
Core Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

STANDARD INDICATOR 2.3

GOAL-FOCUSED PLANNING

The teacher plans instruction rich in higher order thinking to meet clearly identified goals and objectives for student learning.

Accomplished teachers know about planning instruction—identifying and elaborating educational goals and objectives, developing activities that will cognitively engage students, and planning for various ways to assess students' attainment of those goals and objectives.

Throughout the learning process, accomplished teachers work collaboratively with their students. They plan their instruction carefully—identifying educational objectives, developing them, and discussing them with students. Teachers provide children and young adults with a clear understanding of what the objectives are and why they are relevant, encouraging students to take ownership of them.

Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do, but what they will learn. Decisions regarding activities and resources included in the instructional plan are driven by the learning outcomes. With these outcomes in mind, the teacher will plan engaging activities within appropriate **social and physical organizational structures** that facilitate higher order thinking. They motivate students to learn by stimulating their interest and challenging them during instruction.

Adapted from NBPTS, *What Teachers Should Know and Be Able to Do*, 2nd ed. (2016, p. 29).

Core Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

Key Elements of Teacher Practice Related to Standard Indicator 2.3

- Knowledge of content standards and curriculum;
- Identification of learning outcomes that reflect essential learning;
- Student learning targets are clearly communicated, understood by students and revisited during the lesson;
- Scaffolding instruction to support all students in their attainment of rigorous learning targets/goals;
- Lesson learning target, instruction, and assessment are aligned both for content and context; and
- The teacher develops an instructional plan that:
 - Contains appropriate, standards-based learning targets/goals for student learning;
 - Includes challenging opportunities for students to engage in higher order thinking; and
 - Includes assessment methods that are aligned with the learning target, instructional methods, and are appropriate in determining if students are progressing toward meeting the lesson goals.

Questions for Reflection and Planning

- What essential learning outcomes are important to these students at this time?
- How is the learning aligned with the approved curriculum and standards?
- How will I clearly communicate the intended learning to students and check to see that they understand the expectations?
- How will these instructional activities and resources facilitate cognitive engagement and higher order thinking from my students?
- What do I typically do to plan and prepare for effective scaffolding of information within lessons?
- Are my learning targets, assessments, and teaching strategies aligned to support student learning?

Core Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

2.3 LEVEL 1

Standard Indicator 2.3. Goal-Focused Planning. The teacher plans instruction rich in higher order thinking to meet clearly identified goals and objectives for student learning.

Level 1, Ineffective

The teacher does not communicate the lesson’s learning target(s)/goal(s) to students. Targets/goals may be stated as activities rather than as clear statements of intended learning.

The focus of the lesson is unclear to students.

*The teacher planning does not result in **higher order learning** opportunities for students and/or may include opportunities that do not represent appropriate intellectual challenge for students.*

Performance-Level Descriptors

The teacher does not develop an instructional plan or develops one that:

- Does not include standards-based target(s)/goal(s) for student learning or is limited to activities rather than intended learning;
- Includes no opportunities for students to engage in higher order thinking;
- Includes learning activities that may represent inappropriate and/or low level challenge for the students; and
- Does not include assessment methods aligned to the intended learning and activities.

Critical Attributes

- Learning targets/goals are unclear or are activities rather than outcomes.
- Students are unaware of the intended learning.
- Learning targets/goals lack rigor, do not reflect essential learning, or are not suitable for a number of students.
- Lesson structure does not provide a clear and engaging sequence of activities with connections among the learning target/goal, activities, and assessment.

Possible Examples

- The fifth-grade music teacher has written on the whiteboard: “Today’s learning target: Group singing of The Star-Spangled Banner.”
- When asked what they are learning today, many students say, “To complete the worksheet.”
- The target/goal for the U.S. history lesson is based on demonstrating only factual knowledge at the recall level by matching dates with battles.
- The lesson target/goal is to “write a clear topic sentence and supporting sentences,” but the lesson and practice are only in identifying the best topic sentence with no writing involved.

Implications for Professional Learning
(adapted from InTASC Learning Progressions 1.0)

Develop the ability to: Plan instruction on the basis of learning outcomes that reflect essential learning and activities that engage students and support them in attaining those outcomes.

Core Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

Teaching practice is advanced through professional learning that will, for example:

Build knowledge of resources for planning.

- Access district curriculum or grade-level content standards to guide the setting of learning outcomes.
- Consult with a colleague in the same grade/content area and specialists when determining appropriate learning outcomes and learning activities.
- Work with a mentor or invite a colleague to provide feedback on instructional plans.

Expand knowledge and skill in creating challenging learning experiences.

- Join a study group on the Common Core or other college- and career-ready standards, and use the knowledge to adapt instructional plans.
- Use grade-level or subject area meetings to seek feedback on appropriate levels of challenge and support for learners.

Core Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

2.3 LEVEL 2

Standard Indicator 2.3. Goal-Focused Planning. The teacher plans instruction rich in higher order thinking to meet clearly identified goals and objectives for student learning.

Level 2, Developing

<p>Performance-Level Descriptors</p>	<p><i>The teacher communicates lesson target(s)/goal(s) that represent clear statements of intended learning but are not clearly tied to instruction and/or revisited during the lesson.</i></p> <p><i>Some students demonstrate that they understand the intended learning through classroom discussion and in their work.</i></p> <p><i>The teacher planning results in few opportunities for higher order learning for students through questioning strategies and assignments.</i></p> <p><i>Attempts to provide intellectual challenge for students may not be appropriate for the group of students or the learning target(s).</i></p> <p>The teacher develops an instructional plan that:</p> <ul style="list-style-type: none"> ■ Contains standards-based target(s)/goal(s) for student learning; ■ Includes few opportunities for students to engage in higher order thinking; ■ Includes learning activities that may not be clearly aligned with the content of the learning target or represent low to moderate intellectual challenges; and ■ Includes assessment methods that may not be clearly aligned to the intended learning, the context in which the learning occurs, or able to appropriately determine if students are progressing toward meeting the lesson goal(s)
<p>Critical Attributes</p>	<ul style="list-style-type: none"> ■ Learning targets/goals are clearly written and understood by some students but may not be clearly tied to instruction or revisited during the lesson. ■ The design and implementation of the learning activities are appropriate for some students or provide limited opportunities for students to work at higher levels of thinking. ■ Assessment methods may not be clearly aligned or appropriate in determining if students have accomplished the learning target.
<p>Possible Examples</p>	<ul style="list-style-type: none"> ■ Students are able to read the learning objective from the board, but some are not able to explain what it means and how it is related to the activity that they are doing. ■ The eighth-grade English language arts (ELA) lesson plan includes evidence cited from the text to support students' responses; but little attention is given to evidence from the text during the lesson. ■ The teacher writes the objective on the board and reads it with the students but does not refer to it during instruction. At the end of the lesson, she says, "Time is up. Close your books and put them away. We will pick this up tomorrow." ■ The seventh-grade science lesson on the parts of a cell includes activities where students are asked copy notes from the board, label a diagram on a worksheet, and take a quiz requiring students to identify the parts of a cell. ■ The second-grade teacher, during his language arts block, uses questioning techniques to prompt higher order thinking, but students respond in one-word or short responses and are not asked to elaborate on their thinking or that of their peers.

Core Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

- The posted learning objective in the fifth-grade mathematics class states: “Be able to order fractions and mixed numbers from lowest to highest quantity”; however, the lesson, practice, and end-of-class assessment involve converting between improper fractions and mixed numbers.

Implications for Professional Learning
(adapted from InTASC Learning Progressions 1.0)

Develop the ability to: Regularly plan and provide [higher order learning](#) opportunities that are based on clearly communicated, [standards-based](#) learning objectives that support all students.

Teaching practice is advanced through professional learning that will, for example:

Build knowledge of resources for planning.

- Access district curriculum or grade-level content standards to guide the setting of learning outcomes.
- Consult with a colleague in the same grade/content area and specialists on determining appropriate learning outcomes and learning activities.
- Keep notes on lesson plans to guide real-time adjustments and future planning.

Expand knowledge and skill in creating challenging learning experiences.

- Join a study group on the Common Core or other college- and career-ready standards and use the knowledge to adapt instructional plans.
- Use grade-level or subject area meetings to seek feedback on appropriate levels of challenge and support for learners.

Core Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

2.3 LEVEL 3

Standard Indicator 2.3. Goal-Focused Planning. The teacher plans instruction rich in higher order thinking to meet clearly identified goals and objectives for student learning.

Level 3, Effective

The teacher clearly communicates lesson objectives as measurable statements of intended learning, revisiting the objectives throughout the lesson and providing opportunities for lesson closure.

Most students demonstrate that they understand the intended learning through classroom discussion and their work.

*The teacher planning results in opportunities for appropriately challenging **higher order learning** for most students through questioning, discussion strategies, student-to-student interactions, and assignments that are aligned to the learning target(s).*

The teacher develops an instructional plan that:

- **Contains appropriate, standards-based learning targets/goals for student learning and clearly aligned, appropriately sequenced learning activities and assessments;**
- **Includes challenging opportunities for students to engage in higher order thinking; and**
- **Includes assessment methods that are aligned to the learning goals and context in which the learning occurs and able to appropriately determine if students are progressing toward meeting the lesson goal(s).**

Critical Attributes

- Learning targets/goals are understood by students and represent essential learning, high expectations, and rigor.
- The teacher plans and sequences learning experiences with meaningful connections among the learning goal, activities, and assessment, making the content **relevant** to students.
- The design and implementation of the learning activities results in students working at higher levels of thinking.
- The instructional plan for the lesson or unit is well structured, scaffolded to support student learning, and allocates time reasonably.

Possible Examples

- The teacher begins the lesson by asking students to work with a partner discussing how today’s goal builds on what was learned on the previous day and how the assignment will demonstrate that they have accomplished the intended learning.
- In his lesson on rhythmic patterns, a music teacher’s planned sequence includes having students mark and study a simple score as a group, practice the rhythm in small groups using student leadership, and then chant as a whole group before adding the notes to put together all of the aspects of the composition.
- A teacher develops several assessment options that would show accomplishment of the learning target, and then sequences the learning activities to prepare students to select and complete an assessment to demonstrate their learning.
- At the beginning of the lesson on adding mixed numbers with like denominators, students do a warm-up activity that reviews the concept of changing improper fractions to mixed numbers and vice versa. This is followed by whole-group instruction on how to add mixed numbers with guided practice

Core Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

that includes problems focused on everyday experiences. Students then practice with a partner before completing the exit slip that asks them to solve a problem and explain their process in their own words.

Implications for Professional Learning
(adapted from InTASC Learning Progressions 1.0)

Develop the ability to: Expand the role and responsibility of learners to collaborate in planning and personalizing their [higher order learning](#) opportunities based on clearly identified standards.

Teaching practice is advanced through professional learning that will, for example:

Expand knowledge and skill in creating challenging learning experiences.

- Start or join a study group on the Common Core State Standards or other college- and career-ready standards, and use the knowledge to create and adapt instructional plans.
- Access structured input (e.g., workshops, in-person, online courses, webinars, social media) in the discipline areas to build skill in creating challenging learning experiences, including the use of technology.
- Use grade-level or subject area meetings to seek feedback on appropriate levels of challenge and support for learners.

Core Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

2.3 LEVEL 4

Standard Indicator 2.3. Goal-Focused Planning. The teacher plans instruction rich in higher order thinking to meet clearly identified goals and objectives for student learning.

Level 4, Distinguished

<p>Performance-Level Descriptors</p>	<p><i>The teacher clearly communicates the learning target(s)/goal(s) as measurable statements of intended learning, builds student ownership of the learning targets by helping students connect the intended learning to their lives or their broader learning, revisits the objectives throughout the lesson, and provides opportunities for lesson closure.</i></p> <p><i>Nearly all students demonstrate that they understand the intended learning through classroom discussion and their work.</i></p> <p><i>The teacher planning results in opportunities for appropriately challenging higher order learning for nearly all students through questioning, discussion strategies, student discourse, and assignments that are aligned to learning target(s) and skillfully scaffolded as students' understanding advances throughout the lesson.</i></p> <p>The teacher develops an instructional plan that:</p> <ul style="list-style-type: none"> ■ Contains appropriate, standards-based learning targets/goals for student learning and clearly aligned, appropriately sequenced learning activities, and assessments; ■ Includes challenging opportunities for students to engage in higher order thinking as they construct understanding through a variety of complex learning tasks; ■ Includes assessment methods that are aligned to the learning goals and context in which the learning occurs and able to appropriately determine if students are progressing toward meeting the lesson goal(s); and ■ Embeds opportunities for student self-reflection and input as to how they are progressing toward meeting the lesson goal(s).
<p>Critical Attributes</p>	<ul style="list-style-type: none"> ■ Rigorous learning targets/goals are understood by nearly all students, reflect essential learning, and promote student involvement and ownership in achievement of the intended learning. ■ The teacher plans for a variety of appropriately challenging resources and activities that are scaffolded to support individual students and encourage them to take academic risks. ■ The teacher plans and sequences learning experiences with strong connections among the target/goal, activities, and assessment, making the content relevant to students. ■ Students have opportunities to plan, implement, and monitor personal learning goals.
<p>Possible Examples</p>	<ul style="list-style-type: none"> ■ The learning goal of a middle school language arts lesson asks students to determine and defend their interpretation of the intended message/theme of a text using evidence from the text, experiences with previously read texts on a similar topic/genre, and a relevant example from their experiences or those of their same-age peers. ■ To build student ownership and engagement in the intended learning for an upcoming unit of study, the teacher provides students with a list of learning goals and a variety of challenging activities from which students may choose as they engage in an upcoming unit of study. Students are invited to create a learning plan in which they list their choices of individual and group activities and craft a

Core Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

statement of how these choices will help them demonstrate that they have met the learning goals for the unit.

- In a study of sinking and floating, the preschool teacher includes large items that float and small items that sink for experiences at the water table. The teacher works with students to make a chart of items that float and sink to assist them in comparing their attributes. On another day, the teacher reviews the chart from the previous learning and leads a discussion about children's experience swimming. She brings various flotation devices to show how sinking and floating can be affected and why it is so important to wear a flotation device if one does not know how to swim.

Implications for Professional Learning
(adapted from InTASC Learning Progressions 1.0)

Develop the ability to: Expand the role/responsibility of learners to collaborate in planning and personalizing their own [higher order learning](#) opportunities based on clearly defined standards.

Teaching practice is advanced through professional learning that will, for example:

Build skill in supporting learner ownership and responsibility for learning.

- Work with colleagues to strengthen ability to work with learners in personalizing learning goals and learning experiences.
- Participate in or take a leadership role in team planning of ways to build learner readiness for independent goal-setting, implementing, and monitoring.

Strengthen analysis and reflection on the impact of planning.

- Engage learners in reflecting on meeting challenging goals and use this input to support higher level learning.
- Analyze patterns in learner choice to identify needs for additional resources to support student learning.