

Standard I Element A

LEVEL 3 PRACTICES

THE TEACHER:

6 ***Implements and communicates learning objectives and student outcomes based on standards.***

According to Marzano (2007), “Arguably, the most basic issue a teacher can consider is what she will do to establish and communicate learning goals, track student progress, and celebrate success.”

Implementing effective lessons aligned to Colorado Academic Standards depends upon a teacher’s ability to create and communicate clearly defined learning objectives appropriate for students and the content being taught. If a teacher is not clear about what she wants students to know and be able to do as a result of the lesson, it is difficult for the lesson to be properly developed or implemented. Both the students and the teacher must understand what is to be accomplished during each lesson and the goal for student learning.

Communicating learning objectives effectively goes beyond posting and/or stating an objective at the beginning of a lesson. It requires the teacher and students to continually reference the objective and ensure that each element of a lesson aligns to and supports the lesson goal.

Teacher may present the learning objective verbally and/or visually. The learning should be summarized at the end of the lesson in reference to the objective. (APS, June 2018)

Refer to this internal resource for additional information:

- [Communicating Learning Objectives](#)
Document provides strategies for effectively communicating learning objectives to students.

Refer to these external resources for additional information:

- Article: “Objectives That Students Understand” by Robert Marzano
http://tcrpalliance.files.wordpress.com/2011/07/objectives_objectives-that-students-understand.pdf
Article explains how teachers can effectively write learning objectives that are clear to students.
- Article: “What Drives Instruction” by Mark Prosis
<http://www.ascd.org/ascd-express/vol7/702-prosis.aspx>
Article describes ways teachers can use essential questions to communicate learning objectives and engage students.
- Technique: “Post It” from Teach Like a Champion: 49 Techniques that Put Students on the Path to College by Doug Lemov, pages 63-64
Techniques explain rationale for teachers visually displaying learning objectives.

Planning/Coaching Questions

- How will you identify which standards to teach (e.g., complexity, highly-tested, most challenging for students to master, district plan for instruction) in this lesson or unit?
- How will you create learning objectives appropriate for students and aligned to the unit of study and standards?
- How will the learning objective be communicated to students?
- How did you differentiate for this lesson?
- What collaborative opportunities have you had with school staff to ensure planning and instruction supports the needs of all students and align with the approved curriculum?
- How were formative assessments used to plan instruction?

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