**Learning Targets Tip Sheet**

Targets must be:

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| 1. **Congruent to the standard**   The key noun(s), verb(s), and context in the target must be the same as in the standard   1. **Used in the lesson continuously**   As you teach, you should consistently refer back to the target.   1. **Represent your focus for the lesson**   What do you want the kids to know and be able to do as a result of today’s lesson?   1. **Bite-sized**   If a target is on your board, it means that you will assess it today.   1. **Student-friendly**   To achieve this, use ( ) with the meaning of unfamiliar words in them or add a “This means…” sentence that will explain the unfamiliar vocabulary or phrases in the target.  **Warning** – Do **not** change the noun, verb, or context from the standard in order to make the target student-friendly. |

**Learning Targets Tip Sheet (Continued)**

Common Errors:

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| 1. **Target is too broad**   If you can’t create a question that will tell you specifically that a student has mastered the entire target, the target may be too broad.  **Example**: I can collect, analyze, and interpret information from graphs and charts.  Why too broad? You can’t write a question that will tell you if a student can collect, analyze, **AND** interpret information from graphs **AND** charts. This target should be split into multiple targets that can be assessed with one question.   1. **Too many targets on the board**   It is OK to have multiple targets on the board, but you shouldn’t have more targets than you can assess **each student** on today.  **Example**: I can identify the main idea of a literary text.  I can analyze the use of irony in a literary text.  I can identify the use of figurative language in text that I read.  Why too many targets? Although some of these targets may be reinforced in the lesson, they most likely aren’t all the focus of the lesson. Only include the targets that are the focus of the lesson and will be assessed at the end of the lesson.     1. **Target doesn’t have a verb that is measurable**   Be mindful to use the verb in the standard. Most verbs from the standard are measurable. However, verbs like “discuss”, “understand”, and “show” are sometimes included in standards and must be used in targets. When this happens, it is vital that you decide how to assess them in a measurable way using your formative assessments.  **Example**: I can discuss the impact of pollution on the environment.  Why isn’t this measurable? How will you assess how well the students can “discuss” this issue? Will they do presentations while you use a rubric? Will they work in pairs while you observe with a checklist? These questions must be answered if the target uses a verb that is difficult to measure. |

**Formative Assessment Tip Sheet**

Formative Assessments must: Examples of Formative Assessments:

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| 1. **Be congruent to the target on the board**   This means that all questions in the formative assessment should address the target. Be mindful of the verb, noun(s), and context. If the target states, “I can explain….”, then the formative assessment questions should require the student to explain. Finally, if students do well on the formative assessment, it should mean that they have mastered the target fully. Questions that are not congruent to the target or do not address the target fully should not be included on formative assessments.   1. **Be given before students leave the room** 2. **Tell you the level of mastery for EVERY student in the classroom.**   Various formative assessments can be used during the lesson to “spot check” for understanding, but the formative assessment that is crucial to the lesson is the one that assesses mastery of the target for ALL STUDENTS.   1. **Provide you with information that drives your instruction tomorrow** 2. **Lead to intervention for students who don’t show mastery of targets and extension/enrichment for students who show mastery of targets**. | 1. **Exit Slips** – these can be multiple choice, short answer, or extended response. 2. **Flashbacks/Bellringers** – usually are multiple choice, but could also be short answer. 3. **Teacher Checks** – specific questions that must be checked by the teacher for mastery before the student can move on to other practice questions. 4. **Performance events** – assessed by a rubric or performance checklist 5. **ShowDown** – can be done with marker boards, answer cards, etc. 6. **Multiple types of Cooperative Learning (Kagan) structures**: Quiz-Quiz-Trade (if the teacher is circulating as students quiz), Rally Coach, Inside-Outside Circle, etc. 7. **Work Sheets** – can be used as formative assessments as long as teachers checks are done **before** the students leave the classroom 8. **Short writing prompts** |

**Active Student Engagement Tip Sheet**

Active Engagement vs.On-Task Behavior: Ways to promote active engagement:

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| **On-Task Behavior** - the student is looking at the teacher when he/she is supposed to and is not being disruptive.  **Active Engagement** – the student is actively involved in the lesson.  **What’s active engagement look like?**  The student might be:   1. Participating in discussion with others and possibly the teacher. 2. Applying the information by participating in a hands-on activity 3. Applying in the information in a collaborative project 4. Engaging in a literacy-based performance, project, or writing piece.   **What’s the key?**  For **active engagement**, the students must be ***active***  in the learning - not just passively receiving information for the duration of the lesson.  **Helpful tip**: When students are actively engaged, it is easier in the classroom to teach at the middle to top of Bloom’s taxonomy. On-task behavior is difficult to get above the bottom layers of Bloom’s. | 1. **Chunk the lesson**   Teach in “chunks” of 10-15 minutes, then do “teacher-checks” for understanding as students work collaboratively (often in pairs) writing or answering sample questions. Then, teach for 10-15 more minutes, do more checks for understanding, etc.   1. **Use student interaction during the lesson**   Cooperative learning (Kagan) structures work best, but getting students to interact in a meaningful way during the lesson promotes active engagement   1. **Project-Based Learning or Performance-Based Learning**   PBL creates a “need to know” the material, which lends itself to engagement. Also, this type of learning is collaborative among students, often integrates technology, and is likely hands-on. All of these promote active engagement |

**Intervention/Enrichment Planning Tip Sheet**

Systematic Intervention Planning answers the question:

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| “**Who** doesn’t know **what** and **when** will I fix it in a **systematic**, **guaranteed** way?” |

Systematic Intervention Planning Essentials:

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| 1. Intervention must be based on **timely** data   This means that intervention that happens in the classroom **at least once weekly** and is based on the **formative assessments** that have been given since the last intervention.   1. Intervention must be **systematic**   This means that the intervention is provided in an intentional way. Time is set aside for the teacher to meet with small groups or individual students to intervene. E**very student** must have a chance to “catch up” and master the content that they may have not mastered during this week’s daily lessons.  Note: As the teacher works with the small groups, students who mastered the week’s content should be working on **enrichment and/or extension** activities. |

Examples of systematic interventions:

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| 1. **Review (or Wrap-Up) Days**   These often happen on Fridays, but can happen on other days of the week   1. **Computer Lab Work**   One day a week, the class goes to the computer lab. The students work on an extension, enrichment, and/or practice activity while the teacher pulls students back in small groups to do re-teaching and intervention based on the students’ performance on the week’s formative assessments. In high schools, students could work on ACT prep on the computer as others receive intervention.   1. **Centers/Stations**   Students rotate through stations while teacher intervenes for students based on the week’s formative assessments. Peer student coaches can be used for students who need mild intervention. Students who mastered the content work on extension/enrichment work in the stations. |