

A-M-T Learning Goals and Teaching Roles

The purpose of focussing on the AMT is to insure that all three types of goals (acquisition, meaning, and transfer) are addressed in the learning plan.

Learning Plan and Learning Events should be derived from the goals of Stage 1 and the assessments of Stage 2. Ensuring alignment will ensure the effectiveness of the activities.

ACQUISITION (A)

This goal seeks to help learners acquire factual information and basic skills.

Direct Instruction

In this role, the primary role of teachers is to inform the learners through explicit instruction in targeted knowledge and skills; differentiating as needed.

Strategies include:

- Lecture
- Advance organizers
- Graphic organizers
- Questioning (convergent)
- Demonstration/modeling
- Process guides
- Guided practice
- Feedback, corrections
- Differentiation

MEANING (M)

This goal seeks to help students construct meaning (i.e., come to an understanding) of important ideas and processes.

Facilitative Teaching

Teachers in this role engage the learners in actively processing information and guide their inquiry into complex problems, texts, projects, cases, or simulations, differentiating as needed.

Strategies include:

- Diagnostic assessment
- Using analogies
- Graphic organizers
- Questioning (divergent) and probing
- Concept attainment
- Inquiry-oriented approaches
- Problem-based learning
- Socratic seminar
- Reciprocal teaching
- Formative (ongoing) assessments
- Understanding notebook
- Feedback/corrections
- Rethinking and reflection prompts
- Differentiated instruction

TRANSFER (T)

This goal seeks to support the learners' ability to transfer their learning autonomously and effectively in new situations.

Coaching

In a coaching role, teachers establish clear performance goals, supervise ongoing opportunities to perform (independent practice) in increasingly complex situations, provide models, and give ongoing feedback (as personalized as possible). They also provide just-in-time teaching (direct instruction) when needed.

Strategies include:

- Ongoing assessment, providing specific feedback in the context of authentic application
- Conferencing
- Prompting

ACTION VERBS FOR A-M-T

Use these action verbs to help plan teaching and learning according to your A-M-T goals.

Acquisition

• Apprehend • Calculate • Define • Discern • Identify • Memorize • Notice • Paraphrase • Plug in • Recall • Select • State

Meaning

• Analyze • Compare • Contrast • Critique • Defend • Evaluate • Explain • Generalize • Interpret • Justify/support • Prove • Summarize • Synthesize • Test • Translate • Verify

Transfer

• Adapt (based on feedback) • Adjust (based on results) • Apply • Create • Design • Innovate • Perform effectively • Self-assess • Solve • Troubleshoot

Learning for Understanding (A-M-T)

Use this worksheet to plan the learning events for your unit.

Unit Topic:

Acquisition List the relevant knowledge and skills.	Meaning List the key understandings (principles and strategies).	Transfer List the desired transfer applications.
What discrete knowledge and skill must learners acquire?	What understandings (big ideas, organizing principles, and strategies) should the learner internalize?	What long-term accomplishments do we want learners to be able to achieve on their own?