

# GETTING TO MASTERY

Connecting Learning Priorities & Animating Theory To  
Observable & Measurable  
Learning Goals

## ANSWERING THE QUESTIONS:

What do I want my students to **know**?

What do I want my students to **be able to do**?

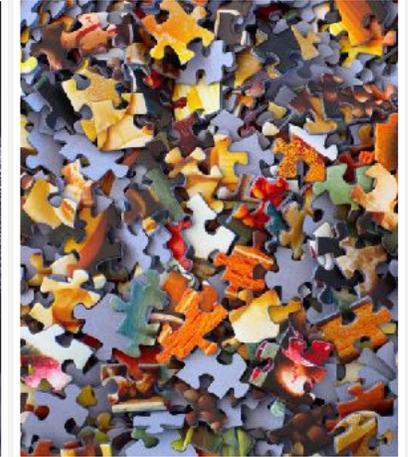
What do I want my students to **value**?



# KNOWING, DOING, VALUING

Question: What evidence shows me as an educator that my student can know, do, value?

Answer: Evidence of knowing, doing, & valuing IS evidence of mastery



# “UNDERSTANDING”

The word “understand” does NOT convey an outcome or evidence that is observable or measurable.

“I know understanding when I see it,” is insufficient.

THE EVIDENCE MUST BE OBSERVABLE &  
MEASURABLE.

- Taxonomies
  - Scaffolded evidence
  - Organized into Domains
    - Cognitive (know)
    - Psychomotor (do)
    - Affective (value)

THE EVIDENCE MUST BE OBSERVABLE &  
MEASURABLE.

- Facets of Understanding
  - Derive from taxonomies
  - Non-hierarchical
  - Define “understand”
    - Explanation
    - Interpretation
    - Application
    - Perspective Taking
    - Empathy
    - Self Knowledge

# EXPLANATION (KNOW)

What can the student tell you about the learning?

- Tell you the facts
- Reason through problem-solving
- Develop theories

# INTERPRETATION (KNOW, DO)

What can the student do with the learning?

- Articulate importance
- Assign meaning
- Articulate multiple meanings or explanations

# APPLICATION (DO)

How can the student use the learning?

- Adapt broad concepts to new situations
- Approach different problems in different contexts with the strategies taught

## PERSPECTIVE-TAKING (DO, VALUE)

Can the student contextualize the learning based on differing views?

- Assess critically the value or importance of information
- Give space for and consideration to multiple points of view including opposing counsel, court personnel, etc.

## EMPATHY (VALUE)

Can the student use the learning without judgment?

- Recognizes the feelings of others without assigning value to those feelings
- Identifies how others' experiences influence choice-making and problem-solving skills
- Accepts the validity of differing emotional responses to stimuli

## SELF-KNOWLEDGE (VALUE)

Can the student recognize their own participation in any given dynamic?

- Recognizes the influence of their nests on reactions, capacity, learning, etc.
- Evaluate how their personal characteristics support or impede their own learning, quality of relationships, etc.

# ANIMATING THEORIES: COURSE TO UNIT TO SUB-UNIT

**Course:** The better we are as communicators, the more effective we are as advocates.

**Interviewing Unit:** Persuasive communication is a tool we can use to advocate effectively for our clients.

**Storytelling Sub-Unit:** Humans communicate most persuasively through storytelling; many of us have lost that connection or awareness.

## CONNECTING MASTERY EVIDENCE & ANIMATING THEORY: STORYTELLING SUB-UNIT

Learning Priority: Developing student comfort with building narrative/telling stories from acquired facts

Animating Theory: Humans communicate most persuasively through storytelling; many of us have lost that connection or awareness.

Learning Goal: Reintroduce students to their storytelling personality.



## CONNECTING MASTERY EVIDENCE & ANIMATING THEORY: STORYTELLING SUB-UNIT

### Mastery Evidence:

- **Explanation:** Students can create a story using offered prompts and images.
- **Interpretation:** Students articulate facts in the provided images that support the prompt.
- **Application:** Students can use voice and genre effectively to convey meaning, intention, and purpose.
- **Self-Knowledge:** Aware of and can articulate how their comfort with bad facts, ambiguity, etc. impacts ability and willingness to use voice to tell a story.