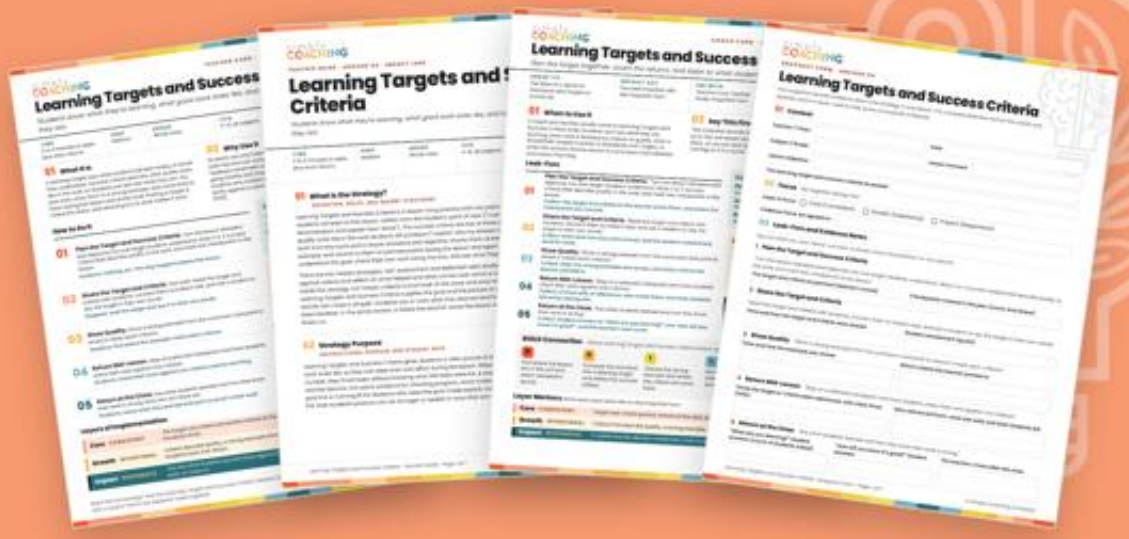
SIMPLE STRATEGY PACK

Learning Targets and Success Criteria



simply COACHING

Teacher + Coach Guides
Color and Black & White

PREVIEW

Sample pages from the Learning Targets and Success Criteria Strategy Pack.
Pages are watermarked and shortened for this preview.

The full pack includes the Teacher Card, Teacher Guide, Coach Card,
Coach Guide, Snapshot Form, BUILD Protocol at a Glance,
and a How to Use Guide, in color and black and white.

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Learning Targets and Success Criteria

Students know what they're learning, what good work looks like, and how close they are.

Welcome to your Simple Strategy Pack. This short guide shows you what's inside, what to print, and the order to use each piece so the strategy moves from the page into the classroom.

01 What's in This Pack

FILE	FOR	LENGTH	WHAT IT DOES
Teacher Card	Teacher	1 page	The strategy on one page: what it is, why it helps, the five steps, and the layers.
Teacher Guide	Teacher	7 pages	The full strategy: research, examples, common missteps, and adaptations.
Coach Card	Coach	1 page	The coaching on one page: Look-Fors, debrief openers, and the BUILD connection.
Coach Guide	Coach	5 pages	How to coach the strategy across Plan, Act, and Reflect inside a Coaching Sprint.
Snapshot Form	Coach and teacher	2 pages	The evidence you collect and read together. It is never a score.
BUILD Protocol at a Glance	Coach and teacher	1 page	The planning conversation, letter by letter.

Every file comes in color and in black and white. The black-and-white versions print cleanly on any school copier.

02 Print These First

- ☐ **Teacher Card:** one for each teacher you support.
- ☐ **Snapshot Form:** one for each visit, printed double-sided.
- ☐ **BUILD Protocol at a Glance:** one to keep on the planning table.
- ☐ **Coach Card:** one for your clipboard.

Keep the Teacher Guide and Coach Guide digital and open them when you plan.

03 The Five Steps

These are the same five steps on the Teacher Card, Teacher Guide, and Coach Guide, so everyone uses the same language.

01 **Plan the Target and Success Criteria**

02 **Share the Target and Criteria**

03 **Show Quality**

04 **Return Mid-Lesson**

05 **Return at the Close**

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TEACHER CARD · ANCHOR 04 · IMPACT LANE

Learning Targets and Success Criteria

Students know what they're learning, what good work looks like, and how close they are.

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TEACHER CARD · ANCHOR 04 · IMPACT LANE

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TEACHER GUIDE · ANCHOR 04 · IMPACT LANE

Learning Targets and Success Criteria

Students know what they're learning, what good work looks like, and how close they are.

TIME	PREP	GROUP	FITS	ANCHOR 04	LANE
2 to 4 minutes to open, plus short returns	Medium	Whole class	K–12, all subjects	Curriculum Interpretation and Lesson Planning	Impact

01 What is the Strategy?

DEFINITION, ROLE, AND SHARED STRATEGIES

Learning Targets and Success Criteria is a lesson-long practice with two parts. The learning target states what students will learn by the end of the lesson, written from the student's point of view ("I can compare fractions with unlike denominators and explain why I know"). The success criteria are two or three statements that describe what quality work on the target looks like, so students will produce ("explain why my answer makes sense"). The teacher writes both from the district's adopted standard and objective, shares them at the start, checks for understanding against them at planned points during the lesson and again at the end, and asks students to check their own work along the way and say what they learned and how they know.

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06 When and Where to Use It

LESSON MOMENTS

- Before the lesson, while internalizing the curriculum lesson, to write the target and criteria from the standard
- At the start of the lesson, during the opening routine, to share the target and show what success looks like
- During instruction or independent work, at one or two planned checkpoints where students check their work against a criterion
- At the close, so students name what they learned and how they know their work meets the criteria
- If you use gradual release, share the criteria during I Do, use them to check work in the Do, and have students apply them in You Do

07 Framework Connections

[redacted]

[redacted]

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08 How Is the Strategy Implemented?

☐ **1. Plan the Target and**	Turn the lesson standard and objective into	WHAT STUDENTS DO
☐ **2. Share the Target and Criteria**	Post both. Read the target and criteria with students, connect them to today's task, and ask a student to say the target in their own words. Say why the learning is useful, in one sentence.	Read the target and say it in their own words. Ask about any word they don't understand.
☐ **3. Show Quality**	Show a strong example from the curriculum and point to where it meets each criterion. When it helps, show a weaker example and ask students what is missing.	Find where the example meets each criterion and name what makes it strong.
☐ **4. Check and Close**	Stop at a planned checkpoint and have students check their work against one criterion. Ask two or three students what they found and adjust if many are missing it.	Check their work against one criterion. Fix what is missing. Tell a partner the next step they will take.

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COACH CARD · ANCHOR 04 · IMPACT LANE

Learning Targets and Success Criteria

Plan the target together, count the returns, and listen to what students say.

SPRINT FIT	DEFAULT ACT	USE WITH	ANCHOR 04

01

02

Look-Fors

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03 Coaching With the Layers

NAMING THE LAYER AND THE FOCUS

Have the teacher read the three layers on the Teacher Card and say where they think they are. Ask, "Which of these

Look-Fors

These look-fors come word for word from the steps on the Teacher Card and Teacher Guide. They match the evidence boxes on the Snapshot form.

1. Plan the Target and Success Criteria

"Turn the lesson standard and objective into one target students understand. Write 2 or 3 success criteria that describe quality in the work, and mark two checkpoints in the lesson."

EVIDENCE

The target and criteria as the teacher wrote them, and where the two checkpoints are marked in the lesson plan.

2. Share the Target and Criteria

"Reveal the target and criteria with students, connect them to today's work, and ask a student to say the target in their own words."

EVIDENCE

When and how the target and criteria were shared, and a student's own words.

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07 Act

DURING THE WORK

Record only what you agreed to collect. Before the lesson, look at the plan: the target, the criteria, and where the

08 Reflect

3 Plan the Debrief

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SNAPSHOT FORM · ANCHOR 04

Learning Targets and Success Criteria

This snapshot records evidence about one strategy in one lesson. It is a shared reflection tool for the coach and

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IMPACT LANE · PLAN PHASE OF THE PAR CYCLE · TEAM SPRINTS AND 1:1 SPRINTS

BUILD Protocol at a Glance

A shared planning conversation. In a team Sprint, the teacher leader leads and the coach assists. In a 1:1 Sprint, the coach and teacher plan together. Every decision belongs to everyone at the table.

SPRINT	FOCUS	BRING	PLAN IN
Team or 1:1	Priority Anchor and Simple Strategy, or Simple GrowthPath™ Impact Driver	The lesson, the unit and its standard, and the Strategy Notebook	The BUILD Protocol Planning Template

B BEGIN WITH THE LEARNING

Where does this lesson sit in the larger sequence of learning?

- ☐ Identify the unit
- ☐ Locate the lesson in the unit pacing
- ☐ Name what came before and what comes after
- ☐ Identify the standard this lesson serves
- ☐ Check the weight of the standard
- ☐ Confirm what the team has already built

U UNPACK THE LEARNING

What do students need in order to be successful with this learning?

- ☐ Read the full standard
- ☐ Circle the verbs
- ☐ Underline the nouns and noun phrases
- ☐ Identify the prerequisite skills
- ☐ Identify the cognitive demand
- ☐ Translate the standard into a learning target
- ☐ Define the success criteria
- ☐ Decide what evidence will show learning

I IDENTIFY THE STRATEGY MOVE

What specific strategy will strengthen learning at the point where students need it most?

- ☐ Name the focus
- ☐ Open the Strategy Notebook to that Anchor or driver
- ☐ Match the strategy to the cognitive demand
- ☐ Check the strategy against the prerequisite gap
- ☐ Confirm the strategy fits the moment
- ☐ Decide what support would help

Strategy follows learning. The learning target is the job. The strategy is the tool.

L LAY OUT THE LESSON

How will the time flow across this lesson, and where does the strategy fit?

- ☐ Identify the instructional block type
- ☐ Identify the time available
- ☐ Build the time map
- ☐ Label each segment
- ☐ Place the strategy

D DESIGN EXECUTION

What will the teacher be doing, and what will students be doing at each moment of the lesson?

- ☐ Fill in teacher actions
- ☐ Fill in student actions
- ☐ Check the transitions
- ☐ Verify active student processing
- ☐ Plan the evidence

→ CARRY THE PLAN INTO ACT AND REFLECT

- ☐ When the lesson will be taught
- ☐ The PAR coaching strategy for Act, if any
- ☐ What the coach will do before, during, and after the lesson
- ☐ Evidence we will collect
- ☐ When we will Reflect together (REVIEW Teams Protocol)
- ☐ Our reflection question
- ☐ Possible next Move

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