

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: Persuasive Writing In 2nd & 3rd Grade: Using Lucy Calkins' units of Study In Writing For Across Grade level Instruction Standards Area: ELA
Facilitator: David Wikiera School(s): ACE
Beginning Date: 8/21/17 Ending Date: 4/19/18 # of Hours: 9
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?

The anticipated goal for this circle was to improve persuasive writing in both 2nd and 3rd graders by using a new resource Units of Study in Writing by Lucy Calkins.

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

The grade levels included both 2nd and 3rd graders.

FINAL REFLECTIONS

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

The goal for this circle was met. Both grades piloted Bend 1 and 2 that included writing persuasive letters on a favorite book and writing persuasive speeches about solving a problem or recognizing a noteworthy person in the school. Both writing and reading features were included in these studies. Student writing pieces demonstrated essential elements that were taught. Students shared their pieces with another grade by reading their letters. They also shared their speeches with the necessary stakeholders in the school. Students enjoyed this project of writing persuasively.

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

We brought student work and lesson results to each meeting and talked about how to proceed. We brought students' final pieces and analyzed them for the important features that were taught. We were pleased with the new insights that students brought into their writing.

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

This new resource was challenging but worth it. The participants are to be commended for taking a risk and trying something new. Teachers said they would use this resource again to teach persuasive writing.

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

Yes, absolutely! Our goal was to implement this new strategy using a new resource and we all felt that it would be very good to use again.

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.

It was essential that we kept gathering to talk, reflect, and support each other in this endeavor. Teaching writing is sometimes more risk taking and challenging than other subjects. We supported each other and encouraged each other as we worked through each lesson. It was a big task once we realized how much of a shift we were taking on. It was truly collegial in all aspects.