

Collegial Circle Final

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: **Voice in Composition , Part II** Standards Area: **English**
Facilitator: **George Steele** School(s): **Pittsford-Sutherland**
Beginning Date: **10/16/17** Ending Date: **5/8/18** # of Hours: **12**

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 identify some basic components of "voice" in amateur and professional literary efforts and to develop ideas for improving students' comprehension of voice in their own writing. In this second year of our circle, we focused on methods of helping students directly through discussion and revision and on deciding on specific areas of revision of our Journal Guide.

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

Language Arts, Grades 9-12

FINAL REFLECTIONS

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

As planned, we reviewed certain relevant chapters of "Crafting Authentic Voice" by Tom Romano, along with other helpful texts, including Don Murray's "The Craft of Revision". I've included in our packet a draft version of our new Journal Guide, which we will make use of next year.

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

I made fairly extensive notes during each meeting, and composed narratives which provided each member of the circle with evidence of the texts we read and made use of. The new version of the Journal Guide reflects, in part, some of these discussions, but we agreed that it was a work in progress.

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

One of the most important aspects of what we discussed had to do with how to help students become more confident in working in the more "creative" genres, such as fiction and poetry. Some of us might begin work on a more extensive revamping of our poetry lesson plans as a result of this work. Certain ideas were incorporated in the "creative response" sections of the Journal Guide.

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.

Similar to what we discovered last year, I believe our work in this circle was aligned with the following Evaluation Levels: Participants' Reactions, Participants' Learning, and Organization Support and Change.

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.

We do anticipate that some of us will be working on developing new ideas for more effective organization of portions of our poetry response and composition curriculum. We also want to think about doing more with metacognitive narrative in order to improve certain aspects of revision.