



Setting Objectives and Providing Feedback

Competency

Educator reflects on objectives and provides timely and specific feedback to students.

Key Method

The educator shares understanding of broad and narrow objectives, creates opportunities for students to show their understanding or mastery of the objective, demonstrates effective feedback to students, and reflects on the objective and student feedback process.

Method Components

Setting Objectives

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (InTASC, 2011)

Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (InTASC, 2011)



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The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances. (InTASC, 2011)

Providing Feedback

The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. (InTASC, 2011)

Objectives

The educator will understand what a learning goal/objective is and be able to articulate that they are essential for designing, delivering, and assessing content standards. The educator will be able to justify objectives used in the classroom setting and how they support student personalization and expansion beyond the assignments. **S.M.A.R.T. (Specific, Measurable, Achievable, Relevant, Time-Bound)** goal criteria and writing allows educators to create objectives that will improve student success.

What is a learning goal/objective?

They are the statements that describe what students will be able to do once they successfully complete a unit of instruction (Dick, Carey, and Carey, p. 125). A good objective is specific, measurable, and clearly stated.

Goals are overarching principles, objectives are specific, measurable steps taken to meet a goal. Goals are broad, objectives are narrow.

SMART (Specific, Measurable, Achievable, Relevant, Time-Bound) Goals

Specific - Your objective should answer “w” questions (who, what, when, where, why, and maybe which)

Measurable - How will you determine if your students meet the objective?

Achievable - What tools will students need to achieve the goal?

Relevant - Consider the relationship between the objective, curriculum standards, and student work.

Time-Bound - When will students be expected to show understanding or mastery of this objective?

SMART goals are one way to think about overarching learning goals. Districts may use the SMART acronym or a different methodology to guide educators in developing objectives. All objectives should be connected to an overarching goal.



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Feedback

Educators will give students feedback that aligns with the objective taught to encourage growth. They will also be able to reflect on how well-written objectives push students to think beyond the lesson and apply to other work. While teachers can never give too much feedback, they should manage the form that feedback takes.

- Feedback is corrective; telling students how they did in relation to specific levels of knowledge.
- Rubrics are a good standardized way to allow students to provide feedback and show relation to specific levels of knowledge.
- Keep the feedback timely and specific.
- Encourage the students to lead feedback sessions.
- Curriculum standards provide a foundation for educators to ensure students are successful.
- Feedback should move students toward learning goals.

Supporting Rationale and Research

InTASC Standards:

<https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

Sherer, M. (n.d.). On Formative Assessment. Retrieved June 25, 2017, from

https://books.google.com/books?id=ycWqDAAAQBAJ&source=gbs_navlinks_s

Resources

Articles

[Meaningful Connections: Objectives and Standards](#)

[How to Write SMART Goals - Smartsheet Blog](#)

[Tips for Writing Goals and Objectives](#)

[Setting Objectives and Providing Feedback - ASCD](#)

[Clear Learning Goals Set Students Up for Success \(Part 1\) - Marzano](#)

[Designing & Teaching Learning Goals & Objectives Reproducibles](#)



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[5 Research-Based Tips for Providing Students with Meaningful Feedback](#)

[Setting objectives & Providing feedback](#)

[Centre for Teaching and Learning](#)

[Learning Objectives](#)

Videos

[Marzano's Learning Strategies](#)

[Giving Feedback](#)

[Classroom Instruction that Works](#)

[Setting Objectives in the Elementary Room](#)

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and be proficient for all components in Part 2.

Part 1. Overview Questions (Provides Context)

(250-300 words)

Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.

Please do not include any information that will make you identifiable to your reviewers.

1. Explain how learning objectives are developed and used in your school or district. What standards are used to identify the goals of instruction and how are they conveyed to students? Give examples of learning objectives that you use or have used in your classroom and how students are assessed. Include how you have adapted the learning objectives to meet the needs of diverse learners (English Language Learners, Special Education Students, Gifted Learners, etc.).



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2. How have you allowed for multiple entry points or ways of allowing students to approach their solution in different ways?
3. What is the current process for providing feedback in your classroom? How do you align feedback with the objective?
4. Share 3 objectives from your classroom that you have developed individually or with your team and explain how they allow for personalization by students.

Passing: Responses thoughtfully address each of the points above using personal examples and supporting evidence that clearly illustrate the connection between your objective, the standards, and feedback methods.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credentials please submit the following **two** artifacts as evidence of your learning.

**Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Reflection on Objective/SMART goal

(200-word limit)

Reflect on one objective you have created for your classroom using the criteria of SMART goals (in the Resources section) or another method used in your district, address the following:

- Explain why this objective was selected.
- What is the overarching learning goal that led to this objective?
- What SMART goal,(or other methodology) are you addressing?
- Explain what group of students (if not whole class) that it was designed for and why.
- The responses you anticipated receiving from students.
- Special considerations that are relevant to this objective.

Artifact 2: Student Work

For the objective reflected upon in Artifact 1, upload at least three (3) examples of authentic student work* related to this objective (PDF, video no longer than 10 minutes, pictures, etc) as well as the rubric used to assess student response. For submission, these should be combined into one document (link for video)and uploaded.

Create a response**that addresses the following:

- How students adapted their responses to meet the objective and their own personalized learning?
- Explain the feedback you provided for each student response.



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- How you used feedback to set next steps for the students?

*Student responses do not need to be proficient in order to be part of this submission

**Written response, video reflection, slide show or response of your choice

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Reflection on Objective SMART goal	<p>Explicitly describes why the objective was selected, what the overarching learning goal is, and why they selected that objective for these students.</p> <p>Using the language of SMART goals (or other system) explains how this objective is appropriate to meet the needs of the students.</p> <p>Explains with examples, how they anticipated that the objective allowed students to respond in multiple ways.</p>	<p>Description of objective does not clearly explain how it fits in with the overarching learning goals or why it was selected.</p> <p>Refers to SMART goals and how this objective was created, but one or more of the components may be missing.</p> <p>Anticipated student choice is not well-developed.</p>	<p>Objective cannot be met in multiple ways or has one correct solution.</p>
Artifact 2: Student Work	<p>Uploads at least 3 student responses for the objective, highlighting student choice.</p> <p>Uploads rubric used to assess the objective.</p>	<p>Uploads 2-3 student responses for the objective that may not highlight student choice.</p> <p>Uploads rubric used to assess the objective.</p>	<p>Uploads 1-2 student responses for the objective but does not highlight student choice.</p> <p>Does not upload rubric used to assess the objective.</p>



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	<p>Analyzes each of the 3 student responses: explains how the student adapted the objective for his/her response, details the feedback provided to each student with the rubric, and the next steps for each student.</p>	<p>Analyzes the student responses but does not adequately explain how the student adapted the objective for his/her response, detail the feedback provided to each student with the rubric, or the next steps for each student.</p>	<p>Describes student responses with such little detail that a clear picture cannot be formed by the evaluator on how the student adapted the objective for his/her response, the feedback provided to each student with the rubric, or the next steps for each student.</p>
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Part 3 Reflection

(400-500 words)

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Please do not include any information that will make you identifiable to your reviewers.

1. Write a reflection on how your definition of setting objectives and providing feedback has changed since starting this micro-credential.
2. Based on your experiences, share the impact you have seen in your classroom with setting objectives and providing feedback to students. Share the impact of setting objectives and providing feedback to your diverse learners..
3. Student reflections may be included here to support your reflection. Describe how this competency will impact your teaching practice in the future.

Passing: Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.



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