MAKING LEARNING TARGETS THE COMMON THREAD

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If students are not reflecting on learning targets then the LT’s are empty words.

- Track LT’s (journaling)
- Refer back to them frequently (refresh and preview)
- Ask students to summarize skills related to LT’s
- Ask students to rate themselves (self-assess)
- Give feedback frequently
WARM-UP JOURNALS

Call them whatever you want

- I prefer graph paper composition books ("quad-ruled")
- Rating scale glued/taped into front cover
- Template written on first page
- Last page for stamps
- Task verbs or other important reference material glued/taped into back cover
- Journaling…
Research shows that journaling about stress in positive ways can help individuals cope with traumatic events, resolve conflict, and think through how to approach solutions to problems.
LET’S TRY IT
SAT Word of the Day:

SURREPTITIOUS – Done by stealth; secret, hidden, sneaky
GOALS FOR TODAY

Primary Learning Target:
I can describe 2-3 ways to utilize learning targets for reflection in my classroom.

Secondary Learning Targets:
I can describe 2-3 instructional strategies that make learning stick.
I can describe how one strategy could be incorporated into my classroom.
EXAMPLE LEARNING TARGET

• I can interpret the slope and y-intercept of a line in context.
1. A general’s forces are set to attack a castle that is protected by a moat. Spies have learned that the bridges over the moat have been mined by the castle’s commander. The mines are set to allow small groups to cross the bridges, so that the occupants of the castle can come and go to retrieve food and fuel. How can the general get a large force over the bridges to attack the castle without tripping the mines?

2. A patient has an inoperable tumor which can only be destroyed by focused radiation. However, the radiation must also pass through healthy tissue. A beam of sufficient intensity to destroy the tumor will damage the healthy tissue through which it passes. How can the tumor be destroyed without damaging the healthy tissue?
COMPARE AND CONTRAST

• The power in comparing and contrasting comes from CATEGORIZING/DESCRIBING the overall qualities of similarity or difference instead of listing out the individual qualities.
STRATEGY 1: BUILD STRUCTURE

“Example Learners” vs. “Rule Learners”

Tend to memorize examples rather than the underlying principles

Can abstract the underlying principles to differentiate examples being studied
STRATEGY 1: BUILD STRUCTURE

Algebra 1 Examples:

\[ \frac{1}{3} x + 5 = 9 \quad \text{VS.} \quad \frac{12}{x} - 4 = 2 \]

\[ x^2 - 6x + 9 \quad \text{VS.} \quad x^2 + 10xy + 25y^2 \]
STRATEGY 1: BUILD STRUCTURE

Geometry Example:

Solve for $x$. 
In 7 words or less, summarize strategy 1 in your “journal.”
LT: I can write a least squares regression equation (LSRL) and interpret its parts in context.

- Slope
- Y-intercept
- Correlation coefficient
- Coefficient of determination
STRATEGY #2: ASSESS FREQUENTLY

• Assessment without feedback is useless
• Strong and Weak work can easily be used when quizzing
• Make students reflect on assessment feedback
In 7 words or less, summarize strategy 2 in your "journal."
STRATEGY #3: RETRIEVAL PROMOTES RETENTION

• Cycle back through old content frequently
• How do you promote this in your class?
Wean kids off of the standard looks-like-the-test review sheets

- Hold kids responsible for mastering the learning targets
- Develop study skills necessary for high school / college
- NEEDS SCAFFOLDING
STRATEGY #4: PROMOTE SELF-ASSESSMENT

- UFOS
In 7 words or less, summarize strategy 4 in your “journal.”
STRATEGY #5: EXPLAIN THE BRAIN

• Myelin is important. You can physically think yourself good at math. You can change the physical properties of your brain. (Growth Mindset)
In 9 words or less, summarize strategy 5 in your “journal.”
REFLECTION IS CRITICAL

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STRATEGIES TO MAKE LEARNING STICK

1. Build Structure
2. Assess Frequently
3. Retrieval Promotes Retention
4. Promote Self-Assessment
5. Explain the Brain
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