



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 Laurie Hummel to share in the Teacher Center's online Collegial Circle Library. Thank you for being a part in the effort to improve teaching and learning for our students.

COLLEGIAL CIRCLE INFORMATION

Title of Circle: **Collecting and Organizing Mentor Texts and Conferring with 2nd and 3rd grade Writers** Standards Area: ELA

Facilitator: David Wikiera School(s): Allen Creek

Beginning Date: Sept. '09 Ending Date: May '10 # of Hours: 9
Ingrid Ferrara, Sam Crawshaw, Jean Gefell, Jason Juszcak, Kathleen Roser,

Participants (list): Dennise Zobel

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 were to gain skills and strategies in conferring with students, create/collect/organize mentor pieces in usable format and implement a student response sheet to use for critical thinking about writing

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

Writing, grades 2-5

FINAL REFLECTIONS

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

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

Yes. We were able to implement a conferring model based on the work by Carl Anderson. We designed classroom posters for students to use to help them confer about their own writing. We implemented a number of different ways to record student work. Each teacher found a system that they felt was most effective for them. We practiced analyzing student pieces and what the student needed to learn next in their writing. We selected mentor pieces and set up an organizational system for their use in conferring.

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

Process- Anecdotal records show that student were more critical and metacognitive in their conferences with an adult. Conferences seemed to be more helpful to students and teachers could pick out examples of what was taught in later pieces that students wrote independently. Product – Teachers used their conferring posters, their Student Reflection Sheets and their mentor texts in their writing workshop.

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

Our collegial cycle impacted teaching and learning in several ways. First, teachers found useful format was implemented in conferring with students that proved to benefit student writing. Teachers report feeling more confident in analyzing student work and to be able to identify what needed to be taught to students in a conference. The conferring model gave direction to teachers in conferring with students and thus improved their instruction in writing. Students were impacted in several ways. Given a clear focus in a writing conference, students could implement suggestions in their next piece.

Students seemed to be able to talk about their writing, the writing process, and the four modes of writing more purposefully and intentionally. Teachers report that writing conversations were more focused and fluid as the year progressed.

Student writing reflected evidence of writing qualities and process

Comments/additional information to share.