPS://VIMEO.COM/44052222
  • HTTPS://VIMEO.COM/44052220
STUDENTS AND LEARNING TARGETS

• Post on wall, chalkboard, whiteboard
• Rephrase at start of class
• Reference throughout class
• Reference at end of class
• Students reflect on progress after pretest, classwork, homework, and formative assessments
WITHOUT CLEAR LEARNING TARGETS, WE CAN’T DO ANY OF THE FOLLOWING…

• Know if the assessment adequately covers and samples what we taught
• Correctly identify what students know and don’t know and their level of achievement
• Plan next steps in instruction
• Give detailed, descriptive feedback to students
• Have students self-assess or set goals likely to help them learn more
• Keep track of student learning, target by target or standard by standard
LEARNING TARGETS

- VIDEO - WHAT HAPPENS WHEN THERE ARE NO LEARNING TARGETS?
- HTTPS://WWW.YOUTUBE.COM/WATCH?V=SJ53RQXIEQW
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NEXT STEPS

• WORK ON WRITING LEARNING TARGETS FOR EACH STANDARD FOR EACH UNIT
• USE YOUR STANDARDS (KCCRS, MODEL STANDARDS)
• USE THE UNIT GUIDE THAT WAS EMAILED TO YOU
NEXT STEPS

• EACH UNIT GUIDE REPRESENTS ONE UNIT
• SAVE EACH UNIT GUIDE IN THE O DRIVE WITH YOUR NAME AND UNIT NAME (T.PHILLIPS, FRACTION UNIT)
• GO BACK TO YOUR BUILDINGS AND WORK WITH YOUR TEAMS (SAME AS FEBRUARY 5)
NEXT STEPS

YOU WILL NEED

• DIVISION OF LABOR
• COMPUTER
• PROJECTOR
• UNITS, LESSONS, RESOURCES
SCHEDULE

- NOW-NOON: WORK IN YOUR GROUPS
- NOON-1:00PM: LUNCH ON YOUR OWN
- 1:00PM-2:30PM: WORK IN YOUR GROUPS