

I. Learning Goals

Learning goals are developed within the context of a larger progression of student *understanding (learning progressions)*. Research indicates that students who can identify and understand the learning expectations for a lesson or set of lessons are better prepared to support one another and to take responsibility for their own learning. The goals for a single lesson (or series of lessons) should be clearly identified and communicated to students, and should help students make connections among lessons within the larger sequence, along a learning progression, or to the broader purpose for learning. Learning goals should be aligned to state or district grade-level standards, although this dimension focuses on how the teacher identifies the learning goals for a particular lesson, communicates them to the students, and uses them in ways that support learning. At the lower ends of the rubric, learning goals are not used, are used in a minimalist manner, or do not set appropriately challenging goals for students. At the higher levels, learning goals are integrated into the lesson and support student learning.

1 Not Observed	2 Beginning	3 Developing	4 Progressing	5 Extending
<p>The teacher does not present learning goals to students in any form.</p> <p>..... or</p> <p>The teacher only presents an agenda for the day or for the lesson activities.</p> <p>..... or</p> <p>The teacher describes the task instead of sharing the learning goals.</p>	<p>The focus of the lesson is presented in isolation and without connecting to previous learning, to future learning, or to a broader purpose for the learning.</p> <p>..... or</p> <p>Superficial procedural connections are made (e.g., “We started argumentation yesterday” or “We’ll wrap up problem-solving strategies tomorrow”), or a topic is identified without providing specific goals.</p> <p>..... or</p> <p>The content of the learning goals is highly inappropriate for the students.</p> <p>..... or</p> <p>The learning goals are expressed in language that is not accessible to students.</p>	<p>The focus of the lesson is presented with only isolated references made to previous learning, to future learning, or to a broader purpose for the learning.</p> <p>.....</p> <p>The learning goals focus on what students should know, understand, or be able to do by the end of the lesson. The content of the learning goals is appropriate for students and is expressed in language that is accessible to students, <i>but</i> opportunities for students to internalize the learning goals are not provided.</p> <p>.....</p> <p>The teacher presents the learning goals to students but makes no verbal or direct reference to the learning goals near the start of the lesson.</p> <p>.....</p> <p>The teacher does not return to the learning goals at any point during the lesson.</p>	<p>The focus of the lesson is clearly presented in terms of previous or future learning. A larger sequence of learning is identified, and the teacher explains how the current lesson fits within the larger sequence or how it contributes to a broader purpose for the learning.</p> <p>.....</p> <p>The learning goals focus on what students should know, understand, or be able to do by the end of the lesson. The content of the learning goals is appropriate for students and is expressed in language that is accessible to students, and opportunities for students to internalize the learning goals are provided.</p> <p>.....</p> <p>The teacher presents the learning goals to students and makes verbal or direct reference to the learning goals near the start of the lesson.</p> <p>.....</p> <p>The teacher makes some reference back to the learning goals toward the end of the lesson, in a way that superficially focuses student attention on the purpose of the lesson.</p>	<p>The focus of the lesson is presented as part of a coherent sequence of learning, with meaningful connections made to previous or future learning in a way that facilitates students’ clear understanding of the connections or in a way that contributes to a broader purpose for the learning.</p> <p>.....</p> <p>The learning goals focus on what students should know, understand, or be able to do by the end of the lesson. The content of the learning goals is appropriate for students and is expressed in language that is accessible to students; opportunities for students to internalize the learning goals are provided; and the teacher checks for understanding.</p> <p>.....</p> <p>The teacher presents the learning goals to students and makes meaningful and appropriate reference to the learning goals at the start of the lesson.</p> <p>.....</p> <p>The teacher makes multiple meaningful and appropriate verbal references to the learning goals throughout the lesson, summarizes progress toward the goals near the end of the lesson in ways that support student learning, or invites students to explain the learning goals at the end of the lesson.</p>

Observation Notes

Learning Goals



Learning goals address what students will learn. These goals can be stated in terms of what students will know, understand, or be able to do by the end of the lesson or series of lessons, or they may be stated in terms of how students will apply what they know.



Learning goals can be presented in a variety of ways, including writing the goals on the board, circulating documents through a document-sharing Web site, and sharing on interactive whiteboards.



Across the levels of this rubric are references to the *learning goals* being presented near the start of the lesson. A teacher may begin the lesson by immediately presenting the *learning goals*, or the teacher may begin with an initial warm-up activity and then present the goals. “Near the start” means prior to engaging in independent practice or activities that provide opportunities to apply or extend the learning.



The *Progressing and Extending* levels mention that students may have the opportunity to internalize the learning goals. This can be achieved in a variety of ways, including students working with the teacher to create or a class discussion of what the goals mean.

The judgment about whether the *connections made between previous, future, and current learning* are accessible to students will depend on the age and abilities of the students. Evidence for the accessibility of the connections comes from the observer’s professional knowledge base and from observing student questions and discussion during the lesson. For example, a lower elementary school teacher could make extensive reference to how students’ understanding of historical events will change over time as they are able to handle greater complexity of ideas and better recognize the ambiguities in many situations in a way that is mostly confusing and possibly inaccessible to younger students.



The judgment about whether the language used to express the goals is accessible to students will depend on how the learning goals are developed and shared with students. The learning goals may not be accessible if the content of the learning goals is too challenging or too easy for students’ current standing, or if the learning goals use language of the state standards only. In addition, the accessibility of the learning goals will vary by the age and abilities of the students. For example, the language used by a second-grade teacher to describe a particular learning goal will be different than the language used by a high school teacher. Evidence for the accessibility of the language comes from the observer’s professional knowledge base and from observing student questions and discussion during the lesson. Questions can also be posed directly to students to provide further evidence of how they understand the learning goals.



At the highest level of this rubric, the teacher makes “*multiple meaningful and appropriate*” references to the learning goals. The professional judgment to be made here is whether those references to the learning goals support student learning. For example, a teacher may make reference to the learning goals to help students make connections between multiple aspects in a lesson and to help them understand how those aspects collectively support the students’ deepening understanding of the learning goals. Alternatively, the teacher may highlight key vocabulary terms that are central to the learning goals.



It is important to remember that a teacher might present strong learning goals but not follow through with appropriate tasks or learning activities. In such a case, the teacher should not be penalized on this dimension, and could be rated at a higher level on this dimension, compared to the Tasks and Learning Activities dimension.



Additional Notes: _____

