



Collegial Circle Final Report

Please type in the information on this form, print it and send it to the Teacher Center along with the Collegial Circle copies in the check list below. Also, attach it to an email to Catherine Thomas to share in the Teacher Center's online Collegial Circle Archive. Thank you for being a part in the effort to improve teaching and learning for our students.

COLLEGIAL CIRCLE INFORMATION

Title of Circle: Aligning Common Core with Explicit Instruction Standards Area: ELA

Facilitator: Linda Russell School(s): BR, CR, SH, MH

Beginning Date: 10-15-12 Ending Date: 3-13-13 # of Hours: 6
Stephanie Smarsh, Angela Hewitt, Cheryl Philips, Janice Sengillo, Irene Hopp, Jessica Segar, Joann Mezzoprete, Meghan Stark, Carolyn Wagner,

Participants (list): Linda Russell

Please attach copies of the following to this report:

- ✓ Collegial Circle Attendance Log (required for payment)
- ✓ Collegial Circle Meeting Log
- ✓ Log of Strategies Implemented
- ✓ Samples of implementation strategies or student work samples if applicable
- ✓ Collegial Circle Reflection Sheets (each member fills one out)

COLLEGIAL CIRCLE DESCRIPTION

(Type your answer in the grey box below the question. The size of the box will adjust to the length of your answer.)

What were the anticipated objectives of this Circle?

Participants will:

1. **study interventions based on specific areas of processing deficits**
2. **align interventions to the common core standards**
3. **design instructional units**
4. **analyze student work**
5. **implement strategies learned**

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

Elementary special education and reading teachers

FINAL REFLECTIONS

(Type your answer in the grey box below the question.)

Was the outcome/goal of this Collegial Circle met? Explain.

Partially. We spent more time with and exceeded our goal of applying common core standards to challenging student populations. We found there was a need to develop our knowledge base for the six instructional shifts in the CCLS for ELA as not all had the same level of familiarity. We focused on explicit lesson design, aligned IEP goals to common core needs, and explored the staircase of learning complexity to determine how to modify goals for students with significant disabilities. We analyzed and modified one instructional unit using principles of universal design for learning. Because several members worked with students with significant disabilities, we looked at adaptive curriculums and supportive technology. Additionally, participants shared tools they used for data collection which was not part of the original plan. Participants left with specific instructional strategies for teaching the three tiers of vocabulary as well as strategies for teaching retelling (read to retell unit). We did not analyze student work, and spent less time on strategies because we were addressing such global issues.

How did the Collegial Circle assess whether the outcome was met?

Self-assessment and reflection forms.

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

Participants better understood how to address common core standards when functioning significantly below grade level. We also gathered more tools for data collection to measure their student's progress towards those standards. We learned specific strategies for vocabulary instruction, retelling (story grammar), and fluency.

Comments/additional information to share.

The circle was shortened from eight to six hours due to the facilitator's error in scheduling.

Log of Strategies

Aligning Common Core with Explicit Instruction

Explicit lesson format

Steps for teaching tier two words

Five day plan for vocabulary instruction

Text Compactor

Wordle

Scholastic activities scrapbook

ReadWriteThink (story grammar) interactives

Vocabulary grabber