

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: Elementary Writing - Writing Pathways in PCSD Standards Area: Elementary ELA - Writing
Facilitator: Linda Donoghue Polvino & Kristin Thrash School(s): JRE, TRE, PRE
Beginning Date: 9/27/17 Ending Date: 4/17/18 # of Hours: 9.0

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 goal was to provide a communication avenue for PLC's in our five buildings who are working with the Writing Pathways book to revise our approach to Narrative, Opinion, and Informational writing.

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

Fifth grade and ELA - Writing.

FINAL REFLECTIONS

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

Yes. Members of the collegial circle applied the Writing Pathways progressions and checklists when working with their students in writing, focusing primarily on the genres of Narrative and Opinion. This work allowed us to discuss any appropriate revisions and changes these tools may have needed to work in our elementary classrooms across fifth grade within the district. We were able to communicate with each other and provide a feedback loop to the ELA steering committee over the year in order to prepare for future revisions of the writing curriculum.

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

We worked on using and making any needed revisions on the Writing Pathways progressions, checklists, and anchors that were shared with the ELA steering committee using One Drive Notebook on Office 365 that was dedicated to this project.

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

We were able to use pretests and post-tests for multiples genres in order to monitor student growth and to make instructional decisions based on what students needed. Students took on more ownership of their writing progress through the use of progressions and checklists. These tools were used to improve students' peer conferencing skills. Members also shared mini-lessons and additional resources that were used in writing that had an impact on instruction (i.e. Calkins Units of Study). Student work samples were shared with Erin Ciccone and members of the ELA steering committee for anchor papers that would be posted for other teacher use on nylearns.

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

Yes. The work completed by this circle aligned to action research that the ELA steering committee needed to lift the entire writing program at K-5 and build a district-wide understanding of writing development.

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.

Our hope is to continue this collegial circle next year to focus on collecting mentor texts for writing.