

## B-1: Set big goals

### Internalize your learning goals to develop a fleshed-out vision of end-of-course knowledge and skills

Teachers must know – concretely – what student mastery of each prioritized learning goal looks like. Once you know concretely what students should be able to do, you can make connections between each prioritized learning goal and your ultimate goal. Such internalization of your learning goals also creates an increased level of urgency around getting to your ultimate goal and enables you to make learning and its purpose more vivid for students.

#### 1) **Make sure that you know what it means to master each of your prioritized learning goals.**

- **Complete assessment items** (from written assessments and performance assessments such as lab practicums, when necessary) that measure mastery of each prioritized learning goal, with answers that you would award full credit to. While completing each assessment item, reflect on the following questions in order to ensure that you truly understand your prioritized learning goals.
  - How is this assessment item similar or different from what I expected based on what I know about my prioritized learning goals?
  - What types of knowledge or skills does this assessment item (and therefore learning goals) emphasize?
  - Was any assessment item (and therefore the learning goal it assessed) especially difficult? You will need to boost your content knowledge in these challenging areas so that you will be prepared to teach the more difficult concepts to your students.
- Review any available teacher's guides or curriculum guides
- Analyze student work samples (if available)
  - Ask colleagues for samples of work from students who have mastered the learning goals at the highest degree.
- Read any available performance rubrics aligned to their skill-based learning goals
- Talk with veteran teachers who may be more familiar with the content and/or grade level

2) **Test how well you've internalized your learning goals.** Would you be able to explain to a friend or teacher of a different subject, in words they would understand, what your students should know, understand and be able to do by the end of the year? If not, you'll likely want to spend even more time getting familiar with your learning goals.