



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: Comprehension Through Conversation Standards Area: ESOL
ACE, BRMS, JRE, MCE,
Facilitator: Laurie Glasgow School(s): CRMS, PRE
Beginning Date: Sept 12, 2013 Ending Date: April 7, 2014 # of Hours: 6
Participants (list): Emily Odhiambo, Lindsey Kurth, Laurie Glasgow

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.)

Anticipated objectives: As a result of this circle what would you like participants to know and be able to do?
Understand and implement the critical role purposeful talk plays in our classrooms to support comprehension, critical thinking, and literate habits of mind of English language learners. We will examine practical ways to structure this talk to support the development of academic vocabulary, reading of complex texts, and text based answers expected by the Common Core Learning Standards.

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

All students and subject areas K-12

FINAL REFLECTIONS

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

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

This process was interesting to observe as the students were encouraged to listen and speak their thoughts purposefully. Encouraging and convincing them that their thoughts are valid and valued was visibly observed in their posture, eye contact and thinking time. Research on this from the Stanford Graduate School of Education (appendix A) tells us the habit of 'teacher speak – students listen' will be a difficult one to change.

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

Each participant recorded (transcribed) a literature based, teacher led discussion in the fall of this year. After learning techniques in Comprehension through Conversation understanding 'purposeful talk' and listening skills in order to scaffold off others ideas our spring evidence is quite remarkable.

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

Please see transcriptions in Appendix B

Comments/additional information to share.

Judy Liestman suggested we attend on conference on this topic at BOCES 2. Due to the high cost of us attending it was decided a Collegial Circle would be a good idea.

Having seen purposeful talk attempted in a 3rd grade classroom where the teacher said "Ready, set, go!". I observed every student talking to a partner with increasing volume. There was nothing

purposeful nor was any learning taking place. I was convinced there was a better way to do this.