

prophecy: the rich get richer, and the poor get poorer. Students with poor self-efficacy see each challenge and setback as evidence that they aren't learning, and in fact can't learn, which reduces the likelihood that they will rally the forces for the next task the teacher assigns.

In their study about ways to increase students' self-efficacy, Mathisen and Bronnack (2009) suggested a combination of the following (each of which is addressed later in this book in more detail):

- Direct instruction with modeled examples
- Verbal persuasion through introductory information
- Feedback on attempts made by learners
- Guided use of techniques on well-defined problems
- Supervised use of techniques on self-generated problems

To this we add

- Demonstrating your credibility by being fair to all
- Being there to help students reach targets
- Creating high levels of trust between yourself and the students and between students
- Showing that you welcome errors as opportunities for learning

Others have made different recommendations (e.g., Linnenbrink & Pintrich, 2003), and our point here is not to endorse one approach over another but rather to confirm that teachers can change students' agency and identity such that self-efficacy, the "belief that we have in ourselves that we can make our learning happen" (Hattie, 2012, p. 46), is fostered.

3. Learning Intentions With Success Criteria

The third and final global aspect that should permeate literacy learning relates to being explicit about the nature of learning that students are expected to do and the level of success expected from the lesson. Teacher

clarity about learning expectations, including the ways in which students can demonstrate their understanding, is powerful. The effect size is 0.75. Every lesson, irrespective of whether it focuses on surface, deep, or transfer, needs to have clearly articulated learning intention and success criteria. We believe that students should be able to answer, and ask, these questions of each lesson:

EFFECT SIZE
FOR TEACHER
CLARITY = 0.75

1. What am I learning today?
2. Why am I learning this?
3. How will I know that I learned it?

The first question requires deep understanding of the learning intention. The second question begs for relevance, and the third question focuses on the success criteria. Neglecting any of these questions compromises students' learning. In fact, we argue that these questions compose part of the Learner's Bill of Rights. Given that teachers (and the public at large) judge students based on their performance, it seems only fair that students should know what they are expected to learn, why they are learning that, and how success will be determined. The marks teachers make on report cards and transcripts become part of the permanent record that follows students around. Those documents have the power to change parents' perceptions of their child, determine future placements in school, and open college doors. And it works. Clearly articulating the goals for learning has an effect size of 0.50. It's the right thing to do, and it's effective.

EFFECT SIZE FOR
GOALS = 0.50

We're not saying that it's easy to identify learning intentions and success criteria. Smith (2007) notes, "Writing learning intentions and success criteria is not easy . . . because it forces us to 'really, really think' about what we want the pupils to learn rather than simply accepting statements handed on by others" (p. 14). We are saying that it's worth the effort.

Learning intentions are more than a standard. There have been far too many misguided efforts that mandated teachers to post the standard on the wall. Learning intentions are based on the standard, but are chunked into learning bites. In too many cases, the standards are not understandable to students. Learning intentions, if they are to be effective,



Video 1.3

Making Learning
Visible Through
Learning Intentions

[http://resources.corwin.com/
VL-Literacy](http://resources.corwin.com/VL-Literacy)

have to be understood and accepted by students. Simply writing a target on the dry-erase board and then reading it aloud waters down the power of a learning intention, which should focus the entire lesson and serve as an organizing feature of the learning students do. At minimum, learning intentions should bookend lessons with clear communication about the learning target. In addition, teachers can remind students of the learning intention at each transition point throughout the lesson. In this way, the learning intention drives the lesson, and students will develop a better understanding of how close they are to mastering the expectations. Most critical, the learning intention should demonstrably lead to the criteria of success—and if you had to use only one of these, we would recommend focusing on being more explicit about the success criteria. Both help, but the judgment about the standard of work desired is more important than explication about the particular tasks we ask students to do. It is the height of the bar, not the bar, that matters.

Figure 1.7 contains some poorly written learning intentions and some improvements that teachers made collaboratively as they explored the value of this approach. Note that the intentions became longer, more specific, and more interesting. The improved versions invite students into learning. Of course, learning intentions can be grouped. Sometimes an activity can contribute to several learning intentions, and other times a learning intention requires several activities. However, when learning intentions spread over many days, student interest will wane, and motivation will decrease. When teachers plan a unit of study and clearly identify the learning intentions required for mastery of the content, most times they can identify daily targets. In doing so, they can also identify the success criteria, which will allow for checking for understanding and targeted feedback.

The success criteria must be directly linked with learning intentions to have any impact. The success criteria describe how students will be expected to demonstrate their learning, based on the learning intention. That's not to say that success criteria are just a culminating activity, but they can be. Consider the following ways that students might demonstrate success based on a learning intention that reads, "Analyze visual images presented in the text and determine how this information contributes to and clarifies information."

SAMPLE LEARNING INTENTIONS

Grade	Poor Example	Improved Version
K	Compare the experiences of characters in two stories.	Today, we'll read two stories about city and country life. We'll focus on comparing the lives of the two characters and the differences in their lives based on where they live.
5	Use technical language in the revisions of essays.	As we revise our opinion papers, we are going to learn how to update our word choices so that we use technical vocabulary like the authors we've been studying use.
7	Determine the central idea of a text.	Each group has a different article, and our learning today is going to focus on locating the central or controlling idea, the idea that the author uses to hold the entire text together.
11	Compare two texts for different themes.	Compare how two texts from the same point in U.S. history address a common theme and figure out what each author is trying to say in response to the theme.

Figure 1.7

- Discuss with a partner the way the author used visuals and how they helped you understand the text.
- Identify one place in the text that was confusing and how one of the visuals helped you understand that information.
- In your annotations, make sure to include situations where the visual information helped you understand the text itself.
- Create a visual that will help another person understand the words in the text.

All of these work, in different situations. Clarity is important here. What is it that students should be learning, and how will they know (not to mention how will the teacher know) if they learned it? That's the power of learning intentions and success criteria.

Importantly, students can be involved in establishing the success criteria and, in many cases, the learning intentions. Teachers can ask their