

# 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: **Aligning Spelling Practices and Science of Rdg** Standards Area: **ELA**  
Facilitator: **Erin Ciccone** School(s): **MCE**  
Beginning Date: **7/6/23** Ending Date: **7/7/23** # 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?

Closely examine the spelling resources we have from Zaner Bloser and UFlI. Create a plan and actual binder for small group instruction that aligns to our current understanding of the Science of Reading.

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

Third grade – we have shared on our MS Teams and have provided a copy for Susan Harrison so that the work we did can be used by other teams should the standards leaders choose to share.

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

4 – Aligning new learning (SoR training) to current practice

## FINAL REFLECTIONS

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

Yes- Our team was able to prioritize our instruction in phonics and spelling, create a shared sequence that reflects the most important teaching in phonics, agree on steps to use in small group, and create a binder of materials to allow us to stay on the same path throughout the year.

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

We shared our notes at the end of each day (samples attached) and reviewed the sequence and binders with a critical eye to be sure it meets our needs.

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

Attached please find our agreed upon sequence for instruction and the actual plans we will use in the 22 small group lesson we will teach this year in ELA.

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

Yes – alignment of ZB resources – Spelling Connections, ZB Quest, and UFlI

**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.**

# Collegial Circle Proposal

**Directions:** Complete all parts of this form and email it to Julie Barker at the Teacher Center. The Collegial Circle Committee will review the proposal and the facilitator will be notified within 1-2 weeks regarding the status of the proposal. Collegial Circle work may begin once acceptance notification is secured. Please do not begin work prior to receiving formal approval.

**Title of Circle:** Aligning Spelling Practices with Science of Reading

**Facilitator:** Erin Ciccone **Date of Proposal:** 5-19-23

**School(s):** MCE **Grade Level(s):** 3

**Standards Area(s)/Discipline(s):** ELA – Spelling, Reading

**Number of hours requested to complete your work (4-12):** 6 Hours

**Structure:** Identify the professional learning structure your circle will be utilizing to complete its work. For additional information, click on the link on the Teacher Center Webpage for **Collegial Circle Structures**.

	<b>Action Research</b>
x	<b>Book Study (Online Resource)</b>
	<b>Critical Friends Group</b>
	<b>Tuning Protocol</b>
	<b>Strategy Implementation</b>
	<b>Other:</b>

**Participation:** Membership in collegial circles should be determined by the type of work you are planning to accomplish and the model you are utilizing. As you are designing your collegial circle, it is important to consider your participants and who best to include in your circle. Have you considered including people who are outside of your grade level/department/building? This is not required, but it may enhance the work you are planning to do. Please list the members of your circle in the spaces provided below.

Participants (3-8 recommended):

- |                             |                            |
|-----------------------------|----------------------------|
| 1. <u>Courtney Harrison</u> | 6. <u>Linda Pilkington</u> |
| 2. <u>Emily Harris</u>      | 7. _____                   |
| 3. <u>Kate Amorese</u>      | 8. _____                   |
| 4. <u>Erin Ciccone</u>      | 9. _____                   |
| 5. <u>Angie Carpin</u>      | _____                      |

**A. What is the anticipated goal of your circle?**

Our circle will focus on a closely examining the free high quality online resources from University of Florida that support our spelling curriculum Toolbox | UF Literacy Institute. We will create a set of small group spelling lessons aligned to Spelling Connection supported by the toolbox and Spelling Quests (the new app by Zaner Bloser).

**B. What evidence do you plan to collect that will demonstrate you have met your goal? [e.g. student work samples, teacher-created materials, reflection journals]**

A teacher guide with small group lessons that include controlled text, dictation, letter and sound manipulation, and mapping for the following units: syllable types, long vowel teams, diphthongs, r-controlled syllables, digraphs and ending patterns.

**C. What is the expected new learning that will occur for participants as a result of your circle? On which resource(s) or research do you plan to base your work?**

Deeper knowledge of the ZB Spelling Connection Program – online and book versions  
 More thorough understanding of the phonics behind the spelling patterns we teach  
 Practice and planning of strategies that align with science of reading

**D. Review the document, *Five Levels of Professional Development Evaluation*, by Thomas Guskey on the TC webpage. At the end of your learning, with which level do you anticipate your work will be**