

Learning Goals and Instructional Practices—McTighe

Acquisition	Meaning Making	Transfer
<p>This goal seeks to help learners acquire factual information and basic skills.</p>	<p>This goal seeks to help students construct meaning to (come to an understanding of) important ideas and processes.</p>	<p>This goal seeks to support the learners' ability to transfer their learning autonomously and effectively in new situations.</p>
<p>Teacher Role: Direct Instruction</p> <p>In this role, the teacher informs learners through explicit instruction in targeted knowledge and skills, differentiating as necessary.</p> <p>Strategies include:</p> <ul style="list-style-type: none"> • Diagnostic assessment • Lecture • Advanced organizers • Graphic organizers • Questioning • Demonstration • Modeling • Process guides • Guided practice • Feedback and corrections • Differentiation 	<p>Teacher Role: Facilitative Teaching</p> <p>Teachers in this role engage learners in actively processing information and guide their inquiry into complex problems, texts, projects, or simulations—differentiating as necessary.</p> <p>Strategies include:</p> <ul style="list-style-type: none"> • Diagnostic assessment • Analogies • Comparison • Graphic representations or organizers • Divergent questions and probes • Concept attainment • Inquiry approaches • Problem-based learning • Socratic seminar • Reciprocal teaching • Formative (ongoing) assessments • Understanding notebooks • Feedback and corrections • Rethinking and reflection prompts 	<p>Teacher Role: Coaching</p> <p>In a coaching role, teachers establish clear performance goals, supervise ongoing opportunities to perform (independent practice) in increasingly complex situations, provide models, and give ongoing feedback (as personalized as possible). They also provide just-in-time teaching (direct support) when necessary.</p> <p>Strategies include:</p> <ul style="list-style-type: none"> • Ongoing assessment • Specific feedback in the context of authentic application • Conferences • Self-assessment and reflection prompts