

TRANSFER GOALS



Definition

Transfer Goals highlight the effective uses of understanding, knowledge, and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges – both in and outside of school. There are a small number of overarching, long-term transfer goals in each subject area. For example, a long-term aim in mathematics is for students to be able to solve “real world” problems on their own. For example, a long-term transfer goal in history is for students to apply the lessons of history when considering contemporary issues.

In every case, the ability to transfer learning manifests itself in not just one setting but in varied situations. Transfer is about independent performance in context. You can only be said to have fully understood if you can apply your learning without someone telling you what to do and when to do it. In the real world, no teacher is there to direct and remind you about which lesson to plug in here or there. Transfer is about intelligently and effectively drawing from your repertoire, independently, to handle new contexts on your own. In the real world, no teacher is there to direct and remind you about which lesson to plug in here or there: transfer is about intelligently and effectively drawing from your repertoire, independently, to handle particular contexts on your own. The goal of transfer thus requires that an instructional plan (in Stage 3) help the student to become increasingly autonomous, and the assessments (in Stage 2) need to determine the degree of student autonomy.

Transfer goals can be identified within subject areas as well as for Mission-related, cross-disciplinary outcomes (e.g., 21st century skills and habits of mind).

Transfer goals have several distinguishing characteristics:

- They are long-term in nature; i.e., they develop and deepen over time.
- They are performance based; i.e., require application (not simply recall).
- The application occurs in new situations, not ones previously taught or encountered; i.e., the task cannot be accomplished as a result of rote learning.
- The transfer requires a thoughtful assessment of which prior learning applies here; i.e., some strategic thinking is required (not simply “plugging in” skill and facts).
- The learners must apply their learning autonomously on their own, without coaching or excessive hand-holding by a teacher.
- Transfer calls for the use of habits of mind; i.e., good judgment, self regulation, persistence along with academic understanding, knowledge and skill.

Long Term Transfer Goals

Students will be able to independently use their learning to:

Examples within Subject Areas

Economics

- make economically sound and ethical financial decisions.

History

- Use knowledge of patterns of history to better understand the present and prepare for the future.
- Critically appraise historical claims and analyze contemporary issues.
- Participate as an active and civil citizen in a democratic society.

Health and Physical Education

- Make healthful choices and decisions regarding diet, exercise, stress management, alcohol/drug use throughout one's life.
- Play a chosen game skillfully and with good sportsmanship.

Mathematics

- Make sense of never-before-seen, “messy” problems and persevere in solving them.
- Construct viable arguments involving mathematics and statistics and critique the reasoning of others.

Performing & Fine Arts

- Find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.
- Respond by analyzing and interpreting the artistic communications of others.

Reading

- Read and respond to text in various genres (literature, non-fiction, technical) for various purposes (entertainment, to be informed, to perform a task).
- Comprehend text by inferring and tracing the main idea, interpreting (“between the lines”), critically appraising, and making personal connections.
- Enjoy reading as a chosen leisure time pursuit.

Long Term Transfer Goals

Students will be able to independently use their learning to:

Research

- Locate pertinent information from varied sources (print, on-line; primary, secondary).
- Critically evaluate sources and information (e.g., for accuracy, completeness, timeliness, lack of bias, properly referenced).

Science

- Evaluate scientific claims and analyze current issues involving science or technology.
- Conduct a sound investigation to answer an empirical question.

World Language

- Effectively communicate with varied audiences and for varied purposes while displaying appropriate cultural understanding.

Writing

- Write in various genres for various audiences in order to explain (expository), entertain (narrative/poem), argue (persuasive), guide (technical), and challenge (satirical).
- Carefully draft, write, edit, and polish one's own and others' writing to make it publishable.

Examples beyond Subject Areas

Critical Thinking

- Think critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, good reasons, and fairness.

Communication

- Effectively communicate for different purposes and varied audiences using appropriate media.

Collaboration

- Work effectively with, and learn from, others in a variety of situations, in school and beyond.

Taking Responsible Risks

- Try something new and different without a paralyzing fear of making mistakes.

Transfer Goals – Massachusetts

English/Language Arts Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes.
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose.
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes.
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts.
- Develop the habit of reading for enjoyment.

History/Social Science Transfer Goals

Students will be able to independently use their learning to:

- Understand how recurring patterns in history can inform judgments about current events and other issues.
- Analyze and resolve conflicts in order to work and live cooperatively with others.
- Understand how physical and human geography can inform responsible interactions with environment.
- Apply knowledge of political and social systems to participate actively as an informed citizen of a democracy.
- Critically appraise historical and contemporary claims/decisions.
- Apply concepts and systems of economics to participate productively in a global economy.

Mathematics Transfer Goals

Students will be able to independently use their learning to:

1. Interpret and persevere in solving complex mathematical problems using strategic thinking and expressing answers with a degree of precision appropriate for the problem context.
2. Express appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others, and attending to precision when making mathematical statements.
3. Apply mathematical knowledge to analyze and model mathematical relationships in the context of a situation in order to make decisions, draw conclusions, and solve problems.

Source: Massachusetts Department of Education, March 2012

Transfer Goals – Pennsylvania

Science Transfer Goals

Students will be able to independently use their learning to:

- Approach science as a reliable and tentative way of knowing and explaining the natural world and apply this understanding to a variety of situations.
- Weigh evidence and use scientific approaches to ask questions, investigate, make informed decisions about how they live their daily lives, and engage in their vocations and communities.
- Make and use observations to identify and analyze relationships and patterns in order to explain phenomena, develop models, and make predictions.
- Evaluate systems, including their components and subsystems, in order to connect how form determines function and how any change to one component affects the entire system.
- Explain how the natural and designed worlds are interrelated and the application of scientific knowledge and technology can have beneficial, detrimental, or unintended consequences.

English Language Arts Transfer Goals

Students will be able to independently use their learning to:

- Comprehend and evaluate complex texts across a range of types and disciplines to apply or convey intricate or multifaceted information.
- Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
- Expand vocabulary and adapt language for audience and purpose in order to understand and communicate ideas clearly and coherently.
- Communicate effectively when writing or speaking by applying the conventions of language.
- Listen actively to engage in a range of conversations and to analyze and synthesize ideas, positions, and accuracy in order to learn, reflect and respond.
- Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.

Business, Computer and Information Technology (BCIT) Transfer Goals

Students will be able to independently use their learning to:

- Implement critical thinking, reasoning and ethical decision-making skills to allocate financial resources for career, business and life.
- Effectively employ communication, interpersonal and leadership skills in diverse personal and business situations.
- Analyze and synthesize current events and their impact on local and global business.
- Interpret and apply business processes to become fiscally and socially responsible citizens.
- Integrate technical knowledge, skills and understanding in a constantly evolving environment for professional/personal growth in a competitive society.

Source: Pennsylvania Department of Education, June 2012

Transfer Goals

examples from schools and districts

Science Transfer Goals

Students will be able to independently use their learning to:

- Apply knowledge of science and engineering to engage in public discussions on relevant issues in a changing world.
- Conduct investigations, individually and collaboratively, to answer questions.
- Evaluate scientific claims for validity.
- Think systemically.

Source: North Slope Borough School District, Barrow, Alaska (July 2012)

Visual Arts Transfer Goals

Students will be able to independently use their learning to:

- Create engaging and purposeful artistic expressions in forms that vary in terms of media and style.
- Communicate ideas, experiences, and stories through art.
- Respond to the artistic expression of others through global understanding, critical stance, personal connection, and interpretation.
- Respond to technical and conceptual challenges of his/her own.
- Develop an independent artistic vision.

Source: Sheridan School, Washington, DC (June 2011)

World Languages Transfer Goals

Students will be able to independently use their learning to:

- Communicate effectively in the target language(s) in realistic situations while displaying a sensitivity to culture and context.
- Emulate native speakers.
- Willingly taking risks with language, both within and outside of the classroom.

Source: The Dalton School, New York, NY (March 2012)

Special Education

Students will be able to independently use their learning to:

- Function in the community while respecting social/cultural norms.
- Advocate for their personal needs – academic, behavioral, emotional, and physical.
- Communicate effectively based on purpose, task, and audience using appropriate vocabulary.
- Explore and pursue viable options based on aspirations, interests, and experience.

Source: Prosper ISD, TX (April 2013)

Long-Term Transfer Goals

Boulder Valley School District

Science

Students will be able to independently use critical thinking, information literacy, collaboration, self-direction, and invention to...

1. plan and carry out a systematic investigation, which requires the formulation of a testable question, identification of what is to be recorded, and, if applicable, what are to be treated as the dependent and independent variables (control of variables).
2. use a range of tools—including tabulation, graphical interpretation, visualization, and statistical analysis—to identify, represent and analyze the significant features and patterns in data.
3. construct, communicate and defend logically coherent explanations of phenomena that incorporate the student’s current understanding of science (or a model that represents it) and are consistent with the available evidence. (Claims and evidence)
4. critically evaluate scientific claims based on understanding of general scientific principles, evidence presented by the author, and logic used to connect the evidence with the claim.
5. compare different engineering solutions and determine how well each one meets specific design criteria—that is, which design best solves the problem within the given constraints.

-- Adapted from the Next Generation Science Standards

Mathematics

Students, through perseverance, will independently use critical thinking, information literacy, collaboration, self-direction, and invention to...

1. reason quantitatively and abstractly and construct precise, viable arguments communicating their understanding and critiquing their own reasoning and the reasoning of others.
2. identify and strategically use appropriate models and tools to solve novel problem situations.
3. identify patterns, make sense of problems and create a plan for solving them.

-- Adapted from Common Core State Standards Standards for Mathematical Practice

Long-Term Transfer Goals

Boulder Valley School District

Social Studies

Students will be able to independently use critical thinking, information literacy, collaboration, self-direction, and invention to...

1. think historically, applying concepts of continuity and change over time as well as cause and effect to craft a well-constructed and communicated historical argument.
2. read, interpret and analyze the reliability of historical sources to draw logical conclusions from that evidence.
3. explain the human experience through events of the past to gain perspective and develop better judgment, empowering students to become good citizens in a global society.
4. employ spatial perspective and technologies to understand physical geography.
5. become aware of the interdependence of world regions and resources and understand the complexity and interrelatedness of people, places and environments.
6. consider how society manages scarce resources in the context of forces and trends affecting the economy as a whole.
7. manage scarce personal resources by prioritizing decisions based on analysis of the costs and benefits of every choice (PFL).
8. process the complexity of the origins, structure and functions of governments; the rights, roles and responsibilities of citizenship; and the importance of law and the skills necessary to participate in all levels of government.

World Languages

Students will independently use critical thinking, information literacy, collaboration, self-direction, and invention to...

1. communicate in the three modes (interpersonal, interpretive, and presentational) in novel situations. (Communication)
2. apply their understanding of the products, practices and perspectives of the target culture in authentic situations. (Culture)
3. enhance their understanding of other disciplines through world language study. (Connections)
4. use their language skills to make connections throughout the world, past, present and future. (Connections)
5. exercise intercultural awareness to gain a deeper understanding and appreciation of their own views in addition to alternative views. (Comparisons)
6. apply the habit of linguistic comparison, improving accuracy in communication in their native and other languages. (Comparisons)

Long-Term Transfer Goals

Boulder Valley School District

English Language Arts

Students will be able to independently use critical thinking, information literacy, collaboration, self-direction, and invention to...

Reading

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.(Anchor Standard Reading #1)
- Read and comprehend complex literary and informational texts independently and proficiently. (Anchor Standard Reading #10)

Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Anchor Standard Writing #4) - Expected types of writing include: Argument, Informative/Explanatory, Narrative
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking and capitalization, punctuation, and spelling when writing. (Anchor Standard Language #6)

Speaking & Listening

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing own ideas clearly and persuasively. (Anchor Standard Speaking & Listening #1)
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (Anchor Standard Speaking & Listening #4)

Long-Term Transfer Goals

Boulder Valley School District

Physical Education

Students will be able to independently use critical thinking, information literacy, collaboration, self-direction, and invention to...

1. demonstrate motor skills and movement patterns accuracy in a variety of activities that combine skills with movement.
2. identify practices that promote lifelong habits and patterns for a fit, healthy, and optimal childhood and adulthood.
3. demonstrate an understanding of safe physical and social behaviors at home, in school and in the community.

Art

Students will be able to independently use critical thinking, information literacy, collaboration, self-direction, and invention to...

1. use the visual arts to express, communicate, and make meaning of the world around them.
2. articulate and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information.
3. generate works of arts that employ unique ideas, feelings, and values using different media, technologies, styles, and forms of expression.
4. recognize, articulate, and validate the value of the visual arts to lifelong learning and the human experience.

Source: Colorado Academic Standards 2009

Music

Students will be able to independently use critical thinking, information literacy, collaboration, self-direction, and invention to...

1. demonstrate the expression of human thought and emotion through the medium of musical performance.
2. create music through composition, improvisation, and arranging.
3. demonstrate understanding of the distinctive language, conventions, mechanics, and structure of organized sound.
4. make an informed evaluation and provide a well-thought-out critique about a musical piece.

Source: Colorado Academic Standards 2009

Long-Term Transfer Goals

Boulder Valley School District

Drama and Theatre Arts

Students will independently use critical thinking, information literacy, collaboration, self-direction, and invention to...

1. use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy.
2. create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research.
3. employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles.
4. express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking.
5. demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process.
6. demonstrate an understanding and appreciation of theatre history, dramatic structure dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application.
7. discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer.
8. make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices.

Source: Colorado Academic Standards 2009

16 Habits of Mind

The understanding and application of these 16 Habits of Mind serve to provide an individual with skills to work through real life situations and equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.

1. Persisting: Sticking to task at hand; Follow through to completion; Can and do remain focused.

2. Managing Impulsivity: Take time to consider options; Think before speaking or acting; Remain calm when stressed or challenged; Thoughtful and considerate of others; Proceed carefully.

3. Listening with Understanding and Empathy: Pay attention to and do not dismiss another person's thoughts, feeling and ideas; Seek to put myself in the other person's shoes; Tell others when I can relate to what they are expressing; Hold thoughts at a distance in order to respect another person's point of view and feelings.

4. Thinking Flexibly: Able to change perspective; Consider the input of others; Generate alternatives; Weigh options.

5. Thinking about Thinking (Metacognition): Being aware of own thoughts, feelings, intentions and actions; Knowing what I do and say affects others; Willing to consider the impact of choices on myself and others.

6. Striving for Accuracy: Check for errors; Measure at least twice; Nurture a desire for exactness, fidelity & craftsmanship.

7. Questioning and Posing Problems: Ask myself, "How do I know?"; develop a questioning attitude; Consider what information is needed, choose strategies to get that information; Consider the obstacles needed to resolve.

8. Applying Past Knowledge to New Situations: Use what is learned; Consider prior knowledge and experience; Apply knowledge beyond the situation in which it was learned.

16 Habits of Mind

(continued)

9. Thinking and Communicating with Clarity and Precision: Strive to be clear when speaking and writing; Strive to be accurate when speaking and writing; Avoid generalizations, distortions, minimizations and deletions when speaking, and writing.

10. Gathering Data through All Senses: Stop to observe what I see; Listen to what I hear; Take note of what I smell; Taste what I am eating; Feel what I am touching.

11. Creating, Imagining, Innovating: Think about how something might be done differently from the “norm”; Propose new ideas; Strive for originality; Consider novel suggestions others might make.

12. Responding with Wonderment and Awe: Intrigued by the world’s beauty, nature’s power and vastness for the universe; Have regard for what is awe-inspiring and can touch my heart; Open to the little and big surprises in life I see others and myself.

13. Taking Responsible Risks: Willing to try something new and different; Consider doing things that are safe and sane even though new to me; Face fear of making mistakes or of coming up short and don’t let this stop me.

14. Finding Humor: Willing to laugh appropriately; Look for the whimsical, absurd, ironic and unexpected in life; Laugh at myself when I can.

15. Thinking Interdependently: Willing to work with others and welcome their input and perspective; Abide by decisions the work group makes even if I disagree somewhat; Willing to learn from others in reciprocal situations.

16. Remaining Open to Continuous Learning: Open to new experiences to learn from; Proud and humble enough to admit when don’t know; Welcome new information on all subjects.

Source: Arthur L. Costa and Bena Kallick, *Habits of Mind: A Developmental Series*, ©2000