



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

Book Study: Elementary and Middle School Mathematics: Teaching Developmentally by John Van De Walle Standards Area: Math

Title of Circle: _____

Facilitator: Jessica Bonadio School(s): Mendon Center

Beginning Date: Oct 15th, 2013 Ending Date: May 12th, 2014 # of Hours: 10

Participants (list): Jessica Bonadio, Sue Ann McGrath, Angie Carpin, Mary Kokinda, Kristin Thrash

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?

To increase understanding of mathematical concepts as they pertain to Common Core Standards, and to use that understanding to develop unit plans and interpret student work and assessments.

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

3rd, 4th, 5th - Mathematics

FINAL REFLECTIONS

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

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

The goal of this Collegial Circle was met. Teachers from 3rd, 4th, and 5th grade came together to discuss the conceptual understanding of mathematic principles as they applied to each grade. Each meeting focused on a different chapter of Van De Walle's book. It was beneficial to have these discussions across grade levels. Together we were able to identify common misconceptions that are consistent across grade levels, build in supports for difficult math topics, add conceptual lessons to our repertoire, and analyze student assessments at a deeper level.

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

The group held discussions after each chapter and brought in work samples to share. Some chapters were more beneficial than others. When a chapter didn't bring about sufficient new ideas and information, the team shared lesson plans, strategies, and methodologies that were working in their classrooms, researched web sites and other books mentioned in the text, and evaluated our current instructional resources (Envisions, Investigations, and the Engage NY lessons) .

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

The Collegial Circle affected lesson planning, unit planning, and the sequence of learning for many areas of study. Many group members reordered and restructured unit plans to provide for more conceptual understanding upfront. The Van De Walle text provided numerous technology recommendations that impacted differentiation in the classrooms and various avenues to increase student engagement and provide multiple methods of information representation. Also, by providing the information at a developmental level instead of a grade level format, we were able to assist students based on their current abilities in a more individualized instructional plan. Teachers brought in lessons and student work that was adapted for the other grade levels represented. For example,

Mary taught her 3rd graders how to place fractions on a number line through the use of ribbon (to demonstrate an Open Number Line). Students progressed from the tangible ribbon to paper and pencil. Jessie took this idea to her 4th grade class. The Fraction Clothesline progressed student's understanding as they were asked to order fractions represented as mixed numbers, improper fractions, and fractions had unlike denominators. Sue Ann adapted the project further as her 5th graders were asked to place both fractions and decimals on an Open Number Line and to present the reasoning to the class.

Comments/additional information to share.

We would like to continue this book study next year using the same text. Our plan for next year is to revisit key chapters and spend more than one meeting discussing best teaching practices and ways to implement project based learning when applicable.