



Collegial Circle Final

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: Word Study for Secondary Students Standards Area: Reading
 Facilitator: Emily Labenski/Liesa Ehrlich School(s): BRMS/CRMS
 Beginning Date: 9/24/14 Ending Date: 12/17/14 # of Hours: 9
 Participants (list): Deana Cleason, Tara Fox, Jan Hawkins, Pam Metzler

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?

Use aligned best practice assessments(s) and planning templates and/or protocols for aiding students in word study (encoding/decoding skills and vocabulary development)

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

6-8

FINAL REFLECTIONS

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

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

Yes and no. We had anticipated creating tools for assessing students' needs/progress, which we have done where encoding is concerned. We have agreed upon using the spelling inventories and several checklists designed to screen/assess students encoding abilities; protocols and timelines for those inventories will be delineated in the manual we are creating for reading teachers. Where instruction is concerned, participants have agreed to attend to the order presented in Words Their Way, noting that at this age, not all students will need the same intensity of instruction in all patterns. A student falling at the within word pattern stage, for example, may not need instruction in the long vowel pattern v-c-e, for example, but he may need more intense instruction in ambiguous patterns (less common patterns for long e, for example).

To aid in sequence, one section of the manual will be devoted to quick reference charts so that reading teachers will be able to note at a glance upcoming patterns to teach. Other charts will include other points of reference, such as best uses for certain assessments, etc.

In order to align instruction without stripping teacher autonomy, we are including book notes in the manual (in order that teachers will have a quick go-to for centering instruction when they feel it is necessary), and we are including a section devoted to templates to enhance best practice instruction. As teachers find strategies/activities that have merit, we can include them in the manual.

So—where addressing the aforementioned “no” is concerned, there is more work that needs to be done. We need to continue to hone and reflect on instruction, and we agree that we need to come together to

best learn how to create learning goals/targets for students; however, it is worth noting that the goal-setting/monitoring charts included in the manual will aid in that.

We further need to spend more time discussing vocabulary development. Nine hours was just not enough to cover everything.

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

Throughout the circle, we brought discussion back to our stated goal, discussing and reaching consensus regarding assessments and materials to include in our manual. The manual itself serves to demonstrate what we have accomplished—and we anticipate adding to it over time.

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

Throughout *Words Their Way*, the authors note the reciprocal relationship between reading/spelling/vocabulary. In addition they point out that when students have to exert much of their cognitive energy on decoding, there is less cognitive energy left for making meaning. Participants have been exposed to the notion that for some of our students, lack of word knowledge impacts both their ability to read as well as write. For some students, comprehension strategies alone will not best meet students' needs—they need explicit instruction in developing word knowledge. At the same time, instruction should not happen in a vacuum—so we need to find balance and ensure students have ample opportunities to practice what they have learned.

Having said that, incorporating word study (particularly encoding) into the secondary reading room was new to some; therefore, people are still working to figure out when/where to incorporate this instruction into their classrooms.

We have included some limited student work samples.

From a student perspective, we have learned that students need to know the whys—why it is important to engage in word work, and the why behind how words work. The goal is to get students problem-solving and generalizing what they learn to other contexts; in addition. This instruction becomes generative, since students are able to take what they learn and apply it to words they have not yet encountered.

Comments/additional information to share.

Please see Emily's and Liesa's reflection sheets.