

The *Center for Transforming Learning and Teaching (CTLT)* was established in 2008 to catalyze and co-create the transformation of learning environments through the use of assessment so that all are engaged in learning and empowered to positively contribute in a global society.

CTLT pursues this mission by:

- Providing learning experiences that promote immediate use of strategies and tools, as well as long-term development of practice.
- Providing on-site coaching and support for embedding the use of assessment as a support for learning.
- Facilitating learning communities of practitioners.
- Clarifying language and conceptual frameworks.
- Developing, supporting and bringing forward models or exemplars.
- Convening practitioners to bring out the best thinking.
- Engaging educators at the intersection of theory and practice.

CTLT builds-on and sustains the work of the Colorado Consortium for Data-Driven Decisions (C2D3) and the Center for Teaching, Learning, and Technology and works in partnership with the Front Range BOCES for Teacher Leadership.

**COST**

Institutes:	approx. \$150 per day per participant
On-site training	\$1500 per day
and coaching:	(travel and materials are additional)

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Presents:

*Clarifying Learning Targets*

... learning experiences for educators to make standards more meaningful for instruction and learning.

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**University of Colorado Denver**  
**School of Education & Human Development**

CTLT provides training and coaching on clarifying learning and making standards more meaningful for instruction and for learners. These learning experiences are designed to create the necessary foundation for standards-based instructional planning and using assessment to support learning. It is recommended that educators participate in these experiences as part of a team or in conjunction with district-wide efforts.

The learning experiences provided by CTLT that are designed to support educators and educational leaders as they are **Clarifying Learning** and make standards meaningful for instruction include:

- One-day overview and awareness raising regarding an evaluation of current practices related to clarify learning targets.
- Four non-consecutive day institute focused on how to clarify learning with optional on-line support.
- One or two day institute focused on filling the gaps in district efforts to clarify learning with educators, including one or more of the following topics: defining the type of thinking required by learning targets, describing proficient performance, sequencing learning targets, developing learner-friendly version of learning targets.
- On-site coaching which includes visits by a coach who will help embed clarifying learning practices

### Learner Products

- Essential learning targets
- Map of the cognitive processes required by each learning target
- Proficiency descriptions and exemplars for each target
- Learning target sequence
- Essential learning targets written in language learners understand

## Clarifying Learning Topic

### Identify Essential Learning Targets

- Consider the 21st Century Learning Context
- Define criteria for selecting essential targets
- Identify essential learning targets

### Define the Type of Learning

- Deconstruct learning targets.
- Classify the type of thinking or cognitive processes required by learning targets.
- Evaluate the diversity of learning targets

### Describe Proficient Performance

- Define how good is good enough for students to have met essential learning targets
- Develop descriptors and rubrics and exemplars

### Sequence Learning

- Develop a sequencing plan/curriculum map
- Plan adaptations to learning sequencing based on student needs

### Engage students in understanding learning targets

- Write learning targets in language learners understand
- Facilitate student understanding of proficient performance
- Engage learners in making-meaning of learning targets