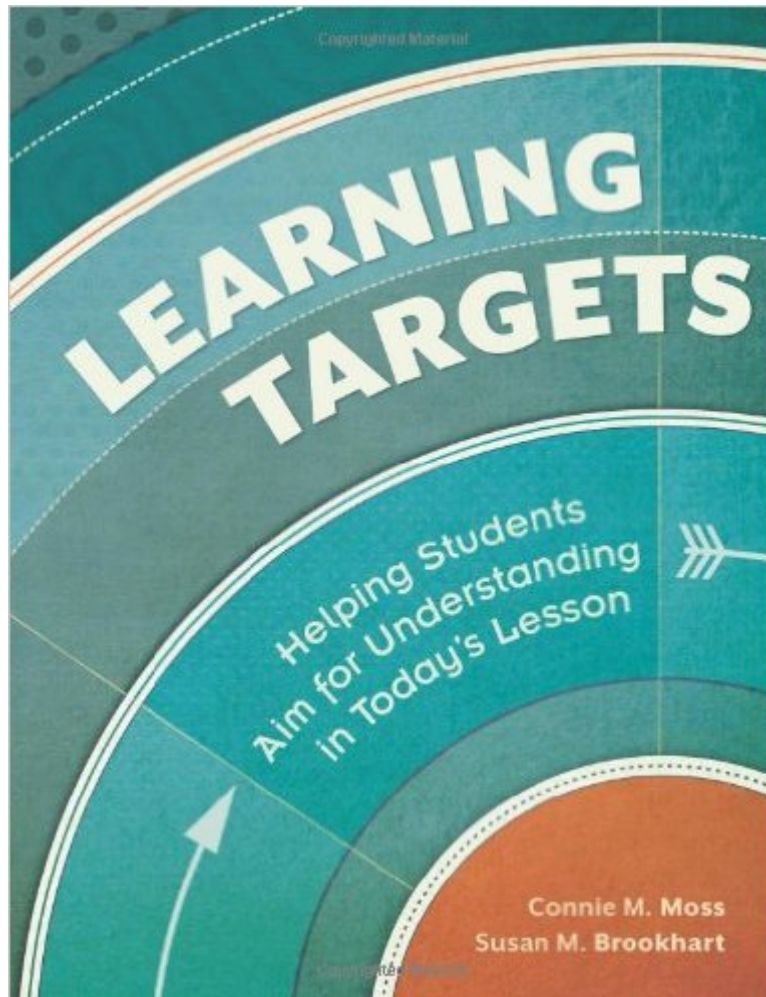


The book was found

Learning Targets: Helping Students Aim For Understanding In Today's Lesson



Synopsis

In *Learning Targets*, Connie M. Moss and Susan M. Brookhart contend that improving student learning and achievement happens in the immediacy of an individual lesson--what they call "today's lesson"--or it doesn't happen at all. The key to making today's lesson meaningful? Learning targets. Written from students' point of view, a learning target describes a lesson-sized chunk of information and skills that students will come to know deeply. Each lesson's learning target connects to the next lesson's target, enabling students to master a coherent series of challenges that ultimately lead to important curricular standards. Drawing from the authors' extensive research and professional learning partnerships with classrooms, schools, and school districts, this practical book* *Situates learning targets in a theory of action that students, teachers, principals, and central-office administrators can use to unify their efforts to raise student achievement and create a culture of evidence-based, results-oriented practice.* Provides strategies for designing learning targets that promote higher-order thinking and foster student goal setting, self-assessment, and self-regulation.* Explains how to design a strong performance of understanding, an activity that produces evidence of students' progress toward the learning target.* Shows how to use learning targets to guide summative assessment and grading.* *Learning Targets* also includes reproducible planning forms, a classroom walk-through guide, a lesson-planning process guide, and guides to teacher and student self-assessment. What students are actually doing during today's lesson is both the source of and the yardstick for school improvement efforts. By applying the insights in this book to your own work, you can improve your teaching expertise and dramatically empower all students as stakeholders in their own learning.

Book Information

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Customer Reviews

Excellent book that does a good job laying out how formative assessments should work. I love the part about how students should be able to measure their level of mastery on their own as you work with them throughout the time period. In GA, the state dept of education has been promoting some online learning modules called FIP (Formative Instructional Practices). I took the course two years ago and this book is the perfect compliment. That said, it is a slow read. Even though the writer is a gifted tactician about what/how needs to happen in the classroom, she will never be confused with Shakespeare. Still, I highly recommend it. Would make a great book study for professional development. Good stuff!

Unlike many books that deal with generalities, this book deals with the specifics of creating a Learning Target, walks you thru the process and ties this in to all the planning for the lesson. I strongly recommend this book for teachers. In addition, it was a used book that was in excellent condition, arrived very quickly. Excellent book, outstanding service.

This book is perfect for learning how to write lesson plans in accordance with the New Jersey Core Curriculum Content Standards. It shows how to include Formative and Summative assessment in the format, keeps it short and easy. I loved it!

The authors present a practical approach to applying the evidence of what works best for student learning. The approach is not a "silver bullet". It demands consistent, thoughtful, focused work. This text serves as a reference book for changing the daily lesson, one day at a time.

This book is very helpful in breaking down the purpose and construction of learning targets. With teachers in mind, Moss and Brookhart write in ways that we can all apply to our classrooms, regardless of grade level or subject area.

I was assigned this book to read in my PLC group. While the ideas were good, it seemed more like a hard to follow repackaging of UbD instead of a fresh new perspective. The language used

required so much dissection to pull out the purpose the author intended that it became tedious to read. This significantly detracted from the value of the ideas put forth. If I wanted to spend as much time doing in depth text analysis, I would have picked up some Kant.

The book was very helpful for the things that I was studying. I used to help a student I was working with.

All teachers should read this book and use it when making their lesson plans. It will show teachers the importance of focusing on the students learning goal, not the lesson itself.

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