

# Collegial Circle Final Report

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: **Notice and Note** Standards Area: **English/Reading/Spec Ed**  
Facilitator: **Liesa Ehrlich** School(s): **BRMS**  
Beginning Date: **7/19/15** Ending Date: **2/29/16** # of Hours: **7**

*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?

Teachers will be able to communicate a shared understanding of and be comfortable with integrating *Notice and Note* strategies into the classroom.

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

Grades 6, 7, and 8, reading, English, and special ed.

## FINAL REFLECTIONS

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

For most participants, yes. Most teachers in the circle have been working to implement strategies learned. As you will see through the discussion notes, teachers reflect on how things went—what they liked as well as things they would change. In addition, you can see evidence of extensions in learning as teachers reference how learning about this process has changed the way they themselves read, how what we have learned offers a more authentic approach to closely reading text, and how techniques learned might even influence students' writing. In addition, we have included some documents that teachers created and used in their classrooms.

A couple of teachers have not yet worked to apply what they have learned. These teachers and I have undertaken some other challenges this year in addition to the Notice and Note work, including embedding more authentic pre-assessments, using writing assessment checklists, and dabbling in the creation of learning targets. These teachers will be working to apply what they have learned from the collegial circle in an upcoming unit a bit later this year.

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

Discussion notes were used and documents created are included. Those teachers who have not yet had the chance to implement what has been learned will send along what they create/use at a later date.

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

Again, some of this comes through in the discussion notes. Teachers have also included some materials created.

### 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.

Yes—we felt our work aligned with the participant's level; that is, teachers worked to acquire knowledge of strategies; the discussion notes revealed that teachers gained knowledge of the strategies and most have now had some experience implementing them and reflecting on that process.

**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.**

I enjoyed this circle. I appreciated my colleagues' honesty and willingness to share their thoughts—the things they would do differently as well as the things that went well. All participants actively listened and asked questions of one another—and all consistently share resources, ideas, etc.

I am further impressed that the more teachers spend time with the Notice and Note approach, they see the value in letting students generate the thinking and ideas for discussion, which is really getting at the authors' definition of rigor—"...a characteristic of our behavior with that text." Letting go can be hard to do given the fear that may lead to wasting valuable time—but it is exciting to hear about the quality of discussion that students have been having. In addition, it was comforting to know that all students could share in discussion—that these strategies naturally allow for differentiation (there is no one "right" answer, but students are required to use evidence to support assertions), challenging our most able students while ensuring that those who struggle can actively participate in higher-level classroom discussion. I know that in classrooms where I have observed the implementation of this approach, student engagement has been high as they debate and discuss what they noticed as well as the implications of what they notice in text. As a couple of teachers mentioned, so much of what we try to "cover" comes out during this authentic discussion.

Finally, it is exciting to know that all the English teachers, reading teachers, and learning specialists were willing to take part in this learning, building shared knowledge, meaning that over the course of middle school, we will be able to expose and re-expose all students are to Notice and Note strategies. This should help ensure that, over time, students will internalize this approach to reading and looking more deeply at text. The challenge will be keeping that conversation across teams and grade levels going.