



# 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: Developing Standards Based Activities to Scaffold Learning Standards Area: ELA

Facilitator: Liesa Ehrlich/Ann Shelp School(s): BR

Beginning Date: 7/16/2014 Ending Date: 8/5/14 # of Hours: 12

Participants (list): Liesa Ehrlich, Ann Shelp, Geri Drooz, Debbie Keeley, Emily Labenski, Kristen Dolan

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 rigor of student learning by designing learning experiences that scaffold deeper, independent thinking. To learn new strategies that will help students discuss and write about texts at more complex levels.

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

English 6, Resource, Reading/Writing Support

## FINAL REFLECTIONS

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

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

Yes. Our new learning included how to scaffold students' thinking in order that they will, over time, learn to more independently analyze and draw meaning from text. We learned how to help students use *Notice and Note* close reading strategies, as well as strategies from Chris Lehman's *Falling in Love with Close Reading*, to take note of how authors use word choice, and craft, and other elements to develop setting, characters, and plot in order to convey meaning. Along with this, we discussed the Gradual Release of Responsibility Model and the need to model for students how to use strategies without telling students answers or what to think. We learned that question stems and questioning taxonomies can be used to write more rigorous text-dependent questions, and using question stems in conjunction with more open-ended tasks, such as double entry journals and quick writes can help students internalize ways to independently make meaning from text—these techniques will also allow more flexible learning opportunities since open-ended tasks can be scaffolded according to students' needs. Finally we discussed the need for students to learn from each other. We discussed strategies such as Save the Last Word for Me, Turn and Talk, and Think, Pair and Share as ways to get classroom conversations to become more student-centered. Using these strategies will create more rigorous learning experiences, along with increased student engagement and higher level thinking.

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

We have created activities to use in our Family Unit (see attached)

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

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**reviews, etc.**

Our teaching will be impacted directly. As one member put it, "This type of teaching requires a philosophical shift." We realize there needs to be greater emphasis on student-to-student learning, and we need to move from "telling" to having students "uncover." That requires a shift in thinking as well as more emphasis on the processes students need to use to in order to learn more deeply. We are a collaborative group, and we recognize that while we don't yet feel like experts at implementing all we learned, we will work together to create increasing opportunities for our students to shoulder more of the thinking, and we will come together to reflect on and modify what we implement in order to ensure we are best meeting students' needs.

**Comments/additional information to share.**

Because several new texts, ideas and strategies were presented during our meetings, it was agreed that more time was needed. The group plans to meet again after having time to implement what was created. At this time we will decide if there is a need/ desire to form another circle.