OTL: Learning Targets, part 2
Today’s Targets

• I can explain why learning targets are essential to effective teaching and learning.

• I can classify learning targets by type: knowledge, reasoning, skill, product (performance).
We Are Here!

ACCURACY

PURPOSE

DESIGN

EFFECTIVE USE

EFFECTIVE

COMMUNICATION

STUDENT

INVOLVEMENT

TARGET
Let’s review what we learned in part I

– I can articulate the difference between a ‘standard’ and a ‘target.’
– I can identify learning targets that are necessary to achieve a standard.

Take one minute to reflect on these with an ‘elbow partner’
QUIZ TIME!

• Decide if the following statements are:

Standards
Targets
Activities
Standard, Target or Activity

• Distinguish between capitalistic and non-capitalistic economic systems.

• Describe the change in position over time (motion) of an object.

• Model radioactive decay by counting pennies that land face-up to represent nuclear fission.
Standard, Target or Activity

• Exemplify effective language choices by applying correct grammar and usage.

• Circle the words that should be capitalized in the following paragraph.

• Summarize the rights granted in each of the first 10 amendments to the US Constitution.
Where is this in the ‘Big Picture’?

Where am I going?

1. Provide a clear statement of the learning target
2. Use examples and models

Where am I now?

3. Offer regular descriptive feedback
4. Teach students to self-assess and set goals

How can I close the gap?

5. Design focused lessons
6. Teach students focused revision
7. Engage students in self-reflection; let them keep track of and share their learning
Clear Targets

CHETL- Instructional Rigor and Student Engagement: Teacher clarifies and shares with students learning intentions/targets and criteria for success. Student articulates and understands learning intentions/targets and criteria for success.
Attributes of Clear Targets

Learning targets (are):

• Accomplished in a few days at most

• Specific to what and how

• Usually consist of concept (noun), skill (verb), and often a specified context

...as opposed to

• Long term

• Global and somewhat ambiguous

• Lacking one or more of the components
Learning targets (are):

• Teachable/learnable using a variety of instructional activities/strategies/contexts/tools.

• One component in a sequence of scaffolded accomplishments --focused on what is to be LEARNED

...as opposed to:

• A single approach or activity is the only approach possible with the given target; not transferrable to another context

• Only focused on what is to be DONE (activity)
You Be the Judge - Learning Target or Not?

1. I can identify the protagonist, theme, and voice of a piece of literature.

2. I can describe how materials change when they are heated or cooled.

3. I can flip a coin one hundred times to determine the probability of heads.

4. I can compare factors contributing to the French Revolution and the American Revolution.

5. I can summarize what I have read or learned. This means I can write a short statement of the main points or the big ideas of what I read or learned.

6. I can use authentic ancient Egyptian techniques to mummify a chicken.
Big Idea: Developing an Initial Understanding (Reading)

- Developing an initial understanding of text requires readers to consider the text as a whole or in a broader perspective. Texts (including multicultural texts) encompass literary and informational texts (expository, persuasive, procedural texts and documents). Strategies for gaining a broad or literal understanding of print texts can also be applied to non-print texts (e.g., digital, environmental).

RD-EP-2.0.7 Students will make inferences or draw conclusions based on what is read.
DOK 3

Targets: Applied context for a particular lesson: Harry, The Dirty Dog

- I can explain what an inference is.
- I can identify important details in a story that I read. This means I can tell which information is most important to understanding the story.
- I can connect details about the main character to what I already know.
- I can make an inference about why something happened in a story.
Using a Protocol to Improve Practice

A tuning protocol is a “way a teacher presents actual work before a group of thoughtful ‘critical friends’ in a structured reflective discourse aimed at ‘tuning’ the work to higher standards.”

– Joe McDonald in “Three Pictures of an Exhibition” (1995)
What a tuning protocol is NOT!

• Opportunity for “one-upmanship”
• Showcase for validation
• Haven for venting about students, parents, administrators, instruction in earlier grades
Tuning Protocol Sequence

• Introduction
• Teacher Presentation
• Clarifying Questions
• Feedback
• Reflection
Types of Learning Targets

- Knowledge
- Reasoning
- Skill
- Product
- Dispositions*
Knowledge Targets

Master **factual and procedural knowledge**, to be learned outright or retrieved

- **Recognizes** and describes patterns
- **Understands** long-term physiological benefits of regular participation in physical activity
- **Explains** the important characteristics of U.S. citizenship
- **Knows** that energy can be transformed between various forms
Reasoning Targets

*Use knowledge to reason and solve problems*

- Uses statistical methods to describe, **analyze**, **evaluate**, and **make decisions**
- **Analyzes** fitness assessments to **set** personal fitness **goals**, **strategizes** ways to reach goals, evaluates activities
- Examines data/results and **proposes** meaningful **interpretation**
Skill Targets

*Demonstrate mastery of specific performance skills*

- **Measures** length in metric and US units
- **Reads aloud** with fluency and expression
- **Dribbles** to keep the ball away from an opponent
- **Participates in** civic **discussion** with the aim of solving current problems
- **Uses** simple **equipment and tools** to gather data
Product (Performance) Targets

Create quality products

- Constructs bar graphs
- Develops a personal health-related fitness plan
- Constructs physical models of familiar objects
- Creates a scripted scene based on improvised work
Target types tend to be cumulative or hierarchical

- **Knowledge** = knowledge
- **Reasoning** = knowledge + reasoning
- **Skill** = knowledge + reasoning + skill
- **Product/Performance** = knowledge + reasoning + skill + product/performance
Review of Today’s Targets

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Next Month: Key 4

EFFECTIVE COMMUNICATION

STUDENT INVOLVEMENT