



# 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 Lynda McGuire 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: ELA Best Practices & Instruction Standards Area: ELA

Facilitator: Mary Kokinda School(s): MCE/Thornell

Beginning Date: August 2011 Ending Date: May 2012 # of Hours: 7.5 of 12

Participants (list): Mary Kokinda, Teresa Henrichs, Kristin Thrash, Elizabeth Mitchell, Kelly Sanderson

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 PLAN & DELIVER SCAFFOLDED INSTRUCTION FOR AN EXPOSITORY WRITING GENRE UNIT.**

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

**3<sup>RD</sup> GRADE TEACHERS/ ELA**

## FINAL REFLECTIONS

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

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

**Yes, all participants became more knowledgeable regarding how to scaffold lessons for expository writing, what outcomes to anticipate, and in fact, taught the lessons. Student work was shared and analyzed, proving to be one of our favorite discussions as we examined the different ways we each used the rubric and judged the writing.**

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

After examining student work we could "see the teaching" and noticed when students produced expository writing pieces with clear claims and evidence to support those claims. We also noticed how well the larger claim was supported throughout the entire piece. The Calkins lessons helped so that students were elaborating much more.

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

**We benefited by really delving into some of the Calkins Essay units and providing each other with examples of lesson plans and student work. (All members shared student work however not every member is represented in the few examples attached other than on the rubrics.) We all agreed that the "teaching" was apparent in the writing pieces and that the students produced better pieces because of it. Teachers who were in their second year of trying the Calkins essay unit also felt that it went even better this year.**

**Early in the year Elizabeth shared the Thinking Stems (see copy of page) from the Calkins unit and explained how to use the idea of getting kids to notice something small, then to push themselves to say/write more about that thing. Elizabeth also created extensive notes on the lessons she taught**