



## What Leaders, Teachers, Coaches, and Students Might Say About Clear Learning Targets

**DIRECTIONS:** With a partner, read what some leaders, teachers, and students might say about clear learning targets. Based on what you've learned so far, do you agree or disagree that the statement aligns with formative instructional practices? Be prepared to defend your choice. Feel free to return to Module 2 as needed.

1. A leader might say: "When it comes to learning targets, the most important thing for me is to ensure that all teachers are posting them in their classrooms."

- Agree  
 Disagree

**Defend your choice.**

2. A student might say: "Learning targets are what I should know and be able to do."

- Agree  
 Disagree

**Defend your choice.**

3. A coach might say: "As we work in our learning teams, our ultimate goal is to ensure that all learning targets are crafted as "I can" statements."

- Agree  
 Disagree

**Defend your choice.**



4. A leader might say: "I know that it takes time to create learning targets; however, it is only the teachers who can align learning targets to standards and put them into student-friendly language for the students who need to learn them."

Agree

Disagree

**Defend your choice.**

5. A teacher might say: "Since my targets are organized as a list, I will be able to check them off as I teach them."

Agree

Disagree

**Defend your choice.**

6. A teacher might say: "If I share the learning target by stating it at the start of instruction, that should be enough."

Agree

Disagree

**Defend your choice.**