

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: Digital Literacy Standards Area: Library
Facilitator: Tami Frocchi and Liesa Ehrlich School(s): All PCSD schools
Beginning Date: 2/2/22 Ending Date: 5/2/22 # of Hours: 9
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?

In recent years there has been research conducted and published about student online searching and source evaluation behaviors. Our goal was to review different research and then evaluate how we teach students to access and evaluate online information sources. We anticipated potentially adapting what we teach and how we teach in order to make our students more discerning consumers and creators of online information.

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

All grade levels and subject areas will benefit from this Circle. Although digital literacy is addressed through library standards and lessons, skills associated with digital literacy are necessary for students to use whenever discerning the overall value and effects of information they consume and/or create—regardless of what subject area(s) or "real life" situation(s) to which it pertains. That being said, we imagine that much of the direct teaching related to digital literacy will take place through library lessons and curriculum.

What level of Guskey's Professional Development Evaluation did you select for this Circle?

2 & 4. Ultimately, we would like to implement our new learning this year, but based on the current conditions, the ability to apply our new learning may be out of our control; in addition, we are nearing the end of the school year. However, we anticipate working to develop more comprehensive lesson ideas this summer, and to implement them in the 22-23 school year.

FINAL REFLECTIONS

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

Yes. Participants gained learned ways to improve teaching students how to access and evaluate online information sources (as referenced in our notes and other parts of this document).

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

We documented what we read/watched/explored through personal note-catchers, discussion, and through our whole-group notes and reflections.

We reflected on current practices versus new learning that took place throughout every aspect of this circle (as documented in our notes). One significant change we are making involves moving away from evaluating sources using a checklist and toward lateral reading processes and/or more organic critical processes such as the "four lenses" (discussed in the book *Developing Digital Detectives: Essential Lessons for Discerning Fact From Fiction in the "Fake News" Era*). We recognize we will need to think deeply about how to execute this change across grade levels, but are excited about this move forward. Along the way, we also were exposed to a number of tools (the Evidence Locker, for example) and strategies such as considering the motive behind the information.

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

This work will benefit all PCSD students by ensuring they are exposed to the most current best practice instruction in accessing and evaluating sources. It is important to note that this is not just a school research skill; rather, digital literacy skills will be needed throughout just about every aspect of our students' lives. To paraphrase Beers and

Probst, there are plenty of people in the world who would love to do the thinking for our students; we want them to be able to think for themselves, and in this current age, that involves being adept at knowing the how to find information and being able to discern the why behind information.

Did your work align with the Level of Evaluation you identified in your proposal? Please explain.

Yes—Members of the circle participated by asking questions, sharing answers, engaging in exploration through reading, looking through websites, and watching documentaries. They shared questions, answers, and new ideas, and they engaged in reflection, sharing how they would change a lesson (or lessons) moving forward. Most participants were also able to move into Level Four, applying something they learned by tweaking some existing lessons or by trying something new such as having a group of students engage in lateral research.

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

We found the book *Developing Digital Detectives: Essential Lessons for Discerning Fact From Fiction in the "Fake News" Era* extremely valuable, but only became aware of it towards the end of our Circle. With this in mind, it may be beneficial to revisit this resource, either formally through a Collegial Circle, or informally on our own. Additionally, as a means of spreading the word about innovative teaching methods for digital literacy skills, it might be effective for members of this Circle to branch out and lead *Developing Digital Detectives* book studies within our home schools, recruiting interested members from our individual buildings. We also think that bringing this resource to the attention of all PCSD standards leaders might be helpful in beginning to integrate digital literacy teaching across all disciplines/curricula.