


**Moving the Standards into Practice**  
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What are you doing differently?



**“If you don’t know where you are going then you probably will not end up there.”**  
-Forrest Gump



**The Power of “I can”**


**For Today:  
Our Learning Targets**

At the end of the webinar,

- ✓ I can write a learning target.
- ✓ I have learned new ideas and strategies that will enhance my instruction with students.
- ✓ I have deepened my understanding that effective instructional practices include how standards, assessment and instruction work together to impact student learning.


*The teacher should not be  
the only person in class  
who knows the intention of  
the lesson.*

**Where to Begin?**




What are Learning Targets?


**Words, Pictures, Actions or  
Combinations**  
*to guide the learning*




**Important**  
*Learning Targets are  
written in the voice of  
the students.*




**When are Learning Targets  
Introduced?**



**For Instance**  
*Learning Targets are the  
“talk” throughout the lesson*





## Learning Targets

*focus on answering the question:*

**What did the students accomplish?**

## Model

**Standard: 6.RP.3b**

Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*

## Unpacking the Standard

1 Standards	2 Skills Included in Standards	3 Concepts Included in Standards	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking
6.RP.A.3.b Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i>	solve	unit rate problems	Including unit pricing and constant speed	Skills and Concepts

## A Student-Friendly Statement

**Target Learning Statement in Student-Friendly Terms**

I can solve unit rate problems and use ratios. This means that I can do a comparison of two different quantities that occur in everyday situations.

## Another Math Standard

**Standard (5.G.3)**

Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*

## What Does the Standard Say?

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking
5.G.B.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	understand	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category	All rectangles have four right angles and squares are rectangles, so all squares have four right angles	Recall and Reproduction

## The Words of the Student

**Learning Target Statements**

- ✓ I can describe a two dimensional drawing. That means I can talk about geometric shapes that have width and height.

## English/Language Arts Example

**Standard RI/RL.6.2**


Determine a theme or central idea of a text and how it is conveyed through particular details: provide a summary of the text distinct from personal opinions or judgments.

**Learning Target Statement**

I can use an organizer to help me summarize the main points of what I have read.

## When do I use Learning Targets?

*Every lesson needs Learning Targets*




## The Instructor

Thinks about:

- Where are the students headed in their learning?
- What did the students learn in the past lessons?
- What must the students know to understand the next lesson?
- What needs reteaching?

## Reflection at the End of the Lesson



Research shows that teaching students to self-assess is a key factor in the building of stick-to-itiveness and resiliency

## Identifying Strengths

Looking at areas for improvement



## The Students

Are part of the equation in determining learning targets

Always involve the students because this is for them.

The students need to reflect back on their learning to

- describe what they understand.
- discover what they still need to work on.

## Self Assess

Not yet	On my way	Got this

## Examples

Learning Target	Confident	Unsure

## Examples

Right	Wrong	Simple Mistake	Don't Get It

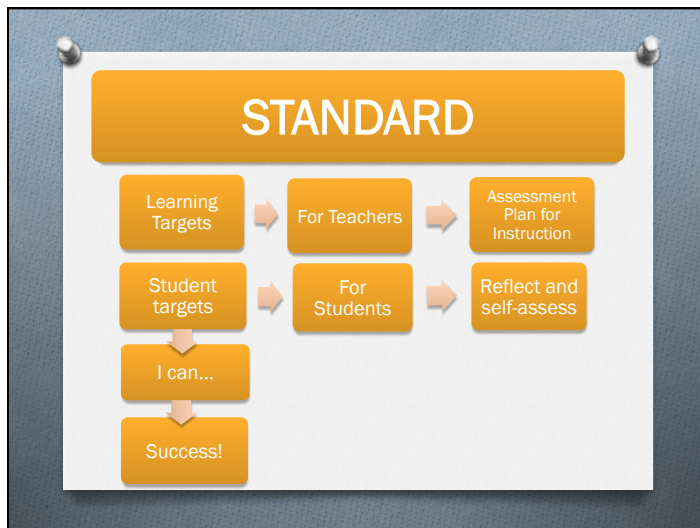
### How is solving this problem working for you?

- I can do it easily.
- I can do it, and want more practice.
- I can learn it, but I need more help.
- I am not yet ready for this problem.

### Let me know

I am good at these	I am pretty good at these, but I need to do a little review	I need to keep learning these
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- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.



### Understanding ?

- Are the targets clear as written?
- Do the targets reach the intended learning of the standard?



## Strategies

- Teacher checks for understanding
- Start the day with a warm up activity
- Planning charts for individual and groups
- Think-Pair-Share
- Instructor scaffolds the lesson
- Traffic light
- \$2 Summaries
- Text Messages
- Thumbs Up, Thumbs Down
- Story Board

*Robert Marzano (2005)*

*Students who can identify what they are learning significantly outscore those who cannot.*



## Reflect

What's important for me to remember?  
What's important for me to share with others?  
What questions do I still have?



## Did You Meet The Learning Targets Today?

Thank you

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