

## Writing Learning Targets: A Think Aloud (in writing...)

By \_\_\_\_, I will be able to \_\_\_\_\_ (Bloom's taxonomy verb), (what/in what circumstances) \_\_\_\_\_, and will demonstrate this by \_\_\_\_\_ (activity/showing verb) a \_\_\_\_\_ (assessment/product)."

By, May 2017, I will be able to apply multiple ways of giving directions in my instruction to students prior to independent work activities, and will demonstrate this by incorporating at least 3 strategies for giving directions prior to independent work activities.

Criteria for mastery (look fors): 90% of weekly opportunities for 2 consecutive weeks

### How did I get there?

Step:	What this looks like:
<p>Think about an area that you want to improve</p> <p><i>(because it is something that you do not do very well, because it is something you do do well and want to strengthen/expand even further, because it is something that takes you out of your comfort zone)</i></p>	<p><i>Every time I give students directions prior to independent work, whenever I “turn them loose” to get started, they all look at me like they have no idea what to do and then ask a million questions. I know there are multiple ways to give directions, but in talking with my co-teacher, I have discovered that I tend to mostly give directions verbally. Maybe I should explore different ways of doing this.</i></p>
<p>Think about resources you could consult to find information on how to improve this</p>	<p><i>I could ask some of my colleagues about what strategies they use to give students directions in these circumstances and which strategies they find most effective. I could make a list of the strategies that might make the most sense to implement in my class.</i></p>
<p>Based on what you found out from your resources, determine what you are going to do to address the area you want to improve <b>(Bloom's taxonomy verb), (what/in what circumstances)</b></p>	<p><i>After talking to my colleagues, I have compiled a list of 6 strategies for giving directions that I could use in my classroom. (write the directions in a step-by-step list that is displayed, ask students specific questions about the directions you just gave, have students ask questions about the directions, model the directions for students with “mistakes” made that they will need to correct, call volunteers to demonstrate the directions</i></p>

	<p><i>you just gave, audiotape the directions as you give them on an iPad that students can access if they need to listen to the directions). If I think about Bloom's taxonomy, I want to "apply" those strategies. I want to use multiple ways to give directions when I am in the circumstance of giving directions to students prior to independent work.</i></p>
<p>Based on what you have decided to do to address the area you want to improve, determine how you will demonstrate this in a way that is observable and measureable to you and other people.  <b>demonstrate this by</b>  _____ (activity/showing verb) a  _____ (assessment/product).</p>	<p><i>What if I said that I was going to incorporate at least 3 of the 6 strategies from my list for giving directions whenever I was needing to give directions to students prior to independent group work?</i></p>
<p>Decide how you will know when you have "mastered" or "met" your goal.  <b>(criteria for mastery/look fors")</b></p>	<p><i>I could make a list of these 6 strategies. I could check off or have my co-teacher check off which strategies I used. Since it varies how often I might need to give directions to students prior to independent work, I am going to say that I need to hit a certain percentage of opportunities per week I would have to do this. (I typically have to do this about 15 times per week. I want to make sure I do this pretty consistently so I am going to set that percentage pretty high...about 90%. So that means that I will need to incorporate at least 3 ways of giving directions to students approximately 13 of the 15 times that I do this per week.) I also want to make sure I maintain this over time, so I'm going to say I need to maintain this 90% over 2 consecutive weeks.</i></p>

