



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: Understanding the K-2 Writing Continuum for Personal Narratives (Small Moments) Standards Area: ELA

Facilitator: David Wikiera School(s): ACE

Beginning Date: 3/13 Ending Date: 5/8 # of Hours: 5

Participants (list): Lori Lusk, Kate Cardella, Jo DiPasquale, Maureen Deckman, Ingrid Ferrara, Amy Pelletier

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 deepen their understanding of the components of the Lucy Calkins Writing Continuum that will be used in the district for k-2 writing samples. Participants will see how the continuum matches the Lucy Calkins Units of Study writing lessons and reviews various mentor texts that can be used for instruction. Participants analyzed k-2 student writing using the continuum and make individual writing plans for students.

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

K-2

FINAL REFLECTIONS

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

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

Most definitely. The level of understanding of the continuum and using it to help plan for student writing goals was evident when reviewing student work and setting goals. All the k-2 teachers showed an ability to define the 4 areas on the continuum and apply them to their instruction and student pieces.

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

We looked at student work, scored it individual, and then compared results to see if we all were in agreement. We used new mentor texts in our instruction and matched texts to Lucy Calkin's lessons in our classrooms. We saw improvement in student writing samples.

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

The small moment lessons were used in our classrooms. Teachers brought new student work to the group to review and analyze for evidence.

Comments/additional information to share.

This was a terrific opportunity to help and support each other across classrooms and across grade levels. Conversations about what to expect, what to cover, and what to use for writing instruction happened frequently at each of our meetings. The level of confidence in how to look at a piece of student writing increased as well. We encouraged, supported, and critiqued each other and became better teachers of

writing.