

From theory to practice

NOTE: There is not a wrong or right way to do this. One of the most important components to this undertaking will be the processes that you engage in as a group. Remember, student achievement increases when things are crystal clear for them. Clarity is achieved through a conscious effort. Clarity is enhanced by providing students with specific feedback during teaching and learning.

- I. **CLARITY OF TARGETS:** We know that learning target clarity for students increases their achievement and academic progress. The next few steps will begin to put this into practice.

RESOURCES YOU'LL NEED:

- your curriculum map
- your grade level: indicators, power indicators, Big Ideas & Essential Questions
- a blank Bloom's Taxonomy worksheet
- a person to facilitate the group
- a group note taker

PROCEDURES:

- a. Get into grade level teams.
- b. Begin with answering this question: **What are the learning targets you want students to know for a particular instructional unit?**
- c. Collaboratively identify the grade level learning targets from your curriculum maps that the students will learn for an instructional unit. **How many learning targets are there? What are the learning targets?** The recorder should make notations of all of these.
- d. Example—GR6, LS, #4; GR7, LS #2
- e. In your grade level group, use Bloom's Taxonomy to determine the cognitive complexity of all learning targets for the instructional unit. The recorder should make a master copy.
- f. **Which ones are power indicators?** Which learning targets are the most important? Remember these are the ones that you should pay special attention to. Those learning targets that are more cognitively demanding will require additional thought pertaining to how you can make them clearer so that all students will be able to learn them. Consider this question as a group—**Are your most cognitively demanding learning targets identified as power indicators?**
- g. Agree upon how the targets will be specifically, purposefully and continually communicated to students in several different formats before and during the instructional process for that unit. It is important that teachers facilitate the connections for students. Do not assume that by simply posting learning targets students will reflect on them. Be purposeful with this. This should be done collaboratively so that you can support one another as it is occurring. Specifically you should determine:

How will you consciously communicate the learning indicators to students?

What will be the frequency of communication?

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- II. **FEEDBACK & ASSESSMENT**: Prior to determining the activities and instruction, it is important to determine how you will assess student learning before, during and after instruction has occurred. In short, this is perhaps the most important part.

RESOURCES:

- The Power of Feedback power point slides
- ASCD handouts:
 1. *What is Formative Assessment?*
 2. *How Does Formative Assessment Work?*
 3. *Creating Classroom Assignments*
 4. *Teacher Tools: Blueprint for Pre-assessment*
 5. *Student Tools: Do-Overs*

Now that you've identified the indicators for the instructional unit, you should (as a grade level group) determine how you will provide feedback to students to let them know where they are in relationship to those things you want them to learn as identified on your curriculum maps.

Remember that we learned that there are good and bad ways to provide feedback. Refer to the power point slides on feedback and keep in mind:

- Effective feedback is clear and informs the student how he can get better.
- Effective feedback is given in time for students and teachers to make adjustments in teaching and learning.
- Effective feedback is feedback without punishment...you don't need to grade it and put it in the grade book all the time (this includes homework too).
- Effective feedback can come in many forms.
- The more effective feedback the higher the level of learning

As group, determine the methods whereby you will get and give feedback to students on their progression towards the learning targets that you identified in Section I. The recorder should keep track of this conversation and capture in writing what the group agreed to do.

How will you summatively assess the learning targets that you've identified as most important?

It is important that you have some commonality to your formative assessment so that you can support one another during the implementation process.

III. INSTRUCTION & ACTIVITIES: It is important that after you've identified the learning targets associated with an instructional unit and determined how you are going to provide feedback and assess the learning with some form of summative assessment, you will need to align your instruction and your instructional activities so that you can prepare students to be successful.

RESOURCES:

- ASCD handouts:
 1. *Teacher Tools: Creating Quality Classroom Assignments*
 2. *Student Tools: "I Get It"*
- a. Collaboratively, determine the instructional activities you will utilize in order to prepare students for demonstration of mastery on the summative assessment(s). Use the *Teacher Tools: Creating Quality Classroom Assignments* to assist you with this process.
- b. How will you incorporate specific student feedback into your activities?
- c. How will ensure that you are getting feedback from students in order to make instructional adjustments?

What is the unit of study? Subject: _____ Unit: _____

Part I: Clarity of Learning Targets

Grade level indicators from our standards that will be addressed with corresponding Bloom Level:

Power Indicators/Essential Learning Targets with corresponding Bloom Level from our standards that will be addressed:

Big Ideas we identified from our standards that will be addressed:

Essential Questions we identified from our standards that will be addressed:

These are some of the strategies we will use in order to make the learning targets clearer for all students before, during and after instruction:

Part II: Feedback and Assessment for/of Student Learning

This section describes how we will consciously provide students with feedback during the instructional unit.

Formative assessments we'll use (high frequency, risk-free assignments that are not graded):

Summative assessments we'll use (low frequency, evaluative assessments that are for a grade):
