



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 Lynda McGuire to share in the Teacher Center's online Collegial Circle Library. Thank you for being a part in the effort to improve teaching and learning for our students.

COLLEGIAL CIRCLE INFORMATION

Title of Circle: Planning, Instructing, and Assessing Writers Standards Area: English, Literacy
Facilitator: Emily Labenski School(s): BRMS, CRMS
Beginning Date: 10/11/12 Ending Date: 5/8/13 # of Hours: 8
Participants (list): Liesa Ehrlich, Ann Shelp, Emily Labenski

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?

As a follow up to our literacy conference at Lesley University this summer, we will be reading *Assessing Writers* by Carl Anderson. As we read we will apply the information learned from "The Language of Teaching: Planning, Instructing, and Assessing Writing K-8." We will develop a common practice and language around the following:

- What you need to know about students to assess them as writers
- How to uncover and make sense of this information
- How to make an individualized plan for each student
- How to use these plans when you confer
- How to structure units of study to meet classroom-wide needs

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

Grades 6-8 would benefit from this circle. Subject areas that would benefit from the work in this circle would be primarily English and Literacy skills, although elements of the writing assessments could be broadened to multiple disciplines.

FINAL REFLECTIONS

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

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

We planned to conduct a case study at each middle school using pre-assessment, mentor texts, and conferencing. At each middle school, we targeted a student to monitor their writing and assess their progress using the variety of suggested t-charts and organizers in *Assessing Writers*. As a group, we delved into the student work and created individual learning plans to aid the student in their progression in literacy.

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

We periodically checked student work to assess progress. We read and discussed Carl Anderson's *Assessing Writers*. We developed assessment tools, including t-charts and organizers, strategies for conferring; ensuring that each student in our case study has an individual plan for instruction. We used student work, as well as, notes on reading *Assessing Writers* and discussions. We also included the copies of assessment tools that were developed. By studying *Assessing Writers*, discussing the various assessments tools, and putting into practice the conference techniques, we were able to complete the projected outcomes.

Moving into the next school year, we would like to work together on creating minilessons to use for students more readily in writing. In addition, we would like to utilize the t-chart and organizer for a wider group of students to track and create individual learning plans.

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

Gathering data, analyzing, and conferring helped the group work collaboratively and think more critically on how to assess student writers. We found it most helpful to go through student work as a group and verbalize what we noticed and possible next steps in developing an individual learning plan. As we grew more comfortable with Anderson's format for conferring, we decided what would work best in a literacy classroom versus English classroom.

Comments/additional information to share.