

Collegial Circle Final Report

Please complete all information on this form. After it is complete, send it to the Teacher Center along with other supporting documentation. Electronic copies are preferred whenever possible.

COLLEGIAL CIRCLE INFORMATION

Title of Circle: Vocabulary Development in K and 1st Standards Area: ELA
Facilitator: Bridget Bauman School(s): MCE
Beginning Date: 12/18 Ending Date: 3/11 # of Hours: 6

Please submit copies of the following to this report:

- ✓ Collegial Circle Attendance Log
- ✓ Collegial Circle Meeting Log
- ✓ Samples of strategies implemented, materials created, or student work samples where applicable
- ✓ Collegial Circle Reflection Sheets - completed by each participant

COLLEGIAL CIRCLE DESCRIPTION

What was the anticipated goal(s) of this Collegial Circle?

To improve/increase student vocabulary.

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

Kindergarten and first

FINAL REFLECTIONS

Was the goal of your Collegial Circle met? Please explain.

Yes, children became much more aware of words and their meanings. Words explicitly taught were used by the children in conversation and in their writing. Some of us used the "Words, Words, Words" procedure that we learned about in *Comprehension From the Ground Up* (Taberski) and most of us used student vocabulary notebooks. Pictures and examples of both are included with this report.

How did the members of this Collegial Circle assess whether the outcome was met? What evidence was utilized to assess your progress?

The WOW Word wall (Taberski's Words, Words, Words) was a good indicator of how children were learning and using new words, as each time someone came across the word in print, used it in conversation or in their writing, we placed a tally next to the word.

How did your work impact teaching and learning? [include student work samples, lesson plans, peer reviews, etc.]

Students added words to their vocabulary notebooks weekly and began to use these in their writing and conversations. Please see pics of notebook pages, our WOW Word Wall, and student writing samples using the words. Also included with this report are lists of read alouds with possible vocabulary words and examples of games to reinforce vocabulary.

Did your work align with the Level of Evaluation you identified in your proposal? Please explain. [Refer to the document, *5 Levels of Professional Development Evaluation*, on the TC webpage.

Level 4--We used a variety of resources to learn more about how young children acquire vocabulary and strategies and procedures to help them do so. We were disappointed that we were not able to find a resource specifically targeting primary students, but felt that we had a few quality resources to use. We were able to see the result of explicit vocabulary instruction in our student's writing and conversations.

Please include any additional comments you would like to share with the Collegial Circle Committee. This may include unanticipated outcomes, next steps, new learning, etc.

Some of us may look into possible assessments for future use, but at this time all we found required 1:1 interviews which we simply did not have time for in our busy schedules. The Vocabulary Assessment found in the Fountas and Pinnell Benchmark System may be a good, simple model.