The Bigger Picture: Purpose Dimension

Purpose

Planning: Designs and aligns the components to:

Standards (Common Core State Standards - CCSS)
- Link to broader purpose and transferable skill.
- Previous and future lessons.

Learning Target and Teaching Points
- Learning target linked to standards.
- Measurable.
- Teaching points linked to knowledge of students' learning needs (academic background, life experiences, culture and language).

Instruction: throughout the lesson:

- Ensures students understand the purpose.
- Provides opportunities for students to reflect upon their learning in relation to the success criteria.

Moving to Purpose - Glossary

Standard	Grade level expectation of what the state expects student to learn by the end of the year.
Learning Target	Measurable, expectation of what the teacher wants students to learn by the end of a single lesson. Written in student friendly language and builds in a logical progression toward the unit goals and grade level standard.
Broader Purpose	How the learning relates beyond the classroom and is relevant beyond school.
Transferable Skill	The skill being learned can be appropriately applied within and across discipline.
Performance Task	Any learning activity or assessment that asks students to demonstrate their knowledge, understanding and proficiency. Performance tasks yield a tangible product and/or performance that serve as evidence of learning.
Success Criteria	What it will look like and sound like, if the student hits the lesson's learning target(s).

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Knowing Your Learning Target

http://www.ascd.org/publications/educational-leadership/mar11/vol68/num06/Knowing-Your-Learning-Target.aspx

Connie M. Moss, Susan M. Brookhart and Beverly A. Long

The first thing students need to learn is what they're supposed to be learning.
One of Toni Taladay's students walked into Lenape Elementary School wearing a colorful tie-dyed shirt with a tiny bull's-eye shape in the lower front corner. That small design caught the eye of his classmate, who exclaimed, "Look, Joey, you're wearing a learning target!" In the Armstrong School District in southwestern Pennsylvania, learning targets are everywhere: in lesson plans, on bulletin boards, in hallways—and as this story illustrates—firmly on students' minds.

What Is a Shared Learning Target?

If you own a global positioning system (GPS), you probably can't imagine taking a trip without it. Unlike a printed map, a GPS provides up-to-the-minute information about where you are, the distance to your destination, how long until you get there, and exactly what to do when you make a wrong turn. But a GPS can't do any of that without a precise description of where you want to go.

Think of shared learning targets in the same way. They convey to students the destination for the lesson—what to learn, how deeply to learn it, and exactly how to demonstrate their new learning. In our estimation (Moss & Brookhart, 2009) and that of others (Seidle, Rimmele, & Prenzel, 2005; Stiggins, Arter, Chappuis, & Chappuis, 2009), the intention for the lesson is one of the most important things students should learn. Without a precise description of where they are headed, too many students are "flying blind."

The Dangers of Flying Blind

No matter what we decide students need to learn, not much will happen until students understand what they are supposed to learn during a lesson and set their sights on learning it. Regardless of how important the content, how engaging the activity, how formative the assessment, or how differentiated the instruction, unless *all students* see, recognize, and understand the learning target from the very beginning of the lesson, one factor will remain constant: The teacher will always be the only one providing the direction, focusing on getting students to meet the instructional objectives. The students, on the other hand, will focus on doing what the teacher says, rather than on learning. This flies in the face of what we know about nurturing motivated, self-regulated, and intentional learners (Zimmerman, 2001).

Students who don't know the intention of a lesson expend precious time and energy trying to figure out what their teachers expect them to learn. And many students, exhausted by the process, wonder why they should even care.

Consider the following high school lesson on *Jane Eyre*. The teacher begins by saying,

Today, as you read the next chapter, carefully complete your study guide. Pay close attention to the questions about Bertha— Mr. Rochester's first wife. Questions 16 through 35 deal with lunacy and the five categories of mental illness. The next 15 questions focus on facts about Charlotte Brontë's own isolated childhood. The last 10 items ask you to define terms in the novel that we seldom use today—your dictionaries will help you define those words. All questions on Friday's test will come directly from the study guide.

What is important for students to learn in this lesson? Is it how to carefully complete a study guide, the five types of mental illness, facts about Brontë's childhood, meanings of seldom-used words, or facts about Mr. Rochester's first wife? Your guess is as good as ours.

Constructing a Learning Target

A shared learning target unpacks a "lesson-sized" amount of learning—the precise "chunk" of the particular content students are to master (Leahy, Lyon, Thompson, & Wiliam, 2005). It describes exactly how well we expect them to learn it and how we will ask them to demonstrate that learning. And although teachers derive them from instructional objectives, learning targets differ from instructional objectives in both design and function.

Instructional objectives are about instruction, derived from content standards, written in teacher language, and used to guide teaching during a lesson or across a series of lessons. They are not designed for students but for the teacher. A shared learning target, on the other hand, frames the lesson from the students' point of view. A shared learning target helps students grasp the lesson's purpose—why it is crucial to learn this chunk of information, on this day, and in this way.

Students can't see, recognize, and understand what they need to learn until we translate the learning intention into developmentally appropriate, student-friendly, and culturally respectful language. One way to do that is to answer the following three questions from the student's point of view:

> What will I be able to do when I've finished this lesson?
> What idea, topic, or subject is important for me to learn and understand so that I can do this?
> How will I show that I can do this, and how well will I have to do it?

The online-only figure at www.ascd.org/ASCD/pdf/books/el_201103_brookhart_figure1.pdf illustrates this process with examples for younger and older students. Carefully tailor your descriptions to your students' unique developmental levels, cultures, and experiences. A learning target should convey to *your* students what today's lesson should mean *for them*.

Beginning to Share

When teachers in the Armstrong School District began sharing learning targets with their students, their early efforts were tentative and inconsistent. Not all teachers tried it, and some who tried did not share targets for every lesson. Some simply paraphrased instructional objectives, wrote the target statements on the board, or told students what they were going to learn at the beginning of a lesson. Yet, even their exploratory attempts became game changers. When teachers consistently shared learning targets in meaningful ways, students quickly became more capable decision makers who knew where they were headed and who shared responsibility for getting there.

At Lenape Elementary School, for example, teachers and administrators marveled at the immediate effect of shared targets and how quickly those effects multiplied. Principal Tom Dinga recalls a visit to a 1st grade classroom during the first week of sharing learning targets. The teacher, Brian Kovalovsky, led the class in discussing the learning target for the math lesson that day—to describe basic shapes and compare them to one another. When he asked his students how they would know when they hit that target, one 6-year-old replied, "I'll be able to explain the difference between a square and a rectangle."

Invigorated by the changes they were witnessing, teachers and administrators used e-mail, peer coaching, peer observations, focused walk-throughs, and professional conversations to share what was working in their classrooms and buildings and supported these claims with evidence that their students were learning more and learning smarter.

Students are now more actively engaged in their lessons as full-fledged learning partners. Because they understand exactly what they are supposed to learn, students take a more strategic approach to their work. Students have the information they need to keep track of how well a strategy is working, and they can decide when and if to use that strategy again. In other words, students not only know where they are on the way to mastery, but also are aware of what it will take to get there.

The Power of Meaningful Sharing

Learning targets have no inherent power. They enhance student learning and achievement only when educators commit to consistently and intentionally sharing them with students. Meaningful sharing requires that teachers use the learning targets with their students and students use them with one another. This level of sharing starts when teachers use student-friendly language—and sometimes model or demonstrate what they expect—to explain the learning target from the beginning of the lesson, and when they continue to share it throughout the lesson. Here are two powerful ways to do that.

Designing a Strong Performance of Understanding

The single best way to share a learning target is to create a strong *performance of understanding*—a learning experience that embodies the learning target. When students complete the actions that are part of a strong performance of understanding, they and their teachers will know that they have reached the target.

When introducing the lesson, the teacher should explicitly share the learning target for the day and explain how each of the tasks that are part of the lesson will lead students toward that target. Remember the lesson on *Jane Eyre*? Consider this lesson introduction:

Today we will learn more about how Brontë uses her characters to explore the theme of being unwanted. Remember, a theme is an underlying meaning of the story. Yesterday, we examined Jane Eyre's life experiences as they relate to the theme of being unwanted. Today we will do the same for Adele, Mr. Rochester's ward. As you read, find examples of Adele being unwanted, unloved, uncared for, or forgotten. Then, in your learning groups, discuss your examples and your reasons for choosing them. At the end of class, use your notes to draft a short paragraph that answers the question, How does the character of Adele deepen Brontë's theme of being unwanted in the novel *Jane Eyre*?

Note how the teacher explains what students will learn that day and how each task explicitly connects to that target. If students perform all of these actions, they will better understand how Brontë uses her characters to explore the theme of being unwanted. The tasks clearly lead students to the target, and the students can see how each task leads them to their goal. A strong performance of understanding helps students understand what is important to learn, provides experiences that will help them learn it, and gives them a chance to observe their growing competence along the way.

Explaining the Criteria for Success

Success criteria are developmentally appropriate descriptions and concrete examples of what success in a lesson looks like. They are not the grades students should earn, the number of problems they must get right, or the number of times they should include something in a performance or product (for example, how many descriptive adjectives they should include in a paragraph).

"I can" statements, like those pictured on p. 67, are a great way to explain success. Another useful strategy is to ask students to examine work samples that represent various levels of quality and discuss what makes some samples better than others. Teachers can also use rubrics to define the elements of a successful performance or product and describe various performance levels for each element. An especially powerful way to do this is to

have students apply a rubric's organized criteria to work samples with various levels of quality. Then ask students to explain their decisions using the language in the rubric. When students know the success criteria, they can be mindful of what success looks like as they use the rubric to guide their learning.
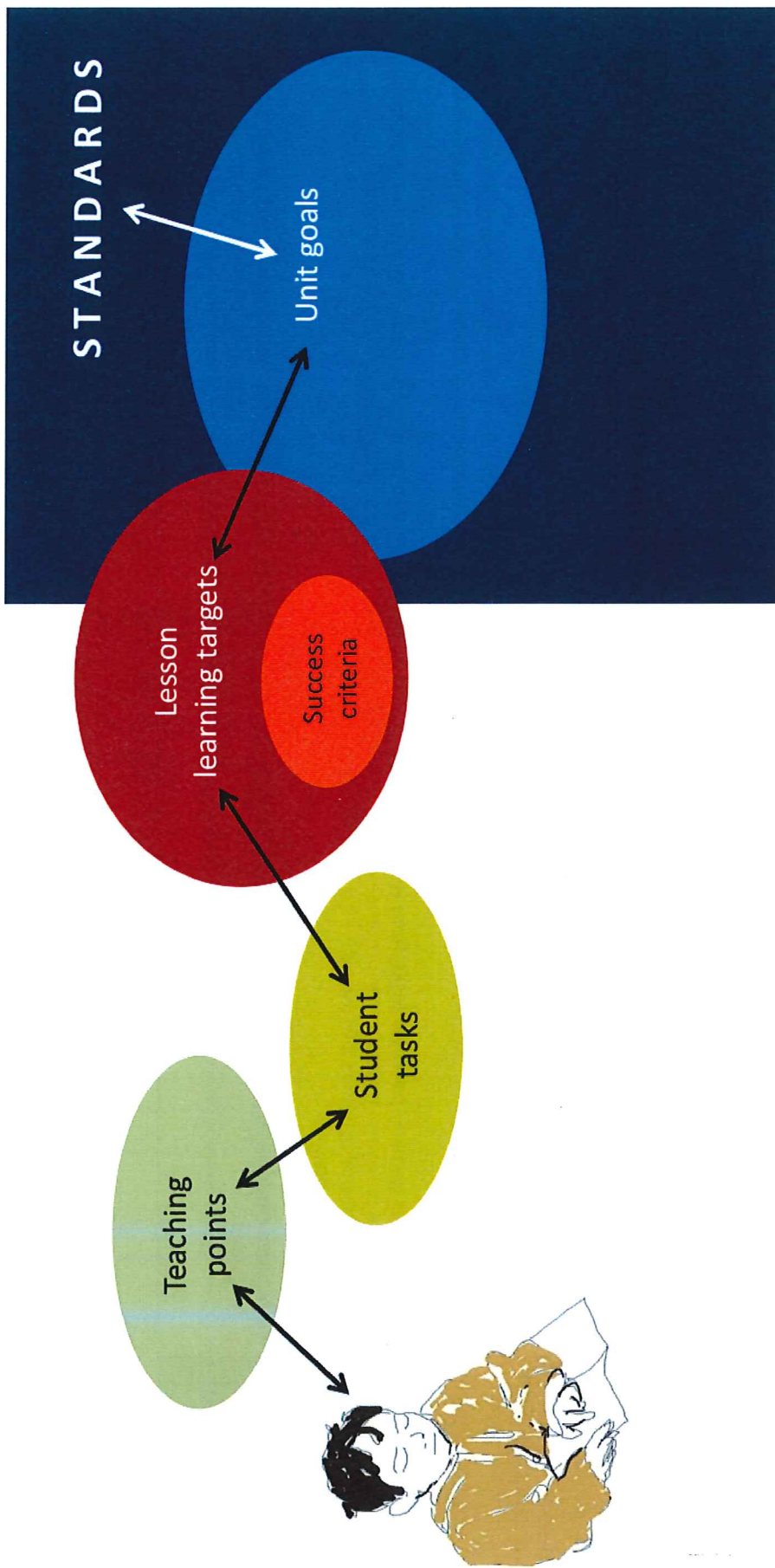
Empowering Every Student

Armstrong teachers began embedding learning targets into their lessons in October 2009. Now, almost a year and one-half later, shared learning targets guide lesson planning, formative assessment, and classroom walk-throughs. But the most impressive transformation is that of students into full learning partners. Now that students know where they are going, they are more motivated to do the work to get there.

It's just this simple. Do we want classrooms full of empowered, self-regulated, highly motivated, and intentional learners? If we do, then it is time to own up to the obstacles that educators create by withholding the very information that would empower learners. Students cannot regulate learning, use thoughtful reasoning processes, set meaningful goals, or assess the quality of their own work unless they understand what success looks like in today's lesson.

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5 Dimensions of Teaching and Learning™ and 5D+™ Teacher Evaluation: Stage 2 Training – Focus on Purpose

The "Spine" of Purposeful Instruction

STANDARDS

Unit goals

Lesson learning targets

Success criteria

Student tasks

Teaching points

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	Instructional Objective Framed from the Teacher Point of View	**Learning Target** Framed from the Student Point of View
Where does it come from?	• Derived from a standard and/or curricular goal.	• Derived from an instructional objective.
Who uses it?	• Used by the teacher to guide instruction during a lesson or over a group of lessons.	• Used by the teacher and the students to aim for understanding and assess the quality of student work during today's lesson.
What does it describe, and how does it describe it?	• Describes content knowledge (concepts, understandings) and skills that students should be able to demonstrate. • Uses teacher language (the language of curriculum and standards). • May span one lesson or a set of lessons.	• Asks, "What am I going to learn?" • Uses student language as well as pictures, models, and/or demonstrations when possible • Asks, "What should I be able to do at the end of today's lesson? And how is it connected to yesterday's and tomorrow's lessons?"
How does it connect to a performance of understanding?	• Generalizes to many potential tasks, from which teachers select one or several to be the performance of understanding for instructional activities and formative assessment for a series of lessons.	• Is connected to the specific performance of understanding that the teacher has chosen for today's lesson.
How does it promote evidence-based assessment?	• Includes criteria and performance standards in teacher language.	• Includes student look-fors – criteria and performance standards in student language – often accompanied by tools (e.g., "I can" statements, rubrics, checklists) and examples of work.

Checklist for Evaluating Learning Targets

A learning target contains ALL of the following characteristics. It must:

☐ Describe exactly what the student is going to learn by the end of today's lesson.

☐ Be stated in developmentally appropriate language that the student can understand.

☐ Be framed from the point of view of a student who has not yet mastered the intended learning outcome for today's lesson.

☐ Be connected to and shared through the specific performance of understanding designed by the teacher for today's lesson (what students will be asked to do, say, make, or write that will deepen student understanding, allow students to assess where they are in relation to the learning target, and provide evidence of mastery).

☐ Include student look-fors – descriptive criteria that students can use to judge how close they are to the target, stated in terms that describe mastery of the learning target (not in terms that describe how the students' performance will be scored or graded).

Learning Targets: Helping Students Aim for Understanding in Today's Lesson
Connie M. Moss and Susan M. Brookhart [© 2012 by ASCD. All rights reserved.]

TYPES OF LEARNING TARGETS

Determine the kind of learning you want your students to engage in. Match your purpose in learning to instructional strategies, activities, assessments and reflective questions you will engage the students in.

KNOWLEDGE – what is known about this subject, absolute facts, concepts, generalizations.
<u>Verbs:</u> I describe, I define, I identify, I state, I label, I recite, I recognize, I explain, I summarize/paraphrase, I distinguish, I represent, I illustrate.

SKILLS – how to do it – the ability to use – procedure – process.
<u>Verbs:</u> I use, I <u>practice</u>, I demonstrate, I apply, I plan, I model.

THINKING SKILLS – how to cognitively approach the processing of information, clarify or expand existing information, gain deeper or more complex understanding, increase your mental structures to include new input.
<u>Verbs:</u> I <u>compare</u>, I contrast, I sequence, I evaluate, I analyze, I synthesize, I infer, I interpret.

LEARNING STRATEGIES – how to engage in learning effectively individually or in collaboration:

Memorize – commit to memory.
<u>Verbs:</u> I recite, I recall, I tell, I retell, I state, I restate, I name.

Discover – find out about.
<u>Verbs:</u> I design, I experiment, I determine, I explore, I invent.

Problem Solve – ways to arrive at a decision.
<u>Verbs:</u> I explain, I show, I solve, I puzzle, I reason, I organize, I work out.

Inquiry – trying to find out more about something.
<u>Verbs:</u> I investigate, I search, I uncover reasons for, I find meaning of, I deduce.

Analysis – figure out why, how, how come, conditions for, how effective, what worked.
<u>Verbs:</u> I analyze, I consider, I figure out, I investigate, I resolve, I study, I interpret.

Collaborate – defend ideas, work with ideas of others, discuss/argue ideas with others.
<u>Verbs:</u> I collaborate, I state my role, I explain my contribution, I incorporate ideas of others.

Metacognition/Reflective – to evaluate the effectiveness of one's strategies for processing in terms of accessing appropriate learning, learning the process of, applying the process of, improving the process of.
<u>Verb phrases:</u> I improve, I explain what I did well, I explain what I need help with, I explain what I will do differently next time, I identify my mistake, I identify what I didn't do well.

ATTITUDES/BEHAVIORS/PERSONAL ATTRIBUTES – Personal goals, work habits, classroom behaviors, develop appreciation for, values, attitudes, inclinations, social graces or attitudes: such as work against inclination for prejudice and bias.
<u>Verbs:</u> I manage, I consider, I value, I improve, I realize, I work, I state, I develop, I listen, I compare.

Adapted from Assessment Training Institute (2011)

Understanding Learning Targets
Progression of Learning over Time

General Overview

What is a Learning Target?
A learning target is what you want the students to learn TODAY. It is derived from a grade level standard, not from the text or other published materials, unless those materials are 100% aligned with the state or Common Core State Standards. A learning target is clear to students and attainable in one day/lesson. It describes the kind of learning you want the students to do.

What are Success Criteria?
Success criteria allow students to know if they are making progress towards or have met the learning target. The success criteria are connected to the progression of learning.

Progression of Learning to Reach the Targets: *(Note: The progression of learning is not the directions to complete an assignment; it is the learning students will obtain from doing the task.)*
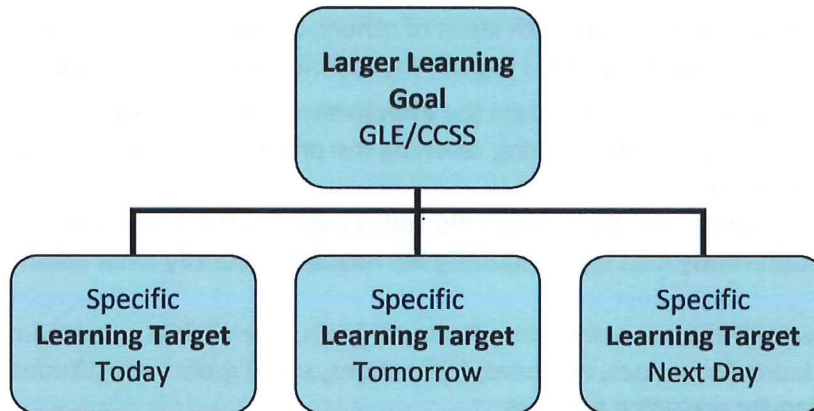
> **Day 1 Learning Target:**
> I can describe what makes elaboration effective.
>
> **Progression of Learning:**
> - I understand elaboration.
> - I know how to analyze elements of effective elaboration.
> - I am able to articulate differences between strong /weak examples of elaboration.

Connection to Standard(s)

How does the Learning Target relate to the GLE or Common Core Standard?

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If it seems that the learning target extends beyond one lesson, ask yourself:

- Why am I teaching this on multiple days? What is different each day?
- What is the change in depth? Or in cognitive progression?
- What understanding do I want students to get from today's work that expands yesterday's work?
- What skills are students adding to what they practiced yesterday?
- What new strategy am I bringing in today for them to practice?

Guiding questions to help you identify the learning target:

1. As the result of this lesson today, what do I want the students to know and be able to do?
2. Why is it important that they achieve this new learning? What will they be able to do as a result of having acquired this learning?
3. Therefore, the most important thing for them to carry away from engaging in this learning experience today is … ?

The answer to question 3 is the learning target.

Some Different Kinds of Learning Targets

- o Content – knowledge, skills, core concepts in a particular content area.
- o Strategies – learning strategies, specific actions, behaviors, steps or techniques used to improve or achieve a goal or task, to solve a problem, etc.
- o Thinking Development – thinking skills that transfer to all learning (i.e., predict, compare/contrast, conclude, summarize).
- o Procedural – step-by-step operations, course of action, method to do something that is either content related (i.e., order of operations in math) or learning process related. This would not include directions to complete an assignment.
- o Investigative or Inquiry – forming questions about a subject, encountered information, or events. Learning how to conduct an investigation or ask meaningful questions that lead to deeper understanding or the acquisition of more knowledge.
- o Reflective – consciously thinking about and analyzing what one has done. Reflecting on one's learning, understanding one's own learning process, metacognition, empowering student autonomy.

Consider the depth of understanding needed as a student moves through the progression of learning. Samples:

Depth of Content Learning

1 = Simple recall of knowledge and skills.

2 = Understanding concepts, compare/contrast, seeing patterns or generalizations.

3 = Use to solve problem or use effectively in another context.

4 = Analyze for implications, inference.

5 = Combine ideas and create problems.

6 = Create own ideas/alternative solutions, see various perspectives/conclusions, broad application into multiple contexts.

Learning Strategy Development Using Content

1 = Followed directions.

2 = Used own strategy.

3 = Used own strategy and combined with strategy gained from another student.

4 = Combined multiple strategies.

5 = Analyzed various strategies and created complex strategy to fit a specific situation.

Investigation

1 = Find required information.

2 = Interpret and expand understanding of information; compare/contrast with other info.

3 = See value of information, make inferences, make predictions, see possible applications, make connection to own life and learning.

4 = Analyze and verify validity of information; identify possible problems and/or possible implications.

5 = Draw conclusions, imply applications, see/test various alternatives to own conclusions.

3

Starter Prompts for Purpose

- **Yesterday we learned...**
  - Connection to Previous and Future Lesson (P2)

- **Today we are learning to ...**
  - Learning Target (P1 and P4)

- **We will show that we can do this by...**
  - Performance Task (P3)

- **To know how well we are learning this we will look for...**
  - Success Criteria (P5)

- **It is important for us to learn this (or be able to do this) because....**
  - Broader Purpose or Transferable Skill (P2)

- **Tomorrow we will learn about...**
  - Connection to Previous and Future Lesson (P2)

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Key Ideas – Purpose

Planning: Designs and aligns components:

1) Learning Target(s) linked to Standards (CCSS/HSCE/GLCE/CTE/IB/AP)
- Linked to broader purpose and/or transferable skill.
- Connected to previous and future lessons.
- Based on student learning needs: academic background, life experiences, culture and language.

2) Performance Task linked to Learning Target(s)
- Requires demonstration and/or application of learning.

3) Success Criteria linked to Learning Target(s)
- Paints a picture (describes) of expected learning.
- Students use to communicate what they are learning.

Instruction: throughout the lesson

4) Ensures students understand the purpose.

5) Provides opportunities for students to reflect upon their learning in relation to the student success criteria.