

## ***The Power of Explicit Learning Targets to Unleash Student Learning***

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### **Useful Resources**

Fisher, Douglas and Frey, Nancy. *The Purposeful Classroom: How to Structure Lessons with Learning Goals in Mind*. ASCD, 2011.

Moss, Connie M. and Brookhart, Susan M. *Learning Targets: Helping Students Aim for Understanding in Today's Lesson*. ASCD, 2012

Dean, Ceri B. et al (based on the earlier version by Marzano and Pickering). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*, 2<sup>nd</sup> ed. ASCD, 2012. (See Chapter 1: "Setting Objectives and Providing Feedback")

### **Some Guiding Questions to Explore Independently and with Colleagues**

1. Why don't more children perform at higher levels?
2. Why does the specification of a clear, aligned, and rigorous target learning outcomes matter? How might they impact teaching and student learning?
3. What are the key elements of high quality learning targets?
4. How might we begin to address the need for specific language targets as well as content targets?

<p><b><u>TAKE AWAY - Observation Report Exploration</u></b></p> <ul style="list-style-type: none"> <li>•Select 5 observations reports</li> <li>•Read the stated learning targets (if noted)</li> <li>•Is there a content target and a language target?</li> <li>•Are they             <ul style="list-style-type: none"> <li>▫about the intended learning or an activity?</li> <li>▫clear and rigorous?</li> <li>▫in student friendly language?</li> </ul> </li> <li>•Do the learning activities align?</li> <li>•Does the assessment plan align?</li> </ul> <p>How could you or the teacher enhance the objective? HOW MIGHT YOU BEGIN TO TALK WITH TEACHERS ABOUT EFFECTIVE LEARNING TARGETS?</p>	<p><b><u>Characteristics of Effective Learning Targets</u></b> <i>(Fisher &amp; Frey):</i></p> <ul style="list-style-type: none"> <li>• Focuses on student learning, rather than an activity, assignment or task</li> <li>• Contains both content and language components</li> <li>• Understandable by students who can restate them</li> <li>• Leads to the design of meaningful, aligned learning experiences and an assessment plan that will inform instructional decisions</li> </ul>
<p><b><u>A Think-About to share with teachers:</u></b></p> <ul style="list-style-type: none"> <li>▫What literacy skills will be needed to do well with this lesson?</li> <li>▫What language functions will students have the potential opportunity to develop? How will this be incorporated into the lesson?</li> <li>▫How will you make the content and language goals explicit, to help focus your work and that of your students?</li> </ul>	<p><b><u>Language Objectives Defined:</u></b> <i>Specific targets that address the type of language functions students will need in order to accomplish the goals of the lesson.</i></p> <p>May address</p> <ul style="list-style-type: none"> <li>▫vocabulary,</li> <li>▫language structures,</li> <li>▫specific language functions (like <i>to justify, persuade, inform, entertain, debate, hypothesize</i>)~</li> </ul>