

Evaluating the Quality of Learning Targets for Early Learning

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What are Learning Targets?

- Describe skills targeted for embedded instruction
- Are short-term instructional priorities
- Are aligned with the general preschool curriculum

Why are Learning Targets Important?

- **Quality** of learning targets promotes quality of embedded instruction
- Embedded instruction is an intentional and systematic approach to instruction that promotes child engagement and learning within and across everyday activities, routines, and transitions

How do I Evaluate the Quality of Learning Targets?

- Examine elements related to key components of embedded instruction learning opportunities
- Behavior statement, age-appropriate, functionality, generality, instructional context, and measurability

Development of Learning Target Rating Scale (LTRS)

- LTRS developed for Embedded Instruction for Early Learning research project*
- Research Version I piloted in 2008-2009
- Modified based on findings and inter-rater agreement data
- Research Version II being used in potential efficacy study

LTRS Research Version II

- Summated, judgment based rating scale
- Includes 16 *indicators* organized under 6 *dimensions*
- Use descriptors and clarifying questions to rate quality of learning targets for each indicator
- Use ratings to improve quality of learning targets for embedded instruction

Learning Target for Ben

Ben will use single words to request more of something (e.g., more, again) when playing or eating with peers across a variety of class activities, 3 times each day for 4 days.

Behavior Statement

Age Appropriate

Functionality

Generality

Instructional Context

Measurability



“More” [foam activity during centers]



“More” [swing on playground]