



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: The CAFÉ "Way": Engaging All Students in Daily Literacy Assessment & Instruction Standards Area: ELA

Facilitator: Elizabeth Mitchell School(s): MCE/PRE

Beginning Date: August 23, 2013 Ending Date: May 1, 2014 # of Hours: 11 hours

Participants (list): Elizabeth Mitchell, Kristin Thrash, Mary Kokinda, Amanda Moon, Liz Knowles, Ashley Ford, Danielle DeManicor, Gail Hall

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?

After further investigation of the theories and instructional methods behind the CAFÉ (Comprehension, Accuracy, Fluency, Expand Vocabulary) reading coach model, participants will be able to successfully launch and maintain student records and frequent coaching appointments with students to meet their individual reading needs in a meaningful, data-driven way. The participants will be better able to more purposefully guide and support students with specific reading strategies to become more skillful, strategic readers.

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

ELA- First Grade-Third Grade

FINAL REFLECTIONS

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

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

Our collegial circle's outcomes shifted partway through the year. After several meetings, analyzing what we were doing with CAFÉ in our classrooms, and by studying the Common Core Reading Units for second and third grade, the circle members shifted our objectives slightly than what we started with in August 2013. Our current ELA block made it difficult to work individually with all readers in our classroom, but we did agree that the CAFÉ strategies worked very well to support readers who were either reading below grade level, readers who were on the cusp of requiring additional reading support, or those readers who were in the RtI process (Tiers I and II). CAFÉ provided a great vehicle to teach a struggling reader a specific strategy that would improve his or her comprehension, accuracy, fluency, or understanding of vocabulary and provide that reader with purposeful, explicit, and individualized support. We agree that the initial launch of the CAFÉ reading strategies, the foundational strategies suggested at the beginning of the year, and explicit modeling in a whole-group or small group setting was extremely beneficial, and many of us observed our students increase their metacognition of the use of reading strategies as they read either with us or independently. Our initial goal of launching a purposeful reading strategy system was met. An area that we focused on towards the middle of the year was to align specific CAFÉ strategies to the 2nd and 3rd Grade Common Core Reading Units, and we plan to focus in on those strategies present in each unit next year in

addition to the initial launch of the foundational reading strategies at the beginning of the year. As we become more comfortable with the time management of the reading units and our work with individuals and small groups, some of us would like to re-visit individual coaching sessions and the management of that part of CAFÉ. Based on the outcomes that we developed part-way through the collegial circle meetings of aligning the CAFÉ strategies with the reading units that we currently teach, we feel that the outcomes were met appropriately.

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

Our conversations during meetings continued to return to our essential goal: Is what we are doing with CAFÉ helping to improve the reading ability of our students? Through our discussions, observations of students' reading habits and improvements, Fountas & Pinnell Benchmark Assessments, and our own reflections, we observed many of our readers become more strategic in their reading activities, in large part thanks to the strategies explicitly taught through CAFÉ in a purposeful, individualized way. The launch of the CAFÉ strategy board and the foundational CAFÉ strategies within the CAFÉ approach helped provide a meaningful anchor that we continue to refer to throughout the year.

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

We became more strategic and purposeful in explicitly teaching reading strategies to our classes, small groups, and individuals. As stated in several meeting minutes, the CAFÉ approach gave us a focused and targeted vehicle to quickly and effectively help improve comprehension, accuracy, and fluency in our readers by teaching them a specific strategy to focus on when reading.

Students became more self-aware of the strategies that they activate while reading. Based on our coaching sessions and small group instruction, students were able to better understand how certain strategies helped them while reading. See work examples from Paige and Carly (11/21/13) and Student Summaries 1 and 6 from Kristin Thrash in the final report packet as examples of this self-awareness.

Comments/additional information to share.

Thank you for approving this collegial circle for the 2013-2014 school year. We all felt that it was wonderful time well-spent!