



# 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: Individual Reading Assessment Elementary ELA  
 Facilitator: Erin Ciccone School(s): JRE and MCE  
 Beginning Date: 9/29/14 Ending Date: 1/28/15 # of Hours: 4  
 Participants (list): Kim Hosbach, Kirsten Weeks, Sherri Roberts, Courtney Coggins, Erin Ciccone, Amy Shannon (not reimbursed for her participation in this circle)

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?

Pilot the assessment in four classrooms and determine answers to research questions pertaining to how this product could be used in our district.

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

Fourth and Fifth Grades, ELA

## FINAL REFLECTIONS

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

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

The group met before school four times. Between meetings, we worked to implement the assessment to the following extent:  
 Hosbach – Used non-fiction with all students in her classroom and carried out small group lessons  
 Weeks – Used fiction with all students in her classroom and carried out small group lessons  
 Roberts and Coggins – Identified a small group of students to pilot the assessment, Used the assessment with a group of students and implemented the small group lessons with a wider sampling of students.

We were able to work on problem solving in the use of the assessment and answering the research questions in our before-school meetings as well as during classroom visits by Erin and Amy.

The group made a presentation to EAC in January to share these findings. (See agenda attached)

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

The outcomes were met. This collegial circle allowed EAC an opportunity to reflect on the pros and cons of both this assessment and the F&P which we currently use. All research questions were answered.

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

Several work samples are attached. Students whose teachers used this assessment clearly benefited from being a part of this pilot. Their reading instruction is more targeted and their assessment was

more authentic. However, the aim of this circle was beyond the impact of the individual teachers and students involved. While we did not decide to adopt or not to adopt this tool, we opened the door on discussion around the tools we use to measure student reading achievement in our RTI model. This was in direct response to a need expressed in EAC. Our teachers were able to see the pros and cons of adopting any one system and weight the F&P against other options.

**Comments/additional information to share.**

We hope to have additional circles examining promising products that might fit in to our assessment package and/or balanced literacy approach in Pittsford.