**1: Graduate Standards: Graduate Standards that relate to this area of Teaching are . . .**

Strategy: Using a A Note-making Framework/Advance Organiser

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Statement (copied from TRB doc):** | **Define Key Terms/Phrases in own words (share meanings)** | **Describe link between part of statement and content of today’s tutorial** |
|  |  |  |  |
|  |  |  |  |

**2: Learning Goals/Objectives and Learning Activities in Lesson Plans**

**3 Elements of Lesson Plan:** Ob . . . . . . Se . . . . . . As . . . . . . . .

Strategy: Little book activity: A Good Lesson Plan Needs Good Elements

I page per element. LH page: What you know, RH page: probs, questions

* Share in pairs first element page. Change pairs, and share second element page. Change again and share.
* What lesson plan formats have you found useful? Rule of thumb: keep the working document to A4 size

**A: 2 Characteristics to Help set Learning Goals to Improve Student Achievement**

**Goal Specificity**: meaning? Rule: the more specific the better

Students will be able to list the states and territories . . . . . . . . . . . . students will be able to write a well-formed essay

**Goal Difficulty**: meaning? Link to Vygotsky: challenging but achievable

**B: Difference between Learning Goals and Learning Tasks?**

Strategy: make a statement: hear the examples below, refine the statement (in cycle)

Learning Goal: Students will be able to recognise the protagonist, theme and voice of a piece of literature

Task: Students will create a metaphor representing the food pyramid

Learning Goal: Students will understand the defining characteristics of fables, fairy tales and tall tales

Task: Students will compare and describe the slopes of two lines

Goals: ends: ‘be able to do’

Tasks: means: ‘do’

**C: 2 Types of Goals: Declarative and Procedural**: ‘will understand . . .’; ‘will be able to . . .’

Look at the examples above: which is which?

Most knowledge has declarative and procedural elements:

Decimals: converting/adding them (procedural) value of places in rel to decimal point (declarative)

‘Students will understand the defining characteristics of whole numbers, decimals and fractions with like denominators, and will be able to convert between equivalent forsm as well as represent factors and multiples of whole numbers through 100.’

Exercise 2.2: Declarative vs Procedural Knowledge

**D: Using the word ‘understand’ in a Learning Goal**: good or bad? Specific or non-specific? How will they SHOW their understanding?

Break down/unpack a General Learning Outcome/Goal from NTCF into elements: TARGET KNOWLEDGE

Understands and uses a variety of sentence types . . . uses simple, complete and compound sentences . . .

Exercise 2.3: Making the General into Specific Goals: one per pair then share

Good goals Good tasks Students achieving/demonstrating learning

Using the e.g.s from 2.3, jointly construct a simple assessment task and share it.

**3: Feedback and Rubrics**

The most powerful modification that enhances student achievement. Yes really. More than homework, explicit teaching, literacy, active learning, co-operative learning.

**Characteristics of Good Feedback**

* Corrective (not just tick or cross or giving correct answer, but explaining before student tries again
* Timely (longer the delay between task and feedback, less improvement in achievement\_
* Criterion Specific (break task down into skill/understanding elements: rubrics)
* Partly done by Students (chart of progress, reflective learning log)

How have you used rubrics, either as a teacher or a student?

Draw a diagram/visual that shows your understanding of the relationship between Learning Goal, Learning Task and Rubric.

Look at the Rubrics and Adaptations sheet given. What do you think?

What’s the difference between the three activities above. Which do you prefer and why?