

Back to Basics: How to create learning targets and I CAN statements

How to break down your curriculum into learning targets and I CAN statements for your students. Use these strategies as powerful ways to open communication between you and your students, giving them a clearer outline of academic expectations and a greater sense of academic accountability.



2013-2014 OVERVIEW MAINE ARTS ASSESSMENT INITIATIVE MISSION:

“Creating an environment in Maine where quality assessment in arts education is an integral part of the work all arts educators do to deepen student learning in the Arts.”

BACKGROUND

The MAAI was established in 2010. Its mission is being carried out through the development of a coalition of PK-12 Arts educators representing all regions of Maine in all disciplines of the Arts. Through the professional development of these teacher leaders, MAAI is providing opportunities for quality professional development in standards-based Arts assessment throughout the State available to all educators. This year there are 35 teacher leaders participating. The MAAI is an initiative of the Maine Department of Education aligned with the MDOE Strategic Plan Evolving Education: Maine’s Plan for Putting Learners First and has the following partners:

New England Institute for Teacher Education, Maine Arts Commission, Maine Music Education Association, Maine Art Education Association, University of Southern Maine, Maine Learning Technology Initiative, and Maine Alliance for Arts Education.

PHASE 3 THEMES:

•Standards and Proficiency (LD1422)

- Maine Legislation requires a proficiency-based diploma system. Starting with the graduating class of 2018 students will need to show proficiency in the standards for graduation from a Maine high school.

•Exemplars (Resource Bank)

-Teacher leaders are working on a project partially funded by the Maine Arts Commission to create exemplary units for online resources made available to everyone

•Advocacy

-Advocacy for Arts education through assessment

•Outreach

-Engaging others in the successes of MAAI to impact teaching and learning

Phase 3 of the MAAI is financially supported by:

- Title II – Federal Funds for Professional Development
- Maine Arts Commission
- Maine Art Education Association
- Maine Music Educators Association
- Association of Computer Technology Educators of Maine

WE BELIEVE an education in the Arts...

- Is accessible to all students and is differentiated toward student interest and student skills and allows for an in depth experience for lifelong learning.
- Fosters the creative mind to allow for self-expression in an art form, which helps students to understand and analyze the world around them, communicate unique ideas and feelings and build skills for critical thinking.
- Creates a safe environment, where students have the freedom to think deeply and make mistakes.
- Is supported by the school community through professional development, funding, scheduling, and creating an arts culture in the school.



LINKS:

MAAI wiki: maineartsassessment.pbworks.com

**Maine Department of Education Arts Education webpages:
maine.gov/education/lres/vpa/**

**LD1422: mainelegislature.org/legis/bills/bills_125th/chapters/PUBLIC699.asp
(Scroll down to 4722-A Proficiency-based diploma standards)**

National Coalition for Core Arts Standards: nccas.wikispaces.com/

Maine Arts Education blog: meartsed.wordpress.com/

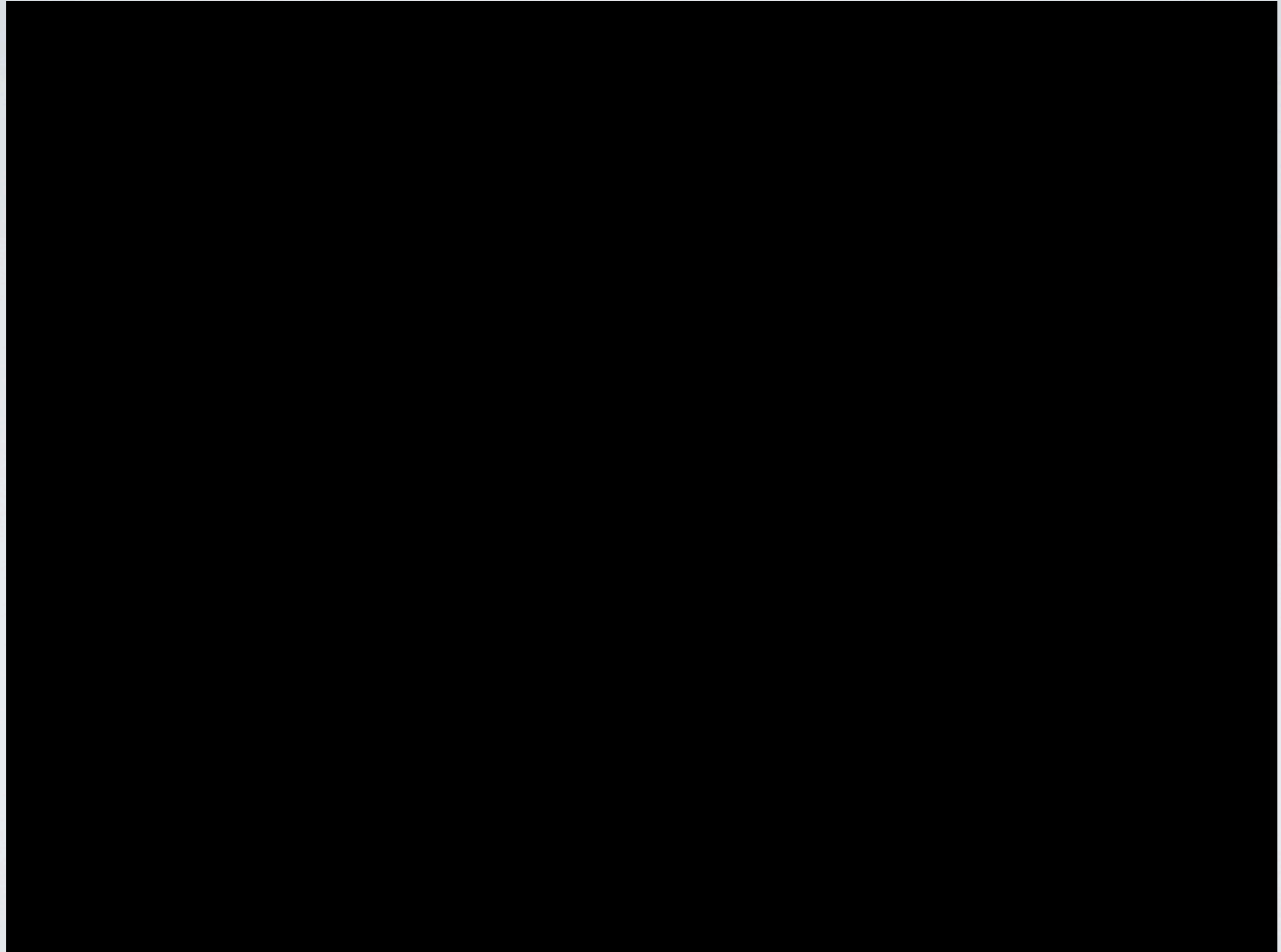
**Maine ARTSEducation YouTube channel:
youtube.com/channel/UCIEIK9bBU_o96Wrg-kNbeg**

The work of the MAAI has been created in collaboration with teachers, facilitated by a leadership team that is made up of educators who represent PK - higher education. The phase 2 participants determined the focus for phase 3 and have committed to the work that continues impacting Arts education throughout Maine. If you have any questions about the MAAI please contact Argy Nestor, Visual and Performing Arts Specialist, Maine Department of Education at argy.nestor@maine.gov.

WHY IS THIS IMPORTANT?

Identifying a few specific topics that **every student** will **learn and retain** each year of their schooling results in a comprehensive education. This is about making the shift from what students are being taught to what students are learning.

Why Do I Need Learning Targets???





AGENDA

- 1.) YOUTUBE VIDEO
- 2.) AGENDA OVERVIEW & TODAY'S LT AND I CANS
- 3.) IDENTIFY ESSENTIAL KNOWLEDGE
- 4.) DISCUSSION
- 5.) BREAK DOWN THE ESSENTIAL KNOWLEDGE INTO I CANS
- 6.) BRAINSTORM/DISCUSS WAYS TO HOLD STUDENTS ACCOUNTABLE DAILY FOR I CANS.

*HOW CAN YOU MAKE SURE THE KNOWLEDGE IS RETAINED?

What is a Learning Target and an "I CAN" statement?

Learning Targets are essential skills and concepts that students are expected to master over the course of a class.

"I CAN" statements are steps that students complete to work towards the learning target. These statements are worded in kid friendly language to make them accessible to all students.

Today's LT's and "I CAN's"

LT:

Identify essential knowledge in my classroom

I CAN's:

I can brainstorm a list of the most important concepts I teach

I can identify the topics from this list that I can realistically hold *nearly* 100% of my students accountable for

I can outline simple "kid-friendly" statements that will serve as steps for my students to guide them towards the learning target

Identify the essential knowledge in your classroom

- Choose a class that you teach and brainstorm a list of topics you cover in that class...



What topics from this list do you believe to be essential knowledge?

When determining what the essential knowledge is, consider what you would expect students to remember one year after taking your class.

The items you select should be able to be assessed by anyone who works with the student and should also be attainable by 100% of the students in your class. (Start with 3-4 concepts)

Once you have identified the most important knowledge in your classroom, break the knowledge down into simple steps. Those steps should be outlined in “kid-friendly” language using I CAN statements. This holds the student accountable for their own learning. For example...

YMS Music Learning Targets: **Singing or Playing Instruments**

Add expressive elements to my singing or playing such as phrasing, attacks and releases based on what is appropriate for my composition or my conductors direction

Sing or play my instrument with proper breath control if applicable

Sing or play my instrument with proper pitches and rhythms

Sing or play my instrument with different dynamics

Sing or play my instrument with proper posture

Use proper fingerings or hand signs when playing or singing

Use good tone and consistent pitch when performing music alone and with others

Reading and Notating Music

Write a measure of music in a given time signature

Interpret music in 3/8 and 6/8 time

Read pitches on ledger lines

Interpret music in 4/4, 2/4 and 3/4 time

Read pitches in both treble and bass clef

Transpose music to various keys

Read standard musical notation including, whole, half, quarter and eighth notes

Effort

Lead my classmates by my positive example

Contribute to the class in a positive way

Follow and abide by classroom procedures

Arrive on time and prepared for class

Break each LT down into steps or building blocks to help students work toward the target. When the students have mastered all the steps, they will then have mastery of the target. Your steps should be worded in "kid-friendly" I CAN statements.

Food for thought...

In my district we found that there was a lot of “fluff” in our curriculum. What I mean by “fluff” is, there were many topics written into the curriculum that students were not learning. (Not that they weren’t be taught, but the retention was not there from year to year). Do you find think this is the case with your curriculum? If so, could the curriculum be simplified to make the focus student learning and retention rather than teaching?

Academic Accountability



Giving students an I CAN statement everyday that is accessible to 100% of your student population puts the ball in their court. The idea behind I CAN statements is to make the learning attainable. The statements should be simple enough so that by the end of the class every student should have a complete understanding of the statement. The kind of understanding that will still be there if they are assessed on the material 2 weeks or even a month later. That is why it is critical to KEEP THESE STATEMENTS SIMPLE! Also, it is important to remember that the I CAN statements and Learning Targets we are talking about today should not encompass everything you are teaching. At the end of the class, they will serve as a tool for students to be able to demonstrate what they know and can be used to open the lines of communication between you and other schools in your district so that other teachers will know exactly what students are capable of when they arrive.

Obviously it is imperative to hold the students accountable for this information and this can be done in a variety of ways. Can you think of any ways to add to this list???

1-5 Learning Scale

Presentations

Tests

Thumbs Up/Down

Exit Slips

A GREAT RESOURCE FOR MUSIC EDUCATORS:

[http://ances.ncdpi.wikispaces.net/file/view/Music.I+Can
+Statements.pdf](http://ances.ncdpi.wikispaces.net/file/view/Music.I+Can+Statements.pdf)

STANDARDS BASED???

Easy...

- If students can master that essential knowledge they have met the standard.
- Can you add some more difficult I CAN statements for students to master to demonstrate they can exceed the standard?
- How many I CAN statements do they need to master to be developing or working towards the standard?