The **purpose of a learning target** is to set a goal for what you expect a parent to learn from you (whether it be in a one-on-one conversation or during a large group training).  Since you have two VBs each year it would be helpful to you to know that the parents in your target group are learning one or more things in order to participate in what you will ask them to do with the tools and support you provide.  The learning target gives you a place to

1.      state what you expect them to learn,

2.      set a criteria for how you know they have learned it,

3.      and gives you an immediate way to measure that learning has taken place (either during a phone call or during a training).

***Decide on 2 learning targets that go with the VBs you have selected (one for each VB)…use them this year to see if parents are learning and ready to do the actions in the VBs you select…and be ready to report your Learning, Action, and Outcome data…Great work easily translated quantitatively.***

So here are a couple of examples of learning targets that go with a set of VBs you or another PM might have selected. (there are too many combinations to give an example for each but these were those I shared earlier in the week when I had a one-on-one conversation with a PM seeking feedback).

**Example 1**

**VB1:** Family and student will use a graduation timeline as a guide to track individual activities identified as needing to be completed.

**VB2:** Family and student will track ongoing conversations by using conversation starters or progress reporting to discuss attendance, behaviors, and academic needs of student.

PM practiced Learning Target: **I can identify the courses/credits, academic behaviors and attendance my child needs to graduate on time.**

My suggested Learning Targets:

         I can identify three graduation activities my child needs to complete this year. (during training/conversation you have them use the graduation activity list to identify 3 or more activities to complete this year)

         I can locate my child’s grades and attendance records by using his/her school parent portal. (during training/conversation you have them explore parent portal to locate grades, attendance, and other significant information about their child)

         I can identify 2 conversation starters that I will use to talk to my child about his/her track toward graduation. (during training/conversation you have a list of conversation starters they can review and then have them circle their top 5 favorites)

**Example 2**

VB1: Family and student will identify  \_\_\_\_\_ actions from a transition activity list to complete, regularly reporting progress.

VB2: Family and student will use a self-determination checklist to identify task to complete, regularly reporting progress.

Pm practiced Learning Target: **Parents will learn how to help their student  identify their circle of support.**

My suggested Learning Targets:

         I can identify two people in my child’s life to be in his/her circle of support that will assist him/her complete transition activities (you would then assist them to use a Relationship Map in your training perhaps where they list people in the child’s life)

         **OR** I can identify 3 transition activities for my child to work on with someone in his/her circle of support (in the training you would provide a checklist of transition activities and have them circle 3 or more actions that needed to be completed for example)…

Tie what you want family to learn to-do with what will help them complete their VBs with their student and partners. And really you could use both these learning targets together in one training and they would learn how to use two tools (Relationship Map and Transition Activity List) or re-word the 2nd example to speak to the Self-determination Checklist instead of the Transition Activities and then you cover both VBs in one training…

I hope these examples are helpful. If you would like individual feedback please contact your Region Rep, Cynthia Criss, Patti Grayson, Anne, or myself and we will be happy to assist.

Remember: in your end of the year reporting you want to be able to share, using data and anecdotal information, that:

1.      Parents learned information you set out to teach them (Learning)

2.      They used their new knowledge to do the ongoing/routine actions you supported them in doing (VBs) (Action)

3.      And the actions completed led to improvements in one or more areas related to student achievement/outcomes. (Outcome)