**Pre-Consultation Template: Learning Outcomes and Assessment**

* *All text in Italics will be read aloud to the teacher*
* **All text in bold is a note to the Lead consultant**

Consultant: Department:

Teacher: Title:

Date: Date notes returned:

Please read to the teacher:

*Before we begin with the format of the VTC, I want to clarify that this is a formative and confidential consultation. It is formative because it aims to improve your teaching, not evaluate it. It is confidential because our discussion will remain between us. If you would like a copy of the video, I can provide it. Otherwise, I will erase it after the consultation. When we are finished, I will send a copy of the notes to you and ctl@colorado.edu for our records.* ***If it is the first VTC you are conducting, you can tell the teacher that it will also go to the Professional Development Lead, who will be reading it to assure the process is performed correctly.***

*This is the Learning Outcomes and Assessment VTC. It is focused on the creation of clear and realistic learning outcomes for students, which poses the most effective way of organizing daily lesson plans and accomplishing larger course objectives. This pre-consultation will outline learning outcomes and assessment techniques for your class; it will facilitate a discussion of the methods you will use; and it will introduce you to leading concepts in the field of college teaching.*

*Central to this VTC are a few terms: learning outcomes, content, skills, and assessment. Learning outcomes are the goals for students a teacher hopes to accomplish by the end of a course term. Daily lesson plans make these objectives the focus of class time. Learning objectives are commonly found in course syllabi, but daily goals usually are not. Assessment reveals how much students have learned and can be summative or formative. Summative assessment techniques are calculated for a grade, while formative techniques are not.*

*James R. Davis and Bridget D. Arend* (2013) *recommend using specified “ways of learning” to accomplish desired outcomes. Two common methods are information acquisition (content) and behavioral learning (skills), and they will be the focus of this consultation. Content involves facts, ideas, terminology, theories, and other information essential to your field. Examples might be soil types, solar phenomena, verb conjugations, or the basic elements of plot. Skills represent procedural acts acquired through practice and instruction. Skills might be data collection, textual analysis, formal writing, or intercultural literacy and communication. By reflecting on the content and skills emphasized during your lesson, we can help you meet your objectives, brainstorm new ideas, and achieve new insights into your teaching.*

**I. Pre-Consultation Questions for the Teacher: Record the teacher’s answers**

1. Now, let’s write your objectives for the upcoming class. For Objectives A and B, use verbs like: “to understand,” “to apply,” “to hone,” “to evaluate,” and “to analyze.” For Objective C, explain what you want students to remember from your class 10 years from now. **See Appendix A for more information on learning objectives.**

Objective A:

Objective B:

Objective C:

2. What **content** (knowledge or information) will be emphasized during your class and how does it fit into the larger design of the course?

3. What **skills** will be practiced during your class and what larger skills are gained or honed throughout the course? How might those skills be applied outside your field?

4. What **activities** will you use to meet those goals during your class and throughout the semester? (lecture, flipped classroom, discussion, worksheets, etc.)

5. How do these objectives fit within the larger goals of the course?

6. How will you assess your learning outcomes? Will you use a formative (non-graded) or summative (graded) method?

**VTC Template: Goals and Objectives**

Read to the teacher:

*Thanks for letting me observe your class. During this consultation, which usually takes an hour, you will watch the video and then reflect upon your learning objectives and your internal monologue in the classroom. But first, a few questions to help me understand your class.*

**I. Before watching the video, record the answers to the following questions:**

1. How has the class been going and how do you feel this class went?

2. What challenges does this class offer in terms of content or students?

3. Did you change your methods or your goals as the class progressed?

4. Are there any other questions or observations you have about the filming?

**II. VTC goals and objectives guidelines**

Read to the teacher:

*We will now watch the video and focus on two things. First, your internal monologue, that is, the things that you are thinking while you are teaching. These thoughts are invisible to me, but they are real and can positively or negatively affect your work in the classroom. Second, we will look at how your teaching and assessment aligned with your learning objectives.*

*While we watch the video:*

1. *Comment intermittently about your internal monologue: what are you thinking at this point in the class?*
2. *Observe how your teaching and assessment are aligning with your goals*
3. *If you want to stop the video and discuss something, please let me know.*
4. *My job is to listen, take notes, and help analyze your methods and goals. It is not to criticize, judge, or evaluate you.*
5. *You don’t need to take notes. I will write down everything you say and will return the notes to you after the consultation. These notes are confidential and serve as a resource to remember your consultation.*

**If the teacher is quiet, consider asking these questions:**

1. **What is going on in your head right now that the video doesn’t show?**
2. **Do you feel you are meeting your goals at this point?**
3. **What is another way you might teach this same concept?**
4. **What are the students learning at this moment, content or skills?**

**Write down the teacher’s comments below. Try to capture as many as possible. Pay attention to any issues that repeat themselves.**

**TEACHER’S COMMENTS:**

|  |
| --- |
|  |

**III. After the Video:**

Read to the teacher:

*Now that we’ve watched the video, we will reflect upon your internal monologue and then discuss how you assessed your learning objectives. First, I will read back your notes from the video. Pay attention to what you said and try to identify any challenges or issues that repeat themselves.*

**Read the instructor’s notes aloud. Try to find a pattern or an issue that came up once or more. You may be able to identify the issue easier than the teacher. If you or the teacher identifies something they want to work on, then try to discuss it using the questions below. If nothing becomes apparent, then ask the teacher if there is anything else about the class they would like to discuss. If absolutely nothing surfaces, then move on to the next section. You can always come back if an issue comes up later.**

**Section A.**

1. So are some things we’re seeing here?

2. To what extent is it within your control?

3. What are some things you could do (or have done) to address it?

4. What would a positive outcome look like?

5. Who else could help you with this issue inside or outside your department?

**Section B.**

Read to the teacher

*Now let’s talk about your learning objectives and how you assessed them.*

*During your pre-consultation you indicated your learning objectives were:*

**Read the learning objectives from page 2. You can copy and paste them here.**

Objective A:

Objective B:

Objective C:

1. Overall, do you feel you met these goals? Why do you think so?

2. Is there a way you could prove to someone observing your class that you met your learning goals?

3. Let’s brainstorm 2-3 more ways that you could assess your students using quick, formative (non-graded) activities at the end of class. **Here are a few ideas, in case the teacher needs help**: **Kahoot! Quick Quiz, Google Forum, Think-Pair-Share, 1-minute paper, exit slip, 5-question quiz, Peer-Review, Immediate Instructor Feedback, Short presentations, etc.)**

4. What practical ideas can you take with you from this session? Think about our discussion of your internal monologue, your teaching, and/or the ways you define and assess learning outcomes.

Read to the teacher

*If you do not have any additional questions or comments about the consultation, then we will end here. Thanks for inviting me to your class. I will type up my notes, return them to you, and provide you with any additional materials if you are interested in any of the topics we covered today. I will also send a PDF of these notes to ctl@colorado.edu for your file.*

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Consultant Department

APPENDIX A: Writing Learning Outcomes

RESOURCES FOR CONSULTANT

***How to Write Traditional learning outcomes:***

*A. One should clarify what the learner will know or be able to do at the end of the class. Infinitive verbs from the Bloom’s Taxonomy of Learning Domains are commonly used. These include: “to understand,” “to apply,” “to create,” to evaluate,” and “to analyze.”*

**Examples**:

*1. Students will learn to differentiate between the present, preterit, and imperfect tenses in Spanish and be able to write a two-paragraph essay about their first day of school.*

*2. Students will be able to compare and contrast the theories of Adam Smith and Karl Marx on four key points: role of the market, degree of planning, long-term outcomes, and social equity.*

*3. Students will be able to identify and distinguish between multiple forms of migration.*

***Significant Learning: Other learning objectives focus on “deeper” or “long-term” goals, that is, things students will remember years after the class (See L. Dee Fink’s idea of “Significant Learning”). These types of goals are useful for teaching statements.***

***Examples:***

*1. When a student walks off a trail, they will know the impact they will have on the complexities of the plants, soil, and larger eco-system.*

*3. Students will learn how to understand people from other cultures, find common ground, and interact with them in a language outside of English.*

*4. Students will understand how society influences our understanding of race, gender, and sexuality*