Learning Target & Lanier Hour Refresher

October 22, 2018

Campus Goal: To ensure all students learn at high levels through the successful implementation of Small Group Intervention.

Remembering the Why: Accelerating Learning

- Formative Assessment - (During the learning w/ response)
- Teacher Clarity - (Intents of lesson & what is success)
- Feedback - (Where, How, Where to Next; Fills the Gap)
- Professional Learning - (Translates theory into practice)
- Relationship Building - (Appreciating what the child brings)

Doing these well far outweighs the influences of home and socioeconomic

Fundamental Assumptions

- Not all students learn the same way
- Not all students learn at the same speed
- Some students lack prior skills and knowledge
- Some students lack proper behaviors
- Some students have a home life that is counter-productive to academic success.

Fundamental Assumptions

- Virtually all educators start each day with honorable intentions, work tirelessly on behalf of their students, and utilize the best strategies they possess.
- No teacher has all the skills, knowledge, and time necessary to meet the needs of all the students assigned to his or her classes.

Mission: *Graduate Each Student to be Future Ready*

- This means grade level ready or better on essentials.
- Essentials outcomes are identified as a curriculum team.
- They are implemented unit by unit using
  - Learning Target Charts,
  - Teacher Tracking Charts
  - In class small groups / Tutorials / Pride Time

Last Year

Because:

- Not every student learns the same way
- Not every student learns at the same speed
- No one teacher has everything a student needs to learn at high levels

We started Pride Time.

- Shared students
- ESSENTIAL OUTCOMES
- Prioritized subjects

This Year

Because:

- Not every student learns the same way
- Not every student learns at the same speed
- No one teacher has everything a student needs to learn at high levels

<u>Pride Time</u>

- Share Students
- ESSENTIAL OUTCOMES
- LEARNING TARGETS (Must Knows)
    - Narrowed Essentials
- Prioritized subjects
- Collaborative time

Let's Tie This All Together

Pride Time & Small Group-

Focus on Data/Essentials

- Provides Feedback (filling in gaps)
- Formative Assessments (
- Professional Learning
  - Shared Data
  - What Worked
  - What Didn't
  - How did you teach it differently and how did that work out for the students?

Learning Target Units

How does this fit into the big picture?

- **Clarity** on the ESSENTIALS
  - Organizes our thoughts
  - Shares this with the students.
- **Formative Assessment**
  - Represented by Each Learning Target or Bar
  - Established Mastery
  - Who Needs Help
- **Feedback**
  - Where am I now, Where am I going, How do I get there
  - Fills Gap (Lanier Hour, Tutorials, small groups in class)

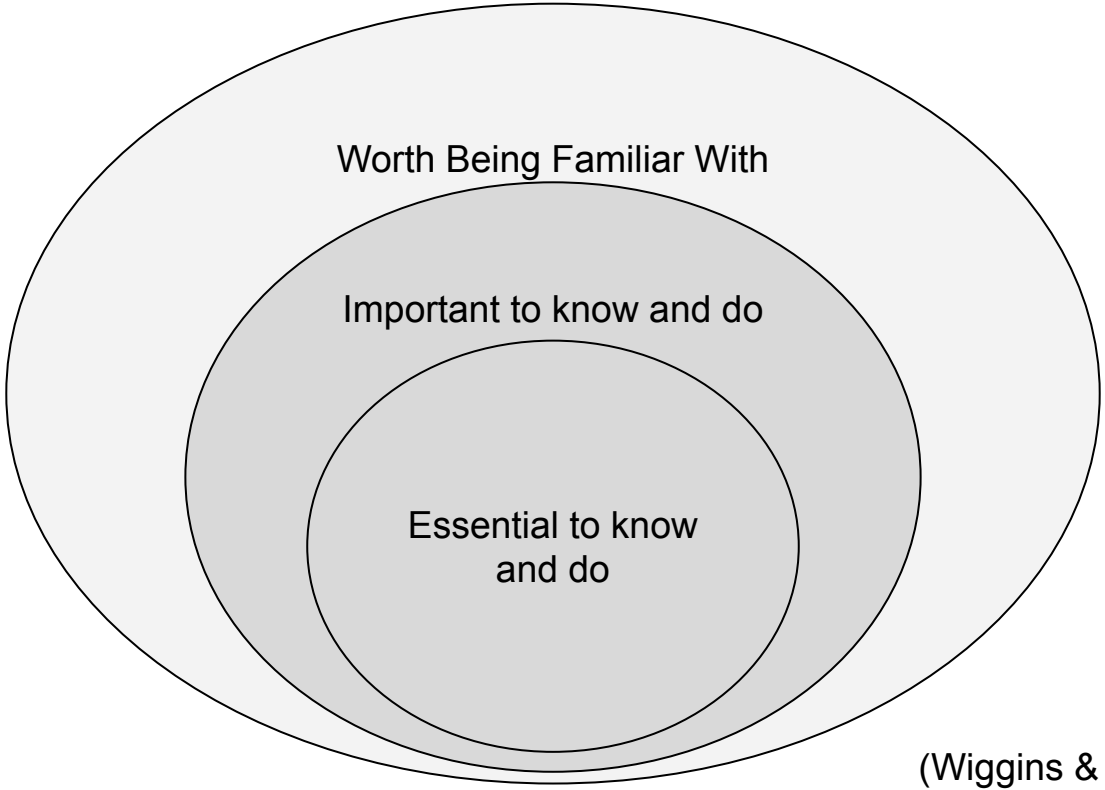
Learning Target Chart Units

Refresher on the Set Up

Step 1:

- Look at what you are teaching this unit with your team. Use the ESSENTIAL OUTCOMES for the year to prioritize learning for the unit.
- Make a list of only the ESSENTIAL LEARNING TARGETS a student must master for the unit (think Readiness TEKS...not supporting)
    - Remember only the ESSENTIAL TARGETS. Not what would be nice to know and do. Not what is important to know and do. ONLY WHAT IS ESSENTIAL TO KNOW AND DO.

Prioritizing - Your Learning Targets for Each Unit



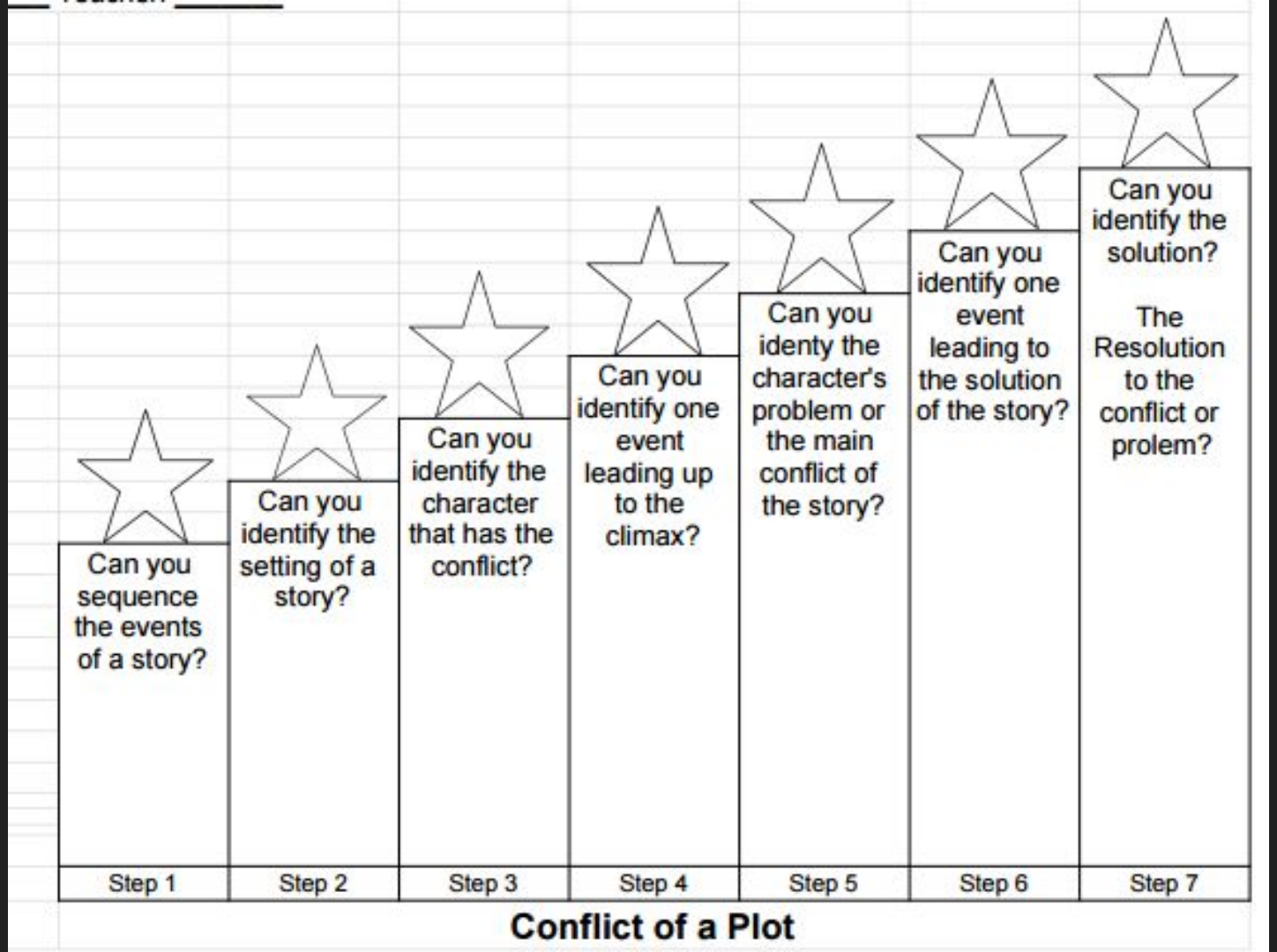
(Wiggins & McTighe, 1998)

Learning Target Chart Units

Refresher on the Set Up

Step 2:

- Add the list of ESSENTIAL TARGETS to the Learning Target


Can you sequence the events of a story?
Can you identify the setting of a story?
Can you identify the character that has the conflict?
Can you identify one event leading up to the climax?
Can you identy the character's problem or the main conflict of the story?
Can you identify one event leading to the solution of the story?
Can you identify the solution?
The Resolution to the conflict or prolem?
Step 1
Step 2
Step 3
Step 4
Step 5
Step 6
Step 7
Conflict of a Plot

Learning Target (Bar/Star) Chart Units

Refresher on the Set Up

Step 2:

- Add the list of ESSENTIAL TARGETS to the Learning Target (Bar/Star) Chart
- Add the list of ESSENTIAL TARGETS to the Teacher Tracking Chart

Unit _____ Learning Targets

You can run a report like this with you student's listed in TEAMS
It is called: Quick Print-Student Class Roster Teacher Grid
Let us know if you need help knowing how

Student 1														
Student 2														
Student 3														
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Unit Conflict of a Plot Learning Targets

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Learning Target (Bar/Star) Chart Units

Refresher on the Set Up

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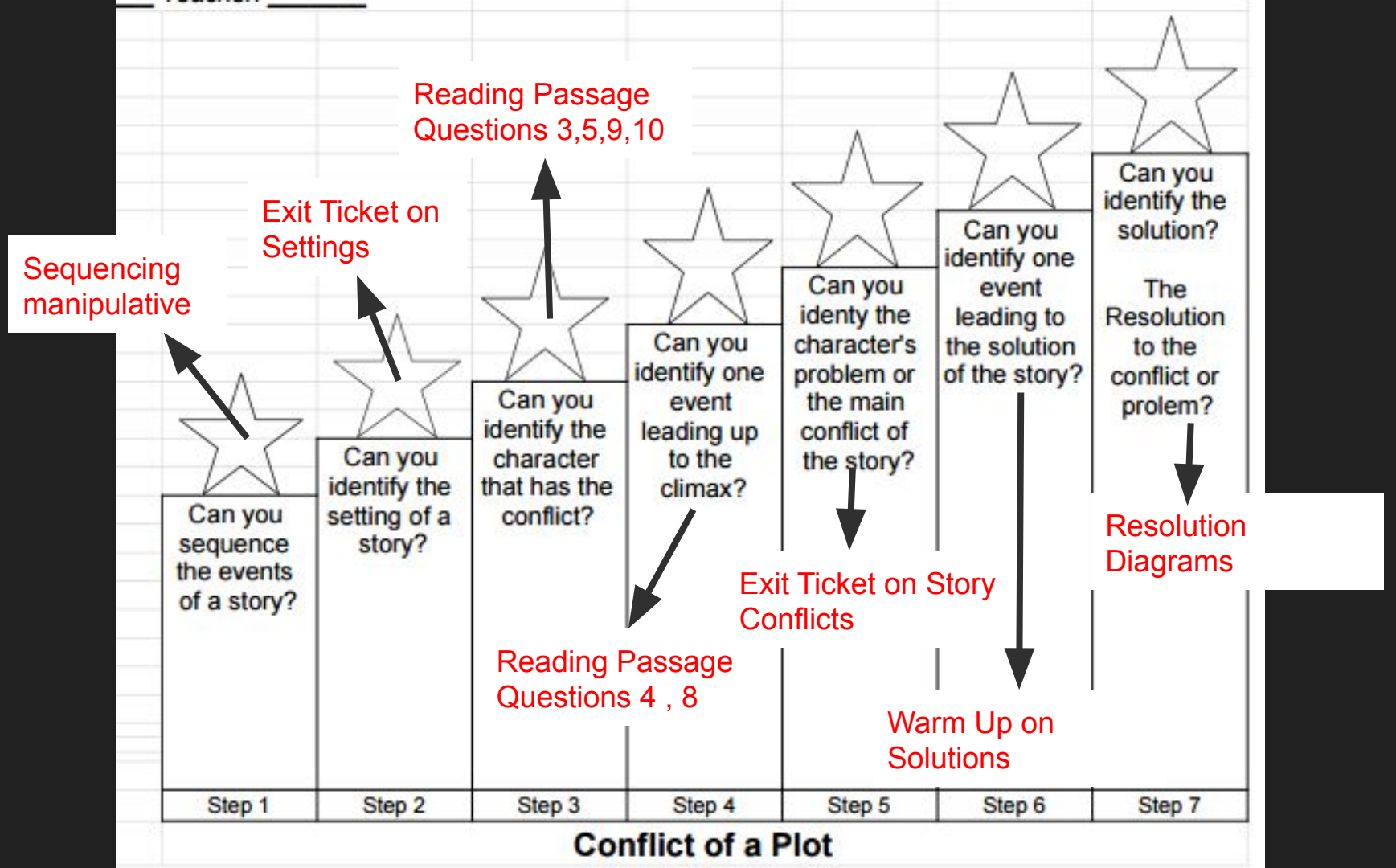
Step 3

- For each learning target (bar), identify or create the common formative assessment that will be used to determine if a student mastered the target. NOTE: *This should not be a TEST. It should occur during the unit. It could be a warm up / closure / quizziz / whiteboard activity / particular problems on a worksheet*


Sequencing manipulative
Exit Ticket on Settings
Reading Passage Questions 3,5,9,10
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The Resolution to the conflict or prolem?
Reading Passage Questions 4 , 8
Exit Ticket on Story Conflicts
Warm Up on Solutions
Resolution Diagrams
Step 1
Step 2
Step 3
Step 4
Step 5
Step 6
Step 7
Conflict of a Plot

Using with Lanier Hour

- Collect your Data by Student
- Share your success rate with your team
- Plan for Pullouts
  - Divide Students
  - Teachers cover different targets (bars)
  - Don't create something new...use the data to see who had the best results...let them teach it
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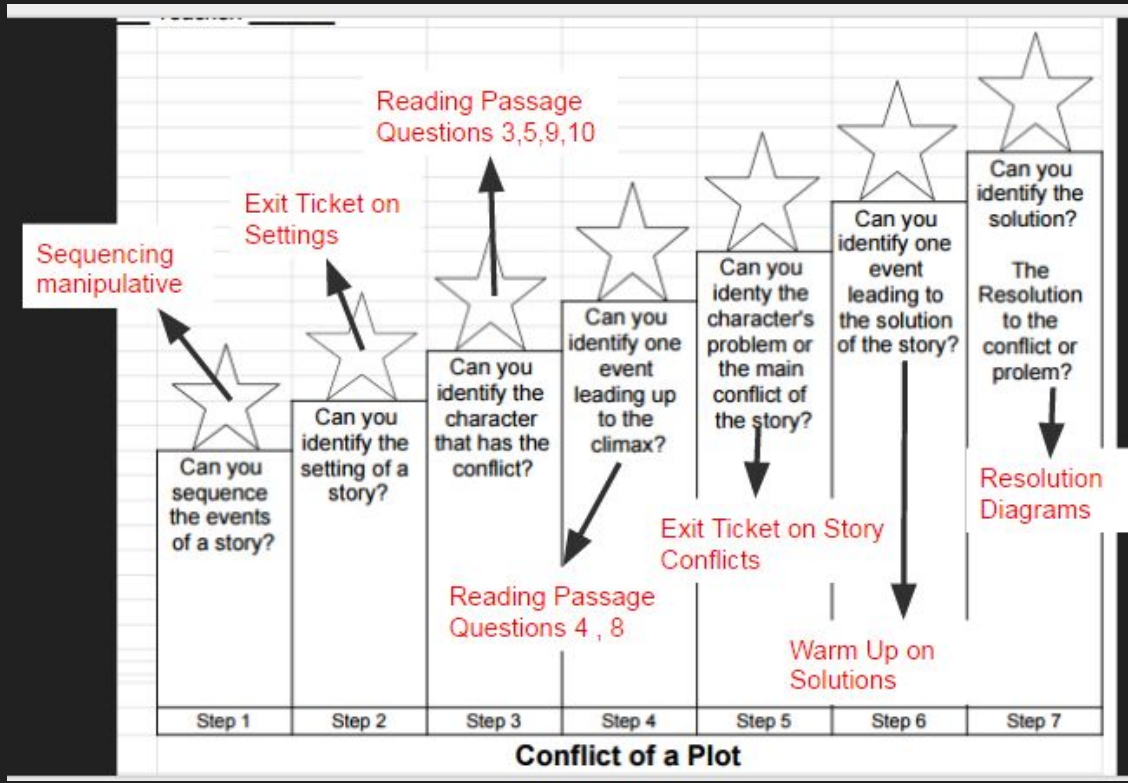

Unit Conflict of a Plot Learning Targets

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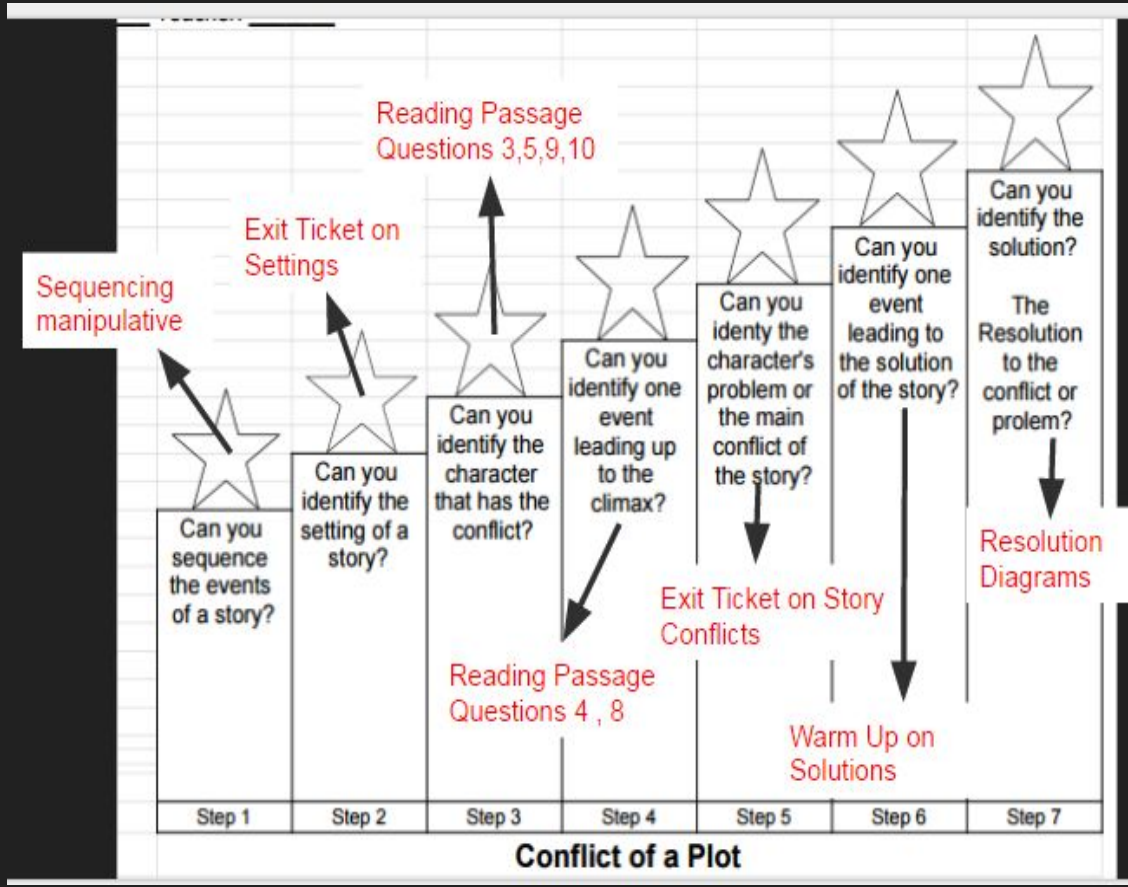
Using outside of Lanier Hour

- SAVE A DAY for Intervention
- Trade Students During the School Day
- Tutorials after school
- Small groups while other students work



Next Steps

Video on Common Formative Assessment

Survey on How it is Going

Individual Touching Base Conferences