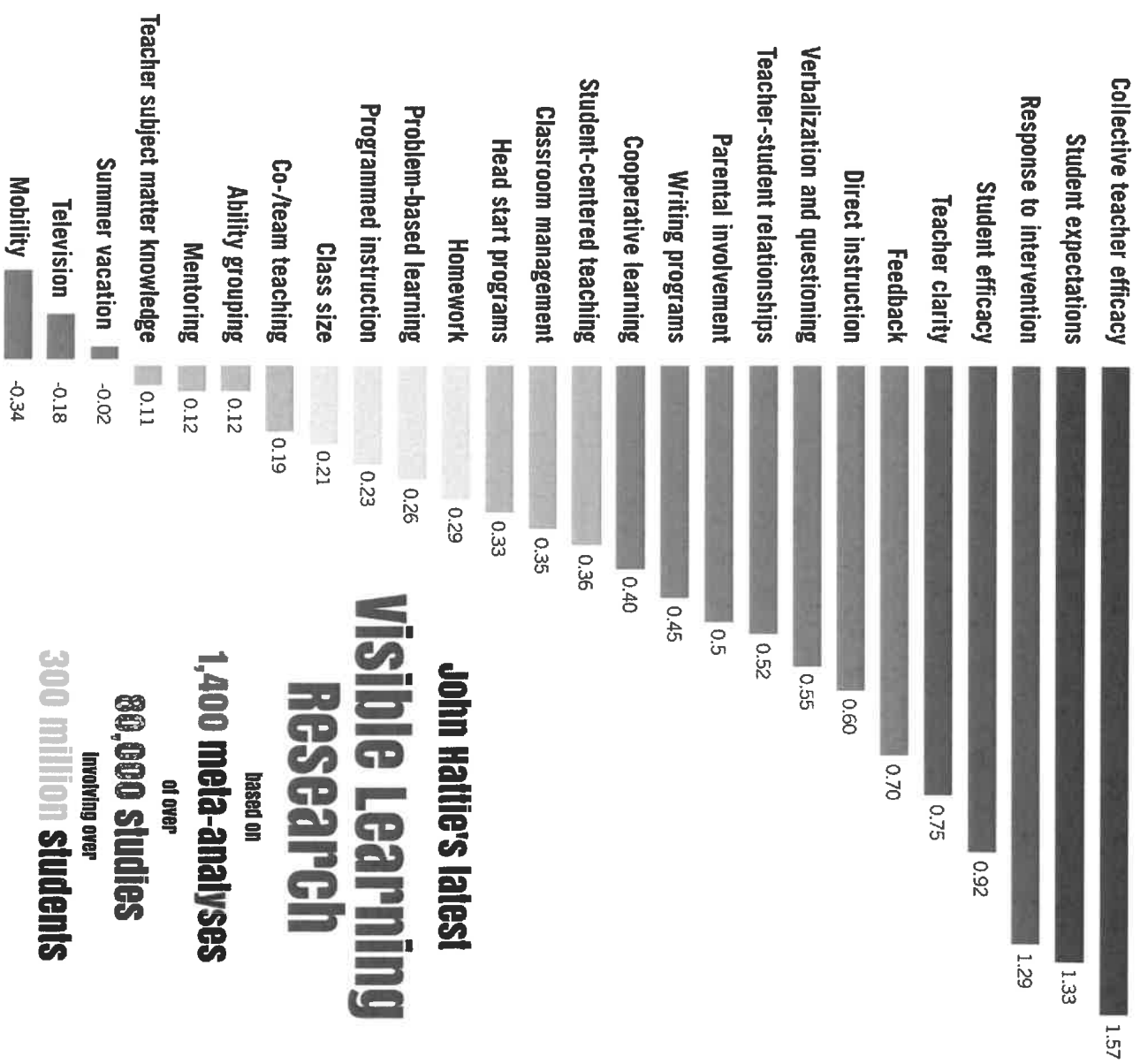


LEADING FOR PURPOSEFUL LEARNING:  
BRINGING LEARNING TARGETS, DATA AND  
FACULTY TOGETHER

**Libby Burton, M.Ed. & Dr. Julie Winn, Ed.D.**  
**Minnehaha Academy**





**John Hattie's latest  
Visible Learning  
Research**

based on  
**1,400 meta-analyses**  
of over  
**80,000 studies**  
involving over  
**300 million students**



## The Who, What and Why of Learning Targets

*Excerpt from Leaders of Their Own Learning*

**Table 1.6 The Who, What, and Why of Learning Targets**

What do Teachers do?	What do Students do?	What's the Result?
Craft learning targets for lessons aligned to state and Common Core standards. Determine the best point in a lesson to introduce the learning target—at the beginning of the lesson or later (to promote discovery or grappling with new concepts). Discuss and unpack the learning targets with students.	Engage with the learning target—explain it in their own words with a partner or small group; discuss specific vocabulary; ask clarifying questions; and explore how they will demonstrate that they've met the target.	Lessons have purpose and direction and students are more engaged. Students can articulate a clear vision of the learning.
Refer to learning targets throughout the lesson and align activities to support students in meeting them.	Articulate how each activity is helping them move closer to achieving the learning target.	Students are engaged in the lesson because the purpose of their work is clear.
Check for whole-class understanding.	Self-assess where they are in relation to a specific learning target using quick checks, such as fist-to-five. Support other students in assessing and meeting learning targets.	Teachers and students can make informed decisions about next instructional moves (e.g., offering or attending an additional guided-practice session before moving into independent practice).
Check for individual understanding and use data to make decisions about next instructional steps.	Turn in written checks for understanding (e.g., exit tickets, reflection journals, quick quizzes) that demonstrate where they are in relation to one or more learning targets.	Teachers can make informed decisions about next instructional steps related to individual students (e.g., oral or written feedback, differentiated materials, and instruction in the next lesson).
Connect daily and supporting learning targets to long-term learning targets and engage students in understanding the state and Common Core standards they are working toward.	Understand how daily lessons will help them meet long-term learning targets. Support peers in understanding the learning targets and standards.	Students can see how daily lessons are part of a larger plan to meet standards.

**Table 1.6 Continued**

What do Teachers do?	What do Students do?	What's the Result?
Institute use of learning target trackers.	Track and record their progress toward long-term and supporting learning targets and make an effort.	Teachers and students can see more progress toward standards. They recognize gaps in
Integrate character learning targets and academic learning targets.	Understand how the habits and skills embedded in character learning targets support academic progress.	Academic and character growth are linked.
Ensure the rigor of learning targets with a balance of knowledge, reasoning, and skills targets and attention to the complexity of tasks and assessments.	Develop a range of capacities, from skill building to higher-order thinking.	Students are appropriately challenged by the right kinds of learning targets at the right time.
Align standards, learning targets, and assessments. Create the summative assessments that will evaluate whether students have met the targets.	Understand how they will be assessed from the beginning of a learning experience. Prepare to do their best in meeting the targets.	Learning targets aligned with formative and summative assessments enable effective communication about what students are learning.

Figure 1.1 Prioritizing and Contextualizing Standards into Long-Term Learning Target 1 for the “We All Live Downstream” Learning Expedition

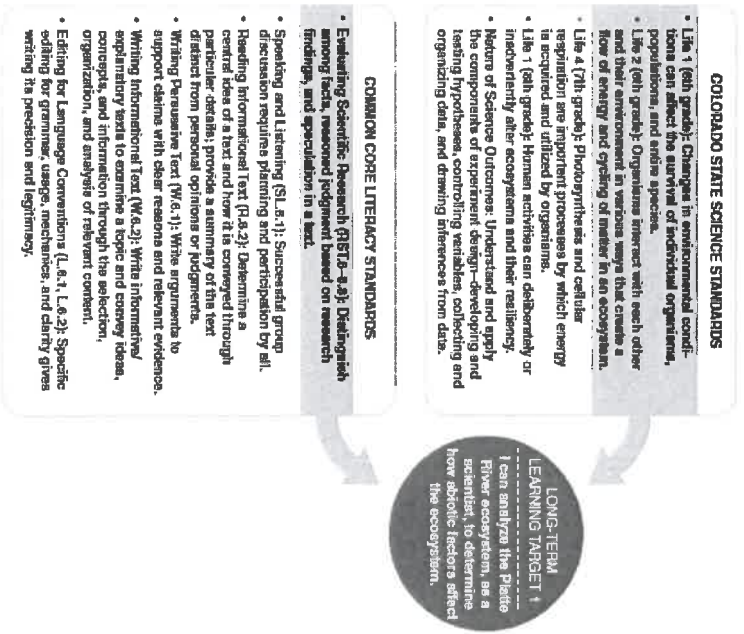
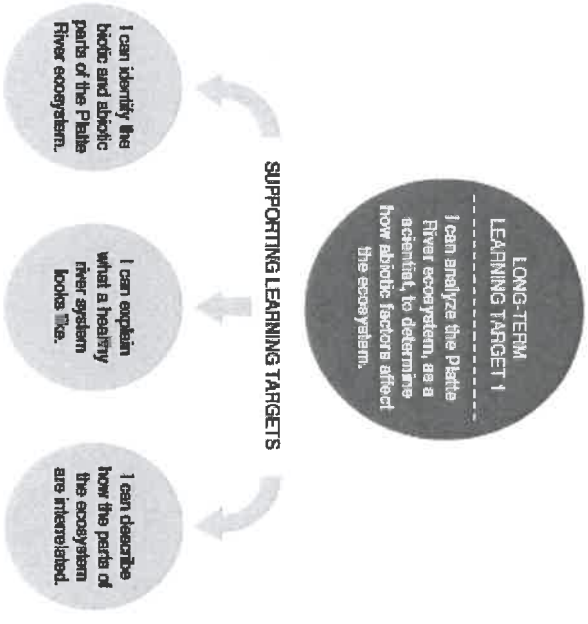


Figure 1.2 Long-Term Learning Target 1 and Supporting Learning Targets for the “We All Live Downstream” Learning Expedition







**3rd grade Writing Unit 2: Patricia Polacco**

Standard	Long-term Target(s)	Supporting Targets (Daily Objectives)
CCSS.ELA-LITERACY.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences..	<ul style="list-style-type: none"> <li>I can write a narrative with descriptive details and a clear sequence of events.</li> </ul>	
CCSS.ELA-LITERACY.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	<ul style="list-style-type: none"> <li>I can use details in the beginning to set the stage for my story to unfold</li> </ul>	
CCSS.ELA-LITERACY.W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	<ul style="list-style-type: none"> <li>I can use rich descriptions and dialogue to help my audience understand my characters</li> </ul>	
CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	<ul style="list-style-type: none"> <li>I can present my writing out loud, speaking clearly at an understandable pace</li> </ul>	
CCSS.ELA-LITERACY.L.3.3.A Choose words and phrases for effect	<ul style="list-style-type: none"> <li>I can use vivid words</li> </ul>	
CCSS.ELA-LITERACY.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).	<ul style="list-style-type: none"> <li>I can use transition words and phrases to show the passage of time</li> </ul>	



## COMMON CHALLENGES

### **Learning Targets That Are Owned by the Teacher, but Not by the Students**

Build student ownership. Many teachers succeed in creating and posting learning targets; some schools even require this practice. But posting learning targets and reading them aloud are not enough. Teachers and students should discuss the learning targets to ensure that students fully embrace and understand them and can collaborate with the teacher in tracking them.

### **Learning Targets versus Doing Targets**

Focus on learning. As mentioned previously, learning targets should describe what students will learn as a result of a lesson, learning expedition, or unit of study, not what they will do as the task—"I can use metaphor to convey a complex emotion," not "I can complete or fill out my note catcher."

### **Learning Targets That Are Too Complex**

Watch your language. Aim for clarity when crafting learning targets. Those that pack in too much information may confuse students or make a teacher second-guess the intended learning and assessment. Watch out for learning targets that contain the following: two verbs (e.g., "I can identify and analyze"); compound content (e.g., "I can describe the ecosystems of coral reefs and forests"); broad scope of content (e.g., I can evaluate continuity and change over the course of US history").

### **Learning Targets That Are Too Big or Too Small**

Get the scope right. Often it can be challenging to create long-term and supporting learning targets that efficiently pace life in the classroom and stimulate rich learning. Long-term learning targets should be tied directly to standards, and each may take one or two weeks to address completely. Nested within each long-term learning target, supporting learning targets (typically three to five) guide the daily lessons that support students to meet standards. Careful planning and practice will help teachers craft learning targets that don't try to cover too much or that are overly narrow.

### **Learning Targets That Are Not Used on a Daily Basis**

Use it or lose it. Learning targets must be displayed, referred to, owned by the students, and worked toward in a meaningful way. Learning targets that exist only on paper don't support students' engagement, motivation, and learning.

### **Learning Targets That Require All Lower-Level Thinking Skills**

Mix it up. Learning targets should reflect different levels of thinking, from the foundational knowledge level (e.g., name, identify, describe) to higher-order skills (e.g., analyze, compare and contrast, and evaluate). Check to see that sets of learning targets ramp up the rigor in the classroom.

### **Learning Targets That Are Not Linked to a Powerful Context for Learning**

Make them meaningful. Learning targets are most powerful when they guide learning experiences that are engaging for students and are part of a compelling curriculum that requires critical thinking and problem solving.

Formative  
Projects

**Learning Targets That Miss the Heart of the Common Core State Standards**  
 Get to the heart of the matter. If learning targets and assessments touch on standards but don't address them fully, sharply, and deeply, teachers will miss an opportunity to help their students develop the critical thinking skills emphasized by the Common Core State Standards. Teachers must read and discuss the standards carefully to create effective learning targets.

**Learning Targets That Are Different for Different Groups of Students**  
 Ensure rigor and equity. Learning targets should remain consistent for all students, whereas the instruction employed to help students meet them is differentiated to meet the needs of a diverse range of learners (with the possible exception of students working toward an IEP-based diploma that calls for curriculum modifications or for those participating in other alternative pathways).<sup>4</sup>

Berger, R., Rugen, L., Woodfin, L., & Johnston, M. (2014). *Leaders of their own learning: transforming schools through student-engaged assessment*. San Francisco, Ca.: Jossey-Bass.

# Learning Targets: Goal Setting

## Beginning

- Teachers write learning targets for daily lessons.
- Learning targets are visibly posted in the classroom and introduced to students at the best point during the lesson-teachers unpack the learning target, identifying key vocabulary and criteria for success.
- Teachers plan their instruction to ensure that all students can meet the learning targets.
- Students are able to articulate what they are learning.
- Families have more information about what concepts and skills their children are learning.

## Intermediate

- Faculty members have rich conversations about state and Common Core standards and what learning targets will help students demonstrate proficiency on standards.
- Long-term learning targets frame curriculum units, and supporting learning targets guide daily lessons.
- Students come to expect learning targets to guide their lessons and long-term units of study. They are invested in analyzing and understanding them.
- Teachers create effective plans that align standards, targets, and assessments. Learning targets are clearly derived from standards, and assessment methods match learning target types.
- Teachers use checking-for-understanding strategies to monitor students' progress toward learning targets.
- Character learning targets are used to assess habits of scholarship.
- Teachers balance knowledge, reasoning, and skills learning targets.
- Students can articulate to their families what they are learning and what they need to do to make progress.



## Advanced

- Students adeptly track their progress and make decisions alongside the teacher about next steps. They own the learning and the assessment process. They are invested in understanding standards and modifying or creating new learning targets to best help them meet them.
- Teachers assess students on long-term and character learning targets within a schoolwide standards-based grading system.
- Teachers write learning targets attending to the cognitive rigor of the intended student learning.
- Parents, students, and teachers have detailed conversations-referencing character and academic learning targets-about students' strengths and areas for improvement. Students often lead these conversations in student-led conferences.
- Teachers and schools continually align standards, learning targets, and assessments.





## ATLAS Protocol—Looking at Student Work

Adapted from the National School Reform Faculty

1. Getting Started (5 min)
  - The facilitator reminds the group of the norms for looking at student work
  - The presenting teacher gives a overview of the task and the target (1 min.)
  - The presenting teacher DOES NOT give any background information on the student or how instruction was presented
  - Group members have 3 minutes to look at the student work
2. Describing the student work (5 min)
  - The facilitator asks the group, “What do you see?”
  - The group gathers as much information as possible from the student work without judgments of quality or interpretations.
  - The facilitator monitors the groups’ observations and asks for evidence if interpretations are made
  - The presenting teacher takes notes on what the group notices/observes
3. Interpreting the student work (5 min)
  - The facilitator asks, “From the student’s perspective, what is the student working on?”
  - The group tries to make sense of what the student was doing and why using evidence from the student work or the task presented
  - Think broadly and creatively, assume that no work makes sense to the student; your job is to see what the student sees
  - As you listen to each other’s interpretations, ask questions to understand different perspectives
  - Presenting teacher takes notes and remains quiet
4. Implications for classroom practice (10 min)
  - The facilitator asks: “What are the implications of this work for instruction and assessment?”
  - Consider the following questions:
    - o What instructional steps could the teacher take next with these students?
    - o What information would you like to see in student work towards this target? What assessments would get that information?
    - o What does this conversation make you think about in terms of your own practice? About teaching and learning in general?
5. Reflecting on the ATLAS (5 min)
  - The presenter shares back what they heard about the students, the work and what they’re now thinking.
  - Group reflects on what was learned about student learning, assessment practices, and how LASW supports the professional learning community.

## Looking for Patterns in Student Work (LASW protocol)

*Developed by Marjorie Lerner for Tools for Leaders.  
Scholastic, 2007*

### Description

This protocol focuses on inquiry into an essential question through looking at a range in student work from students in multiple content areas or classrooms. As you look at patterns, themes, consistencies and inconsistencies, you gain insight about a particular population or group of students and are able to draw conclusions and generate implications for instruction in general. This is a good protocol to introduce looking at student work because it does not focus on one student or one teacher, thus presents a lower level of personal risk.

**Time: 45-60 minutes**

### Steps

1. Everyone brings samples of student work that represents the population or connects to the question at hand
2. Pass the work around the circle. Look for patterns, contradictions and themes. It is helpful to take notes.
3. Discuss patterns, connections and themes
4. Share questions raised by these patterns, contradictions and themes.
5. Discuss implications for practice and further study.
6. Establish next steps

**Follow up:** One teacher brings work from an individual student that relates to the questions and implications raised. This might be student work that represents a breakthrough, a struggle, a range, etc.

# Data Discussion

Scribe:

Timekeeper:

## 1. Predictions (2-3 Minutes)

Before looking at the data, make predictions about what you will observe. Think about what you assume, predict, wonder, or believe you will learn from the data.

## 2. Patterns (5-7 Minutes)

Look at the data and document your observations. Record only facts. No analysis. Use neutral language (I notice..., I wonder..., There are an equal number..., Students have not mastered..., etc.)

## 3. Plan (10-15 Minutes)

So what, now what? What can we do to address the patterns we observed in step 2? What explanations might there be

## 4. Prepare (5-7 Minutes)

What new data will you need to see to tell if your plan is working? What are the next key Learning Targets we will be teaching. Take a few minutes to create a common assessment for next week. You will bring results to the next meeting.

(Adapted from national School Reform faculty as written by Teacher Development Group, 2002; Frizelle, 2019.)



Beauty Creator  
Earth Keeper

Order Discoverer  
Idolatry Discerner

God Worshiper  
Servant Worker

Justice Seeker  
Image Bearer

Community Builder  
Creation Enjoyer

**Unit Learning Outline:**  
Chapters 1-2, Numbers to 10,000 / Mental Math and Estimation

- ***I can notice how God designed and ordered the Universe when I see patterns and order in number systems.***
- ***When I see disorder, I can restore order with effort.***

**Learning Target 1**

Beginner    Novice    Practitioner    Expert

	● I can explain what each digit of a three-digit number represents				
	● I can name the place values of numbers up to 100				
🔑	● I can round whole numbers to the nearest 10 or 100				

**Learning Target 2**

Beginner    Novice    Practitioner    Expert

	● I can explain the relationship between addition and subtraction				
🔑	● I can fluently add and subtract within 1000 using a variety of strategies				

**Learning Target 3**

Beginner    Novice    Practitioner    Expert

	● I can identify arithmetic patterns				
🔑	● I can explain arithmetic patterns using the properties of operations.				

Which of these **Learning Targets** took the most effort to learn?

I will need to keep practicing...



**Key Learning Target # 1**  
I can round whole numbers to the nearest 10 or 100

**Learning Targets**

	Beginner	Novice	Practitioner	Expert
<ul style="list-style-type: none"><li>I can round to the nearest 10 (i.e. 124 rounds to 120).</li></ul>				
<ul style="list-style-type: none"><li>I can round to the nearest 100 (i.e. 124 rounds to 100).</li></ul>				
<ul style="list-style-type: none"><li>I can estimate numbers to near benchmark, friendly, or compatible numbers (i.e. 124 can be estimated to 125).</li></ul>				
<ul style="list-style-type: none"><li>I can explain how rounding and estimating are similar and different.</li></ul>				
<ul style="list-style-type: none"><li>I can determine when rounding or estimating is more useful.</li></ul>				



## Key Learning Target # 2

I can fluently add and subtract within 1000 using a variety of strategies

### Learning Targets

Beginner Novice Practitioner Expert

	Beginner	Novice	Practitioner	Expert
● I can estimate sums and differences before calculating to determine the reasonableness of answers.				
● I can represent addition and subtraction with base ten models and number lines.				
● I can use partial sums to add (decomposing one or both addends).				
● I can find the difference between two numbers by counting up or by counting back.				
● I can subtract within 1,000 using partial differences when decomposing the subtrahend.				
● I can adjust numbers to add or subtract more efficiently.				
● I can count up or count back to find the difference.				



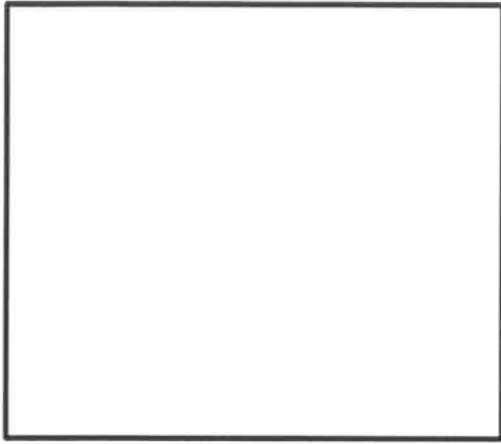
### Key Learning Target # 3

I can explain arithmetic patterns using the properties of operations.

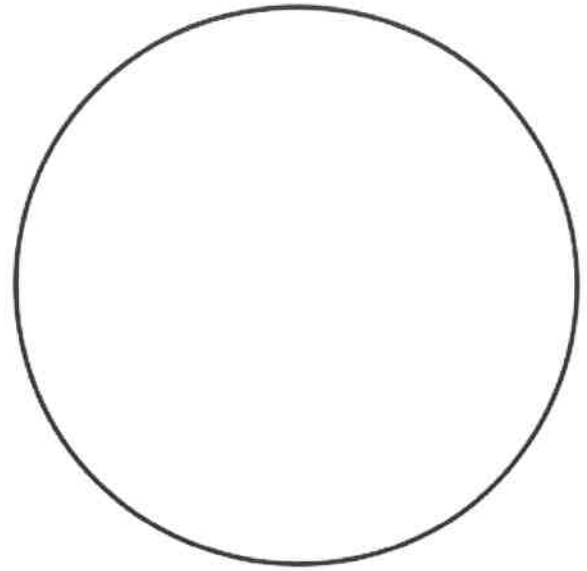
#### Learning Targets

	Beginner	Novice	Practitioner	Expert
<ul style="list-style-type: none"><li>I can explain patterns when adjusting addends. (i.e. <math>56 + 98</math> is the same as <math>54 + 100</math>)</li></ul>				
<ul style="list-style-type: none"><li>I can explain that doubling a factor doubles the product.</li></ul>				
<ul style="list-style-type: none"><li>I can explain that a factor can be decomposed and the partial products can be put back together.</li></ul>				
<ul style="list-style-type: none"><li>I can explain patterns in addition for example (even + even = even, odd + odd = even, and odd + even = odd, two addends less than 50 have a sum less than 100, a difference of numbers is unchanged when both numbers are adjusted by the same amount)</li></ul>				
<ul style="list-style-type: none"><li>I can explain patterns in multiplication for example (even x even = even, odd x odd = odd, and odd x even = even)</li></ul>				

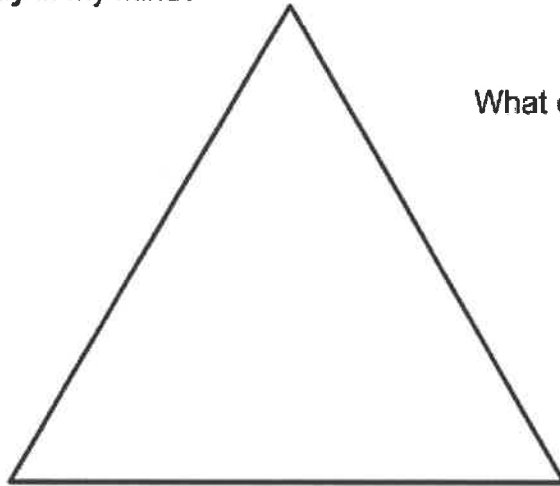




What is **squared away** in my mind?



What questions are still **circling** in your mind?



What **3 points** stood out to you?

---

**REFLECT:** What are the next steps you can take, and what would that specifically look like? What support do you need? Is there anything standing in your way? Is there something you can commit to?

