**EFFECTIVE INSTRUCTION TEACHING MODEL - Learning Goals and Success Criteria**

**Focus Question - How well do I communicate the Success Criteria and Learning Goals?**

* **How obviously do I position students for successful learning?**
* **How do I ensure the cognitive verb is integral to the lesson?**

**What it looks like –** LGs and SC are generally written on the board and or pasted at the start of the lesson. The teacher should deconstruct and explain the LG/SC in terms of the cognitive verb and the content (or process) sections, and use this opportunity to introduce the lesson in a way which obviously positions students for successful learning. References to the LG or SC will then occur throughout the lesson and the teacher will evaluate student progress against them.

**The LG/SC model**

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| **Teacher Strategies (and Evidence)**  **Start of the lesson**   * Teacher writes or posts the wording of Success Criteria or Learning Goal on the board/screen. * Teacher explains the relevance of the SC/LG to assessment. * Teacher explains how the LG/SC links to previous learning and possible future learning. * Teacher highlights the cognitive verb(s) and explains how it will guide the learning in the classroom. * Teacher describes the structure of the lesson and the learning activities students are expected to participate in. * Teacher describes what successful learning will look like for the student.   **During the lesson**   * Teacher refers to the cognitive verb within the SC and/or LG. * Teacher provides or structures evaluation or reflection for students against the SC/LG. | **Student Evidence**   * Students refer to LG/SC in their notebook. * Students list the LG/SC in their notebook * Students underline cognitive verb. * Students appear to understand the purpose of the lesson. * Students transition into the first learning activity. * Students can explain what they are expected to learn in the lesson. * Students can explain what they are expected to do in the lesson. * Students can explain why they are doing the learning activity. |

**Proficiency Scale**

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| --- | --- | --- | --- | --- | --- |
|  | **Not Using** | **Beginning** | **Developing** | **Applying** | **Highly Accomplished** |
| **1 ………… 1½ …….…… 2 ………… 2½ …….…… 3 ……..….3½ …….…… 4 …….… 4½ ………… 5** | | | | |
| **Providing clear LG/SC and structuring the learning.** | LG or SC are not posted as worded statements, or are not referred to.  The structure and intent of the lesson are not clear. Students are not sure what or why they are learning. | LG/SC are posted as statements and referred to.  Introduction or structure to lesson is not obvious/clear.  Relevance of lesson is not clear to students. | The model for using LGs/SC above is not consistently followed, with several key elements missing.  Some students can explain what and why they are learning but many cannot.  Most students are not able to describe what successful learning looked like. | The Cognitive verb and content parts of the LG/SC are clearly & obviously explained to students.  Almost all elements of LG/SC model are demonstrated. Formally or informally evaluates student progress against LG/SC and provides feedback to students. | In addition to previous criteria –adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |