Questions for Formulating Significant Learning Goals

"A year (or more) after this course is over, I want and hope that students will _____."

A year after this course is over, I want and hope that PL attendees will have a deep understanding of the RH program. I want them to have the knowledge and capacity to accurately teach foundational literacy skills following the gradual release instructional routine of the Daily Core 4. I also want them to have the knowledge and ability to utilize program resources, including assessments, effectively to target individual student needs.

My Big Harry Audacious Goal (BHAG) for the course is:

To develop educators who embrace the role of learner and continually strive to reflect and adjust their practices to ensure optimal student outcomes. These educators will provide effective foundational literacy instruction using the Reading Horizons program.

Foundational Knowledge

- What key <u>information</u> (e.g., facts, terms, formulae, concepts, principles, relationships, etc.) is/are important for students to <u>understand and remember</u> in the future?

- What key <u>ideas</u> (or perspectives) are important for students to understand in this course?

Key Information:
-Basics of the Science of Reading (SoR) and Structured Literacy as a basis for instructional practices
-Foundational literacy skills and the RH method and marking system
-The RH instructional routine of the Daily Core 4, including the practice of Dictation
-Accessing and utilizing RH program resources (games, assessments, data tracking sheets, transfer resources-STC, WCTC, decodable Little Books, digital resources, OPLC, instructional slide decks, etc.)
Key Ideas:
-Explicit, systematic instruction (what is it? what does it look like? why is it important?)
-Differentiation - Educators need to understand the subject thoroughly enough to make instructional decisions about how to meet varied student needs.

Application Goals

- What kinds of <u>thinking</u> are important for students to learn?
    - ♦ <u>Critical thinking</u>, in which students analyze and evaluate
    - ♦ <u>Creative thinking</u>, in which students imagine and create
    - ♦ <u>Practical thinking</u>, in which students solve problems and make decisions
- What important <u>skills</u> do students need to gain?
- Do students need to learn how to <u>manage complex projects</u>?

-Critical thinking is needed to analyze and evaluate past instructional practices.
-Creative thinking is needed to think of ways to use existing resources to engage students in practicing foundational literacy skills (what are some creative ways you can use the STC to have students practice their skills in centers?
-Practical thinking is needed to use data to drive instructional decision.
SKILLS:
-How to teach using the Daily Core 4
-Practical knowledge of the decoding skills taught in the program
*Attendees need to learn how to manage the complex project of implementing the RH program in their classroom with the variety of students they work with.

Integration Goals

- What <u>connections</u> (similarities and interactions) should students recognize and make…:

    - ♦ Among ideas *within* this course?
    - ♦ Among the information, ideas, and perspectives in this course and those in other courses or areas?
    - ♦ Among material in this course and the students' own personal, social, and/or work life?

Educators who attend this PL course should recognize and make connections between what students are experiencing in direct instruction and what activities they are using to transfer skills taught in DI into connected text, as well as the way those skills transfer into grade-level content-area text. Reading is a critical skill across content areas and throughout life. Educators should understand the absolute need for these skills to be taught to mastery. PL attendees may make connections between the RH method and instructional routine and other subjects they may teach and apply similar principles of instruction (gradual release, explicit instruction, transfer, etc.)

Human Dimensions Goals

- What could or should students learn about <u>themselves</u>?
- What could or should students learn about <u>understanding others</u> and/or <u>interacting with them</u>?

By it's very nature, PL requires educators to embrace the role of a learner.

Through experiential learning and self-reflection, attendees could learn how they learn best, what types of active learning are most beneficial, whether or not they are open to new ideas, if they operate with a growth mindset or a fixed mindset.

During peer-to-peer practice activities, PL attendees should practice interpersonal skills (listen closely and adapt to learner needs)

Caring Goals

- What changes/values do you hope students will adopt?

    Feelings?
    Interests?
    Values?

I hope that PL attendees will feel the urgency of providing foundational literacy skills to all students.
I hope that they will be interested in learning more about SoR
I hope that they will value literacy as a human right
I hope that they will value each learner as an individual worthy of love and capable of learning

"Learning-How-to-Learn" Goals

- What would you like for students to learn about:
    - ♦ <u>how to be good students</u> in a course like this?
    - ♦ <u>how to learn about this particular subject</u>?
    - ♦ <u>how to become a self-directed learner</u> of this subject, i.e., having a learning agenda of what they need/want to learn, and a *plan* for learning it?

I would like PL attendees to become self-directed, independent learners about SoR and teaching foundational literacy. Educator resources are constantly being created, more research is being released that allow us to hone our practices. I would like for educators to walk away from year one PL with an agenda of what they need or want to learn more about and know where they can go to gain that information (OPLC, open-enrollment trainings, Science of Reading Collective, etc.)