Clarifying and Sharing Clear Learning Goals
Facilitation Considerations

The focus of this professional learning is to deepen educators' understanding of each Evidence-Based Instructional Practice and to examine how these strategies can support students in reaching the intended learning outcomes within the *Kentucky Academic Standards*. While it is recommended that this professional learning be structured in a professional learning community (PLC), it may be adapted for facilitation in small groups or during instructional staff meetings.

Participant Materials:
The following materials are integral parts of this learning experience:
- Overview video;
- General overview (defines evidence-based instructional practices and why they are important);
- Narrative introduction to EBIP # 2: Clarifying and Sharing Clear Learning Goals;
- Content specific resources to support implementation.
    - Mathematics
    - Reading and Writing
    - Science
    - Social Studies

All materials are available at www.kystandards.org.

Facilitator Preparation:
- Review all materials prior to the professional learning session(s).
- Make adjustments based on timing, group size, local priorities, local norms, presentation format (in-person or digital learning environments) and facilitator's personal presentation style.
- Determine strategies to engage participants in discussions around the Evidence-Based Instructional Practice resources. Possible strategies from the Thinking Collaborative are provided below. Facilitators should not feel tied to utilizing these specific strategies, but rather should consider how to best foster engagement with the resources in an authentic way.

Starting the Session: How might you structure the beginning of the session in a way that allows participants to focus on the session and activate their background knowledge?		
Engage in a constructivist-learning experience working with a fresh topic Know, Think You Know, Want to Know	Activate background knowledge by linking new learning to a visual representation. Four Box Synectics	Generate energy and build community by interacting with others, and brainstorm information about a new topic. Give One, Get One

Engaging in the Resources: How might you structure opportunities for participants to engage with the resources? For example, will there be time for participants to read and process information independently, or will participants engage in the resources collectively? How will the whole group process the new information?		
Select, interpret, explain, synthesize text. Text Rendering	Prime the pump for full group conversation. First Turn, Last Turn	Acquire, summarize and communicate information collaboratively. Jigsaw Carousel
Engage in a constructivist-learning experience working with a fresh topic Know, Think You Know, Want to Know	Deepen understanding of concepts through a structured dialogue. Delve and Dialogue	Select and interpret information as it relates to individuals and the whole group. Focused Reading

Closing the Session: How might you structure opportunities for participants to prioritize "next steps" moving forward? How will participants reflect throughout each session? Is there a common idea of "next steps" or is each individual proceeding independently? Is more time needed in the future for additional learning around this topic or to explore related ideas?		
Clarify the what, why and how of next steps Content Check	Interdependently synthesize information. 5 - 3 - 1	Members reflect on content and connect to their own work. Stoplight

Possible Educator Self Reflection Questions:
Below is a list of possible reflection questions facilitators may use to help participants process their learning and begin to think about next steps. These questions may be used to stop and reflect throughout or at the end of the session. Facilitators do not have to use all reflection questions, may allow for participant choice, or may choose those questions that best meet the needs of the group and the local context.

Questions for teacher self-reflection related to **brain research and the need for clear learning goals:**
- Why is it important to provide clarity to my students? How does this support their learning?
- What strategies or approaches do I currently use to provide clarity to students learning? Is there anything I might want to shift about my current approach?
- How do I utilize formative assessment practices in a way that highlights student knowledge rather than deficit knowledge? Is there anything I might want to shift about my current approach?

Questions for teacher self-reflection related to **starting with teacher clarity:**
- How do I (or my team/PLC) currently utilize the components within the Kentucky Academic Standards documents to gain greater clarity on my grade-level standards? How might I (or my team/PLC) utilize the Breaking Down a Standard Protocol to support our understanding of grade-level standards?
- What steps am I taking to engage students in the practices of the content area as they are learning?
- Have I (or my team/PLC) reflected on common preconceptions, misconceptions and challenges/confusions that might arise for my students? How might I (or my team/PLC) utilize the supports embedded within the KAS documents and the Breaking Down a Standard Protocol to identify and plan for addressing these issues?
- How deep is my understanding of how the content standards are connected within and across grade levels (progressions/coherence/vertical alignment)?
- How might I (or my team/PLC) organize my grade-level standards into units around big ideas and/or questions to help deepen student understanding and engagement with the content in a more meaningful, relevant way?

Questions for teacher self-reflection related to **establishing student clarity:**
- How do I currently support my students in answering the three clarity questions: (1) What am I learning? (2) Why am I learning it? and (3) How will I know I have learned it? Is there anything I might want to shift about my current approach?
- How might I support students in working through questions, tasks, texts, and/or problems without taking the thinking away from them?
- What approaches or strategies do I currently use to help students understand the relevance of their learning? Is there anything I might want to shift about my current approach?

Questions for teacher self-reflection related to **developing student understanding of the learning goals and success criteria:**
- What process do I use when designing learning experiences to support students in reaching the learning goal? Is there anything I might want to shift about my current approach?
- How do I embed instructional routines to support students in using the success criteria to self-assess their progress toward the learning goal? Is there anything I might want to shift about my current approach?
- How can I help students recognize the things they do and say are evidence of their learning? How can I support students in making their ideas visible and public?
- How might I use samples of student work in my classroom to support students in understanding what success looks like and where they are in their own learning?

Questions for **co-constructing success criteria:**
- Based on the complexity of the learning goal(s) and the time spent in class working towards those goals, how do I determine when it might be appropriate to co-construct success criteria with my students? Is there anything I might want to shift about my current approach?

Questions for **considering next steps:**
- Based on the research and the content-specific connections I have explored, which resources do I plan to explore further?
- Is this further exploration something I want to pursue in a structured way with a partner/team/PLC?
- If I plan to explore independently, is there someone in my school, district or professional community I could use as a thought partner to support and process my learning?