

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: Shifting the Balance Book Study Standards Area: ELA
Facilitator: Susan Harrison School(s): All K-5 schools
Beginning Date: 8/24/22 Ending Date: 5/9/23 # 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?

Our end goal was to develop instructional routines to support implementation of each instructional shift.

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

K-5

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

We selected Student Learning Outcomes.

FINAL REFLECTIONS

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

Yes. We focused on high-leverage instructional routines presented in each shift, selecting one or more to really work with. We developed a few connected resources that would provide consistency between the reading department and classroom teachers, and consistency from grade level to grade level and across elementary buildings. Our hope was to take on the perspective of a classroom teacher to develop new strategies to assist teachers in their small group reading instruction. It was a little challenging at first but with the focus by the authors on the classroom, it forced the reading teachers to put themselves in the shoes of the classroom teacher.

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

The reading teachers all also participated in LETRS training while we were doing this Collegial Circle. It was an overlap in their learning that helped them to make connections and be able to move through the Science of Reading learning at a deeper level. Their progress was evident in our conversations during the times when we were creating connected resources to support teachers in their reading instruction.

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

We developed a new High Frequency Word List for K-2 (included). This directly impacts classroom and reading teachers because the Shift has us going away from memorization of words. Instead, we need to encourage decoding skills on many High Frequency Words. This ends up changing the list for each grade level. We kept it aligned with the Foundations Trick Words, but added in the "109 Power Words" presented in the book. We also developed a mock up of a poster/bookmark (included) that would act as a replacement for MSV (3 cueing system). It will focus on the students using their VISUAL skills first by using their knowledge of sound/letter correlations. Then the students would use context to determine if they have solved the word.

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

Not really. It aligned more closely with "Participants' Use of New Knowledge and Skills". The reading teachers commented on how they have started weaving in the routines presented in the Shifts, but there was not the opportunity to look at data and see improvement in student performance. It ended up being more about the application of the ideas presented in the book to the everyday practice of working with struggling readers.

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 did not anticipate, in the beginning, that this book would end up becoming our "go to" for all classroom teachers, K-2. It was used at Spring Release Days as our main resource to help teachers to understand what science is telling us about reading instruction and how we can shift our thinking to better serve all of our students. It was also unanimous that we wanted to continue our work in another Collegial Circle based on the follow up book for Grades 3-5. Everyone is chomping at the bit to read it and see how much we can develop for the intermediate teachers.