

**Figure I.5: Student and Teacher Success Criteria
for the Six Goals of Teaching for Transfer**

Goals	Student Success Criteria	Teacher Success Criteria
Core Learning Outcomes Students interact with expertise- and efficacy-based strategies to ensure they acquire surface-, deep-, and transfer-level knowledge, as well as cultivate the skills to take control over their own learning.	Students engage in learning the core knowledge and skills for transfer through the following. <ul style="list-style-type: none"> <input type="checkbox"/> Receiving instruction and teacher feedback that are specifically scaffolded for surface, deep, and transfer learning <input type="checkbox"/> Applying strategies to develop efficacy in their own learning 	Effective teaching strategies include the following. <ul style="list-style-type: none"> <input type="checkbox"/> Developing lessons that align to high-impact feedback and instructional strategies at surface, deep, and transfer levels <input type="checkbox"/> Using strategies that enable students to develop efficacy-based skills in orientation, activation, and collaboration <input type="checkbox"/> Designing units of study that engage students at surface, deep, and transfer levels
Co-Construction of Expectations Students interact with teachers, peers, and others outside the school to attain clarity of learning expectations, address transfer problems, and develop strategies that will ensure effective feedback and enable collaboration to solve problems.	Students establish clarity of learning and problem contexts through the following. <ul style="list-style-type: none"> <input type="checkbox"/> Unpacking multiple contexts to derive learning intentions and success criteria <input type="checkbox"/> Engaging in inquiry activities to develop purposeful transfer-level challenges <input type="checkbox"/> Using cues to identify incomplete or inaccurate knowledge and key questions at surface, deep, and transfer levels, and planning for next steps 	Effective teaching strategies include the following. <ul style="list-style-type: none"> <input type="checkbox"/> Co-constructing success criteria with students using multiple examples of levels of success across multiple contexts <input type="checkbox"/> Co-constructing driving questions with students across multiple contexts <input type="checkbox"/> Establishing routines to test prior knowledge and co-constructing with students the next steps across levels of complexity
Change in the Learning Experience Students face varied dynamics through the learning process to enhance transfer learning and mimic real-world challenges.	Students encounter changes in the following. <ul style="list-style-type: none"> <input type="checkbox"/> Perspectives within the transfer challenge <input type="checkbox"/> Task structure or task expectations <input type="checkbox"/> Success criteria <input type="checkbox"/> Contexts 	Effective teaching strategies include the following. <ul style="list-style-type: none"> <input type="checkbox"/> Introducing a variety of perspectives within the transfer challenge <input type="checkbox"/> Switching the task structure or augmenting task expectations during a unit of study <input type="checkbox"/> Opening up success criteria <input type="checkbox"/> Bringing in different tools and rules within the success criteria <input type="checkbox"/> Incorporating new contexts before, during, or after the unit of study

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Comparisons Across Problems Students develop transfer-level skills to engage in transfer-level problems.	Students engage in transfer-level learning by applying their content knowledge and skills through the following. <ul style="list-style-type: none"> <input type="checkbox"/> Creating analogous problems <input type="checkbox"/> Interacting with comparison tasks and contexts <input type="checkbox"/> Generating and testing hypotheses 	Effective teaching strategies include teaching transfer through the following. <ul style="list-style-type: none"> <input type="checkbox"/> Presenting analogous situations to students <input type="checkbox"/> Providing tools, resources, and instruction that enable students to recognize patterns in and across problems <input type="checkbox"/> Providing tools, resources, and instruction that enable students to recognize similarities and differences in problems <input type="checkbox"/> Providing tools, resources, and instruction that enable students to act on problems
Community Engagement Students solve transfer-level problems by working with people in and out of the classroom.	Students solve transfer-level problems through the following. <ul style="list-style-type: none"> <input type="checkbox"/> Engaging with communities, audiences, and experts in problem contexts <input type="checkbox"/> Engaging in problem-solving processes and protocols to generate solutions to the transfer-level problems 	Effective teaching strategies include teaching transfer through the following. <ul style="list-style-type: none"> <input type="checkbox"/> Creating situations that require students to collect information from other sources <input type="checkbox"/> Providing tools, resources, and explicit instruction that enable students to analyze information from other sources <input type="checkbox"/> Providing tools, resources, and explicit instruction to problem solve with others to generate solutions to transfer-level problems
Conditions for Learning Teachers plan for teaching for transfer and ensure that they and students inspect impact on learning along the way.	Students engage in transfer-level problems through the following. <ul style="list-style-type: none"> <input type="checkbox"/> Participating in learning experiences throughout the year that integrate all levels of complexity <input type="checkbox"/> Participating in learning experiences throughout the year that integrate orientation, activation, and collaboration <input type="checkbox"/> Creating products, portfolios, and performances <input type="checkbox"/> Taking part in units of study that follow multiple pathways for meeting surface, deep, and transfer learning 	Effective teaching strategies to ensure transfer include the following. <ul style="list-style-type: none"> <input type="checkbox"/> Prioritizing the core curriculum standards <input type="checkbox"/> Developing pathways for students to learn surface, deep, and transfer knowledge and skills <input type="checkbox"/> Designing open-ended tasks that enable students to demonstrate transfer-level knowledge and skills <input type="checkbox"/> Working in teacher teams to enhance student performance and create transfer-level curriculum, instruction, and assessment <input type="checkbox"/> Planning structured protocols to support students in interactions with others