

Routine Events

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Posting The Learning Goal

Robert Marzano, *The Art and Science of Teaching*, 2007
Martha Gough, PHS Reading Coach
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Learning Goal

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Participants will be able to understand how to write and implement highly effective learning goals into daily instruction.

**ROBERT J.
MARZANO**

Designing
& Teaching
Learning Goals
& Objectives

THE **CLASSROOM STRATEGIES** SERIES

Created by M. Gough, using R. Marzano's Designing & Teaching Learning Goals and Objectives, 2009

Learning Goal/High Yield Strategy

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- Setting learning goals and objectives as they relate to providing feedback has been identified as one of the “high yield strategies” in Marzano’s research.
 - Learning goals establish a direction to personalize learning **for students**.
 - Learning goals establish direction **for teachers** to be able to provide feedback that positively impacts students.

Highly Effective Learning Goal Traits

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- Learning goals should be posted for all to see.
- Learning goals should be related to the outcome of the unit or multiple lesson outcome.
- Learning goals should be referred to within the lessons, but not to the degree that they are distracting.
- Learning goals should have a rubric that allows students to self-assess their knowledge base on the learning goal at different times throughout the instructional process.
- Learning goals should be used by the teacher to track student progress.

Learning Goals Should Define...

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- What the students will be **able to do**.
- What the students will **understand**.

**Emphasize the KNOWLEDGE
that students will potentially GAIN.**

Two Types Of Goals

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1. Students will understand...

- a. Use this with declarative/informational goals.
- b. Lends itself more to Social Studies and Science texts.
- c. *Example: Students will understand the events that lead up to the Cold War.*

2. Student will be able to...

- a. Use this with procedural/strategy and skill based goals.
- b. (Lends to more mathematics and languages arts texts.)
- c. *Example: Students will be able to create a line graph to represent data.*

Review: A Closer Look at the Goals

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- **Students will be able to sound out words that are not in their sight vocabulary but are known to them.**
 - declarative/informational or procedural/strategy?
 - procedural/strategy...more for mathematics and language arts
- **Students will understand the defining characteristics of the barter system.**
 - declarative/informational or procedural/strategy?
 - declarative/informational...more for social studies and science

Observation Rubric

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- **A Highly Effective learning goal** provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, and **monitors students' understanding of the learning goal** and levels of performance.
- **An Effective learning goal** provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance.

Observation Rubric

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- A Developing/Needs Improvement Learning Goal uses strategies incorrectly or with parts missing.
- Unsatisfactory Learning Goal states the strategy was called for but not exhibited.

Learning Goals and Activities/Assignments

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- Learning goals are statements of “what” students will know/understand and be able to do.
 - Example: Students will be able to solve equations with one variable.
- Activities/Assignments are things students will do to obtain the “what,” and they are stated in less-structured ways.
 - Example: Students will practice solving 10 equations in cooperative groups.

Goal or Not a Goal?

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Students will...

- create a metaphor representing the food pyramid.
- be able to graph the slope of a line when given a set of coordinates.
- understand that matter is made up of atoms and that atoms, in turn, are made up of subatomic particles.
- investigate the defining characteristics of fables and fairy tales.

More Practice: Goal or Activity?

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- **Students will watch the video on the relationship between the earth and the moon and the place of these bodies in the solar system.**
- **Students will be able to sound out words that are not in their sight vocabulary but are known to them.**
- **Students will practice solving 10 equations in cooperative groups.**
- **Students will understand the defining characteristics of the barter system.**

Check Your Responses

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- Students will watch the video on the relationship between the earth and the moon and the place of these bodies in the solar system. **Activity**
- Students will be able to sound out words that are not in their sight vocabulary but are known to them.
GOAL
- Students will practice solving 10 equations in cooperative groups. **Activity**
- Students will understand the defining characteristics of the barter system. **GOAL**

Learning Goal Display Samples

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Students will further their understanding of the components of a well-written essay: focused thesis, clear organization with transitions, visual/detailed support, precise vocabulary, and correct grammatical usage/punctuation/spelling/capitalization. (and be able to write Powerfully)

...Will understand that visible actions ^{energize} sentences and will be able to use active verbs to make writing more powerful.

POWERFUL SENTENCES RUBRIC

	Sentence Structure	Mature Vocab Use Precise Words	★ LG Active, Visible VERBS	Conventions
4	All sentences compound AND expanded with Visual Prep Phrases	Every sentence has 1+ vocab word AND no TRASH (BAD) words are evident	Each sent. has powerful, visible Verb	All sent. legible and correct; capitalization, punctuation, spelling, + usage - no fragments
3	1 sentence is not compound or missing prep phrases	1 sentence contains trash word or 1 missing vocab word	1 sentence missing visible Verb	1-3 errors in conventions are found
2	2-3 sentences not compound or missing prep phrases	2-3 sentences have trash or missing mature vocab	2-3 sentences are missing visible Verbs	4-6 errors in conventions found
1	>3 sentences not compound or missing prep phrase expansion	>3 sentences have TRASH or missing mature vocab	>3 sentences missing visible Verbs	>6 errors in conventions are found

Learning Goal Display Samples

Objectives

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Students will be able to:

Reading

- * Recall the use of theme in the story
- * Use story structure as a strategy
- * Apply context clues to learn new vocab.

Math

Students will be able to use & describe various models for division and multiplication in Problem Solving Situations. For example: Inverse operations, repeated + or -, modeling, or etc. will be used as strategies to \div or \times .

Objective:

Superheroes will...
I identify and relate prime #'s and composite #'s, factors, and multiples using fractions.

Great Common Factor = GCF

ex. $\frac{12}{16} \div \frac{4}{4} = \frac{3}{4} > 4 \text{ GCF}$

Video Resources

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- [SWBAT: Communicating Learning Goals](#)
(all grades)
- [“Be Sure To”: A Powerful Reflection Strategy](#)
(grades 6-8)
- [Structure Learning with Essential Questions](#)
(all grades)