

# 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: Science of Reading Standards Area: Elementary ELA  
Facilitator: E. Ciccone School(s): All  
Beginning Date: 8-17-22 Ending Date: 8-24-22 # 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 department will study the research in the science of reading in order to make changes in our reading pathways documents which provides guidelines for who we service in reading support and with what focus.

### 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?

2

## FINAL REFLECTIONS

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

Yes. The elementary reading department became familiar with the foundational documents that underpin the science of reading. We were able to explore these resources and reflect on changes we wanted to make to our services based on the research. Most notably, we need to strengthen our focus on phonological awareness and language acquisition in 2-5. We also did not find research to support intervening in comprehension before phonological skills are in place. Lastly, we are easing into discontinuing the use of the three part cuing system for reading comprehension.

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

Members of the circle used the shared MS Teams page we created to house research and share ideas. We reflected on the impact of this circle after seven months of teaching with our new knowledge.

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

We planned to recommend changes to the pathways document which guides how we deliver reading services (which would put this in a different Guskey category), but changes in leadership and lack of 100% participation demands a slower approach. The members of this circle decided to create a more of/ less of document to help us summarize how we can take steps towards the science of reading in practice immediately. Each teacher made changes to group focus and approach in their own setting prior to making these changes.

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

No. See above for details. We decided to make changes in our practice with students first, rather than make changes to the pathways document.

**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 intended to meet twice after school in the fall to reflect on how we were putting this work into practice. We did not meet as a group once the year began. We did exchange emails and use the Teams site some, but a formal meeting was not held. Had I continued in my former role, this would have been a nice next step, but I needed to focus on my new role and allow the new leadership to develop expertise in the science of reading so I stepped back.

# COLLEGIAL CIRCLE

## MEETING LOG # 1

**Date of Meeting:** 8/17/21

**Attendees:** Erin Ciccone  
Elizabeth Day  
Julia Anselm  
Kathy Rudd  
Carissa Calrsen  
Stephanie Smarsh

**Topics Discussed:**

8:30 - 9:30 Simple View of Reading

Watch video overview by [simpleviewofreading.org](http://simpleviewofreading.org)  
Then do this: Write our own 2 minute "elevator" speech to share with teachers

9:30 - 10:30 Four Part Processing

Study, sketch, and discuss the four-part processing model  
Then do this: Explain why this model is not compatible with the three part cuing system

10:30 - 11:30 Reading Difficulties  
Subtypes of Reading Difficulties Diagram

Then do this: Where do most difficulties occur? Where does dyslexia fall? Look at the pathways, what area do we pay the least attention to on our pathways document?

Homework: Watch one of the Amplfy Reading podcasts and be ready to share what you learned with our group (you pick!)  
Practice your elevator speech on one person before our next meeting.

# COLLEGIAL CIRCLE

## MEETING LOG # 2

**Date of Meeting:** 8/24/21

**Attendees:** Erin Ciccone  
Elizabeth Day  
Julia Anselm  
Kathy Rudd  
Carissa Calrsen  
Stephanie Smarsh

**Topics Discussed:**

8:30 - 9:30 Sharing our from Amplfy Reading and talking to colleagues

Take aways:

Feels like we rush to comprehension

The read aloud is more importnat than ever

Foundations is a good match

Feel better about K-1

Our teachers don't know what they don't know.

What really is language stucture.

Encoding = spelling

Guided Reading isn't the same as small group reading

Predicting, visualizing, beannie baby stratgies etc. are part of our culture.

We need to GO SLOWLY!

9:30 - 10:30 Scarborough's Reading Rope

Study, sketch, and define the parts of the rope on your own.

Then do this: Commen on these qesutions. How do we grow langauge comprehension and word recognition? How do we measure these standards?

10:30 - 11:30 Phonics

Look at Scarborough's Rope and the Four Part Processing Model together.

Then do this Why is phonics shows as it? Upload phonics assessments you use. Are we measuring the right "thing"?

Homework: Look at the phonics assessments shared. Deicded which ones are most aligned with science of reading.

# COLLEGIAL CIRCLE

## MEETING LOG # 3

**Date of Meeting:** 8/25/21

**Attendees:** Erin Ciccone  
Elizabeth Day  
Julia Anselm  
Kathy Rudd  
Carissa Calrsen  
Stephanie Smarsh

**Topics Discussed:**

8:30 - 9:30 Sharing our from assessment review

Take aways:

We don't measure much phonological skill

Encoding and decoding are different

The PAST is helpful for tier two - not practical at tier one

A phonics screener is needed in our district.

Comprehension is possibly over measured? Is measuring it authentic phonics assesment?

9:30 - 10:30 Ehri's Phases

Study, sketch, and define the parts of the phases on your own.

Then do this: Think of child you have worked with. What phase was he/she in? How do you know?

10:30 - 11:30 Action Steps for Us

Create a Do This/ Do That document to help people take little steps.

Separate by grade level. Focus on Fifth Gade First (see attached product)

Homework: Use the more of, less of document in your reading group planning. Future dates? More reflection? Connect with Susan.

Less of this at fourth and fifth	More of this at fourth and fifth
Teaching comprehension strategies	Working with words at the syllable level Text structure work Prefixes, suffixes, root words
Any strategy tied to the three cuing system (looks right, sounds right, makes sense)	Strategy for longer words Using context to check after decoding
LLI Lesson Plan	Plans that focus the two strands of the reading rope such as: Close work with vocabulary words, writing with words or reading in text, authentic related work (read aloud, love of reading)
Jumping from subject to subject	Use of text sets, related to science and social studies

Less of this at second and third	More of this at second and third
The Stars part of Cars and Stars	Regular PM with ORF or Cars Core Knowledge Phonics Interventions Fluency Work, repeated readings Explode the Code Word Warm Ups Phonological Awareness Foundations intervention
LLI Lesson Plan	Plans that focus on the two strands on the reading rope such as: Close work with spelling lists, marking words, writing with those words, reading in text, authentic related work (read aloud, love of reading)
Strategy of the Week/ Comprehension Tricks	Follow tier one spelling sequence
Jumping from subject to subject	Using text sets related to classroom content or student passion area

# 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:** Science of Reading  
**Facilitator:** Erin Ciccone **Date of Proposal:** 6-24-21  
**School(s):** All elementary **Grade Level(s):** K-5  
**Standards Area(s)/Discipline(s):** Reading Department

**Number of hours requested to complete your work (4-12):** 10 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</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. Erin Ciccone
2. Stephanie Smarsh
3. Stephanie Calvaruso
4. Elizabeth Day
5. Kathryn Rudd
6. Carissa Carlsen Trevas
7. Julie Anselm
8. Melinda Pizzo
9. \_\_\_\_\_

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

Our department will study the research in the science of reading in order to make changes in our reading pathways documents which provides guidelines for who we service in reading support and with what focus.

**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]**

We will identify how the science of reading is in support of or in conflict with how we identify and support struggling readers.

**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?**

Reading teachers will explore these five models for understanding reading. After learning about each model, we will examine our pathways document for implication. (No purchasing of texts required):

- The Simple View of Reading (Hoover and Gough)
- The Four Part Processing Model (Seidenberg and McClelland)
- Ehri's Phases of Word Reading Development (Ehi and Snowling)
- Scarborough's Reading Rope (Scarborough)
- Model for Subtypes of Reading Difficulty (Moats and Tolman)

