



Great Public Schools for Every Student

Setting Objectives and Providing Feedback

Educator reflects on objectives and provides timely and specific feedback to students.

Key Method

The educator shares understanding of broad and narrow objectives, creates opportunity for students to show their understanding or mastery of an objective, demonstrates effective feedback to students, and reflects on the objective and student feedback process.

Method Components

Setting Objectives

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (InTASC, 2011)

Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (InTASC, 2011)

The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances. (InTASC, 2011)

Providing Feedback

The teacher continuously monitors student learning, engage learners in assessing their progress, and adjusts instruction in response to student learning needs. (InTASC, 2011)

Objectives

The educator will understand what a learning goal/objective is and be able to articulate that they are essential for designing, delivering, and assessing content standards. The educator will be able to justify objectives used in the classroom setting and how they supported student personalization and expansion beyond the assignments. S.M.A.R.T. (Specific, Measurable, Achievable, Relevant, Time-Bound) goal criteria and writing allows educators to create objectives that will improve student success.

What is a Learning Goal/Objective?

They are the statements that describe what students will be able to do once they successfully complete a unit of instruction (Dick, Carey, and Carey, p. 125). A good objective is specific, measurable, and clearly stated.

Goals are overarching principles, objectives are specific, measurable steps taken to meet a goal. Goals are broad, objectives are narrow.

SMART (Specific, Measurable, Achievable, Relevant, Time-Bound) Goals

- Specific - Your objective should answer “w” questions (who, what, when, where, why, and maybe which)
- Measurable - How will you determine if your students meet the objective?
- Achievable - What tools will students need to achieve the goal?
- Relevant - Consider the relationship between the objective, curriculum standards, and student work.
- Time-Bound - When will students be expected to show understanding or mastery of this objective?

SMART goals are one way to think about overarching learning goals. Districts may use the SMART acronym or a different methodology to guide educators in developing objectives. All objectives should be connected to an overarching goal.

Feedback

Educators will give students feedback that aligns with the objective taught to encourage growth. They will also be able to reflect on how well-written objectives push students to think beyond the lesson and apply to other work. While teachers can never give too much feedback, they should manage the form that feedback takes.

- Make sure that the feedback is corrective, tell students how they did in relation to specific levels of knowledge.
- Rubrics are a good standardized way to allow students to provide feedback and show relation to specific levels of knowledge.
- Keep the feedback timely and specific.
- Encourage the students to lead feedback sessions.
- Curriculum standards provide a foundation for educators to ensure students are successful.
- Feedback needs to be timely, corrective, and move students toward learning goals.

Supporting Research

Sherer, M. (n.d.). On Formative Assessment. Retrieved June 25, 2017, from https://books.google.com/booksid=ycWqDAAQBAJ&source=gbs_navlinks_s

InTASC Standards: https://drive.google.com/openid=1OV410Mwlkg_JchcFMabJb2LztHLcLlz

Resources

Dick, W., Carey, L., & Carey, J. O. (2005). The systematic design of instruction (6th ed.). Pearson: Allyn and Bacon

Objectives and Standards Connections - Edutopia <https://www.edutopia.org/blog/meaningful-connections-objectives-and-standards-karen-lea>

How to Write SMART Goals - Smartsheet Blog <https://www.smartsheet.com/blog/essential-guide-writing-smart-goals>

Tips for Writing Goals and Objectives <http://www2.tulane.edu/publichealth/mchftp/upload/Tips-for-writing-goals-and-objectives.pdf>

Setting Objectives and Providing Feedback - ASCD <http://www.ascd.org/publications/books/111001/chapters/Setting-Objectives-and-Providing-Feedback.aspx>

Clear Learning Goals Set Students Up for Success (Part 1) - Marzano

<http://www.marzanocenter.com/blog/article/clear-learning-goals-set-students-up-for-success-part-1/>

Setting Objectives and Providing Feedback - Marzano <https://magnificent-marzano.wikispaces.com/Setting+objectives+%26+Providing+feedback>

Designing Teaching - Marzano

https://www.marzanoresearch.com/reproducibles/designing_teaching

Giving Effective Feedback

<https://www.edutopia.org/blog/tips-providing-students-meaningful-feedback-marianne-stenger>

Setting objectives & Providing feedback. (n.d.). Retrieved June 25, 2017, from

<https://magnificentmarzano.wikispaces.com/Setting+objectives+%26+Providing+feedback>

What is a Learning Objective?

https://www.uwo.ca/tsc/graduate_student_programs/pdf/LearningObjectivesArreola.pdf

https://novaonline.nvcc.edu/TOTAL_Workshops/LearningObjectives_v4/LearningObjectives_v4_print.html

Videos

Marzano’s Learning Strategies

<https://www.youtube.com/watch?v=yGqfA5MaFCk>

Giving Feedback

<https://www.youtube.com/watch?v=S770g-LULFY>

Classroom Instruction that Works

<https://www.youtube.com/watch?v=yZJGcnYAOPs>

Setting Objective in the Elementary Room

<https://www.youtube.com/watch?v=FiZyO-NqxVQ>

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score for Parts 1 and 3 and a proficient score for each component in Part 2.

Part 1. Overview Questions

500 word limit

Explain how learning objectives are developed and used in your school or district. What standards are used to identify the goals of instruction and how are they conveyed to students? Give examples of learning objectives that you use or have used in your classroom and how students are assessed. Included how you have adapted the learning objectives to meet the needs of diverse learners. How have you allowed for multiple entry points or ways of allowing students to approach their solution in different ways?

What is the current process for providing feedback in your classroom? How do you align feedback with the objective?

Share 3 objectives from your classroom that you have developed individually or with your team and explain how they allow for personalization by students.

- **Passing:** Responses thoughtfully address each of the points above using personal examples and supporting evidence that clearly illustrate the connection between your objective, the standards, and feedback methods.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following two artifacts:

Artifact 1: Reflection on Objective-Reflect on one objective you have created for your classroom using the criteria of SMART goals (in the Resources section) or another method used in your district, address the following: (200-word limit)

- Explain why this objective was selected.
- What is the overarching learning goal that led to this objective?
- What SMART goal,(or other methodology) are you addressing?
- Explain what group of students (if not whole class) that it was designed for and why.
- The responses you anticipated receiving from students.
- Special considerations that are relevant to this objective.

Artifact 2: Student Work and Reflection-For the objective reflected upon in Artifact 1, upload at least three (3) examples of authentic student work* related to this objective (PDF, video no longer than 10 minutes, pictures, etc) as well as the rubric used to assess student response (if applicable). Create a response**that addresses the following:

- How students adapted their responses to meet the objective and their own personalized learning?
- Explain the feedback you provided for each student response.
- How you used your feedback to set identified next steps for the students?
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- Explain the feedback you provided for each student response.
- How you used your feedback to set identified next steps for the students?

Combine your submission into one document that includes photos or links to video or PDFs as well as your written response.

**Student responses do not need to be proficient in order to be part of this submission*

***Written response, video reflection, slide show or response of your choice (all identifying names should be removed).*

null	Proficient	Basic	Developing
Artifact 1: Reflection on chosen objective	<p>Explicitly describes why the objective was selected, what the overarching learning goal is, and why they selected that objective for these students.</p> <p>Using the language of SMART goals (or other system) explains how this objective is appropriate to meet the needs of the students.</p> <p>Explains with examples, how they anticipated that the objective allowed students to</p>	<p>Description of objective does not clearly explain how it fits in with the overarching learning goals or why it was selected.</p> <p>Refers to SMART goals and how this objective was created, but one or more of the components may be missing.</p> <p>Anticipated student choice is not well-developed.</p>	<p>Chooses an objective with no reflection on why it was selected.</p> <p>Objective does not fit into a larger SMART goal.</p> <p>Objective can not be met in multiple ways or has one correct solution.</p>

Artifact 2:
Analysis of student
work

respond in multiple
ways.

Uploads at least 3
student responses for
the objective,
highlighting student
choice.

Uploads rubric used to
assess the objective.

Analyzes each of the 3
student responses:
explains how the
student adapted the
objective for his/her
response, details the
feedback provided to
each student with the
rubric, and the next
steps for each student.

Uploads 2-3 student
responses for the
objective that may not
highlight student choice.

Uploads rubric used to
assess the objective.

Analyzes the student
responses but does not
adequately explain how
the student adapted the
objective for his/her
response, detail the
feedback provided to
each student with the
rubric, or the next steps
for each student.

Uploads 1-2 student
responses for the
objective but does not
highlight student
choice.

Does not upload rubric
used to assess the
objective.

Describes student
responses with such
little detail that a clear
picture cannot be
formed by the
evaluator on how the
student adapted the
objective for his/her
response, the feedback
provided to each
student with the rubric,
or the next steps for
each student.

Reflection

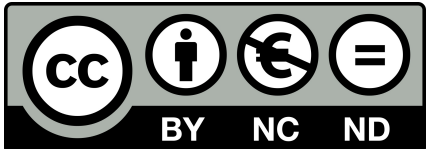
500 word limit

Write a reflection on how your definition of setting objectives and providing feedback has changed since starting this micro-credential.

Based on your experiences, share the impact you have seen in your classroom with setting objectives and providing feedback to students.

Student reflections may be included here to support your reflection. Describe how this competency will impact your teaching practice in the future.

- **Passing:** Reflection thoughtfully addresses the impact on the educator’s current practice, using personal examples and supporting evidence. Writing is organized and easy to understand.



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