Advancing School Leadership for Continuous Improvement

Providing Clarity: Using Learning Targets and Success Criteria to Impact Student Learning

Winter Instructional Leadership Conference

February 25th and 26th

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Session Norms

- Place electronics on silence/vibrate.
- Remain engaged in learning.
- Respectfully share opinions.
- Ask questions for clarification to avoid making assumptions.

Today's Learning Target (Intention) and Success Criteria

Learning Target (Intention):

I can understand the importance and the need for teacher clarity and the use of learning targets (intentions) and success criteria

Why? It will have an impact on student learning

Success Criteria: I can…

1. Describe what is meant by teacher clarity to my peers
2. Describe what a learning target (intention) and success criteria are and are not
3. List examples of how teachers can make success criteria visible in the classroom
4. List the three critical questions for learning targets and success criteria
5. Apply the language of clarity to a classroom by utilizing a focus walk form

Learning Targets…Haven't we done this before?

We have **teachers** doing the following:

- ✓ Putting the standard on the board
- ✓ Having the students break down the nouns and verbs
- ✓ Writing the essential questions on the board
- ✓ Writing the learning targets on the board
- ✓ Stating the learning targets and standard

As **leaders**, we are doing the following:

- ✓ Conducting focus walks to see if they are posted

Have we seen the Results?

Talk Time

1. How do your teachers know students are successful at learning what they want students to learn?
2. How do students know whether they are successful?
3. How can students know if they have achieved the intended learning or whether they are making progress toward doing so?

Time to Draw a Butterfly

Learning Target(Intention): I can draw a butterfly.

Directions:

1. Take out a piece of paper and draw a butterfly.

Time to Evaluate your Butterfly

- If your butterfly has wings, give yourself 3 points
- If your butterfly has an antennae, give yourself 5 points
- If you butterfly has elongated wings, give yourself 5 points
- If your butterfly doesn't have a small bud drawn at the end of each antennae-take off 6 points
- If your butterfly has circles or dots on the wings-take off 7 points
- If your butterfly does not have the wings darkly shaded around the edge give-take off 8 points
- If your butterfly abdomen is not shaded-take off 3 points

This is what your butterfly should look like. How did you score?

Discussion Time

- How did it make you feel after you were assessed on the drawing?
- If this was a lesson and/or an assessment, what would you change?
- Was their clarity in your learning?
- Do we do this with our students?

If you could do one thing that could have a significant impact on student learning in your classroom, but also build a foundation for other significant influences, what would it be?

TEACHER CLARITY!

What is Teacher Clarity?

Communicating the learning intention and success criteria so students can identify where they are going in their learning, how they are progressing, and where they will go next, thus providing students enough clarity to own their learning (Hattie, 2009)

What Does the Research Say?

John Hattie's research:

A learning effect size of 0.40 equates to a year's growth in learning. Implementing teacher clarity correctly results in an effect size of 0.75. This results in almost twice the effect size on one year of formal schooling.

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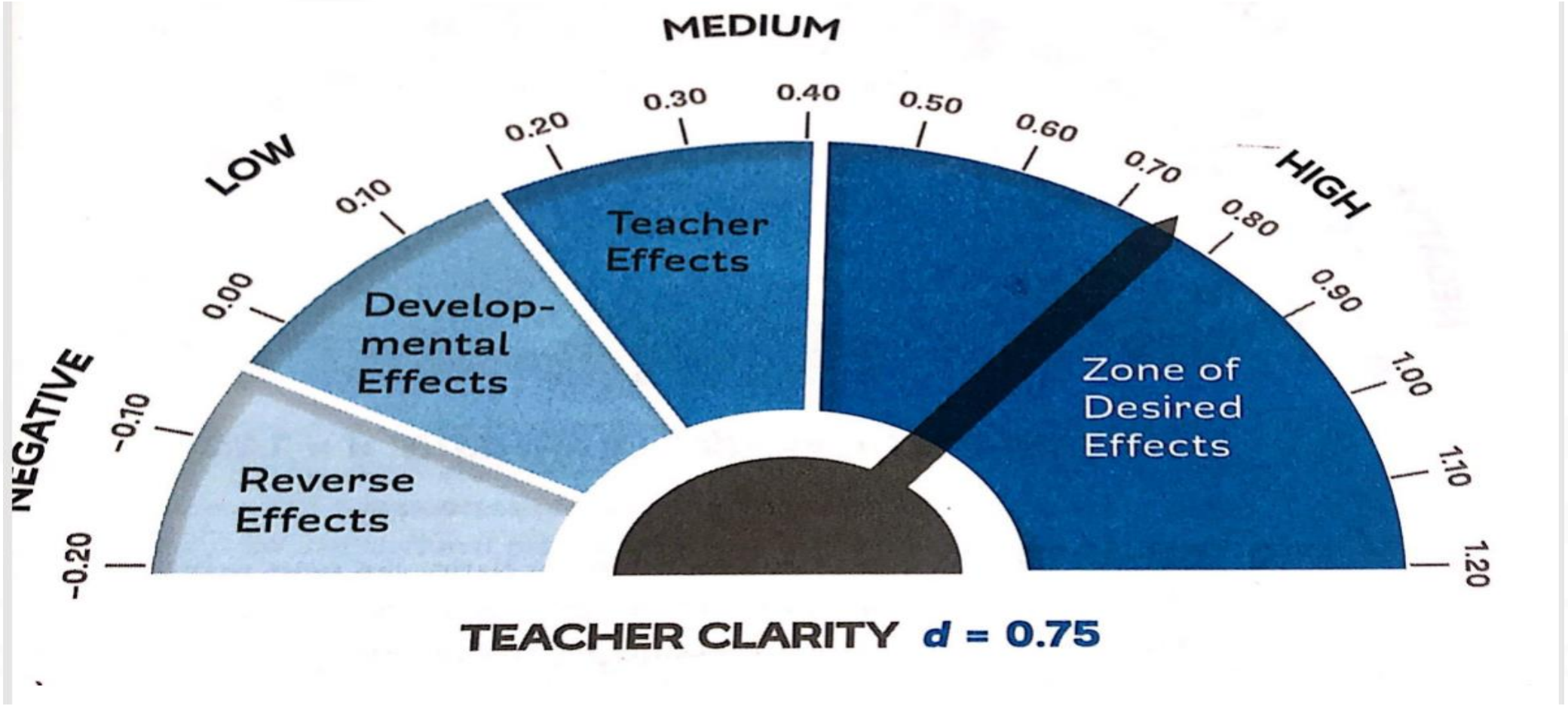
Teacher Clarity



What are the Impact of the Other Significant Influences?

Impact on collaborative planning. Teachers crafting and creating learning intentions and success criteria from the standard. A more focused lesson.

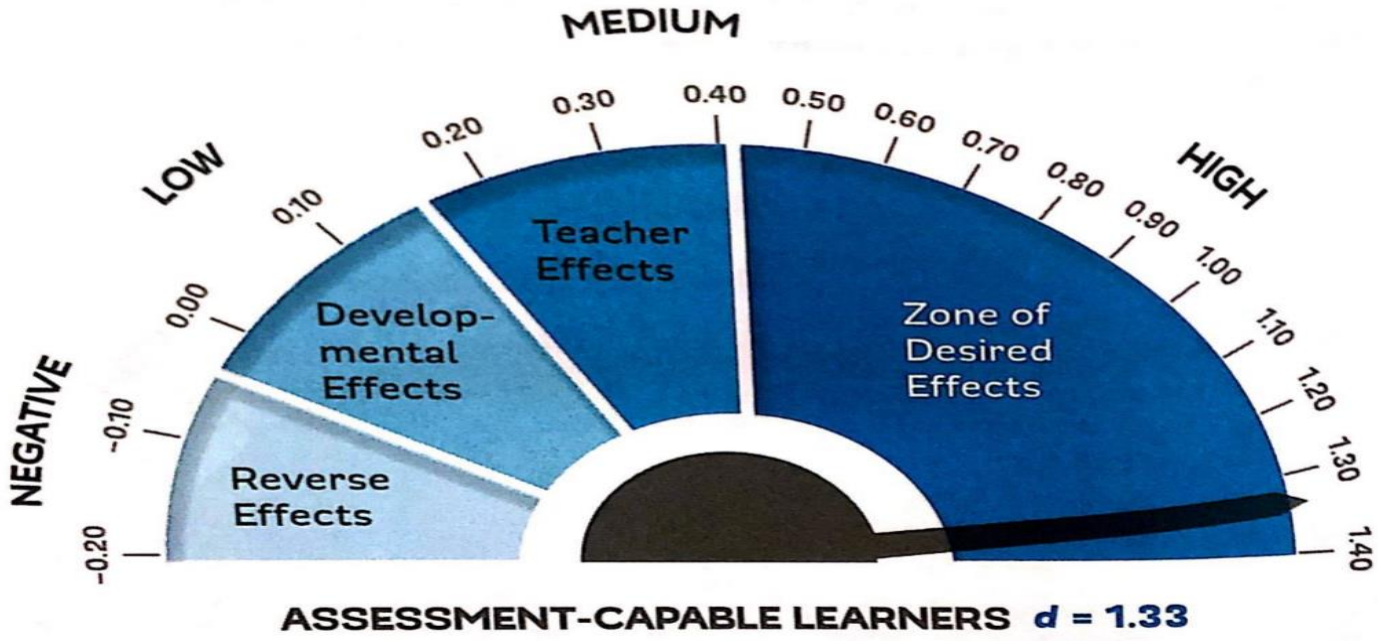
Formative assessment opportunities

Feedback between student and teachers

Students self-monitoring and assessing. Own their learning!

When Teacher Clarity is Achieved, The Results are Impressive

John Hattie refers this as assessment-capable learners and this as an effective size of 1.33 or **triple the rate of learning!**



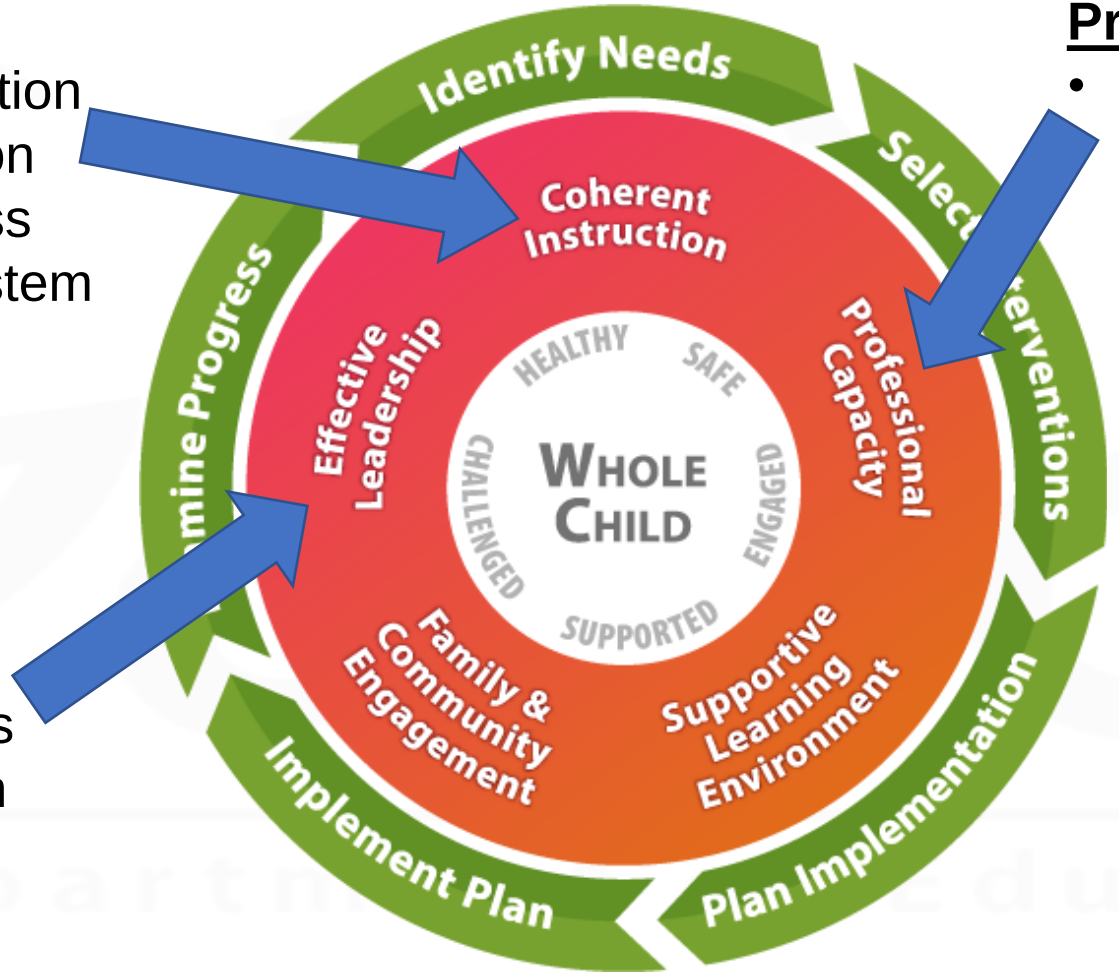
Impact on the Continuous Improvement Cycle

Coherent Instruction:

- Planning for Quality Instruction
- Delivering Quality Instruction
- Monitoring Student Progress
- Refining the Instruction System

Effective Leadership:

- Ensuring High Quality Instruction in All Classrooms
- Ensuring Staff Collaboration



Professional Capacity

- Develop staff
  Ensuring Staff Collaboration

Impact of Clarity on Teachers:

- Select better learning experiences for their students deeper look at the rigor and intention of the standard)
- Showing students what success looks like and design opportunities for student to be involved in their own thinking and learning
- More of a focus and alignment to the instructional framework.
- Provide timely feedback... Teacher to student. Student to teacher.
- Gather evidence (formative assessments)to determine where the next steps will be for students

Impact on the Teacher Assessment on Performance Standards

- **TAPS 2:** Instructional Planning
- **TAPS 4:** Differentiated Instruction
- **TAPS 5:** Assessment Strategies
- **TAPS 6:** Assessment Uses
- **TAPS 8:** Academically Challenging Environment

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Impact of Clarity On Students

Doesn't hide the learning! Letting the students know right up front… this is what we are learning for the day and how they will be successful! The learning becomes visible.

GROWTH IN LEARNING!

THIS LOOK VS. THIS LOOK

John Hattie

- Hattie video

John Hattie

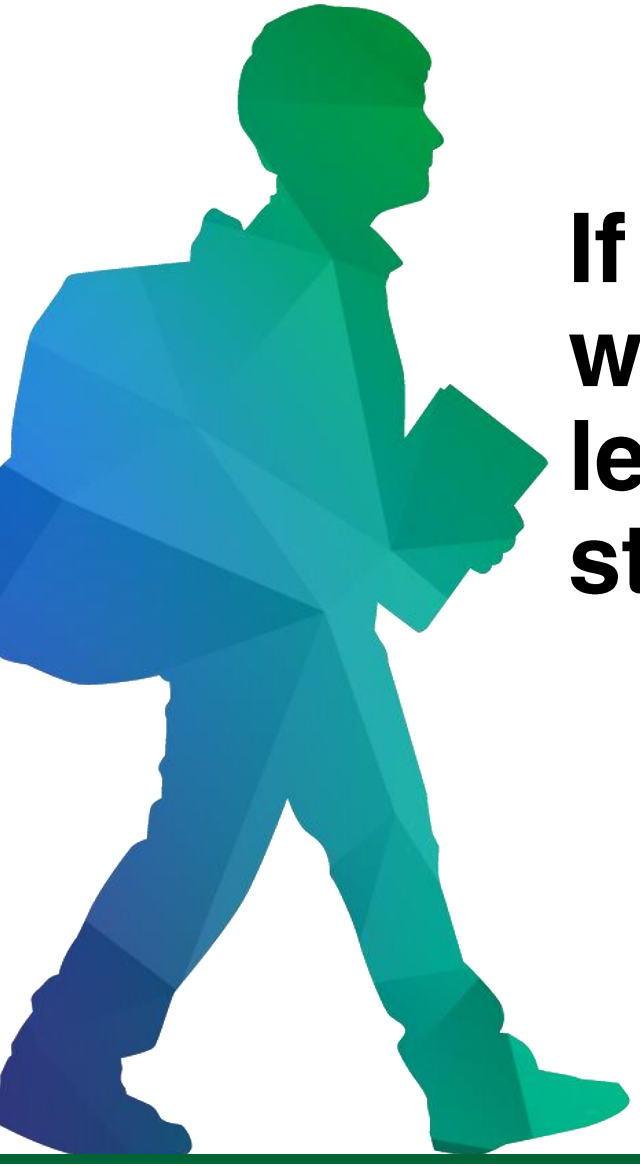
Learning Intentions and Success Criteria
Leaders in Educational Thought: Dr. John Hattie
Vol. 1, No. 2, 2012
Presented by The Student Achievement Division
reach every student
Ontario

John Hattie

Talk Time

At your table list two take a ways from what you viewed and heard so far.

Are Your Students Flying Blind?



If teachers do not provide students with clear success criteria for each learning intention (target), students will stumble in the dark.

Time to Scale it Up! Let's Take a Look…What's the Difference?

Learning Intention (Target)

vs.

Success Criteria

Where to Begin? Start with the standard then…

1. **Gather baseline data on your students. Go into classrooms and ask these three questions of your students.**

   What are you learning today?

   Why are you learning it?

   How will you know that you are successful today in your learning?

Where to Begin? Start with the standard then…

2. Defining the Learning Intention.

Learning Intention (Target)- A description of what the student is going to learn by the end of **today's lesson**, stated in age appropriate language but retaining the rigor and intent of the standard that students can understand and aim for **during today's lesson**. It establishes the learning destination-"Where are we going?"

Source: Clarity for Learning. John Almarode and Kara Vandas

Where to Begin? Start with the standard then…

3. Defining Success Criteria

Success Criteria –

A description of what it means to do quality work in **today's lesson**, observable, and measurable so that students can use them to assess the quality of their work while they are learning.

It explains what good work (success) looks like for **today's lesson**. Specific criteria are specific to the learning target, understandable and visible.

They are the "look-fors" while students are doing the lesson.

The success criteria does not change for students who struggle. The methods and strategies change, but never the success criteria.

Where to Begin? Start with the standard then…

4. **Communication! The Learning Intention and Success Criteria must be known by the student and teacher!**

What are you learning today?

Why are you learning it?

How will the student know if they are successful today in their learning?

Where to Begin. Start with the standard then…

5. **Providing examples to teachers on the difference between learning intentions(targets) and success criteria**

Learning Intentions with Success Criteria

Learning Intention: I can find proper nouns in a story.

Success Criteria: I can read a story and circle all the proper nouns I find.

Learning Intention: I can use information from maps, charts and graphs to identify factors of different Western European Cultures.

Success Criteria: I can use maps to compare and contrast different landforms. I can map the natural resources of the Western European countries.

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Learning Intentions with Success Criteria

Learning Intention: I can establish the importance of ideas and details presented in a text and share my thinking with peers in complete sentences.

Success Criteria: I can…

- **Rate the ideas and details in terms of their importance from low to high**
- **Explain the importance of the ideas and details selected by doing a quick write**

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Learning Intentions with Success Criteria

Learning Intention: I can cite strong textual evidence to support analysis of what the text says explicitly.

Success Criteria: I can…

- **List important details in the text**
- **Provide a rationale for why the evidence supports the details**

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Learning Intentions with Success Criteria

Learning Intention: I can discover the product property of exponents by expanding and simplifying exponential expressions.

Success Criteria: I can…

Expand exponential expressions

Simplify multiplication strings by using exponential notation

Fisher and Frey

Are These Good Learning Intentions and Success Criteria?

Learning Intention: I can understand how fractions relate to division.

Success Criteria: I can use a model to divide two whole numbers that have a fraction as the quotient.

Learning Intention: I can identify the geographical features of Canada

Success Criteria: I can create a poster of Canada.

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Are These Good Learning Intentions and Success Criteria?

Learning Intention: I can determine the main idea of a text and explain how it is supported by key details.

Success Criteria:

I can understand how to locate several ideas and details presented in a text and justify my selections to my peers.

Success Criteria:

I can independently read an information text and underline key ideas and details.

I can tell about reasons for my choices.

So, What is the Difference Between Learning Intentions and Success Criteria?

Turn and Talk

Learning targets describe what students are going to learn, whereas Success Criteria describes how students are going to acquire that learning (i.e., what they are going to do in order to move towards the Learning target. What are the “look-fors?”).

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A Simple Way to Remember

Learning Intention (Target) = What is it that I want you to learn?

Success Criteria = Things that you can observe. What will you use as concrete evidence of learning?

The Need for Both Learning Intentions (Targets) and Success Criteria

Learning intentions are the first principle of meaningful learning and effective teaching

Learning intentions **AND** success criteria serve a purpose of working towards mastery of the standard

Is not a learning intention and success criteria unless the teacher **AND** the student aim for it during the day's lesson

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Where to Begin. Starts with the standard then…

5. Adding Relevance… The Why?

When students find purpose in their experience at school, they are **14 times** more likely to be academically motivated to learn

National Student Voice Data Results, 2016

Where to Begin. Starts with the standard then…

5. Adding relevance.. The Why?

Learning Intention:

I am leaning about the Middle Passage

Success Criteria: I can…

Read an article and list the conditions on a slave ship
Describe the Middle Passage through writing or by pictures

Why?

To help me understand how slavery impacted American society and the need to eliminate the slave trade.

Adding Relevance…the Why?

Learning Intention:

I can identify important details in the text

Success Criteria:

I can list the important details in the text in complete sentences.

I can rephrase important details in my own words.

Why?

Understanding the important details helps you understand what you read

Examples of Teachers using Learning Intentions and Success Criteria

- Kelli Campbell

- Anthony Rumph
- Anthony Rumph2

Ways to Highlight Learning Intentions(Targets) and Success Criteria in the Classroom

Examples of How to Present Learning Intentions and Success Criteria in the Classroom

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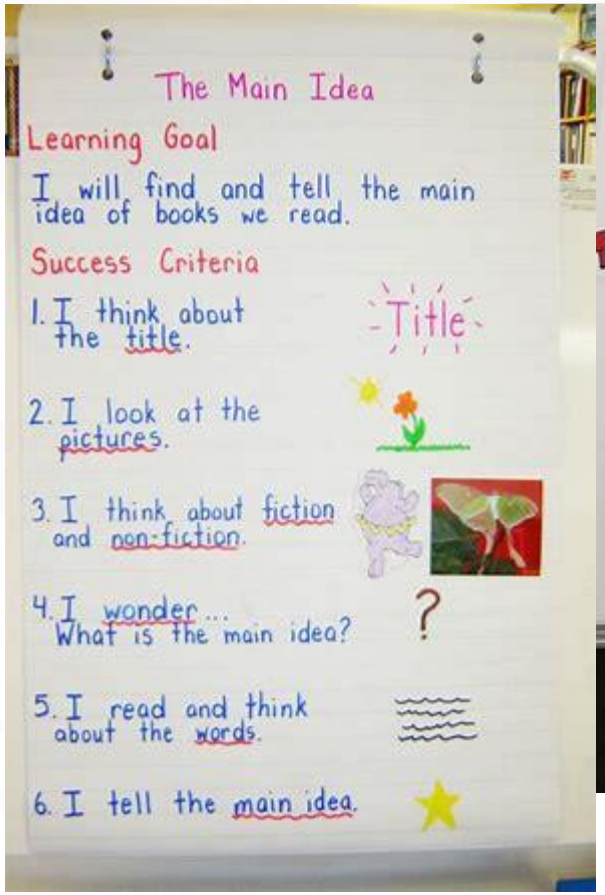
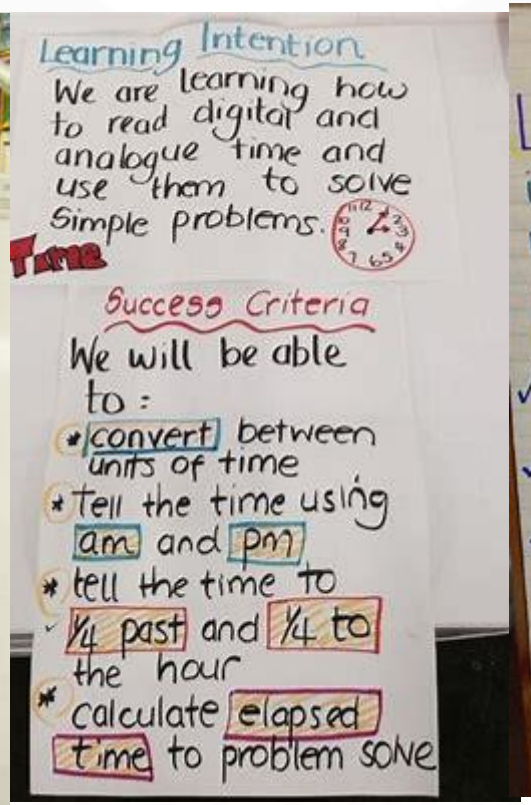
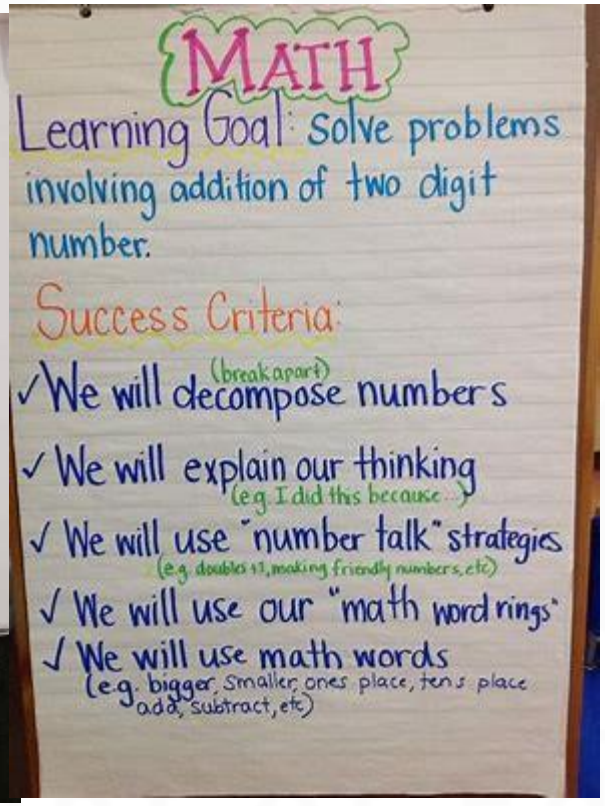
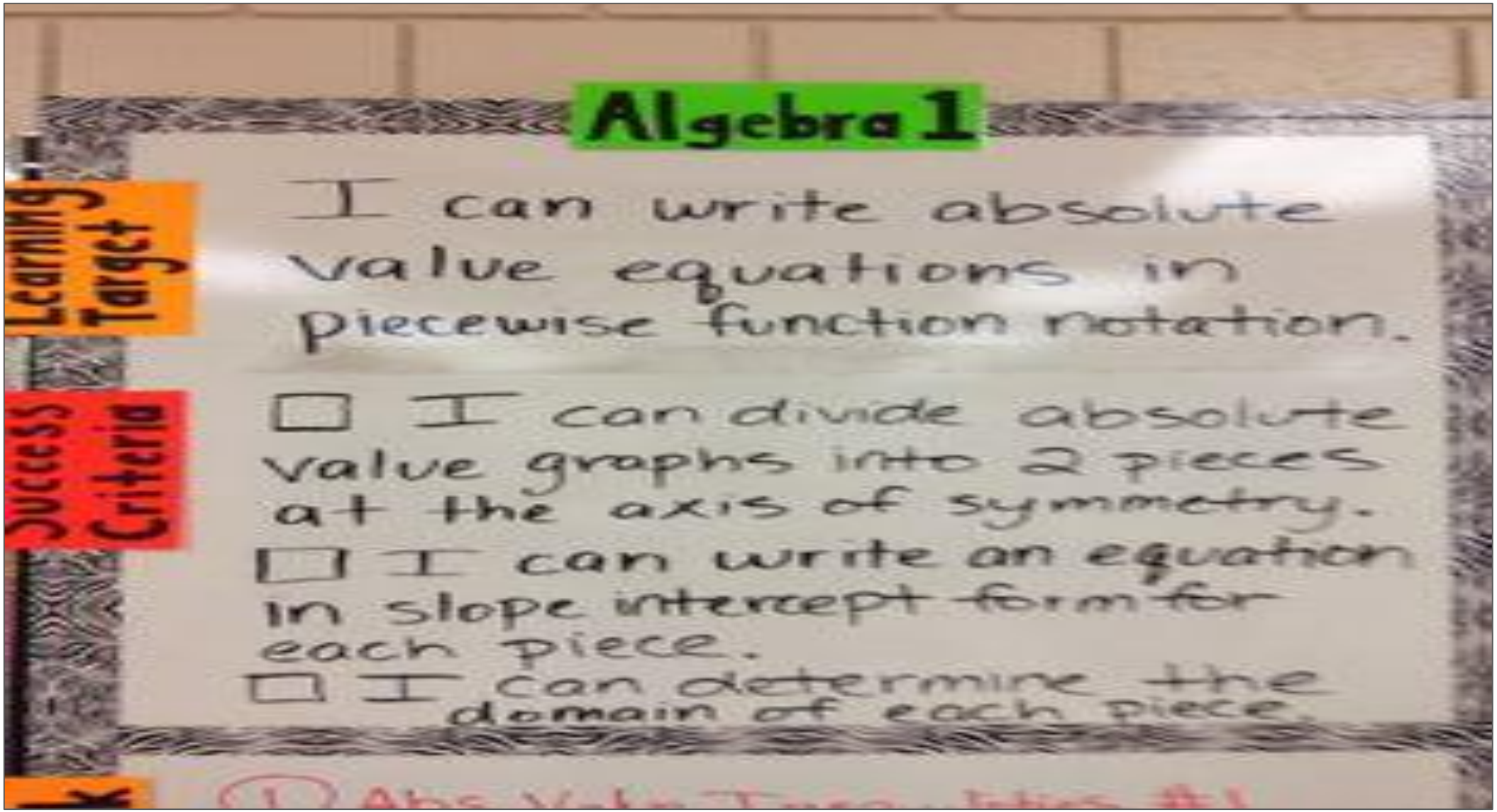
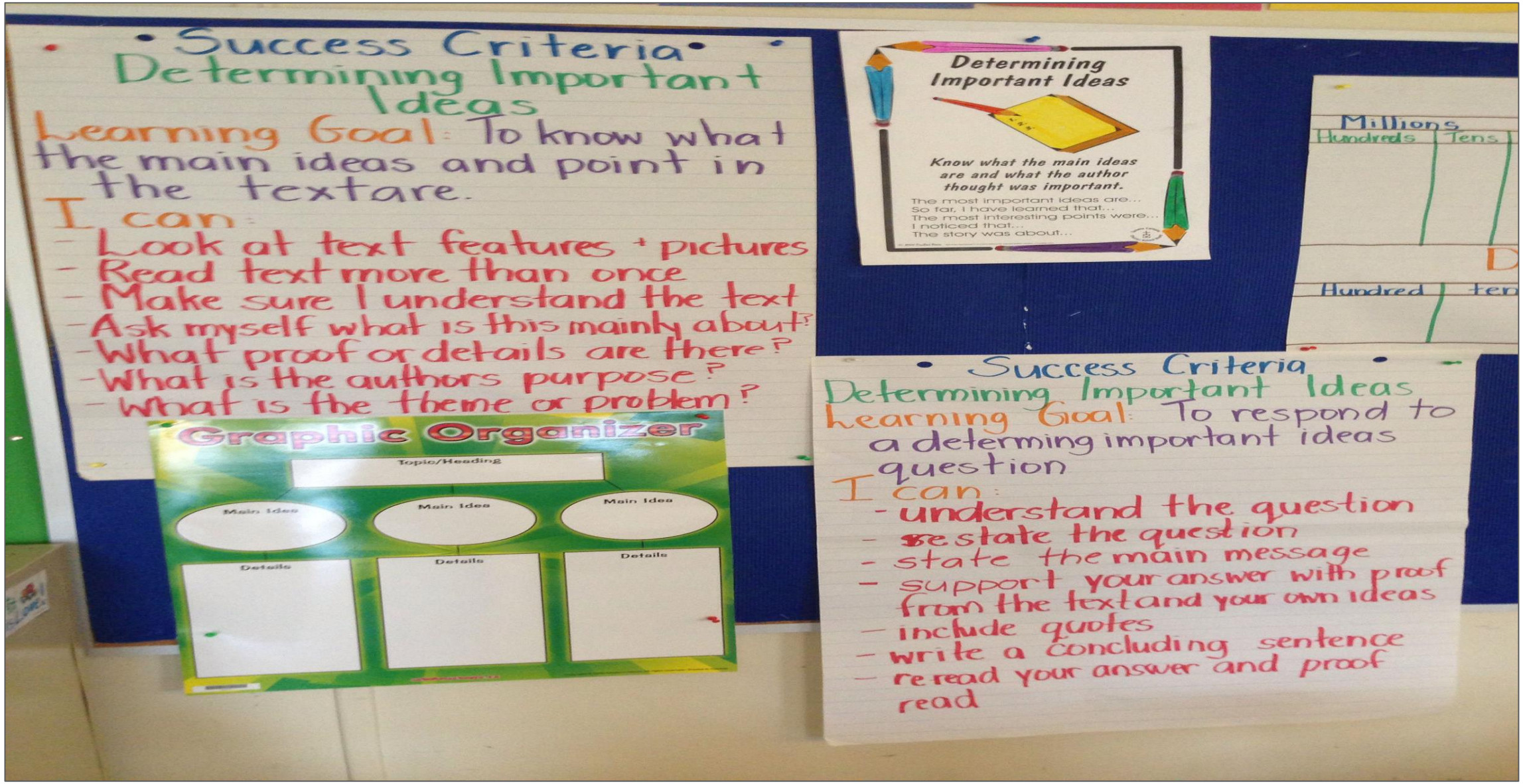
A Look at Some Examples of Learning Intentions and Success Criteria

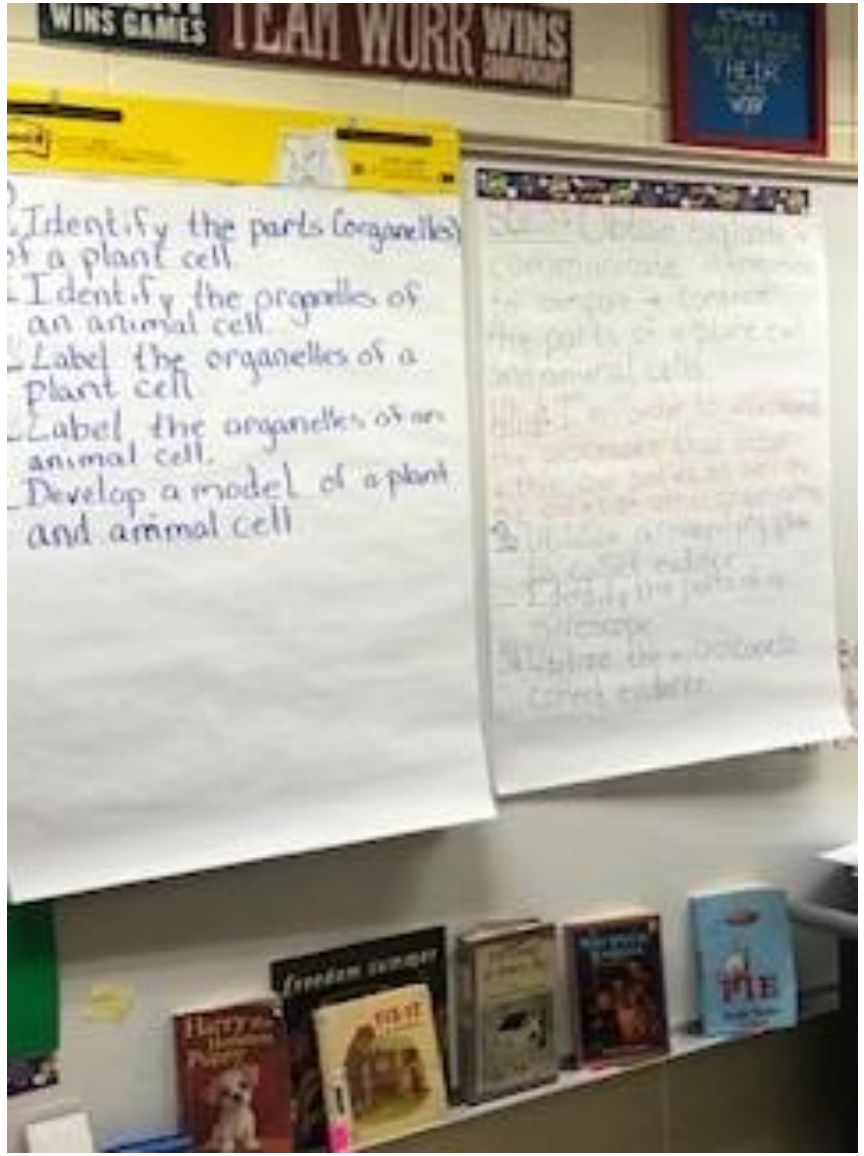


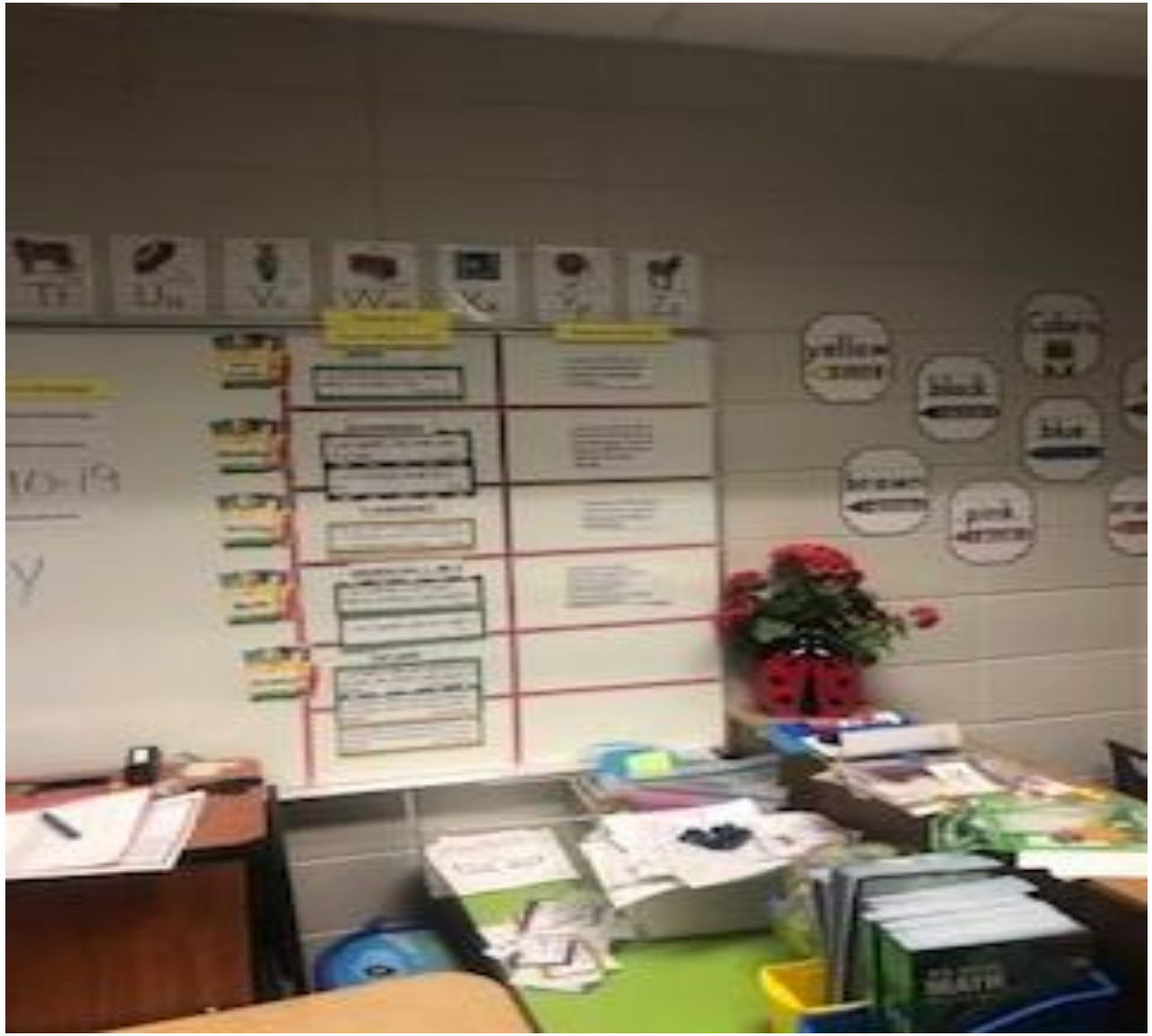





Algebra 1
Learning Target
I can write absolute value equations in piecewise function notation.
Success Criteria
☐ I can divide absolute value graphs into 2 pieces at the axis of symmetry.
☐ I can write an equation in slope intercept form for each piece.
☐ I can determine the domain of each piece.


Success Criteria
Determining Important Ideas
Learning Goal: To know what the main ideas and point in the textare.
I can:
- Look at text features + pictures
- Read text more than once
- Make sure I understand the text
- Ask myself what is this mainly about?
- What proof or details are there?
- What is the authors purpose?
- What is the theme or problem?
Graphic Organizer
Topic/Heading
Main Idea
Main Idea
Main Idea
Details
Details
Details
Determining Important Ideas
Know what the main ideas are and what the author thought was important.
The most important ideas are...
So far, I have learned that...
The most interesting points were...
I noticed that...
The story was about...
Millions
Hundreds
Tens
Hundred
ten
Success Criteria
Determining Important Ideas
Learning Goal: To respond to a determing important ideas question
I can:
- understand the question
- restate the question
- state the main message
- support your answer with proof from the text and your own ideas
- include quotes
- write a concluding sentence
- reread your answer and proof read


WINS GAMES
TEAM WORK WINS
Identify the parts (organelles) of a plant cell
Identify the organelles of an animal cell
Label the organelles of a plant cell
Label the organelles of an animal cell.
Develop a model of a plant and animal cell



Checklist

Learning Intention:

_____ Highlighted main ideas and checked for logical ordering (e.g., most important to least important)

_____ Checked that each main idea is presented in a separate paragraph

_____ Looked for transition words to connect the ideas from one paragraph to the next

_____ Checked if writing contained too much explaining, and removed extra words

_____ Checked if writing was unclear or vague, and added details to provide more information

_____ Used revising strategies to delete, reposition, and add text (e.g., cross-outs, arrows, underlining, cutting-and-pasting)

Learning Target: I can use information from maps, charts, and graphs to identify key factors of different European countries.

Rate your mastery Success Criteria: I Can	Not Yet	On my way	I've Got this
Create a graph that compares the average wealth of citizens of three European countries			
Map the natural resources of the European countries			
Use maps to compare and contrast different landforms			

Learning Intention:
I can provide reasons with facts and details to support my opinion writing piece.

Success Criteria:
I can …

Recount:
Success Criteria

- ☐ I chose an interesting topic.
- ☐ I started with a strong "grabber" sentence.
- ☐ My introduction includes: who, what, when, where, why and how.
- ☐ I've included at least three ideas about the event.
- ☐ I've written in the past tense.
- ☐ I've put my events in time order and used linking words.
- ☐ I've included a summary, with my thoughts and feelings about the event.

Rubrics

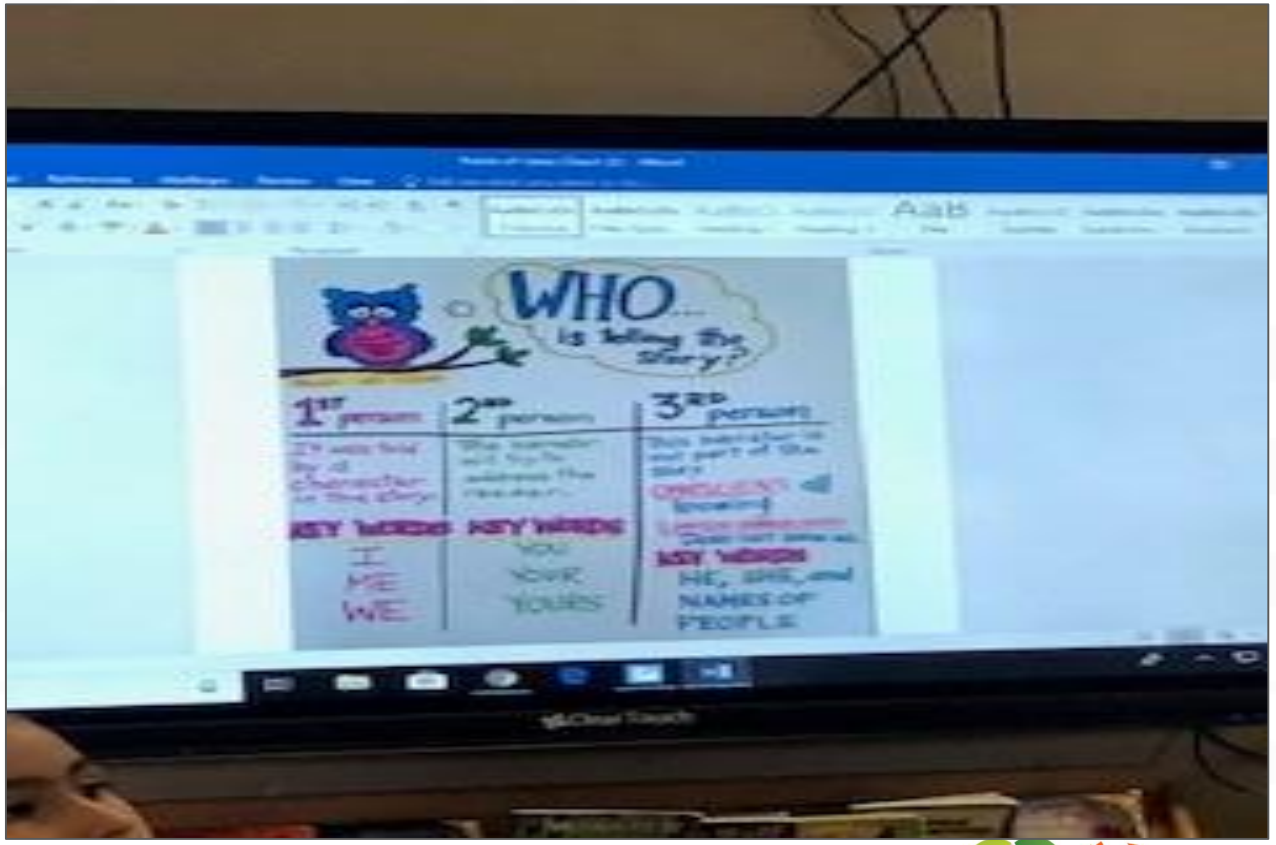
Narrative Writing Rubric

	3	2	1	student score
details	Details 3 or more events.	Details 1 or 2 events.	Does not include clear details about the story	
sequencing	Uses temporal words such as first, next, or finally 3 or more times.	Uses temporal words such as first, next, or finally 2 times.	Uses temporal words such as first, next, or finally 1 time.	
grammar	Periods and capital letters are where they should be.	Some periods and capital letters are where they should be.	Most sentences do not have a period or capital letter.	
spelling	All words are spelled correctly.	Several words are spelled incorrectly.	Many words are spelled incorrectly.	
			total: _____ /12	

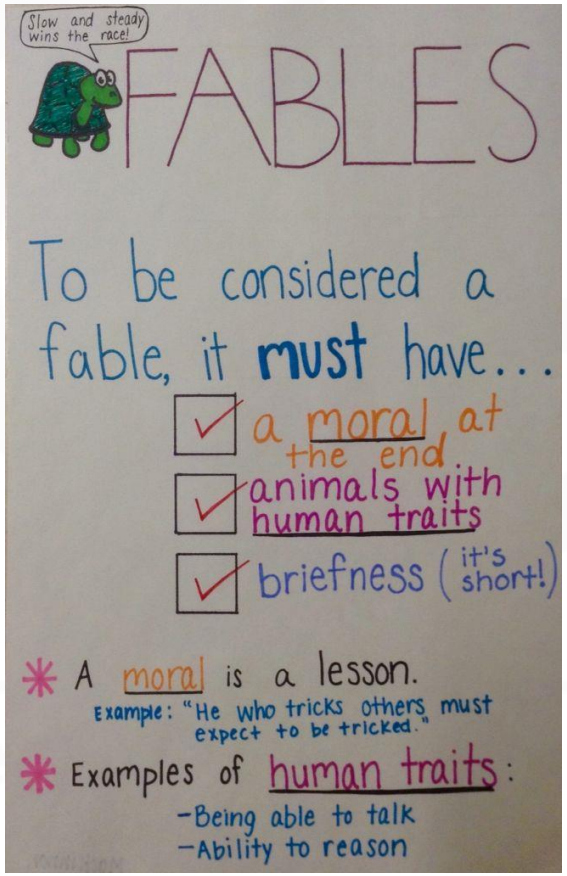
Scoring Rubric

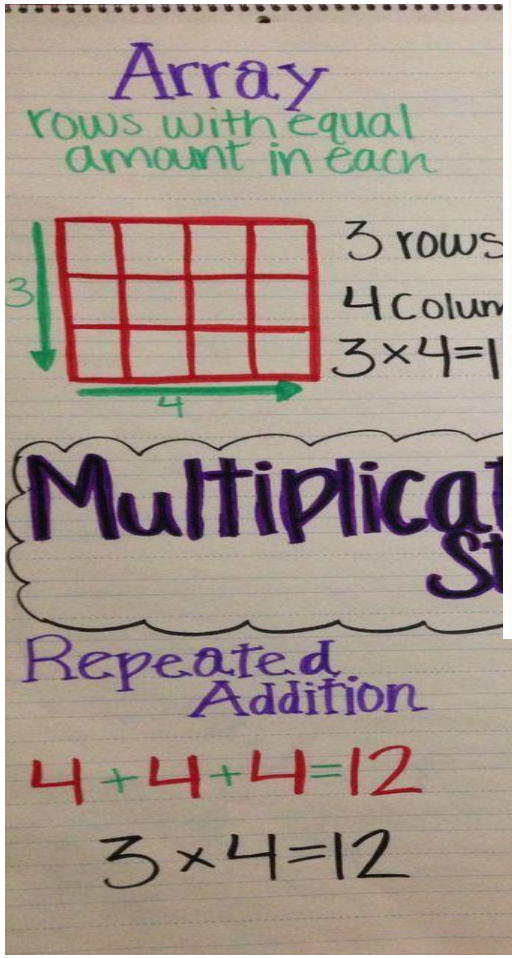
Points	Description
2	The response achieves the following: • Gives sufficient evidence of the ability to analyze how a text makes connections between ideas • Includes specific examples/details that make clear reference to the passage • Adequately analyzes how the two illustrations contribute to the main idea of the article and supports it with clearly relevant information based on the passage
1	The response achieves the following: • Gives limited evidence of the ability to analyze how a text makes connections between ideas • Includes vague/limited examples/details that make reference to the passage • Analyzes how the two illustrations contribute to the main idea of the article but supports it with vague/limited information based on the passage
0	The response achieves the following: • Gives no evidence of the ability to analyze how a text makes connections between ideas

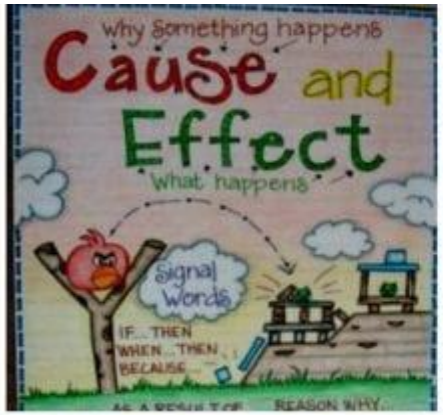
Using Anchor Papers, Models, Demonstrations, Quality Work

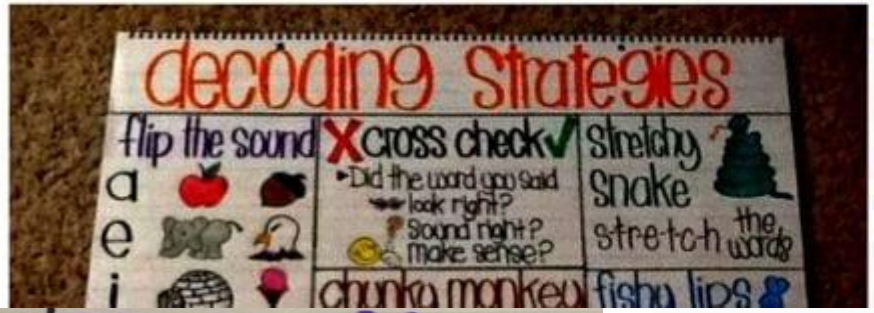


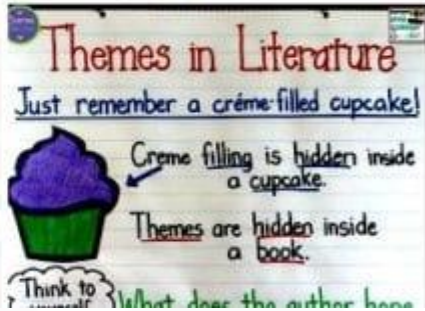
Using Anchor Charts, Models, Quality Work

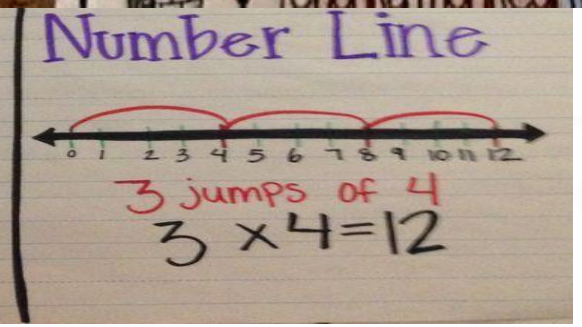












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WRITING

We Are Learning To:

Write a Narrative

What We're Looking For

- ☐ a title that tells us what the story is about
- ☐ a beginning that includes ☐ the characters ☐ setting ☐ problem with details and description
- ☐ a middle with 3 events that are detailed and in order
- ☐ a solution that solves the problem with detail
- ☐ dictionary words spelled correctly
- ☐ 5 indented paragraphs

Bump it up....

Look at your writing. Where does it fit? How can you "bump it up"?

The Turtle

Beginning

Characters: Boy named Seth; mean old farmer; magic turtle — Setting: farm pond

Problem: farmer makes Seth work too hard, yells at Seth

Middle

Event 1: Farmer tired because of turtle's eggs. The farmer yells from bed.

Event 2: Farmer clumsy because of turtle plant. Farmer makes Seth fix things.

Event 3: Farmer strong because of turtle's stone. Farmer does all the work.

Ending

Solution: Seth gets to rest and Play

The Turtle

Problem

Once upon a time, there was a boy named Seth. He worked every day for a mean, old farmer. The mean, old farmer always yelled at Seth. One day, Seth found a magic turtle at the farm pond.

Event 1

On the first day, the magic turtle gave Seth an egg to make the farmer feel tired. But the farmer did not go to sleep. He yelled at Seth from his bed.

The next day, the turtle gave Seth a plant to make the farmer clumsy. But the farmer just made Seth fix everything he broke.

Event 2

On the third day, the turtle gave Seth a stone to make the farmer feel strong. The farmer got up early and did all Seth's work.

Event 3

Every day, the farmer got up early and did all the work. Seth got to rest and play every day. He lived happily ever after.

Conclusion

Level 1

The Ball

Once there was a girl Cinderella who lived with her sisters. She was sad and when her sisters were invited to the ball she cried. Her fairy od mother helped her and she went. She married the prince. And that was the end.

Level 2

Cinderella

Once upon a time a girl Cinderella had mean step sisters. When they were invited to the prince's party Cinderella couldn't go because her sisters said no.

Her fairy godmother helped her get ready and she went.

She had fun. And then in the end married the prince and lived happily ever after.

Level 3

Cinderella Goes to the Ball

Once upon a time there was a girl named Cinderella who had mean stepsisters. They made her do all the work in the house and she could never do anything fun. She was sad.

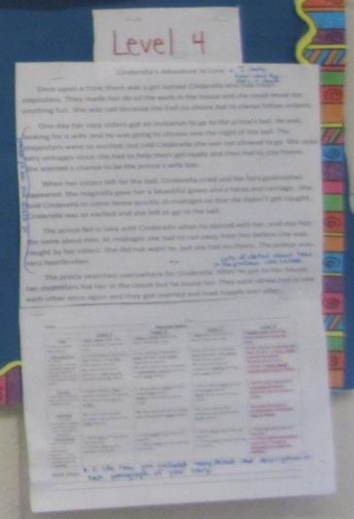
One day her step sisters got an invitation to go to the prince's ball. He was looking for a wife. They were so excited, but told Cinderella she was not allowed to go. She was very unhappy

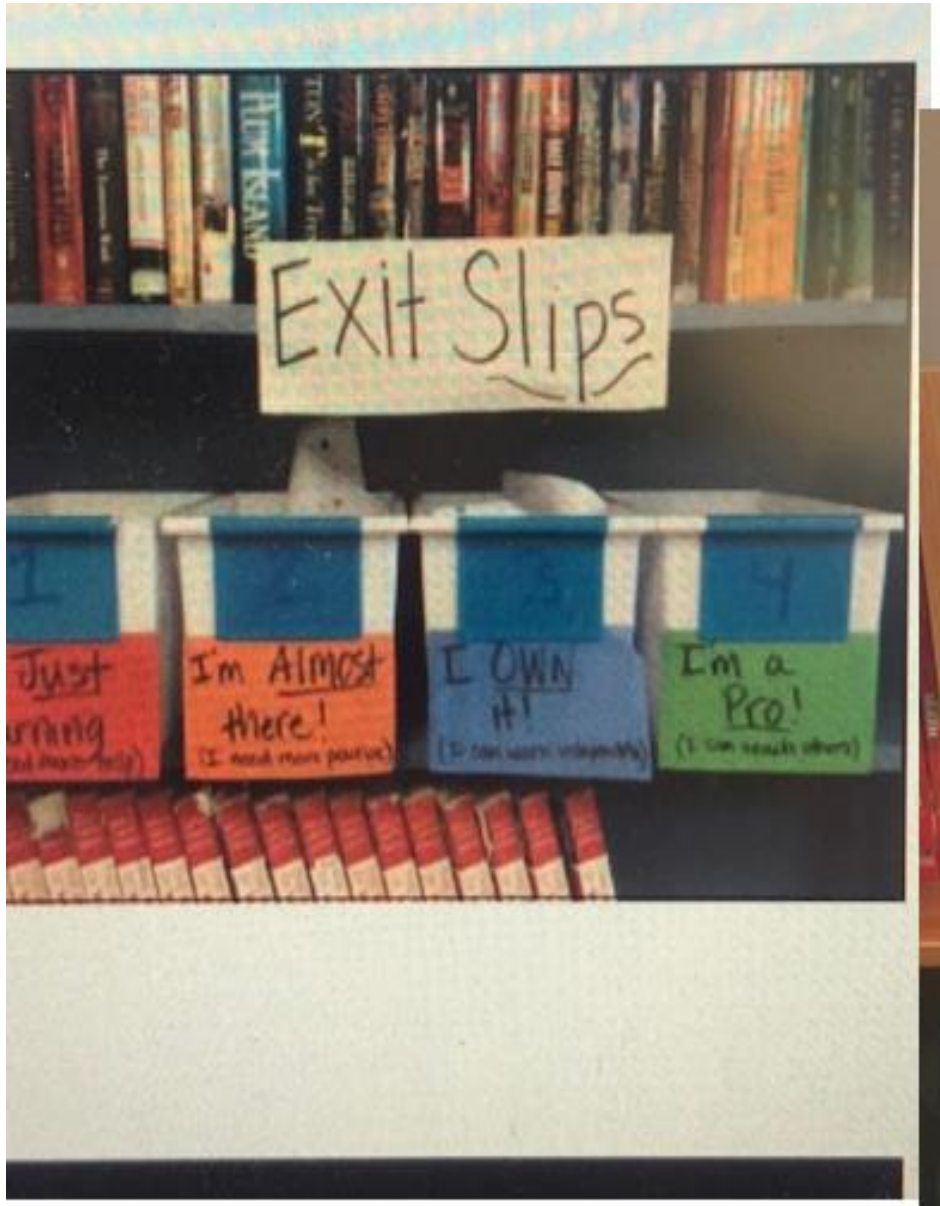
When her sisters left for the ball, Cinderella cried and her fairy godmother appeared. She magically gave her a beautiful gown and a horse and carriage. She left to go to the ball.

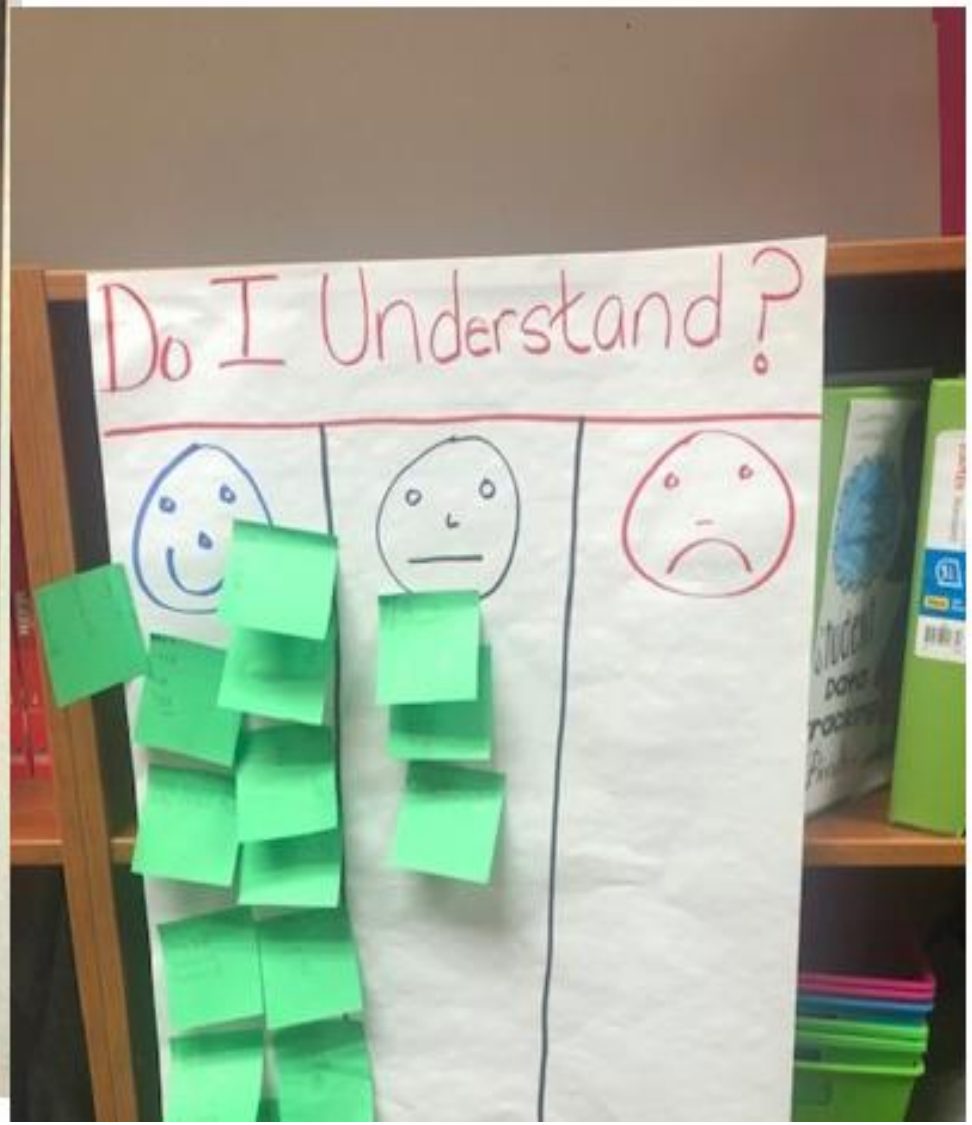
The prince fell in love with Cinderella when he danced with her, but she had to run away from him before she was caught by her sisters.

The prince searched everywhere for Cinderella and he found her even though her sisters were hiding her. They got married and lived happily ever after.

Level 4




Exit Slips
1
Just
2
I'm Almost
there!
3
I OWN
it!
4
I'm a
Pro!


Do I Understand?

Other Ways to Implement Success Criteria

- Using student samples to develop success criteria
- Demonstrate a skill: The teacher can demonstrate a specific skill and ask students “What did I just do?” as a way of gathering evidence of the criteria;
- Illustrate good and bad: Model how to do the skill well and how to do it poorly, and ask students to identify key features of a successful performance;
- Work through an example: Analyze a graph or diagram and discuss ways to pull out the criteria;
- Provide poorly written Success Criteria: Students analyze the errors and suggest how to rewrite the Success Criteria (Clarke, 2014).
- Use of Anchor Charts

Can we get to this?

student showing clarity

Today's Learning Target (Intention) and Success Criteria

Learning Target (Intention):
I can understand the importance and the need for teacher clarity and the use of learning targets (intentions) and success criteria

Success Criteria: I can…

1. Describe what is meant by teacher clarity to my peers
2. Describe what a learning intention (target) and success criteria are and are not
3. List examples of how teachers can make learning intentions and success criteria visible in the classroom
4. List the 3 critical questions for learning targets and success criteria
5. Apply the language of clarity to a classroom by utilizing a focus walk form

Where to Begin. Starts with the standard then…

6. Monitoring of implementation. Using a focus walk on a regular basis

Focus Walk Document

1. **Grade**

☐	Kindergarten
☐	First
☐	Second
☐	Third
☐	Fourth
☐	Fifth

2. **The teacher used the following ways of communicating learning targets and success criteria in the following ways:**

☐	Oral
☐	Written
☐	Displays
☐	Demonstrations/modeling
☐	Not observed
☐	Learning target only
☐	Success criteria only

Resources for Learning Intentions and Success Criteria

Offering a holistic education to **each and every child** *in our state.*

Georgia Department of Education

Framework to Communicate Learning Targets and Success Criteria

The Learning Target for today's lesson_____

Steps

Step1: Explain the learning target in student friendly, developmentally appropriate terms.

Step 2: Describe why we are learning this. Make it relevant

Step 3: Describe the student "look-fors" in the success criteria

What the teachers Says…

1. Today students we are learning…
2. You are learning this because it's important…
3. To know how well we are learning and if you are successful….

Source: Learning Targets. Moss and Brookhart

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Tips for Writing Learning Targets

- Are the learning targets presented as the learning destination…"Where are we going?"
- Are the learning targets presented as a summary or general restatement of the learning?
- Are the learning targets a global statement without specifics (i.e., learn to write an opinion piece. or learn to use textual evidence to write an informational writing piece."
- Are the learning targets in age-appropriate, kid-friendly language that retains the rigor and intent of the standard?

Source: Clarity for Learning. John Almarode and Kara Vandas

Tips for Writing Learning Targets

- Do the learning targets avoid specific details from the standard? (Specifics will be addressed in the success criteria.)
- Do the learning targets include key terms and vocabulary (e.g., academic vocabulary)?
- Do the learning targets provide insight into why this learning is important-for students and teacher?

Source: Clarity for Learning. John Almarode and Kara Vandas

Tips for Writing Success Criteria

- Needs to specify what students are to do to demonstrate learning
- Provide a “map” to the learning destination. “How are we going?”
- Identify the details needed to achieve the learning intention
- Uses specific terms from the standard(s) and maintain the rigor of the standards (This one is very key and needs to be monitored)
- Include objective wording only, no subjective language (i.e., some, few, many, etc.)
- May include other details not included in the standard, but necessary to achieve the learning

Source: Clarity for Learning. John Almarode and Kara Vandas

Guiding Questions for Developing Success Criteria

- What evidence whould show you that students have achieved conceptural understanding?
- What process might they need to follow to show their understanding?
- What product would show that they know?
- What language will they need to use their share their evidence of learningSource:

Source: *Clarity for Learning. John Almarode and Kara Vandas*

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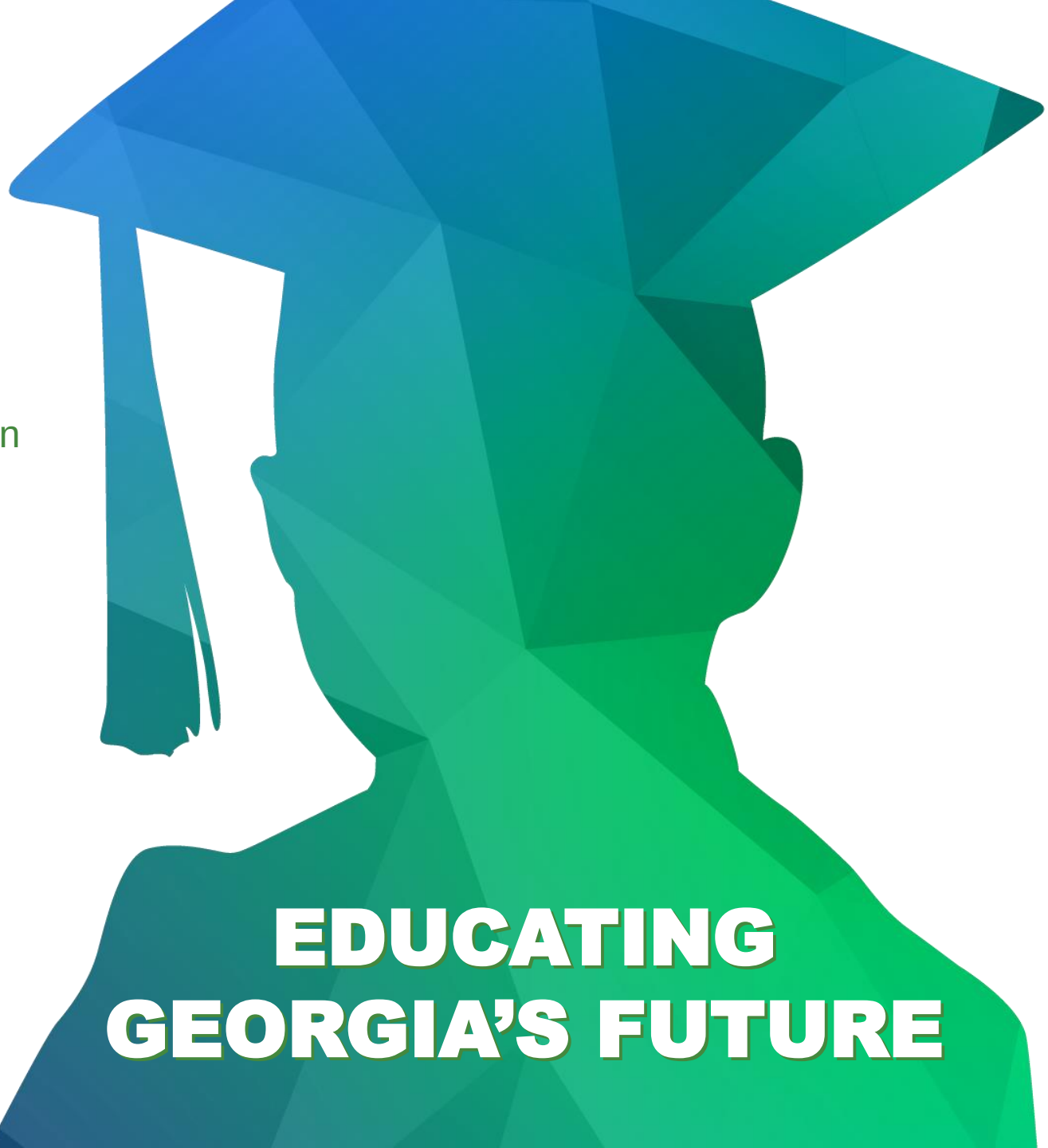

Session Feedback

Thank you for attending our session. Please take a moment to provide your feedback.

https://tinyurl.com/2020ILC

Share your conference highlights now!

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