Quotes from us:

“It’s a way to create and plan our lessons.”

“It’s easier than you think! It doesn’t have to be complicated.”

“It makes learning clear and transparent.”

“Planning is so much easier.”

“Great use of collaboration time.”

“It creates a mental map and an organizational teaching framework that provides direction and simplifies my planning.”
<table>
<thead>
<tr>
<th>Topics</th>
<th>Methodology</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Open</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>General Characteristics</strong></td>
<td>KW Charts</td>
<td></td>
</tr>
<tr>
<td>• What they are &amp; what they</td>
<td>• Arrow model</td>
<td>30 min</td>
</tr>
<tr>
<td>aren’t</td>
<td>• List the five characteristics</td>
<td></td>
</tr>
<tr>
<td>• Elements</td>
<td>• p.18 “Which is which “</td>
<td></td>
</tr>
<tr>
<td>• They’re alive: posting v.</td>
<td>• &quot;Judge&quot; statement activities</td>
<td></td>
</tr>
<tr>
<td>student ownership</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Why L.T.?</strong></td>
<td>• School Mission &amp; Vision</td>
<td>20 min</td>
</tr>
<tr>
<td>• Student benefits</td>
<td>• 2 Video/Discussion?</td>
<td></td>
</tr>
<tr>
<td>• PLC and L.T.</td>
<td>• CMI and D.O. correlation: Less is more</td>
<td></td>
</tr>
<tr>
<td>• Pair-share</td>
<td>• One sentence research reflection</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• p.9 Distinguishing between</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Practice writing individual L.T statement</td>
<td></td>
</tr>
<tr>
<td><strong>L.T. in Action</strong></td>
<td>• Target statement</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>• p.18 Counterexample</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Practice writing a POU of the statement they</td>
<td></td>
</tr>
<tr>
<td></td>
<td>wrote</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Differentiation A, B, C Plans</td>
<td></td>
</tr>
<tr>
<td><strong>Success Criteria (SC)</strong></td>
<td>• p. 5 Success criteria and 2&amp;3rd grade videos</td>
<td>1 hr.</td>
</tr>
<tr>
<td></td>
<td>• Compare and contract individually first</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• General v. Specific (conceptual v. procedure/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>criteria v. checklist)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Write SC for your own L.T. statement</td>
<td></td>
</tr>
<tr>
<td><strong>So what?</strong></td>
<td>• Application</td>
<td>10 + (15 x 2) = 30</td>
</tr>
<tr>
<td></td>
<td>• Inquiry and LT.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unit planner CMI and D.O. correlation</td>
<td></td>
</tr>
<tr>
<td><strong>Closure</strong></td>
<td>• Opportunities and feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>KW charts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Next training dates</td>
<td></td>
</tr>
</tbody>
</table>
Annual Objective

Professionals will use learning targets in their daily classroom lessons to ensure quality student learning.
Learning Targets

• I can differentiate between poor quality and high quality learning targets by sorting given statements into examples and non-examples

• I can explain how L.T. can benefit our school by sharing my thoughts and reasoning about it.

• I can write a learning target with all its components
K.W. Charts

Write what you already know (K) about learning targets and what you want to know (W) about learning targets.
General Characteristics

Learning Target:

I can differentiate between poor quality and high quality learning targets by sorting given statements into examples and non-examples.
Potential Learning Trajectory
(Why “daily” targets in every class?)

YESTERDAY
(Previous Lesson)

TODAY
(Learning Target)

TOMORROW AND BEYOND
(Next Lesson, Unit Goal, Standard)
2nd Grade Mathematics

I can subtract a 1-digit number from a 2-digit number without regrouping, using cubes.

I can subtract a 1-digit number from a 2-digit number with regrouping, using cubes.

I can subtract a 1-digit number from a 2-digit number with regrouping, without using cubes.

I can subtract a 1-digit number from a 2-digit number.

[CCSS in Mathematics 2.0A.1: Represent and solve problems involving addition and subtraction.]
CHARACTERISTICS OF L.T.

1. Describes what students will learn in today’s lesson.

2. In language students can understand.

3. From the point of view of a student who is learning it for the first time.

4. Connected to a performance of understanding—what students do, make, say, or write—to help them learn it.

5. Provides students things to look for to assess their understanding as they are learning and working.

General Characteristics
The 4 Components of Learning Targets

- Monitor
- Explore
- Tell
- Launch

Student Look-fors (Success Criteria)

Learning Target Statement

Performance of Understanding

Lesson-sized Chunk of Concepts and Skills

General Characteristics
The Whole Thing is the Learning Target

General Characteristics
Practice – Which is which?

• I can draw a 3-column table, list data in the frequency column, and add frequencies for the cumulative frequency column.

• I can make a frequency table.

• Students get data about the number of ice cream cones sold at an outdoor stand each day during the month of July. They construct a frequency table describing daily ice cream sales.
Practice – Which is which?

• I can watch what a character says, looks like, and feels in the beginning & end of a story to see if the character changed.

• Are the character traits I identify the important ones for the story? Can I tell when a character began to change? Can I explain why the event helped the character to change? Does the explanation make sense?

• Use a graphic organizer to identify character traits at the beginning & end of the story.

General Characteristics
## Sorting Activity

I can differentiate between poor quality and high quality learning targets by sorting given statements into examples and non-examples.

<table>
<thead>
<tr>
<th></th>
<th>On Target</th>
<th>Not On Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>I compared the statement with the 5 characteristics and thoughtfully sorted them into examples and non-examples</td>
<td>I rushed through the activities</td>
</tr>
<tr>
<td><strong>Reasoning</strong></td>
<td>I explained why I place each statement where I did.</td>
<td>I did not discuss my reasoning with my peers</td>
</tr>
</tbody>
</table>

*General Characteristics*
How does a Learning Target “Live” in a Lesson?

- Share the target verbally
- Students put the learning target into their own words or explain it to a friend
- Students use an organizing visual—a picture, chart, video, smart board image, or handout that unpacks an important concept
- Students and teacher refer to the learning target throughout the lesson in ways that help the students self-assess
- Students analyze and discuss examples of strong and weak work
- Students discuss the connection of today’s lesson to what they learned previously and where they are headed in this lesson group
Why Learning Targets?

Targets that are explained with a meaningful, relevant rationale and reveal what competency or mastery looks like (Bransford, Brown & Cocking, 2000; Ryan & Deci, 2000) help students aim for mastery (Hattie & Timperley, 2007; Sadler, 1989).

Increased achievement and increase in student self-assessment capabilities result when students understand the criteria for good work.

- Primary projects (Higgins, Harris & Kuehn, 1994); Elementary and middle school writing (Andrade, Du, & Wang, 2008; Andrade, Du, & Mycek, 2010; Coe et al., 2011); Middle school mathematics (Ross, Hoagaboam-Gray, & Rolheiser, 2002); Middle school special education (Lee & Lee, 2009); Secondary school social studies (Panadero, Tapia, & Huertas, 2012; Ross & Starling, 2008)

The most effective teaching and the most meaningful student learning happen when teachers design the right learning target for today’s lesson and use it along with their students to aim for and assess understanding (Moss & Brookhart, 2012, p. 2)
## Why Learning Targets?

I can write a sentence summarizing the research about learning targets and explain my sentence to those at my table.

<table>
<thead>
<tr>
<th></th>
<th>On Target</th>
<th>Not On Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>My sentence is relevant, genuine, and worthwhile</td>
<td>My sentence is irrelevant, or trivial; or I didn't share a sentence.</td>
</tr>
<tr>
<td><strong>Reasoning</strong></td>
<td>I explained why I wrote that sentence.</td>
<td>I didn’t explain why I wrote that sentence; or my explanation was not sensible</td>
</tr>
</tbody>
</table>
### Why Learning Targets?

Activity: pair share opinion on how you think learning targets can benefit our school.

<table>
<thead>
<tr>
<th></th>
<th>On Target</th>
<th>Not On Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>I share an insight or thought that is relevant, genuine, or worthwhile</td>
<td>I shared a thought that was made up, irrelevant, or trivial; or I didn’t share a thought</td>
</tr>
<tr>
<td><strong>Reasoning</strong></td>
<td>I explained why I chose the thought I shared</td>
<td>I didn’t explain why I chose the thought I shared; or my explanation was not sensible</td>
</tr>
</tbody>
</table>
Why Learning Targets?
Why Learning Targets?
<table>
<thead>
<tr>
<th>Groups and numbers in a group</th>
<th>...create equal groups with things in it.</th>
<th>(1)Grasping a new concept: ...creating groups with the same number of objects in them</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skip counting with the same #</td>
<td>...skip count.</td>
<td>(2)Demonstrating a discrete skill (important steps) ...repeated patterns when counting</td>
</tr>
<tr>
<td>Representing equal groups</td>
<td>...show equal groups.</td>
<td>(3)Creating a complex product (Demonstrating expert modeling of the process) ...drawing organized groups with the same amount of objects in each group</td>
</tr>
<tr>
<td>Create your own rule of multiplication</td>
<td>...come up with ways of doing things that work in many situations</td>
<td>(4)Using a critical regulatory reasoning process...to maximize performance ...writing my own rule of multiplication that...</td>
</tr>
</tbody>
</table>
D.O. and Inquiry (CMI)

Monitor
Explore

Monitor
Explore

Tell
Launch

Show/Help
Launch

Student Look-fors (Success Criteria)

Learning Target Statement

Performance of Understanding

Lesson-sized Chunk of Concepts and Skills

Why Learning Targets?
Learning Targets in Action

1. Learning Target Statement
2. Concepts and Skills
3. Performance of Understanding
4. Success Criteria
L.T. Statements vs. POU

Distinguish between...

What students LEARN from a lesson

What students DO during a lesson

Learning Targets in Action
Learning Target Statement

L.T. Statement:  
I can write a learning target statement.

Performance of Understanding:  
• Individually, write one learning target statement.  
• Share it with your team for feedback.
Performance of Understanding

A strong performance of understanding makes the learning target visible and translates it into action for the students.
Counterexample

I can identify character attributes from reading A piece of text.
Example

• **LTS** Today we are learning that an effective paragraph has an opening, uses transition words that build from one part of the paragraph to the other, and leads to the end (conclusion).

• **POU** Students will compare two paragraphs, one with open/transitions/close and one without. How are they different? Which is better and why?

• **Success Criteria** Can I locate the transition words? Can I explain whether they were used appropriately? Can I identify the opening and closing and explain whether each is effective or not?

Learning Targets in Action
Performance of Understanding

L.T. Statement:  
I can write a performance of understanding.

Performance of Understanding:  
• Individually, write one POU for the statements you wrote earlier  
• Share it with your team for feedback.

Learning Targets in Action
Success Criteria

- Student “look-fors”
- Sharable in several ways
  - I can statements
  - Rubrics
  - Checklists
  - Guiding questions
  - By analyzing exemplars

Learning Targets in Action
Success Criteria Examples

How are the teachers uses of S.C. alike?
How are they different?

Summarize your finding in T chart or Venn Diagram.
https://www.youtube.com/watch?v=iiTsPPSqZfQ
Success Criteria

**General** v. **Specific**

Success Criteria Should Help Students Interpret Their Learning

**Example**

- LT -- I can do word problems requiring 2-digit addition.
- Look-fors:
  - I can say WHAT I did and WHY I did it.
  - I can explain each step of my work, in order.
  - I use math vocabulary words and strategy names.
  - I use clear language that others can understand.

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Success Criteria
General v. Specific

Success Criteria Should Help Students Interpret Their Learning

Example
• LT -- I can graph linear equations by graphing coordinate points.
• Look-fors:
  — I can identify appropriate x-values in the domain for this function.
  — I can calculate the y-value for a given element of the domain.
  — I can graph coordinate points and connect them with a line.
  — I can use mathematical language in my explanations.
  — I can explain the relationship between x and y in the linear function.

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Success Criteria
General v. Specific

Thought Questions

• Could you use the look-fors from the first example for the second example? Could you use the look-fors from the second example for the first example?
• What is the advantage of having generalizable look-fors (example 1)? Task-specific look-fors (example 2)?
• If you had to make a rule, which kind of look-fors would you use most often?
<table>
<thead>
<tr>
<th></th>
<th>6 Points</th>
<th>4 Points</th>
<th>2 Points</th>
<th>0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title of poster</strong></td>
<td><strong>Title is evident on poster, correctly spelled and capitalized</strong></td>
<td><strong>Title is on poster, but with errors or it is hard to read</strong></td>
<td><strong>No title or heading</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Order of life cycle stages</strong></td>
<td><strong>All the stages of the life cycle are in the correct order and correctly labeled.</strong></td>
<td><strong>One or more stages of the life cycle are in the wrong order.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Illustrations of life cycle stages</strong></td>
<td><strong>Illustration of each stage are evident.</strong></td>
<td><strong>One or two illustrations of the life cycle stages are missing.</strong></td>
<td></td>
<td><strong>Not included</strong></td>
</tr>
<tr>
<td><strong>Description of life cycle stages</strong></td>
<td><strong>Stages are described with at least 2 details.</strong></td>
<td><strong>Stages are described with one detail. One or more stage is missing.</strong></td>
<td><strong>Stages are incomplete or missing. Stages have one or zero supporting details.</strong></td>
<td><strong>Not included</strong></td>
</tr>
<tr>
<td><strong>Overall appearance of poster</strong></td>
<td><strong>Poster is very neat and organized. Title and all sentences have correct spelling, capitalization, and punctuation.</strong></td>
<td><strong>Poster is somewhat neat and organized. Some correct spelling, punctuation, and capitalization. Poster shows signs of little effort.</strong></td>
<td><strong>Poster is messy, many errors, not colored, or unfinished. Poster shows no signs of effort.</strong></td>
<td></td>
</tr>
</tbody>
</table>

**First draft, Life Cycle Project rubric**

*Learning Targets in Action*
<table>
<thead>
<tr>
<th></th>
<th>Advanced</th>
<th>Proficient</th>
<th>Nearing Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Order of life cycle stages</strong></td>
<td>All the stages of the life cycle are in the correct order and correctly labeled.</td>
<td>One or more stages of the life cycle are in the wrong order.</td>
<td>No order is specified or order is incorrect.</td>
<td></td>
</tr>
<tr>
<td><strong>Illustrations of life cycle stages</strong></td>
<td>Each stage has an illustration that gives an especially clear or detailed view about what happens to the animal then.</td>
<td>Each stage has an illustration that helps show what happens to the animal then.</td>
<td>Some stage illustrations do not show what happens to the animal then.</td>
<td>Illustrations do not help show what happens to the animal during its life cycle.</td>
</tr>
<tr>
<td><strong>Description of life cycle stages</strong></td>
<td>Stages are described accurately. Descriptions are especially complete and detailed.</td>
<td>Stages are described accurately.</td>
<td>Stages are described with some inaccurate or incomplete information.</td>
<td>No stages are described, or stages are described inaccurately.</td>
</tr>
</tbody>
</table>
Checklist for assignment requirements

- Not used for grading – used formatively
- By students (self and/or peers)

My Poster Checklist
- My poster has a title.
- My poster is neat.
- My poster is well organized.
- My poster has correct spelling.
- My poster has correct capitalization.
- My poster has correct punctuation.
Success Criteria

I can plan meaningful success criteria that both students and teacher can use to assess understanding.

<table>
<thead>
<tr>
<th></th>
<th>On Target</th>
<th>Not On Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>I wrote thoughtful success criteria that promotes meaningful student self-assessment</td>
<td>I wrote a checklist or focused on procedure rather than understanding</td>
</tr>
<tr>
<td><strong>Reasoning</strong></td>
<td>I explained why I wrote the success criteria that I did</td>
<td>Did not discuss my success criteria with my peers</td>
</tr>
</tbody>
</table>
Learning Targets: Helping Students Aim for Understanding in Today’s Lesson

Your name: ________________________________

This activity asks you to apply what you are learning about learning targets to your instructional design and lesson delivery in your own classroom. You may let your principal know about the lessons you are working on and when you plan to teach them so that he or she can plan a walkthrough if desired.

Step 1: Select and Describe the Lessons You Will Teach

Select a unit or a group of lessons focused on the same topic. Pick a lesson group that will take you at least 4 or 5 days to complete. Use this section to describe the lesson group or unit, to show how it derives value from three sources: how it is based in content knowledge, curriculum goals, and students’ needs.

Grade level for these lessons: __________________ Subject area for these lessons: __________________________

Topic of this unit or lesson group (e.g., telling time, balancing equations, finding the main idea, etc.):

How many days does the unit or group of lessons last? __________________

What summative assessment will certify what students have learned at the end of this unit or group of lessons? Describe the test, culminating assignment or activity on which you will base your grade for this unit or group of lessons.

---

* Connie M. Moss, Ed.D., Director  •  Susan M. Brookhart, Ph.D., Senior Researcher *  
  Center for Advancing the Study of Teaching and Learning (CASTL)  
  Duquesne University School of Education • 406 Canevin Hall • Pittsburgh, PA 15282  
  moss@castl.duq.edu • susanbrookhart@bresnan.net
I can find the topic sentence in a paragraph. (regardless of location)

I can decide whether a paragraph has a topic sentence or not.

I can identify the paragraph with the best topic sentence.

I can write a topic sentence based on a list of details.

I can write a topic sentence and details.

So What?
Learning Targets: Helping Students Aim for Understanding in Today’s Lesson

Explain how each lesson in the trajectory will elicit evidence of students’ content knowledge, skills, and reasoning processes that both students and teachers can use to help feed students forward along this trajectory.

Describe how you will differentiate instruction as students’ work along the trajectory gives evidence of differences in learning.

Step 3: On the following pages, design a learning target, performance of understanding, and look-fors for each lesson, using the four-step framework.

Use additional sheets to match the number of your lessons. Write in the way you would speak to students.

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So What?
I can identify the paragraph with the best topic sentence.

<table>
<thead>
<tr>
<th>Today we are learning...</th>
<th>To be able to do this we must learn and understand that...</th>
<th>You will show you can do this by...</th>
<th>Can I explain why each topic sentence is not there, poor, good, best, or not there?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will read 3 paragraphs and identify which one is poor, good, best, or not there.</td>
<td>You will know you have hit the learning target when you are able to say...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

I can identify the paragraph with the best topic sentence.
So What?

K.W. Charts

Put a star next to each item in the “K” column that you learned even more about today.

Put a check next to each item in the “W” column that you feel you have learned.
So What?

Expectations

If someone walks into the room, students will be able to answer:
- What is your learning target?
- How will you know when you have met your target?
So What?

Think about one goal you have in implementing learning targets in your classroom.

Submit your goal by filling out the Google survey emailed to you!

Closure
So What?

<table>
<thead>
<tr>
<th>Early-Release Learning Targets Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 2</td>
</tr>
<tr>
<td>Dec 4</td>
</tr>
<tr>
<td>Feb 5</td>
</tr>
<tr>
<td>April 2</td>
</tr>
</tbody>
</table>