

Example Goals Framing Routine

Example Goals focused on Student Outcomes:

Goal A (hierarchical) : Students will explain a concept by explaining two or more main ideas related to the concept while including pertinent details in the explanation with 85% accuracy and relate the concept to real-world events in a meaningful manner.

Goal B (process/ sequence): Students will identify and explain the features and importance of each step of a process while accurately using pertinent details as well as correctly identify and explain factors that affect the process as well as relate the process to real-world phenomenon with 85% accuracy.

Goal C (comparison) Students will compare two concepts by explaining similarities and differences across multiple dimensions while accurately using pertinent details as well as relate the process to real-world phenomenon with 85% accuracy.

Goal D (problem/solution): Students will explain key ideas associated with a problem and its (possible) solution while accurately using pertinent details to explain connections between the problem elements and solution components in a meaningful manner with 85% accuracy.

Example Goals focused on Student Behavior:

The students are on-task during 90% of the time intervals.

At least 5 students raise their hands to participate for each question.

Example Goals focused on Teachers:

I will increase student engagement by posing at least 4 open-ended questions (“Why” & “How” questions) that required student-pairs to formulate elaborated responses).

I will increase student engagement by providing review activities for at least 10 minutes at the end of the lesson during which student pairs use their Frames to explain ideas noted on them to their partners.

I will use think-aloud tactics when modeling the process of summarizing information to note as main ideas or essential details on the Frame at least twice per lesson.

I will increase student engagement by co-constructing *with* students ideas for at least 25% of the information to note on a Frame.

On the checklist, I earn a score of 80% or above for teacher behaviors.

On the checklist, I earn a score of 80% or above for student behaviors.

While circulating during independent practice, I will provide feedback to at least 10 students.

While circulating during independent practice, I will score at least 8 students’ papers.



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