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DAE-407
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Reading Reflection (11)

Marzano Ch1

A. Goal setting
   a. Teachers sets goals and asks students to set goals based on content and what they want to learn
   b. Create a rubric for each learning goal
B. Feedback
   a. Celebrate student progress at every level
   b. Clear goals establish initial target
   c. Clear feedback provides students with info regarding their progress towards target
   d. "Intimately related to goal setting"
C. Results from goal setting
   a. Classes that employed goal setting had significantly higher scores than students who did not have goal setting as part of their learning process
D. Assessments
   a. Frequency of formative assessments contributes to academic achievement
   b. Recognize student performance and hard work increases confidence and success
   c. Formative assessment is a measurement and instructional tool used from beginning to end
   d. Effective formative assessments consider the scale, targeting levels 2.0 and higher
E. Rewards
   a. Intrinsic motivation/Extrinsic rewards/Tangible rewards
      i. Researchers still conclude that the most important factor is to develop students' self-regulation since any form of rewards may not always work
F. Learning goals vs learning activities
   a. Activities: things students do
   b. Goals: what students will know or be able to do
      i. Teachers provide activities for students to achieve learning goals
      ii. Start sentence with: "Students will be able to _____"
      iii. Students can identify their own learning goals (something that interests them beyond teacher's learning goals)
         1. Students can chart their progress on each learning goal which gives them visual views of their progress over a period of time
G. Rubric
   a. Breaks down how students will achieve learning goals with specific steps and activities

   i. Teachers can use a simplified or complete scale when creating scores (half point scores can also be assigned for even more precision)

Visual Arts Classroom Application
1. Establish clear learning goals with every project. For example:
    a. Students will learn the basics of color theory
    b. Students will learn about artists from the Harlem Renaissance
    c. Students will research the relationship between collage and appropriation
2. Within learning goals, establish activities that will allow students to reach goals. For example:
    a. Students will create a color wheel
        i. Students will learn about primary, secondary, and tertiary colors
        ii. Students will learn about color temperature
    b. Students will learn about Romare Bearden
        i. Students will read an article about Romare Bearden and write a summary about his role as an artist during the Harlem Renaissance
        ii. Students will watch a short film about the Harlem Renaissance and discuss the film
    c. Students will create two collages
        i. Students will create a collage that exemplifies appropriation
        ii. Students will create a collage that exemplifies an original work of art
        iii. Students will work in small groups to dialogue about the process of making the work and what constituted appropriation versus originality
3. The learning goals and activities will be supported by formative assessments that help guide student progress and understanding of the learning goals. For example, a simple rubric for the first project could be as simple as on a scale of 0-5 did the student paint the color wheel accurately and paint primary, secondary, and tertiary colors.