

Collegial Circle Final Report

Please complete all information on this form. After it is complete, send it to the Teacher Center along with other supporting documentation. Electronic copies are preferred whenever possible.

COLLEGIAL CIRCLE INFORMATION

Title of Circle: Learning Targets Standards Area: Secondary Reading
Facilitator: Liesa Ehrlich School(s): BRMS/CRMS/Suth/Men
Beginning Date: 11/18/15 Ending Date: 4/27/16 # of Hours: 6

Please submit copies of the following to this report:

- ✓ Collegial Circle Attendance Log
- ✓ Collegial Circle Meeting Log
- ✓ Samples of strategies implemented, materials created, or student work samples where applicable
- ✓ Collegial Circle Reflection Sheets - completed by each participant

COLLEGIAL CIRCLE DESCRIPTION

What was the anticipated goal(s) of this Collegial Circle?

We have been charged with ensuring that the progress of students in literacy workshop is monitored. The anticipated goal of this circle was to increase our understanding of and how we might use learning targets to refine reading/writing assessment and instruction in the reading room while increasing engagement. With that in mind, we agreed to do some shared learning in order to familiarize ourselves with designing learning targets, performances of understanding, and success criteria.

What grade level(s) and or subject area(s) will benefit from this Circle?

6-12 literacy support

FINAL REFLECTIONS

Was the goal of your Collegial Circle met? Please explain.

Yes. We read and discussed Moss and Brookhart's *Learning Targets: Helping Students Aim for Understanding in Today's Lesson*; we referred to the CCLS; and in addition, we looked at and discussed several different rubrics as well as a couple of documents from Cheryl Becker Dobbertin's *Common core Unit by Unit* (including a basic long-term, supporting targets, and assessments planning sheet as well as a student self-assessment piece). In addition, teachers designed and implemented learning targets, performances of understanding and defined success criteria. Some have also used rubrics in conjunction w/targets.

How did the members of this Collegial Circle assess whether the outcome was met? What evidence was utilized to assess your progress?

Teachers reflected on the processes of designing and using learning targets through discussion and brief written reflections. Evidence includes discussion notes and samples of teacher and student work (see attached).

How did your work impact teaching and learning? [include student work samples, lesson plans, peer reviews, etc.]

Please see the attached work, including discussion notes as well as teacher and student reflections. Teachers reported that designing learning targets helped them to think about the intended learning more deeply, and this process helped to refine instruction by weeding out those activities not directly tied to the intended learning. Teachers further reported that students were able to use learning targets to better understand what was expected of them. One teacher noted that though one day she forgot to state the target at the beginning of class, students knew where to look for it, and were able to define their learning without prompting. Her students realized the benefit of referring to the target in order to understand expectations, ensuring both the teacher and her students were on the same page as far as the intended learning and criteria for success were concerned.

Did your work align with the Level of Evaluation you identified in your proposal? Please explain. [Refer to the document, *5 Levels of Professional Development Evaluation*, on the TC webpage.]

Through this work, teachers definitely become more familiar with the process of designing learning targets. At first it was challenging to think about how to narrow the focus of learning targets to a day's lesson. Thinking about the longer-range target in conjunction with the smaller steps embedded in that larger target aided in the process of realizing what a day's target would look like. In addition, students in literacy lab have varied needs. Another challenge involved thinking about how to address those needs through targets. The teachers in this circle thought and reflected on what these targets would look like. At our last meeting, it was exciting to hear how each teacher had used pre-assessments or work as a formative assessment to determine students' needs. Then they differentiated the daily learning targets for students in their classes—often using the same materials.

As hoped, we also touched on levels 4 and 5 on Guskey's Levels of Professional Development. Student work shows evidence of learning, and we have included a few student interviews in order to better understand the impact learning targets have had on attitude and performance.

Please include any additional comments you would like to share with the Collegial Circle Committee. This may include unanticipated outcomes, next steps, new learning, etc.

We started this circle as a way to develop a shared understanding of learning targets and to use that as a means to explore how we might better monitor student progress and refine instruction in order to ensure we were teaching to students' needs. In honesty, the book was not the best choice for this work (and I bear the responsibility for that). As one member said, "It made this process much more complicated than it needs to be." I am personally proud of the members of this circle. They persevered through the reading of this text and took part in thoughtful discussion. As a result, they have come away, I believe, with a solid understanding of how to design and use learning targets.

Learning targets are mentioned throughout much of the current research on education. An additional personal goal, as standards leader, was to put our department at the forefront of this learning. Our secondary reading department is positioned to help others as they take on this learning.