



Collegial Circle Final Report

(To be filled out by Contact Person)

Contact Person: Donna Nichols School: MCE, PR, JR

Members:	<u>Rebecca Keebler</u>	<u>Karen Socker</u>
	<u>Debbie Parnell</u>	<u>Suzanne Cimino</u>
	<u>Meg Warren</u>	<u>Caren Glassman</u>
	<u>Cathy Schneider</u>	<u>Bridget Bauman</u>
	<u>Dana Quiel</u>	

Anticipated Objectives: _____
Change the weather unit to be a full year unit versus a 6 week unit. Integrate the science unit with language arts, math and social studies where applicable.

Beginning Date: July 08 Ending Date: May 09 # of hours 12

- Attachments: Please attach copies of the following to this cover sheet
- € Collegial Circle Attendance Log
 - € Collegial Circle Meeting Log
 - € Log of Strategy/Strategies Implemented
 - € Samples of implementation strategies or student work samples if applicable
 - € Collegial Circle Reflection Sheets (each member fills one out)

Final Reflections:

1. Was the outcome/goal of this Collegial Circle met? Explain.
Yes. The teachers first reviewed the curriculum document and the current unit to determine if the documents were aligned. Some changes in the curriculum were suggested. The yearlong unit was created based on the essential understandings identified in the curriculum and best practices of the teachers in the 3 building. Teachers shared student responses (anecdotal) to the lessons they had taught in this unit. New ideas were discussed and tried by different teachers. The information was brought back to the collegial circle. The circle did not establish key questions but did establish a series of suggestions for formative assessments as teachers proceed through the unit. Creating, reading and summarizing weather charts or graphs was determined to be a key formative assessment piece, moving students from lesson, to guided practice and hopefully to independent practice by the end of the school year.
Bridges Math Number Corner (temperature) was integrated into this unit. Language arts was incorporated through the summarization of weather observations and data.

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

Teachers in the three buildings have created a revised unit with suggested formative assessment strategies to use to teach weather next year (09/10). The lessons and strategies developed as part of the unit have been tried in the classroom of at least one teacher on the collegial circle. The information has not been used as a formative assessment. Kits were created by the group and purchased by the standards leader to make it possible to teach this new unit without the restriction of a leased kit and BOCES timelines. This new unit is a more focused unit concentrating on the essential understanding and skills. ELA and math have been integrated. This new unit will be used during the 09/10 school year and monitored by the Elementary Science Steering Committee. Teachers in the other two elementary schools (TR and AC) have agreed to pilot this unit during the 09/10 school year also. As part of the pilot, teachers will use some of the formative assessments and where possible and applicable collect student data. Collegial circle members plan to submit a 09/10 collegial circle request around this formative assessment piece.

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

Student work was discussed but not collected at this time. The group focused on best practices and integration. Teachers added new strategies to their repertoire and were more consistent in their math and ELA applications of the unit. The standards leader will put together new science binders based on the work of this circle. After the initial pilot of this new unit in 09/10, the unit will replace the current weather unit. The new unit involves more student data collection and may more opportunities for students to summarize and reflect on their work and the data.
