

CLARITY OF LEARNING OBJECTIVES

Domain

Classroom Organization

Dimension

Instructional Learning Formats

Indicator

Clarity of learning objectives

Within the Classroom Organization domain is the dimension of Instructional Learning Formats which encompasses how the teacher focuses the children's attention to ensure they are interested, engaged, and prepared.

A teacher strategically providing clear learning objectives for students is one indicator of effective Instructional Learning Formats.

What is it?

Consistently focusing the children's attention on the purpose of the lesson

How can I do it?



Use advanced organizers

The teacher prepares the children for what they are going to do or learn before an activity begins. By reminding students what they already know about a topic, teachers help them mentally organize any information they are about to learn.

What could it look like?

- A teacher creates a learning goal with children: "We've talked about animal habitats this week and today we will learn about animals that live in the rain forest."
- Before reading a new book to children, the teacher leads them through a "picture walk" of the pages: "I see a mama bear and her cub in their cave. What do you notice on this page? What do you think will happen? Let's read and find out!"
- The teacher uses a graphic organizer, like a KWL chart, when introducing a new topic.



Use summaries

After children complete an activity, the teacher summarizes what they just did. Strong summaries empower children to explain their own learning more clearly and completely.

What could it look like?

- “Today at the water table we looked at how some things float and other things sink.”
- “So we just read about how farm and zoo animals are different. Tomorrow we’ll talk about more animals that live on the farm.”



Use reorientation statements

The teacher reminds the children what they are doing and why during the activity or lesson. Reorientation statements can happen at any time during an activity to focus the children’s attention on the learning objectives.

What could it look like?

- “We are getting a bit off track; let’s make sure we are thinking about the differences between farm and zoo animals—not what a zoo is.”
- When a child asks to practice letters, the teacher reminds him that they are practicing shapes, but when he is done, he may practice letters.

Ask yourself

- Do the children know what to do and why they are doing it?
- Do my questions or comments stay on topic and keep the children focused on the material or activity?