

Putting It Together

HLP 12, Learning Goals and Success Criteria, MTP 1 and FRACTIONS PROGRESSIONS

<i>How might knowledge of fractions progressions help you to write better learning goals for your math class?</i>	<i>In what ways could having established clear learning goals assist in the development or selection of activities/tasks for learning?</i>	<i>How could your learning in this section aid in the writing of annual goals for an IEP?</i>
By understanding the progression, teachers have more knowledge of what concepts students should already know prior to approaching the new concept. This will help not only guide their instruction, but also determine appropriate goals. Having an understanding of how the students got to where they are helps to better plan for where they need to be.	Being specific and clear about your learning goals for the lesson will guide your instructional activities by asking yourself. Does this activity get my students to the intended goal. If not, don't do it. Knowing exactly where you want students to be at the end of the lesson will guide you to choose the appropriate task to get them there.	By knowing and understanding the progressions of learning, teachers can determine the skills students need in order to be successful with this progression. They can then sequence the learning and include High Leverage Practice to connect directly to progressive learning.
A teacher is better able to write learning goals if they know where their students are coming from and where they are heading. The teacher can connect the learning they want to see to the learning their students previously had. This helps the students to make a connection before they dig in to the new learning.	Using the 3 components of systematically designing instruction toward learning goals should assist in this process. (1)Set clear specific challenging and measurable learning goals for students. (2)Organize and sequence lesson logically to target broader goals. (3)Support students in organizing new knowledge by providing scaffolds and structure for learning	Knowing and understanding the progressions of learning will help teachers to consider misconceptions or gaps students will have so they can determine best practice scaffolds for teaching.
Understanding the progression of fractions helps you make connections with students prior knowledge and relate the goal you write to activate prior knowledge.	Establishing a clear goal helps you to find a standards-aligned task that helps teach the standard/goal instead of trying to write a goal that fits a task you want to use but may not be aligned to your standards.	When establishing IEP goals, I know they should be specific and focused on the learning and not the activities students will complete. Goals must be communicated to the student. By understanding the progression of learning across grade levels, it helps to anticipate gaps the student might have in the learning and identify scaffolds to put in place to help the student become an independent problem

		solver and master the standard.
By understanding where students have been and where they are going, teachers may write better learning goals for their class.	By having clear learning goals, teachers are able to choose the best activities to help students meet said learning goal.	Knowing the progression of the standards can help teachers understand the deficits students face and what the student needs to meet those needs.
Having knowledge of the Fractions Progression will help anticipate possible gaps in learning, especially with the interruption to the school year due to COVID last year.	Establishing a clear learning goal will help ensure tasks are aligned to success criteria and essential standards are a focus.	Knowing the progression of the standard would help teachers identify gaps and set benchmarks toward mastery of that standard.
It provides a clear roadmap of where students are coming from and where they need to go.	Having a clear learning goal helps to identify appropriate tasks/activities to develop student skills. It's easy to find activities that are tangentially related to a standard but not fully aligned. It's important to have a clear goal in mind in order to help students reach that goal.	Understanding standard progressions can help with determining high impact goals.
Understanding where your students are coming from and where they need to go allows teachers to better plan intentional learning goals.	Clear learning goals guide the entire lesson. Knowing the goal for the lesson/task allows teachers to select tasks that meet their learning goals.	Knowing the progression of standards allows teachers to know where students should be and to be able to fill in learning gaps. Additionally, knowing how to write clear, measurable learning goals allows for student success.
A teacher can better prepare when they know what the students should have previously been exposed to. It also helps to see where the students are going. This creates a clear path that will allow the teacher to plan appropriate lessons with appropriate goals.	Having clear goals allows the teacher to focus on specific skills. A lot of times teachers can easily find activities but those activities need to be appropriate for the standards. Having clear goals can ensure you are truly teaching the standards.	Understanding the standards can help the IEP writer have clear goals. It is helpful to understand what the student should already know to figure out appropriate goals to fill in any gaps in their understanding.
It is very helpful to know what particular skills they already have before coming into the class. There may need to be some review of those skills but then we can focus on the new learning goals.	If a teacher has a lot of clarity on the specific learning goal for a lesson he/she can filter out activities that don't actually help reinforce those goals and choose those that do help to teach the goals.	Understanding the standards and the specific progression of "fractions" can help a teacher communicate goals on an IEP with a lot more specificity and clarity and a logical progression of skills and concepts to learn.
Understanding the progression of standards helps me to better know where they have come from and how I can best guide students in the future.	Clear learning goals help teachers and students remain on track. The student knows exact expectations for what he/she is supposed to take away from a lesson and also helps teachers guide students through the lesson.	It would help with this because there is a specific progression of fraction components that could be targeted if students are missing a skill.

Knowing the fractions progression helps in understanding what knowledge children should already have and the skills they need to continue to move forward. This helps in writing appropriate learning goals that will advance their learning.	Having a clear learning goal sets the target you wish to accomplish which aids in selecting or developing an appropriate learning task. The teacher can ask themselves if the activity will allow the student to meet the learning outcome.	It is important to understand the progression to be able to identify gaps that may exist and to determine the next steps needed to help the student move toward grade level.
It is important as educators for us to know what our students have already learned so that we can activate prior knowledge. We can use that prior knowledge to connect to the new content that will be covered.	Clear daily learning goals help you as a teacher stay on track during class discussions, activities, and tasks. Daily goals may be very specific/small, but there is often a bigger goal that you are working towards.	The Kentucky Academic Standards - Alternate Assessments Targets website is a source that helped me to know which misconceptions/gaps may be present at each grade level. As a general education teacher, I don't write the annual goals, but this section helped further my knowledge.
Knowing the fractions progression helps educators to understand what the students were taught before coming to them and where they need to go after that. It helps to better prepare the students and to make the connection to what they already know.	Having clear and explicit learning targets allows the teacher to stay on track and keeps the focus on what they are learning. It is a way for the students to know what they are learning and where they are going. It helps them to see the big pictures and the little stepping stones along the way.	It helps to understand the progression to know what gaps a student may have and where to work with students. This helps to identify areas of growth and areas to target in their learning goals.
The progressions provide a clear direction of where each student needs to go; they also allow the teacher to note gaps that may possibly exist and begin students where they currently are in order to get them to the end goal.	Having established, clear learning goals helps the teacher be more intentional in what the student is trying to achieve and what the teacher must do in order to get them there.	Understanding the progression of standards for students could aid in writing IEP goals because the special education teacher could note what the target is for each student and adjust based on the direction that student needs to go.