



## Course Two - Analyzing Standards

- ▶ **Audience:** Certified Teachers and Long-Term Substitutes
- ▶ **Type:** Self-Paced with Rolling Enrollment
- ▶ **Duration:** June 1, 2022-November 20, 2022
- ▶ **Number of Non-Degree Graduate Credits:** One

**Description:** In Grade Level Standards Course Two of the Examining Standards Program of Study, teachers will increase their knowledge about Learning Targets, Depth of Knowledge (DOK), Big Ideas and Essential question as they apply to specific WVCCR standards. The course is divided into three topics:

- ▶ **Topic 1** – Learning Targets
- ▶ **Topic 2** – Depth of Knowledge and Cognitive Rigor
- ▶ **Topic 3** – Big Ideas and Essential Questions

### Course Goals:

- ▶ Articulate the importance of and best practices for communicating learning targets with students.
- ▶ Describe the key parts of a well-written learning target.
- ▶ Categorize learning targets with the level of cognitive demand using Webb's Depth of Knowledge (DOK) level.
- ▶ Use a Hess Cognitive Rigor Matrix (CRM) to categorize learning targets by both DOK and the cognitive process from Bloom's Taxonomy.
- ▶ Write sets of learning targets that develop in complexity to reach the cognitive demand of the standard.
- ▶ Articulate the criteria for determining Big Ideas and Essential Questions.
- ▶ Formulate the Big Ideas and write the Essential Questions addressed by the standard(s).



## Module Overviews

### ► **Topic 1 – Learning Targets**

*In this module, participants will learn more about learning targets and the associated work of Robert Marzano and John Hattie. Participants will complete a quiz to assess their understanding of the information presented this module.*

### ► **Topic 2 – Depth of Knowledge and Cognitive Rigor**

*In this module, participants will review Bloom’s Taxonomy and then learn more about the Depth of Knowledge framework (DOK), developed by Norman Webb. Hess’ Cognitive Rigor Matrices will be introduced and utilized as support when participants write learning targets to fully address the cognitive process and demand of the standard. Participants will also complete a reflection prompt to assess their understanding of the information presented this module.*

### ► **Topic 3 – Big Ideas and Essential Questions**

*In this module, participants will learn more about Big Ideas and Essential Questions. Participants will analyze selected standards and then develop one or more Big Ideas. Essential Questions will be written for each of the Big Ideas. Participants will complete a quiz to assess their understanding of the information presented this module.*

## Course Grades

All grades in the course gradebook must be a checkmark or 100% for successful course completion. A checkmark indicates that all work has been completed and the work meets the expectations for that assignment

