When Content is Not Enough: Clarity in Learning Intentions

Sara Delano Moore, PHD
s_moore@origomath.com
Director of Professional Learning

Andrea Kotowski, NBCT
a_kotowski@origomath.com
Learning Services Educators

PROFESSIONAL LEARNING
origoeducation.com
November 2018

ORIGO EDUCATION

What is the Visible Learning story?

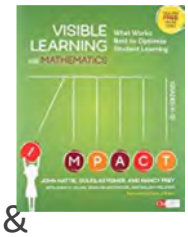
Teachers see learning through the eyes of their students.

Students see themselves as their own teachers.

ORIGO EDUCATION

What is the Visible Learning database?

A growing collection… currently



- > 1600 meta-analyses
- > 95,000+ studies
- > 300 million students
- Meta-analysis looks for patterns & trends across multiple research studies.

To learn more:
https://www.visiblelearningplus.com/ or http://www.visiblelearningmetax.com/

ORIGO EDUCATION

The teacher does not hold any instructional strategy in higher esteem than his or her students' learning. Visible learning is a continual evaluation of one's impact on students. When the evidence suggests that learning has not occurred, the instruction needs to change (not the child!).

Visible Learning for Mathematics, 2017, p 105

ORIGO EDUCATION

Elements of Teacher Clarity

Clarity of

- Organization
- Explanation
- Examples & Guided Practice
- Assessment

Learning Intentions reveal this clarity to students.

Photo by David Travis on Unsplash

ORIGO EDUCATION

Learning Intentions

Content:

- A lesson-sized chunk of a standard, in student-friendly language

Language:

- Academic language (vocabulary and usage) related to the lesson's content

Social:

- Skills that foster effective collaboration and communication

ORIGO EDUCATION

Success Criteria

- How do we know we've met the goal?
- What will students see, hear, and do when they've met the goal?

ORIGO EDUCATION

Improving Learning Intentions

IMPROVING LEARNING INTENTIONS

Not So Inviting Learning Intentions	More Inviting Learning Intentions
We have a test on Friday, so we need to review place value.	I was thinking about our work together, and I noticed that many of us still need to think about place value. We should spend some time reviewing place value so that we know how to determine which number is greater.
By the end of the lesson, you will be able to solve inequalities with rational numbers.	Remember all of the learning we did with inequalities? We really mastered that content as a class. Now it would be interesting to examine how to solve inequalities that were more complex, maybe with several variables. And then we could graph them to visualize what is happening. I know that several of you find it helpful in understanding when we create visual representations.
Today we are going to continue our work with statistics. We will focus our learning on scatter plots for bivariate measurement data so that we can see if there are patterns of association.	Have you ever wondered if the relationship between two things was really significant? For example, I was wondering if the number of students in a class was related to their overall scores on a test. I'm sure you all can think of things you'd like to compare. Remember, we learned that correlations don't mean cause, but that there is a relationship with the numbers. Today, we get to explore scatter plots as one tool to look for associations.

Figure 2.1

ORIGO EDUCATION

Success Criteria

Have students self-assess whether or not they met the goals.

- The student can solve word problems using the take-from situation.
- The student uses the word subtraction when describing solving a word problem.
- The student work take turn when working with a partner.

ORIGO EDUCATION