Clear Learning Targets Guide

Everything educators need to know to make learning clear to students

Battelle for Kids
Bringing clarity to school improvement
Formative Instructional Practices

- A process, both formal and informal, that teachers and students use to know where they need to go in the intended learning, where they are and how to close the gap.

- **Purpose**: Collect evidence to inform learning—for both the teacher and student.

- Most powerful when students know what they know and can do, and teachers adjust instruction to keep all students on winning streaks.

- Often defined as **assessment for learning** or formative assessment.
Introduction—The Big Picture

How do formative instructional practices fit in with the entire learning process?

Battelle for Kids has a clear vision of how formative practices are a part of the entire learning process. Illustrated on page 2, we see these practices defining effective teaching and learning—a process that requires shared ownership by teachers and students. The six components are described below.

Clear Learning Targets

As represented by the yellow circle in the center of the illustration, clear learning targets are the core of the teaching and learning process; they provide clarity of learning for learning. Clear learning targets are the pieces that make up the larger learning goals known in most states as standards or benchmarks. With clarity around the learning:
- Aligned, accurate assessments and lessons can be created;
- Instruction that matches the intended learning can be delivered;
- Descriptive feedback for learning can be realized by both teachers and students;
- Evaluative feedback can truly reflect mastery of learning.

Aligned, Accurate Assessments

These assessments can be formal or informal—constructed response, selected response, performance assessment, observation and oral questioning—and any other way that teachers collect information to both inform and evaluate learning. The key is to have the assessments align to the learning targets, be aware of the sampling of items needed to make sound decisions, and plan for how to use the information being collected. It is important to remember that an assessment itself is not formative or summative; it is how the results are used that determines the label.

Lesson Design

Like assessments, lessons should be aligned to the learning targets. It is with this work that teachers determine learning progressions and make decisions about how to best engage students in the learning—the best “entry points” for learning.

Instruction

This is where the rubber meets the road. Teachers and students share ownership in the learning process. It is where the targets, the assessments and the lessons come to life. Ultimately, the learning is aligned to the individual students—meeting them where they are “right now” in their own learning progression. The two tables on the right illustrate this shared ownership that is critical for success.

Communication for Learning

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulate the learning targets to students, sharing with them what quality work looks like—a clear vision of the intended learning.</td>
<td>Are able to articulate the learning targets. They work with samples of the learning at the start of learning.</td>
</tr>
<tr>
<td>Use assessment as part of instruction.</td>
<td>Use assessment as a part of learning.</td>
</tr>
<tr>
<td>Give and receive lots of descriptive feedback—oral, written and with rubrics—in relation to the learning targets or learning process.</td>
<td>Give and receive lots of descriptive feedback—oral, written and with rubrics—in relation to the learning targets or learning process.</td>
</tr>
<tr>
<td>Model for students how to give descriptive feedback to themselves and their peers.</td>
<td>Give feedback about their learning to their teachers, themselves and their peers.</td>
</tr>
<tr>
<td>Engage in responsive teaching practices.</td>
<td>Participate in flexible groups that meet their needs.</td>
</tr>
<tr>
<td>Voices do not dominate the classroom.</td>
<td>Voices dominate the classroom.</td>
</tr>
<tr>
<td>Employ effective oral questioning strategies.</td>
<td>Employ effective oral questioning strategies.</td>
</tr>
<tr>
<td>Reflect on what is working and what is not.</td>
<td>Are “taught” how to learn, how to reflect and how to set learning goals for themselves.</td>
</tr>
</tbody>
</table>

Communication of Learning

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarify from the start the criteria for grading—earning an “A” means that a student can know and do the following standards.</td>
<td>Understand and can articulate the criteria for grading—they know what “A” work looks like, the level of mastery that it represents.</td>
</tr>
<tr>
<td>Monitor learning by tracking learning goals/targets rather than tracking activities.</td>
<td>Are taught to monitor their own learning by tracking the targets they have mastered and the ones they have not.</td>
</tr>
<tr>
<td>Provide ample penalty-free learning opportunities.</td>
<td>Have many penalty-free learning opportunities. They have clarity around the learning “when it counts.”</td>
</tr>
<tr>
<td>Give evaluative feedback that supports learning.</td>
<td></td>
</tr>
</tbody>
</table>
Learning Goals and Learning Targets

**Learning Goal 1**
*Gain an understanding of the importance of clarity of learning for learning*

Learning Targets that lead to Goal 1

**Target 3:** Understand why clear learning targets are essential for learning and the connection to student motivation.

**Target 2:** Define learning targets and be able to explain what they are to other educators.

**Target 1:** Understand how learning goals differ from learning activities.

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**Learning Goal 2**
*Create clear learning targets to make the intended learning clear to all*

Learning Targets that lead to Goal 2

**Target 5:** Write the learning targets in student-friendly language.

**Target 4:** Scaffold the learning goal into a learning progression.

**Target 3:** Determine any common misconceptions about the learning goal.

**Target 2:** Identify the steps to create clear learning targets.

**Target 1:** Understand the components of the learning goal by unpacking it.

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**Learning Goal 3**
*Understand the power of rubrics as another way to provide clarity of learning for learning*

Learning Targets that lead to Goal 3

**Target 2:** Understand how to involve students in creating and using rubrics.

**Target 1:** Understand the difference between rubrics and scoring guides.

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**Learning Goal 4**
*Determine the best ways to move this work forward*

Learning Targets that lead to Goal 4

**Target 2:** Examine the components of professional learning teams as a vehicle to do this work collaboratively.

**Target 1:** Review some options for getting the work started in your school or district—a call to action.

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**Purpose**
The purpose of this guide is to provide straightforward, uncomplicated instruction to teachers and leaders on how to create and use clear learning targets as a powerful way to provide clarity of learning for learning in order to maximize student growth and achievement.

**Why this Guide?**
*Every* presentation. *Every* workshop. *Every* educator. It is the same question every time. When it comes to creating, sharing and using learning targets, can you show me what I need to do? Can you let me see what learning targets look like and sound like in different subjects, in different grades, with different types of learners? Well, yes and yes. The Clear Learning Targets Guide provides teachers and leaders with everything they'd ever want to know about how to make the intended learning clear to students. From creating learning targets to leading the charge, this guide makes this important work doable for educators everywhere.

**How is this Guide Organized?**
This guide includes a variety of resources that are organized around the four learning goals listed on the left side of this page. The colored tabs on each page will let you know the learning goal that is being addressed.

**Legend**
The following icons are displayed throughout the guide:

- Each page of the guide displays the specific learning target(s) being addressed that are the pieces of the larger learning goal.

- Suggestions and questions for professional learning teams
How do **learning goals** differ from **learning activities**?

### Learning Goals

These goals need to be broken down into smaller pieces—learning targets—in student-friendly language.

**The what**—what students are to know or be able to do.

Students need to be able to articulate the goal to themselves and others.

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### Learning Activities

Activities should be chosen or planned after the learning goals are established and should not drive instruction.

**The how**—the means to an end; the processes; the doing.

What students are usually able to articulate to themselves and others.

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Students learn **MORE** when they have clarity around the learning goal.

Students learn **LESS** when they focus on what they are doing instead of what they are learning.

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### Professional Learning Teams

- Is your classroom or school driven by learning goals or learning activities? How do you know?
- A great first step is to recognize what classrooms driven by learning goals "look like" and "sound like."

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### Classrooms That Are Driven by Learning Goals/Learning Targets

**Look Like:**

- Learning targets are displayed in ways that are appropriate to the grade level, subject and needs of students.
- Exemplar work samples are displayed, showing what the learning targets look like—could be as simple as a piece of a complete work sample.
- Teachers and students are using rubrics to describe varying levels of a learning progression.
- Displays of student and class progress are monitored by the learning goals/targets and not by learning activities.

**Sound Like:**

- Teachers share the learning goals/targets at the start of learning.
- Students are able to articulate the goals and targets.
- Teachers are introducing students to the language of a rubric.
- Students are talking about the qualities of their work with the teacher and each other.
- Students are NOT asking, "Is this okay?" because they know what quality work looks like.
Learning Goal

Learning Target

Learning Target

Learning Goal

Make the intended learning clear to students.

Create or find examples of strong and weak work, and share them with students so they know what the learning looks like.

Understand and scaffold the intended learning, or learning goal, into manageable pieces for students, sharing it in a language they understand.

**Target 2:** Define learning targets and be able to explain what they are to other educators.

**Learning Targets** are the pieces—the knowledge, the skills, the reasoning, the products—that make up the larger learning goals known in most states as standards or benchmarks. They clarify the intended learning by breaking it up into manageable chunks. They answer the question for teachers and students, “Where am I going?” Learning targets are organized into an appropriate progression toward the larger learning goal—and beyond.

**Professional Learning Teams**

- Can you explain what learning targets are to other educators? To students? To parents?
- Can your students answer the question, “Where am I going?”

**LEARNInG GoAL 1:** Gain an understanding of the importance of clarity of learning for learning
LEARNInG GoAL 1: Gain an understanding of the importance of clarity of learning for learning

Clear Learning Targets—Clarity of Learning for Learning

Do your students ask, “What are we learning today?” Have you ever thought the learning targets were clear to your students only to discover that this was not the case? Do you and your colleagues even share an agreed-upon expectation of quality of the larger learning goal and the learning targets that lead to it? For example, does mastery of the 5th grade standards (learning goals) look the same in all 5th grade classrooms in your school? These questions sound simple enough, and parents think we as teachers answer each and every one accurately. However, if you have spent any time in school as a teacher or student, you know firsthand that these "simple" questions require more than a quick response. They require thoughtful, collegial discussions that purposely include students as the ultimate stakeholders in their own learning.

Benefits for Teachers

Clear Learning Targets:

- Provide clarity of the state standards.
- Open the door for teacher collaboration.
- Lead to thoughtful consideration of the progression of learning.
- Answer the question, “Assess what?”
- Allow teachers to select and create accurate assessments.
- Are critical to shared communication between teachers and students—communication for and of learning.
- Demand curricular priorities because this work should be done first with the essential learning.
- Make it easy to disaggregate student results.
- Provide the clarity needed to reflect on their own teaching, and set appropriate learning goals for students.

Benefits for Students

Clear Learning Targets:

- Enable students to know where they are going in the learning. “This is what I learned yesterday. This is what I am learning today. When I master this, I know what I will be learning tomorrow.”
- Help students learn more. This is supported by research.
- Are motivating to students.
- Allow all students to be successful. Think of it like mastering the levels of a video game. “I have been successful on level one of the game, now I’m going to master level two...and then three.” Success breeds success.
- Can be customized to individual classes or even to individual students because some students need more steps to reach the learning goal than others.
- Are critical to shared communication between students and teachers—communication for and of learning.
- Provide the clarity needed to reflect on their own learning and set new learning goals for themselves.

Benefits for Parents

Clear Learning Targets:

- Provide clarity about what their child is supposed to know or be able to do—what 5th grade level work looks like.
- Help parents support the learning process.
- Enable parents to know specifically which targets their students have mastered and where they need more support.
- Allow parents to ask specific questions about their student’s own learning progressions.

Professional Learning Teams

- Do the teachers in your school or district have common expectations of what students are to learn and what quality work looks like?
- How confident are you that the assessments in your school are an accurate reflection of the standards or learning goals? How could creating clear learning targets help?
- What are some ways that you can communicate and help parents and students understand the learning targets?
LEARNING GOAL 2: Create clear learning targets to make the intended learning clear to all

Target 1: Understand the components of the learning goal by unpacking it.
Target 2: Identify the steps to create clear learning targets.

How to Create Clear Learning Targets—4 Easy Steps

Step 1. Unpack the learning goal or standard.
- Identify the nouns and verbs.
- Consider the level of Bloom’s Taxonomy: high, medium and low levels.
- Remember to define and include all key academic vocabulary.
- Review what is taught and assessed in the grades/courses before and after.
- Consider the knowledge and skills needed to master this content standard or learning goal.

CAUTION! Some state standards or learning goals in the lower grades are “one and done.” The standard "Count from 1–100," for example, would not need to be broken down into learning targets. In other words, the goal IS the target.

Step 2. Ask yourself, “Is this goal a power standard?”

Step 3. Break the learning goal down into smaller learning pieces or targets.

Step 4. Re-write these targets in student-friendly language.
- I can...
- We are learning to...
- I know...

Please Note: The process of creating targets does not always have to be with one standard/goal at a time. It is often appropriate to group a few goals together to do this work. These standards could be in the same subject area, cross-curricular or interdisciplinary.

Follow the sample learning goal found in the Common Core Standards—
Reading, Grade 6, Informational Text, Key Ideas & Details.

(This example will be used through page 10.)

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

UNPACKING THE STANDARDS/LEARNING GOALS TEMPLATE

Academic Content Standard/Learning Goal:
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Subject: Reading
Grade: 6

What Students Need to Know (knowledge/concepts)
List nouns/noun phrases: textual evidence, analysis, text, inferences

What Students Need to Do
List verb/verb phrases: cite

Level of Bloom’s Taxonomy
Low: Remember & Understand
Middle: Apply & Analyze
High: Evaluate & Create
List level of Bloom’s: High

Sequencing of standards: What comes in the grades before and after?
Grade 5: Quoting accurately from text when supporting ideas...
Grade 7: Cite several pieces to support textual analysis...

Are there any vocabulary words that need to be identified/clarified in context? Textual evidence; analysis; inferences

What prior knowledge and skills are needed to master this content standard? Students need to understand the difference between knowledge-level questions that can be answered in the text and inference questions.
Step 3. Break the learning goal down into smaller learning pieces or targets.

In this step, use your Unpacking the Standards/Learning Goals Template to consider the pieces—the knowledge, the skills, the reasoning and the products—that make up this standard. (Grade 6 reading example.)

Knowledge: define what is meant by textual evidence and inference

Reasoning: analyze informational text—complex text; make inferences; justify analysis with textual support

Skill: read the selection to find the textual support (scan for information)

Product: (constructed response) write a paragraph or essay to present analysis and textual support

Please Note: This learning goal could be assessed through selected response as well; thus, no product target would result.

Step 4. Re-write these targets in student-friendly language.

I can…

We are learning to…

I know…

On page 10, you will find the student-friendly learning targets for the 6th grade reading example. The targets are organized into a learning progression.

Unpacking the Standards/Learning Goals—Why?

- To teach and assess all of the content that is expected in the standards (the learning goals).
- To teach and assess at the level of rigor or cognitive demand that is expected for a grade level.
- To ensure a solid understanding of the prior knowledge and skills needed to master each of the standards/learning goals.
- To understand what is learned in the grades/courses that come before and after the ones we teach.

Step 2. Ask yourself, “Is this goal a power standard?”

The 6th grade reading example on page 8 would meet the criteria of being considered a power standard or goal. Why?

Power standards/goals…

- Are life skills.
- Have leverage into many disciplines.
- Prepare students for next levels of learning.

Although power standards don’t always meet all three criteria, this standard certainly does. Keep in mind that many standards that do NOT appear on standardized assessments are still power standards and should be prioritized in a student’s learning experience.

Step 2 is important because the work of creating clear targets should first be done with power standards—the most important learning, the learning that encompasses other learning.

Step 2 is important because the work of creating clear targets should first be done with power standards—the most important learning, the learning that encompasses other learning.
As you write learning targets in student-friendly language, consider the following:

The progression of learning.
Why? The way the learning progresses for students matters. Considering the prerequisite knowledge and/or skills to master a goal/standard is a must. How you group learning targets and even the larger learning goals (standards) together for instruction makes a difference. And, through sound diagnostic assessments you will uncover the best “entry point” for learning. It is important to note that the knowledge level is NOT always the best route.

The stems to begin the statements and the verbs.
Why? The stems listed are suggestions for how to write the targets. Do what works best for your subject area and/or grade level. Notice that some targets are more than one sentence. Remember this work is NOT about crafting the perfect learning target; it is about providing clarity of learning for learning.

Why? Some “verbs” demand both low and high cognitive thinking. “Determine,” for example, could be used as part of a low level target or a high level one. Always look at the context that it is being used.

Any common misconceptions students may have about this learning.
Why? This is the perfect time to put this front and center for students so you don’t have to “undo” learning later. For instance, in the reading example provided, many students tend to support opinion with more opinion rather than textual support. So, why not make that a clear learning target?

Using rubrics instead of statements.
Why? Simply put, not all targets need to, or even should, be written as statements. Skill targets, such as oral fluency in reading, or product targets, such as writing an essay, would best be “defined” by a well-developed rubric to provide the needed clarity for learning. (Examples on pages 12 and 13.)
**Target 5:** Write the learning targets in student-friendly language.

**Let’s Look at Another Example of Step 4—High School Algebra**

**The Learning Progression**

**Topic:** Exponential Functions

**Going Beyond the Learning Goal or Standard**

1c: Compose functions. E.g., if \( T(y) \) is atmospheric temperature as a function of height, and \( h(t) \) is the height of a weather balloon as a function of time, then \( T(h(t)) \) is the temperature at the location of the weather balloon as a function of time.

3. Identify the effect on the graph of replacing \( f(x) \) by \( f(x) + k, k f(x), f(kx), \) and \( f(x + k) \) for positive and negative values of \( k \).

**Mastering the Learning Goal or Standard**

**High School Algebra:** Functions

**The Learning Goal:** 1b: Build functions. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.

**Laying the Base (Foundation Learning)**

**Grade 8:** Expressions and Equations

1: Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, \( 3^1 \times 3^8 = 3^9 = 1/3^3 = 1/27 \)

**Grade 6:** Expressions and Equations

1: Write and evaluate numerical expressions involving whole-number exponents.

**Another Way to Display Student-Friendly Targets—Statements begin with the verbs**

- **Identify the effect of replacing a function** \( f(x) \) by \( f(x) + k, k f(x), f(kx), \) and \( f(x + k) \) for positive and negative values of \( k \).

- **Compose functions.** E.g., if \( T(y) \) is temp as function of height, and \( h(t) \) is height as a function of time, then \( T(h(t)) \) is temperature at the location of an object as a function of time.

- **Combine functions.** E.g., if \( T(y) \) is atmospheric temperature as a function of height, and \( h(t) \) is the height of a weather balloon as a function of time, then \( T(h(t)) \) is the temperature at the location of the weather balloon as a function of time.

- **Apply the properties of integer exponents.** E.g., \( 3^1 \times 3^8 = 3^9 = 1/3^3 = 1/27 \)

- **Evaluate expressions with whole number exponents.** E.g., \( x^2 + 2x^2 = 3x^2 \)
Learning Goal 3: Understand the power of rubrics as another way to provide clarity of learning for learning

Target 1: Understand the difference between rubrics and scoring guides.
Target 2: Understand how to involve students in creating and using rubrics.

Rubrics vs. Scoring Guides

Rubric: The written criteria by which a student product or performance will be judged. Good rubrics have levels defined using indicators and/or descriptors (analytical rubrics).

Scoring guide: A written set of statements that describe how student performance on a task will be evaluated.

“All rubrics are scoring guides, but not all scoring guides are rubrics.”

— Creating and Recognizing Quality Rubrics
Arter & Chappuis, 2007

Steps to Creating a Student-Friendly Rubric

Step 1. Create or review the "adult version" of your rubric. You need to be clear in your own mind what the intended learning is and what defines quality.

Step 2. Identify and define any words or phrases in the adult version that students may not understand. Consider the best phrasing or wording for students.

Step 3. Convert the language of the adult rubric into language that students will understand.


Step 5. Try the rubric out with students, asking for their feedback.

Step 6. Revise the student-friendly rubric as needed.

Professional Learning Teams

For elementary teachers, how could symbols be used when creating rubrics for and with students?

How could examples of strong and weak work, coupled with the rubric, help clarify the learning for students at the start of instruction? (A "5" essay, a "3" essay, a "1" essay.)

Check out the following 5–3–1 persuasive essay rubric.

5 Meets Standard

Addresses all parts of the prompt.

Contains an interesting "hook."

Adapts effectively to the audience and purpose.

Has a firm position on the topic that you want your reader to accept.

Offers credible evidence to support your opinion and all ideas are presented.

Concludes with a restatement of what you want the reader to do or believe (call to action).

3 Approaching Standard

Addresses the prompt in general.

Generally engages the audience but the connection to the topic is unclear.

Adapts to the audience and purpose but contains inconsistencies.

Has a general position on the topic or waivers on more than one opinion.

Offers general evidence to support your opinion but not for all ideas presented, or ideas presented are repetitive.

Restates position but not in a convincing way.

1 Below Standard

Attempts to address the prompt.

Does not have an interesting "hook" or "hook" is not related to the prompt.

Is not appropriate to audience and purpose.

Lacks a clear position.

Lacks evidence and support for position.

Attempts to conclude paper or provides no conclusion.

Note: This rubric addresses the essay content and elements of persuasion. Mechanics, usage, grammar and spelling could be a separate rubric.
Sample Student-Friendly Rubric for an Oral Presentation
Elementary—Informational Speech

(Rubric contains the learning targets)

<table>
<thead>
<tr>
<th>Category</th>
<th>I’m a Star!</th>
<th>I’m getting there</th>
<th>I’m a beginner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience</td>
<td>I really taught my audience some new things about my topic.</td>
<td>I taught my audience a few new things about my topic.</td>
<td>I did not really teach my audience anything new.</td>
</tr>
<tr>
<td></td>
<td>I used words and ideas that my audience could understand.</td>
<td>I needed to paraphrase some of my words for my audience. This means I needed to change terms to words they know and understand.</td>
<td>I used too many words from materials I used to plan my speech. I needed to put a lot more in my own words.</td>
</tr>
<tr>
<td>Content</td>
<td>I mostly stayed on topic.</td>
<td>I introduced my topic, but it could have been more interesting.</td>
<td>I did not really stay on topic.</td>
</tr>
<tr>
<td></td>
<td>I used facts and examples to back up my ideas.</td>
<td>I used many good examples (evidence) to back up my ideas.</td>
<td>I did not back up all ideas with good examples (evidence).</td>
</tr>
<tr>
<td></td>
<td>I summarized key ideas with my voice but moved around too much.</td>
<td>I summarized key points, but my clincher was weak.</td>
<td>I sort of just ended my speech. I didn’t really summarize key ideas.</td>
</tr>
<tr>
<td></td>
<td>I taught my audience a clincher. I had a great clincher.</td>
<td>I did not really summarize my speech.</td>
<td>I did not really summarize key ideas.</td>
</tr>
<tr>
<td></td>
<td>I really taught my audience some new things about my topic.</td>
<td>I taught my audience a few new things about my topic.</td>
<td>I did not really teach my audience anything new.</td>
</tr>
<tr>
<td>Delivery</td>
<td>I held the attention of my audience.</td>
<td>I held the attention of my audience most of the time.</td>
<td>I did not hold the attention of my audience.</td>
</tr>
<tr>
<td></td>
<td>I maintained eye contact the whole time.</td>
<td>I looked down some at my notes.</td>
<td>I looked down way too much during my speech.</td>
</tr>
<tr>
<td></td>
<td>I had good posture.</td>
<td>I had decent posture but moved around a bit.</td>
<td>I did not stand still. I rocked or moved around too much. It was distracting.</td>
</tr>
<tr>
<td></td>
<td>I spoke loudly but not the whole time.</td>
<td>I spoke loudly but not the whole time.</td>
<td>I needed to speak up.</td>
</tr>
<tr>
<td></td>
<td>I emphasized some ideas with my voice but not all of them.</td>
<td>I emphasized some ideas with my voice but not all of them.</td>
<td>I did not emphasize key ideas with how I talked.</td>
</tr>
<tr>
<td></td>
<td>I changed my tone and volume to have key ideas stand out.</td>
<td>I did not really change my tone and volume.</td>
<td>I did not really change my tone and volume.</td>
</tr>
</tbody>
</table>

How to Introduce the Language of a Rubric to Students

**Things to consider:**
- Simply handing out a student-friendly rubric may not be the best way to share the intended learning, or learning goal, with students.
- You may want to first find out what students know about the concept or skill. This not only allows you to access prior knowledge but also may generate some student interest.

**Example:** Intended learning: “I can give a good oral presentation in front the class. This means...?”

Read the following example of introducing the criteria of what defines a good oral presentation.

1. Ask students what it looks like and sounds like when someone gives a good oral presentation. Record their ideas.
2. Give a good presentation yourself or show the students a presentation that models the characteristics you will teach around delivery, for example, such as correct posture, volume and eye contact. Have students add anything they think they left off their original list.
   a. You could also give or show a presentation that models a weak delivery—poor posture, turning your face from the audience, mumbling, etc. Ask students, “What could have made this better?”
3. Acknowledge the list the students have made of what defines a good oral presentation. Ask them if they would like to see the “expert” list. Share the “expert” list—the list of criteria represented in the rubric that you will use to provide feedback during the learning and ultimately use to score the final presentations. The “expert” list could be in adult- or student-friendly language.
4. As you present the “expert” list, ask students how it is similar to their list. Show students what the two lists have in common. Point out how much they already know about good oral presentations. (If students have things on their list that are not needed, this lets you know possible misconceptions they have about this learning.)
5. Distribute the rubric that you will be using that includes the criteria the experts believe make a good oral presentation. After all, you want your students to become experts at giving oral presentations too.
LEARNING GOAL 4: Determine the best ways to move this work forward

**Target 1:** Review some options for getting the work started in your school or district—a call to action.

Moving this Work Forward—A Menu of Options

So, how do you get started with creating and sharing learning targets in your classroom, school or district? We recognize that professional learning teams, or communities, are the ideal option, but as we know, the way to make a change is to start with yourself.

In this chart, find some suggestions for moving this work forward—on your own, with a colleague or with a professional learning team.

<table>
<thead>
<tr>
<th>On Your Own</th>
<th>With a Colleague</th>
<th>With a Professional Learning Team</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>If you are a teacher:</strong></td>
<td><strong>If you are a teacher:</strong></td>
<td><strong>Teachers and leaders:</strong></td>
</tr>
<tr>
<td>■ Starting with one lesson or unit, unpack those power standards and</td>
<td>■ You can do everything that is possible to do &quot;on your own&quot; with a colleague.</td>
<td>■ You can do everything that is possible to do &quot;on your own&quot; and &quot;with a colleague.&quot;</td>
</tr>
<tr>
<td>creating learning targets for your students. Soon your students will</td>
<td>Share what is working and what is not.</td>
<td>Now you have the collective thinking and efforts of a group to move the work forward.</td>
</tr>
<tr>
<td>be able to help do this too.</td>
<td>Provide each other descriptive feedback about your progress. What else could</td>
<td>■ To get your team started you might want to engage in a text-based discussion using a relevant</td>
</tr>
<tr>
<td>■ Experiment with ways to display learning targets in your classroom.</td>
<td>you try?</td>
<td>article such as: Supporting Teacher Learning Teams. How Teachers Learn, by Jan Cahppuis, Steve</td>
</tr>
<tr>
<td>■ Experiment with ways to share the learning targets with your students.</td>
<td>Have conversations around power standards. It is important that colleagues</td>
<td>Chappuis and Richard Stiggins (Educational Leadership; 56-60, 2009), or Schools as Learning</td>
</tr>
<tr>
<td>■ Display learning targets on assignments and assessments when appropriate.</td>
<td>have a shared understanding about what truly is the essential learning</td>
<td>Communities—What is a Professional Learning Community?, by Richard DuFour, 2004.</td>
</tr>
<tr>
<td>■ Creating rubrics that clearly describe varying levels of mastery.</td>
<td>for students.</td>
<td>■ It is also a good idea to establish group norms such as a standard meeting time and rules for</td>
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<tr>
<td>■ Put work samples, or even pieces of work, that demonstrate mastery of</td>
<td>■ Divide and conquer. If you happen to teach the same grade and subject,</td>
<td>participation and engagement.</td>
</tr>
<tr>
<td>the targets up in your room or school.</td>
<td>divide up the work.</td>
<td>■ Consider conducting action research. Example: Based on the most current value-added</td>
</tr>
<tr>
<td>■ Share examples of strong and weak work with students as a way to give</td>
<td>■ If you are a leader:</td>
<td>diagnostic trends, select a quintile that is demonstrating below expected growth. Focus on</td>
</tr>
<tr>
<td>them a vision of the learning target.</td>
<td>■ You can do everything that is possible to do &quot;on your own&quot; with a colleague.</td>
<td>moving that group of students up the scaffold to the next level of learning or beyond.</td>
</tr>
<tr>
<td>■ Start collecting samples of work to use with future students.</td>
<td>Share what is working and what is not.</td>
<td>Document the observed and formatively assessed growth of these students. Use data to determine</td>
</tr>
<tr>
<td>■ Behind the scenes, monitor learning by learning targets rather than by</td>
<td>■ Provide each other descriptive feedback about your progress. What else could</td>
<td>if using clear targets (or other instructional practices) has moved the needle for these students.</td>
</tr>
<tr>
<td>activities.</td>
<td>you try?</td>
<td>■ Consider conducting action research. Example: Based on the most current value-added</td>
</tr>
<tr>
<td>■ Ask yourself if the feedback you give students relates to the learning</td>
<td>■ Ask your colleagues how they keep the essential learning front and center for</td>
<td>diagnostic trends, select a quintile that is demonstrating below expected growth. Focus on</td>
</tr>
<tr>
<td>targets or learning process. After all, it is this kind of feedback</td>
<td>teachers, students and parents.</td>
<td>moving that group of students up the scaffold to the next level of learning or beyond.</td>
</tr>
<tr>
<td>that helps students learn.</td>
<td>■ Ask your colleagues how they make creative use of time to work on the work.</td>
<td>Document the observed and formatively assessed growth of these students. Use data to determine</td>
</tr>
<tr>
<td>■ Ask your students for lots of feedback. Remember, you share responsibility for learning with them.</td>
<td>■ Share your data so you can exchange ideas and strategies based upon what is</td>
<td>if using clear targets (or other instructional practices) has moved the needle for these students.</td>
</tr>
<tr>
<td>■ Share with your colleagues what is happening as a result of students</td>
<td>really happening vs. what is perceived to be happening.</td>
<td>■ Consider conducting action research. Example: Based on the most current value-added</td>
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<td>using learning targets.</td>
<td></td>
<td>diagnostic trends, select a quintile that is demonstrating below expected growth. Focus on</td>
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<td><strong>If you are a leader:</strong></td>
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<td>moving that group of students up the scaffold to the next level of learning or beyond.</td>
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<td>■ Model using clear targets with your staff as a way to lead professional</td>
<td>■ Have teachers who are creating and sharing learning targets present what they</td>
<td>Document the observed and formatively assessed growth of these students. Use data to determine</td>
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<td>learning in your school or district.</td>
<td>are doing at a staff meeting or professional learning day.</td>
<td>if using clear targets (or other instructional practices) has moved the needle for these students.</td>
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<td>■ Have teachers who are creating and sharing learning targets present</td>
<td>■ Make the power standards a priority in your school.</td>
<td>■ Consider conducting action research. Example: Based on the most current value-added</td>
</tr>
<tr>
<td>what they are doing at a staff meeting or professional learning day.</td>
<td>■ Be creative. Provide time, if you can, for teachers who are working on this</td>
<td>diagnostic trends, select a quintile that is demonstrating below expected growth. Focus on</td>
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<td>■ Make the power standards a priority in your school.</td>
<td>work.</td>
<td>moving that group of students up the scaffold to the next level of learning or beyond.</td>
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<td>■ Be creative. Provide time, if you can, for teachers who are working on</td>
<td>■ Monitor the progress of your students. Are the students who are in &quot;target</td>
<td>Document the observed and formatively assessed growth of these students. Use data to determine</td>
</tr>
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<td>this work.</td>
<td>rich&quot; classrooms making more progress than those students who are not?</td>
<td>if using clear targets (or other instructional practices) has moved the needle for these students.</td>
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<tr>
<td>■ Monitor the progress of your students. Are the students who are in &quot;target</td>
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<td>■ Consider conducting action research. Example: Based on the most current value-added</td>
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<td>rich&quot; classrooms making more progress than those students who are not?</td>
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<td></td>
<td>moving that group of students up the scaffold to the next level of learning or beyond.</td>
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</tbody>
</table>

Teachers and leaders:

■ Model using clear targets with your staff as a way to lead professional learning in your school or district.
■ Have teachers who are creating and sharing learning targets present what they are doing at a staff meeting or professional learning day.
■ Make the power standards a priority in your school.
■ Be creative. Provide time, if you can, for teachers who are working on this work.
■ Monitor the progress of your students. Are the students who are in “target rich” classrooms making more progress than those students who are not?
Target 2: Examine the components of professional learning teams as a vehicle to do this work collaboratively.

The most productive professional learning teams have:

A Focus on Learning
- Teachers are moving from a focus on what is taught to a commitment to the learning of each student.
- Principals are modeling and setting priorities for student learning.

A Collaborative Culture
- In a professional learning team, principals and teachers work together interdependently doing "whatever it takes" to help all students learn.
- The collaboration is a means to an end.

A Collective Inquiry into Best Practice and Current Research
- Teachers and principals share knowledge and work together to study and learn best practices and make data-based decisions.
- Educators are guided by a clear vision of what essential knowledge and skills students must learn.

Action Orientation: Learning by Doing
- Teachers in a professional learning team take action and make commitments to try new things and then share their results publicly with their team.

Commitment to Continuous Improvement
- The results are analyzed and processes are examined to be more effective. In others words, the learning for teachers and students is continuous.

Results Orientation
- Goals are measured by the improvement in student learning.

Formative Framework of Teaching and Learning

How do learning goals differ from learning activities?

- Students learn MORE when they have clarity around the learning goal.
- Students learn LESS when they focus on what they are doing instead of what they are learning.
Battelle for Kids is a national, not-for-profit organization that provides strategic counsel and innovative solutions for today's complex educational-improvement challenges.

Our mission-driven team of education, technology, communications and business professionals partners with state departments of education and school districts nationwide to improve teaching and learning and maximize opportunities for all students to thrive in college, in their careers and in life.