



Module 3

Learning Goals and Success Criteria

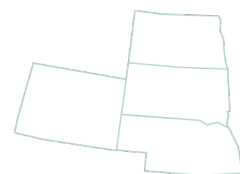
A Formative Assessment Program Created by
The Assessment & Accountability Comprehensive Center
and The North Central Comprehensive Center at McREL

Facilitator's Guide



Assessment and Accountability
Comprehensive Center

AACC • A WestEd and CRESST partnership



North Central
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Table of Contents

Overview of Module 3	2
Module 3 Learning Goals	2
Module 3 Success Criteria	2
Main Message for Module 3	2
At a Glance: Presenting the Workshop	3
Background Information	4
Essential Planning and Set Up	6
Implementation, Intercession and Feedback Advice	9

Module 3

Learning Goals and Success Criteria

Overview of Module 3

This module is the third in a series of seven modules in the Formative Assessment Program. Participants will build on their understanding of the process of formative assessment and learn about the importance of planning for formative assessment. Participants will have the opportunity to read relevant articles, engage in processing activities to deepen their understanding, and consolidate their learning by applying new ideas and understanding about formative assessment in their own context.

Module 3 Learning Goals

1. Understand the function of learning goals and success criteria in the formative assessment process.
2. Understand how to develop learning goals and success criteria for a learning sequence from a learning progression.
3. Recognize the importance of sharing learning goals and success criteria with students in language students understand.

Module 3 Success Criteria

Participants can:

1. Explain the importance of learning goals and success criteria to the process of formative assessment
2. Develop learning goals and success criteria for a learning sequence
3. Write learning goals and success criteria in language students can understand
4. Explain the importance of student understanding of learning goals and success criteria

Main Message for Module 3

This module focuses on planning for formative assessment. Establishing in advance what you want students to learn and what it looks like when students have achieved that learning are integral components of the process of formative assessment. Learning goals (what students will learn, not do, during the course of instruction) are essential to the process of formative assessment. Without them, how can teachers plan, teach and assess effectively? How do students know what they are expected to learn? Success criteria, the ways in which students express their understanding of the learning goal, provide teachers and students with evidence about where students are in their learning relative to the learning goal. The evidence may include what students will say, do, make or write when they have met the learning goals. Finally, sharing the learning goals and success criteria with students helps them more clearly understand what will be learned and helps students become more active participants in their learning.

At a Glance

Presenting the Workshop

Check When Complete	Lessons	Materials and Handouts
	Introduction to Module 3	PPT Introduction 3
	Lesson 1 Background on Learning Goals and Success Criteria 60 – 75 minutes	
	Lesson 3.1	PPT 3.1
	Consolidate Your Learning: Making Sense of the Research (Graphic Organizer 1) Consolidate Your Learning: Making Sense of the Research (Graphic Organizer 2)	Handout 3.1.1 Handout 3.1.2
	Lesson 2 Developing Clear Learning Goals 60 minutes	
	Lesson 3.2	PPT 3.2
	Your Turn: Learning Goals: Is It or Isn't It?	Handout 3.2.1
	Planning Templates: Examples of Learning Goals and Success Criteria	Handout 3.2.2
	Your Turn: Planning Template 1: Learning Goals and Success Criteria Your Turn: Planning Template 2: Learning Goals and Success Criteria	Handout 3.2.3 Handout 3.2.4
	Turn & Talk: Discussion Web	Handout 3.2.5
	Try It Out: Review Learning Goals in TLC	Discussion questions on PPT
	Lesson 3 Developing Success Criteria 60 minutes	
	Lesson 3.3	PPT 3.3
	Clapping Institute Overview Clapping Institute Scenarios	Link in the PPT Handout 3.3.1 Handout 3.3.2

	Turn & Talk: Discussion of the Clapping Institute	Discussion questions on PPT
	Consolidate Your Learning: Graphic Organizer – Add in Success Criteria	Handout 3.1.1 Handout 3.1.2
	Your Turn: Developing Success Criteria Note: Participants return to Learning Goals template to add Success Criteria	Handout 3.2.3 Handout 3.2.4
	Consolidate Your Learning: Stand Up, Hand Up, Pair Up	Handout 3.3.3
	Lesson 4 Sharing Learning Goals and Success Criteria with Students 60 – 75 minutes	
	Lesson 3.4	PPT 3.4
	Your Turn: Writing Learning Goals in Language Students Can Understand	Handout 3.4.1
	Your Turn: Review Learning Goals and Success Criteria. Revise as needed for clear communication with students.	Handout 3.2.3 Handout 3.2.4
	Consolidate Your Learning: Comparison Matrix Note: Participants return to original Frayer Model or Concept Map to review and revise	Handout 3.1.1 Handout 3.1.2 Handout 3.4.2
	Try It Out: Share Learning Goals and Success Criteria with colleagues at site. Try out the Learning Goals and Success Criteria with students. Revise and share with TLC.	Handout 3.2.3 Handout 3.2.4
	Approximate Total Time: 6 hours, 15 minutes	

Background Information

Sadler (1989) identified three inter-related conditions necessary to conduct formative assessment. Specifically, teachers and students must:

- Possess a concept of the standard (or goal, or reference level) being aimed for
- Compare the actual (or current) level of performance with the standard
- Engage in appropriate action which leads to some closure of the gap (Sadler, 1989, p.121)

To meet these conditions, teachers must be clear about the learning goal – what the aim of the learning is, as opposed to the activities that will be undertaken by the student, which is often where teachers start thinking about student learning. The learning goal for the lesson needs to be a subcomponent of a larger goal. A subcomponent is part of a unit goal; the unit goal is, in turn, a larger subcomponent of a “big idea” or a specific standard.

Second, teachers also need to have a clear conception of the performance that students will have demonstrated when they have met the goal – the “success criteria.” Without the clarity that the success criteria provide, learning goals “are often too vague to serve the purpose of enhancing learning” (Hattie & Timperley, 2007, p. 88). Griffin (2007) argues that humans can only provide evidence of cognitive and affective learning through four observable actions: what they say, write, make or do. These behaviors act as indicators of an underlying learning construct, and are the ways in which learning can be inferred by the observer. Success criteria, then, are framed in terms of these four observable actions.

Together, the learning goals and success criteria provide the “reference level being aimed for” and enable teachers and students to compare the students’ current status at any point in the lesson with the desired goals. Learning goals and success criteria also allow teachers to make decisions about what is needed to move students closer to meeting the goal, either in terms of instructional adjustments or the feedback they provide to students that helps them take steps to improve their learning.

To support student learning, and to enable students to fully participate in the process of formative assessment, teachers need to communicate the goals and criteria to students at the beginning of the lesson and reference that information throughout the course of instruction. Communicating learning goals and success criteria involves explanations and examples of successful performance. For example, teachers might use an essay from a prior year’s cohort and help students analyze the work in relation to the specified criteria, or provide examples of problem-solving strategies for related mathematical problems to discuss successful strategies and approaches to problem solving. As Harlen (2006) notes, students “oriented to goals identified in terms of learning apply effort in acquiring new skills, seek to understand what is involved rather than just committing information to memory, persist in the face of difficulties, and generally try to increase their competence” (p. 65).

Only when students are clear about what is expected can they effectively monitor their own learning, compare their current status to the “reference level”, and decide what they need to do to move their own learning forward. This next step might involve reorganizing information, a discussion with a peer, doing more research, or asking the teacher for help at a point when the student is really stuck. This process of self-monitoring is an important factor in assisting students to become self-regulated learners and develop the skills needed for success in and beyond school, and is based upon students and teachers having a clear understanding of the learning goals and criteria by which student learning will be assessed.

References

Griffin, P. (2007). The comfort of competence and the uncertainty of assessment. *Studies in Educational Evaluation*, 33, 87-99.

Harlen, W. (2007). Formative classroom assessment in science and mathematics. In J. H. McMillan (Ed.), *Formative classroom assessment: Theory into practice* (pp. 116-135). New York: Teachers College

Press.

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112.

Heritage, M. (2010). *Formative assessment: Making it happen in the classroom*. Thousands Oaks, CA: Corwin Press.

Sadler, D.R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18, 119-140.

Essential Planning and Set Up

This section of the guide is provided to help you prepare to facilitate learning sessions with your group. We know that the person selected to facilitate each team varies in background, skillset, and understand of formative assessment, and have designed the information with the following assumptions. We assume the facilitator:

- Will clearly communicate the expectations to the participants
- Has content knowledge
- Understands adult learning practices
- Includes all participants in the lesson delivery and activities
- Will clearly communicate schedules, logistics, what to bring to meetings, time commitment, and all other necessary information to participants
- Will follow up with individuals to help each participant grow in knowledge and skill, and meet their personal growth goals

Essential Planning

Before the meeting:

- Read this Module 3: Planning for Formative Assessment facilitator guide in its entirety and become familiar with the content and activities.
- Complete the background reading on learning goals and success criteria suggested in the previous section.
- Run through each lesson and activity yourself before presenting it to others.
- Determine how you would like the group to use the online handouts and readings – digitally with laptops, with printed copies of the PowerPoint and handouts that you provide, or by printing the PowerPoint and handouts themselves.
- To prepare for lesson 1, complete a Frayer Model (Handout 3.1.1) and a concept map (Handout 3.1.2) for the terms *Learning Goal* and *Success Criteria*. You will want to have a model for both graphic organizers.
- Before starting Lesson 3, decide which version of the Clapping Institute you would like to lead. Handout 3.3.1 contains instructions for a longer version of the institute, which allows

participants to experience the activity. You need a group of at least 15 people for this longer version. Handout 3.3.2 contains scenarios that can be used to lead a condensed version of the Clapping Institute.

- Establish and communicate the meeting times and place with participants.
- Visit with each participant prior to the first meeting to find out where they are in their journey with formative assessment and what skills, knowledge and understanding they already bring to the group. It will be helpful to know each participant's background in developing learning goals and success criteria, and if they have experience of doing this based on a learning progression.

On the day of the Meeting:

- Prepare the room. Ensure that the room is comfortable and that audio speakers and a working Internet connection are available.
- Provide refreshments or ask participants to bring their own drinks and/or snacks so they can concentrate, especially if the meetings are held after a school day.
- Keep to the time schedule.
- Be certain to include every participant in the group discussions.
- Establish ground rule or working norms for meetings and discuss them with participants.

Sample norms might include:

- Listen for understanding.
- Engage in the work.
- Allow all voices to be heard.
- Focus on solutions.
- Assume positive intent.
- Challenge ideas, not people.
- Respect perspectives of others.

"If you are leaping a ravine, the moment of takeoff is a bad time to be considering alternative strategies."

-John Cleese

-Quote found on
<http://www.trainerslibrary.com/quotes.aspx>

After the meeting:

- Follow up with each individual at least once between lessons to see how their Consolidate Your Learning work is going. Offer individual tips, feedback, and assistance as needed by each person.
- Have participants revisit and add information to their Frayer Model (Handout 3.1.1) or concept map (Handout 3.1.2) for the terms *Learning Goal* and *Success Criteria* after each lesson. These terms are foundational and you want to do all you can to deepen your group's understanding and application of the terms.

- Engage in some reflective dialogue exercises with participants to get their feedback for you as a facilitator. Ask them how you can continuously improve the workshop and your facilitation skills.
- Review the entire module at the end before moving to Module 4: Eliciting and Interpreting Evidence.

Advice for Facilitators

- Be certain to send the agenda to all team members prior to the meeting date.
- Establish and review the learning team's ground rules, the participant expectations for each session, and how you plan to close each session.
- If participants are bringing laptops, be certain to provide tables, chairs, and power strips to plug in cords.
- Establish partners for lesson pairing, sharing, and collaborating in discussions. These partners may remain the same, or you may switch partners as you complete each module.
- Use formative assessment strategies with your participants whenever appropriate. Appropriate uses include using strategies to clarify content, make sure learning goals and success criteria are clearly understood, and that participants can receive and provide feedback, as well as use the feedback. Use of these strategies can contribute to a collaborative climate where all participants are learning together.

Ten Formative Assessment Strategies to Try

1. Clarify the learning goals and success criteria at the beginning of each collaborative learning team meeting. Post them on the wall. At the end of the meeting, go back to the success criteria and check off the learning goals and success criteria reached.
2. End lessons with a 5-minute "Turn to Your Neighbor" time to recap and discuss key points from the lesson.
3. Give everyone in the learning team an index card with a different question relating to the meeting's topic. Ask participants to respond to the question throughout the meeting and share out at the end.
4. Provide participants with statements related to the module content and ask them if they agree or disagree with them prior to beginning the lesson or before moving on to a new lesson. Allow discussion about these ideas. This will help you identify misconceptions to address as facilitator.
5. Let participants develop some activities and guiding questions to ask each other during and after the meetings related to the learning goals and success criteria identified for the module.
6. Use a feedback protocol such as "2 Stars and a Wish" that allows partners or teams to provide feedback to each other. Stars are strengths and wishes are areas in which improvement is suggested. Ask participants to be specific about both the stars and wishes and connect them to the learning goals and success criteria for the lesson.
7. Ask participants to write "Minute Papers" to end a lesson. Minute Papers are generally written on half sheets of paper or index cards. Allow participants to write one or two

important concepts from the day's lesson. The purpose is merely to provide a chance to self-reflect on one or more important understandings gained from a lesson or a module.

8. The following questions can be used to guide participants in a self-reflection:
 - What do I currently know or think I know about this topic?
 - What questions do I have about this topic?
 - What do I expect to learn studying this topic?
 - How can I find out more information on this topic?
 - What do the experts say?
 - Has this made a difference in my learning?
 - Has this made a difference in my students' learning?
9. Ask participants to write in a learning log or journal about their learning experience on a regular basis. Participants can indicate what they tried each day, what frustrations or barriers they are experiencing, what they plan to do next, and what questions they have about formative assessment. Have participants bring their logs to meetings and share entries with the team or a partner.
10. Ask participants to engage in an observation and reflective dialogue with another team member. Ask them to invite another team member into their classroom for a peer observation of one learning goal from the module. Set up a time for the observer to provide descriptive feedback. Use the success criteria for the module to provide descriptive feedback to each other. If face-to-face peer observations aren't possible, video-record a lesson where you are using formative assessment practices. Bring the video to a team meeting and ask for descriptive feedback on the practice.

Implementation, Intersession, and Feedback Advice

Implementation Advice

The focus of this module is to clarify the terminology associated with learning goals and success criteria. This module also builds on the learning from Module 2, as it links learning goals to the previous work of developing learning progressions. Plan to modify lesson-by-lesson to meet the needs of the various levels of participants. The thinking and practice activities are particularly difficult for any participants who are not classroom teachers. It's best to arrange groups by grade levels and content areas, and to distribute administrators and other non-classroom teachers across the groups. Regardless of the audience, you will want to move participants beyond a merely philosophical understanding of these ideas to a concrete discussion about how the creating or identifying learning goals (LG) and success criteria (SC) is a crucial step in the formative assessment process. Provide as much work time as possible in the groups for participants to develop a shared understanding of the vocabulary and the process for creating or identifying each component. Emphasize the notion that learning goals align with essential concepts and processes, and generally are not merely the statements from the state standards. Participants may struggle with learning goals in particular due to the differences that exist in different subject domains. Language arts and mathematics content includes a high percentage of procedural learning goals focused on what students are able to do, while social studies and science learning goals are predominantly declarative statements of what

students should know and understand. The following recommendations will include suggestions about what to emphasize, ideas for grouping teams related to a specific lesson, opportunities to deepen participant understanding, and suggestions on how to deal with situations in which issues arise. The questions you ask and the time you provide for reflection and discussion are all important components of effective implementation. Because Module 3 asks participants to create learning goal statements and associated success criteria, their mindsets and previous experience identifying behavioral objectives may cause them to struggle, but the work is worthwhile. As the facilitator, using clear vocabulary and providing a wide variety of examples will help your participants consider how this work can be implemented in ways that support their current practices. Don't rush the learning; plan for multiple opportunities for your participants to practice, reflect and discuss with others. Use the sample content materials provided, particularly from the Common Core State Standards (CCSS). If possible, gather and archive good examples for participants to refer to as they continue this work.

The lessons can be facilitated separately or taught sequentially during a one-day professional development experience. Because the materials are available online, the lessons themselves can be taught either face-to-face or using a phone conferencing system such as Polycom® or GoToMeeting®. Online learning can be difficult for many; if you can, include a myriad of resources so people can decide what to pull for their own learning. If you plan to include all the lessons in a one-day experience, think about how to incorporate the activities that will consolidate the participants' learning. The sessions themselves should model the formative assessment process. Include a focus on feedback from you to the participants and the participants back to you, and to each other as part of a continuous improvement process. Additional webinars between lessons during the module provides further opportunities to engage the participants and address questions.

Clearly, preparing participants for implementation takes time. First, participants need to explore the ideas and strategies presented and relate them to their own ideas. In the work with learning goals in particular, an understanding of what is and is not a learning goal can't be emphasized enough. Practice in writing learning goals and success criteria is a critical step before engaging in initial implementation. Schools and districts that have successfully crafted clear learning goals and success criteria as part of a formative assessment process have focused the work with teachers around common language, common expectations, common methods for generating the LGs and SC, and creating student-friendly representations. These schools and districts also typically have an implementation team that evaluates the process and encourages practitioners to "finish what they start."

Read the advice provided below as you plan for each lesson in Module 3. The following text will emphasize some main ideas from the lesson, highlight places where participants may struggle and get confused, and provide suggestions and probing questions to help you model the formative assessment process and facilitate the learning experiences.

<p>Lesson 1</p>	<p>Background On Learning Goals and Success Criteria</p> <p>Main Message:</p> <ul style="list-style-type: none"> • <i>Establishing and communicating learning goals and success criteria is essential for teachers and students in the process of formative assessment.</i>
<ul style="list-style-type: none"> • To reveal the prior knowledge of the participants, ask them to look at several of the slides summarizing the research findings for learning goals and success criteria and cite key phrases and ideas connected to their own understanding. Gather ideas from each group. Share the additional slides and have participants add to the phrases and ideas already mentioned. Summarize for the group the key findings that are essential components of a formative assessment process. Critical here is to reveal how teachers and administrators currently identify learning goals and success criteria and the ways that this information is shared with students and parents. • Because it is important that the participants have a shared understanding of the research that supports this part of the formative assessment process, the debriefing is particularly important. Address any misconceptions that may arise from the Frayer models. Discuss the following question, “As a teacher, will I need to create all of the learning goals and success criteria, or will that be the state’s/district’s job?” This will provide an opportunity to relate the research to previous practices in the district and clarify expectations among your participants. Because the work is difficult, a summary of the research is a good starting place. 	
<p>Lesson 2</p>	<p>Creating Clear Learning Goals</p> <p>Main Messages:</p> <ul style="list-style-type: none"> • <i>Learning Goals state what students will LEARN during a learning sequence, not what they will do.</i> • <i>Learning Goals are connected to a bigger goal (e.g., unit goal, standard).</i>
<ul style="list-style-type: none"> • Remind participants that this is their first introduction to learning goals as part of the formative assessment process, and that as they progress through the modules they will have additional opportunities to expand their understanding and see how learning goals connect to the feedback loop. Emphasize that learning goals and learning targets are not the same thing. Typically, a learning goal is a broader conceptual idea that forms the basis for several days’ lessons or a sequence of learning. In some districts, learning targets are the smaller components that may identify discrete knowledge or components of the learning goal. In other districts, they are the behavioral objectives that identify what students will do each day. This can be confused with success criteria, so clarifying these terms with participants is essential. Have the participants summarize the criteria for writing learning goals and include additional time to practice this skill. • Be sure to allow enough time for groups to discuss what teachers need to know and do to create and use learning goals in the classroom. Working in peer groups will assist this process. If your participants are from multiple schools or districts, try to pair them up so that they have a “buddy” to work with who will both give and receive feedback. • Plan time before the start of the next lesson to have participants share examples of learning goals they have created that can be reviewed by the larger group. Discuss 	

some examples in the larger group or in subject-area groups. If possible, archive good examples that participants can access. The examples should include a narrative that includes evidence about how they met the criteria for determining whether their examples are learning goals or are not learning goals.

Lesson 3

Developing Success Criteria

Main Message:

- *Success Criteria are indicators of what students are expected to say, write, or make to demonstrate their learning.*

- This lesson provides an opportunity for diverse groups of participants to come to a shared understanding of the success criteria for each learning goal. It is important to build this understanding early in the professional development experience. Encourage participants to use the appropriate language of formative assessment and refer to the glossary list that is available in the resources section. Focus on the following idea, which is central to establishing success criteria: Students provide evidence of where they are in relationship to the learning goal (what they are able to say, do, make or write). Most teachers will be able to predict the kinds of evidence that students will provide to reveal their understanding. Actually writing this down and sharing it with students takes the mystery out of what is expected of them. How does this process differ from current teacher and administrator practices?
- Don't be too quick to assume that everyone has a clear understanding of the characteristics of the success criteria as a part of the formative assessment process. Spend time reviewing this critical idea. Refer back to the "Clapping Institute" activity. What is the role that students should have when determining success criteria?
- Most teachers will be familiar with rubrics. One danger with rubrics, however, is that they often do not describe the levels of student understanding but are based on how much information a student includes in their responses. Teachers and administrators may be quick to jump to an online tool that helps "create" a rubric. Caution them and remind them of the importance of criteria that relates to what students are able to say, do, think, present, develop, explain, analyze, etc. The quality of a student's response should be the focus, not merely the number of items provided. This may generate some heated discussion in your group as current practices are revealed. Be prepared for this discussion.

Lesson 4

Sharing Learning Goals and Success Criteria with Students

Main Message:

- *Learning Goals and Success Criteria should be communicated in language understandable to students.*

- There is one main message for this lesson. Learning goals and success criteria need to be provided in language students can understand. Equally important is the way in which the learning goal is presented to students in the classroom to link the concepts to instructional activities. A variety of observational research studies suggest that many students do not clearly understand what they are expected to learn. So the key question is, how do we make sure the focus of a lesson is understood by both the teacher and his/her students? Also, how is the learning goal shared to engage students

intellectually with the content? If you have time, group your participants and have them create a brief skit to model how this would look when done effectively and ineffectively. Summarize the discussion.

- Some lessons are actually activities for activities' sake. Ask your participants to determine how they would know if the lesson was just an activity or was one that had clear learning goals linked to the concepts.
- An issue that often arises is teachers' concern that providing the learning goal is "giving away" the idea to the students so that the lessons lose their emphasis. Students aren't asked to construct their understanding but are told the concept. To understand a concept, students need to engage with the idea, generate hypotheses about "what would happen if," and analyze what they are learning to create inferences based on evidence. Consequently, a discussion is needed here. Perhaps the learning goal is so specific that it is a discrete piece of knowledge that can be taught through direct instruction and is not really the broader learning goal that should focus the learning sequence. High school teachers struggle with this more than other grade levels. One strategy is to ask each group to look at a learning goal from the perspective of their students who are novice learners. What are the questions that they would ask as they try to make sense of a learning goal? Expect and plan for this conversation from your participants.

Intersession Advice

If you are teaching each lesson separately, be sure that the activities you conduct in this module build from lesson to lesson and build on what's needed for the next module. People need specific activities and multiple opportunities to engage meaningfully with the content. The "Consolidate Your Learning" activities at the end of each lesson are designed to continue the learning and reinforce the ideas by linking them to participants' prior knowledge. These activities also help participants analyze or apply learning to classroom practice as they build a mental model of the formative assessment process.

In addition to the "Consolidate Your Learning" activities, we pose three options for intersession work before moving to the next module:

Option 1

Additional Input (individual or group) – Watch a YouTube video, read an article, use online resources, etc. Using examples of rubrics found online or ones that teachers are currently using, ask participants to identify what is most useful about the rubric related to success criteria linked to a learning goal. Have them share their findings with others or group participants that investigated the same content examples. Teams or "buddies" can also search for examples of clear learning goals and success criteria from online lessons in their content areas. One way to do this is to review video clips of teacher lessons. Examples are available on the Doing What Works website sponsored by the U.S. Department of Education. Lesson clips from the TIMSS video study are also available. Your district may also have sample videos that can be used with professional development programs. When

reviewing videos, ask participants to observe how the teacher introduces the learning goal and how they develop the content storyline. Have participants share good videos that they discover with their TLCs.

Option 2

Collaboration with others – Within a PLC group meeting, face-to-face or virtually on a wiki or other Web 2.0 platform, discuss questions generated by the group to extend their learning (or provide them with 3 questions based on lesson/module learning goals and success criteria). For Lessons 3-4, use the blank template provided with the facilitator's materials and have small groups engage in a collaborative discussion about what they would see teachers and students doing and saying when learning goals and success criteria were shared in the classroom, were connected meaningfully to the lesson activities and were linked to clear criteria for student success. A second template is also available to refer to after the small-group discussions as participants compare their strategies with those suggested.

Option 3

Action Research – This occurs when you ask participants to try something and reflect on how it goes (self reflection or peer feedback). Once again, this will work particularly well for Lessons 3-4. Using the template that a teacher or school-based group develops related to implementing learning goals and success criteria, first conduct a self-assessment. Next, decide on implementation goals and strategies. Follow the goals that have been established and either conduct self, peer or administrative monitoring of the strategies to determine the degree of implementation. Self-reflection or peer feedback should follow the implementation after the strategies designed to link instruction to clear learning goals and success criteria are taught, modeled, reinforced, and practiced.

After providing these options to your group, be certain to gather information regarding what options they select, what materials and other resources they use, and what impact these options have on their learning and implementation.

Feedback Tool

As you progress through each module, we suggest that you keep track of how the learning is progressing using the following feedback template. This is important since the formative assessment process needs to be modeled by you as you work with others, and the feedback you gather and provide will inform your role as a facilitator.

Feedback Template

Lesson	What worked well?	What didn't work?	Checks of Learning	Next Steps
Lesson 1: Background on Learning Goals and Success Criteria				
Lesson 2: Creating Clear Learning Goals				
Lesson 3: Developing Success Criteria				
Lesson 4: Sharing Learning Goals and Success Criteria				