



# 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: Developing Primary Students' Comprehension Standards Area: ELA

Facilitator: Dana Widmer-Quiel School(s): MCE

Beginning Date: 8/1/12 Ending Date: 1/29/13 # of Hours: 12

Participants (list): Dan Barnhardt, Bridget Bauman, Caren Glassman, Janice Sengillo, Meg Warren, and Dana Widmer-Quiel

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?**

Develop students' ability to think more deeply "beyond the text" and make inferences.

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

K-3 ELA

## FINAL REFLECTIONS

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

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

Yes. Our study group read Comprehension from the Ground Up by Sharon Taberski, identified practices that we would like to incorporate in our instruction, and shared what we learned from implementing some of these ideas in our work with students. We extended our collaborative learning by making connections between ideas in Taberski's book and concepts presented in other resources.

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

As we read each chapter, we summarized key ideas in our meeting notes. Prior to our sixth meeting, each participant identified five strategies or practices that he or she planned to try. At our last meeting, each teacher shared how he or she implemented ideas and how they impacted students' learning.

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

Sharon Taberski emphasizes a "slow and steady" approach in order to teach strategies and skills well. As we read the initial chapters of her book, we developed a shared vision of our goals for first grade readers and writers. Our overarching goal is to help students learn to comprehend texts more deeply by providing deliberate, rigorous lessons that foster thinking. The enclosed notes from our last meeting summarize how our work as a study group impacted teaching and learning. These notes include samples of students' work asking and answering questions as well as notes they wrote while closely reading two nonfiction sources.

**Comments/additional information to share.**

Thank you for supporting our study group. As we read Taberski's book, we realized that we were contemplating topics beyond helping first grade readers make inferences, such as parent involvement

and establishing instructional priorities. This forum for professional development requires the dedication of participants to read and reflect before each meeting. In addition, it is important to develop trusting relationships so that participants are willing to take the risk of sharing personal philosophies, successes and failures, in order to grow professionally.