

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: Enhancing Instruction, Engaging Students Standards Area: ELA, Social Studies, Math
Facilitator: Mary Kokinda School(s): JRE
Beginning Date: August 2022 Ending Date: 4/19/23 # of Hours: 9
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?

We will examine research-based instructional methods and strategies in order to present NYS and PCSD curriculum in our 5th grade classrooms in increasingly engaging and effective ways resulting in stronger student ownership of the work itself and growth in their work habits, skill sets, and knowledge base. After listening to a curated collection of podcasts as our resources, we will think critically about the best use of the strategy taught in the podcast. We will collaboratively plan lessons, leading to the implementation of new techniques which we will reflect on together.

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

Grade 5, all subjects that we teach

What level of Guskey's Professional Development Evaluation did you select for this Circle?

Our work should result in changed Student Learning Outcomes as a result of Participants' New Knowledge and Skills.

FINAL REFLECTIONS

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

Yes. We did learn about and try to engage students in more effective ways which did result in stronger student ownership of the work. We also felt renewed ownership of our own set of practices and felt permission to revise and expand our practices which allows us to be more precise, thoughtful and purposeful in what we ask students to do every day. In our discussions it was evident that each of us was in different places with comfort levels for different strategies, but also was careful to consider the students in front of us when deciding how and what to try.

In the words of the members of this circle:

Much of the information we were able to gain from listening to a variety of experts was relevant and applicable to our classroom practices and instruction. I believe this new learning led to group members adopting new practices in the classroom, as well as to discussions about how those new practices were working.

Podcasts we listened to included researched-based methods from experts in the field of education that I was able to directly apply to my teaching. It was a great experience learning about strategies that could be directly applied to ELA, math, and social studies, as well as helpful information about the adolescent age group in general. After implementing the methods, we learned about, I felt as though student

engagement increased. It was also helpful to hear how my colleagues had similar and different experiences with their groups after implementing shared strategies.

I found our PLC to be enlightening. I learned a lot from the podcasts and through the discussions I had with my colleagues. Many of the strategies I have applied to math and ELA. Some podcasts were beneficial to the overall climate and structure of the classroom. It was insightful to learn more about the age group I am working with and the different personality types that are found in groups of people. I look forward to revisiting some of the podcasts over the summer as I prepare for the upcoming school year.

Some of the podcasts reminded me of things I had learned about years ago but had dropped the practice of after changing grade levels. Change in position can be overwhelming as you learn new curriculum in every content area and you are so focused on the new content and standards, grateful for what others share and pass on to you, that some of your own past practices that were successful fall away. This was a great change to revisit some old ideas but also, permission to try some new. It was also a reminder that simple moves, like having conversation routines, can positively change the whole dynamic of your class!

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

I suppose if we did not meet our outcome it would mean that we did not try anything new however we all did. We also all spent a lot more time considering how to approach topics and how to present them. I think this was evident through our weekly conversations about what we were doing with our homeroom and math classes. We are still working with kids who have been impacted by Covid years, and who are students who are very different than students of the past for other reasons. Not getting stuck in our own routines is more important than ever. This was helpful with that!

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

We originally stated, "We expect to learn some instructional strategies and methods that allow us to create better access to our curriculum for our students. We hope that we can use these practices more widely across content areas over time." At this time we have a much more clear view of 'knowing what we don't know' about our content areas as it takes a lot of time and experience to hone that knowledge with regards to standards, district expectations, district curriculum, resources available. However we also have been pushed to explore what we tend towards as practitioners based on personal style and past experiences. It can be scary and challenging to try new instructional practices, so having a strong hold on the content makes a big difference. For example, if you feel very confident about a certain skill or topic, it may feel easier to try and present it in a new way.

Our conversations helped us reflect on our own comfort levels and envision possible goals for our own practices that we may not have implemented yet, but will definitely keep in mind. The work also inspired us to keep using podcasts to refresh our skill sets!

Please see our Notes document for further examples of what we implemented and of our learning.

Did your work align with the Level of Evaluation you identified in your proposal? Please explain.

We believe that by being more reflective about our practices and implementing some new strategies, we did indeed reach more students and got them thinking in new ways! One example that jumps to mind is the way we each tried some new things after listening to the Mistake Analysis podcast. This got us thinking a LOT about having kids do more analysis themselves, more experiences "working backwards" if you will and more opportunities to critique peer work (which actually aligns with report card goals!). In the past, we all did this in small ways, but I think we are much more inclined to do it across content areas and more often now. We saw some "lightbulb moments" for students during these analysis conversations and felt that many kids benefitted from this type of work.

Please included any additional comments you would like to share with the Collegial Circle Committee. This may include unanticipated outcomes, next steps, new learning, etc.

Please see our NOTES.

Collegial Circle Proposal

Directions: Complete all parts of this form and email it to Julie Barker at the Teacher Center. The Collegial Circle Committee will review the proposal and the facilitator will be notified within 1-2 weeks regarding the status of the proposal. Collegial Circle work may begin once acceptance notification is secured. Please do not begin work prior to receiving formal approval.

Title of Circle: Enhancing Instruction, Engaging Students

Facilitator: Mary Kokinda **Date of Proposal:** June 9, 2022

School(s): JRE **Grade Level(s):** 5

Standards Area(s)/Discipline(s): ELA, Social Studies, Math

Number of hours requested to complete your work (4-12): 12 Hours

Structure: Identify the professional learning structure your circle will be utilizing to complete its work. For additional information, click on the link on the Teacher Center Webpage for **Collegial Circle Structures**.

	Action Research
	Book Study
	Critical Friends Group
	Tuning Protocol
X	Strategy Implementation
	Other:

Participation: Membership in collegial circles should be determined by the type of work you are planning to accomplish and the model you are utilizing. As you are designing your collegial circle, it is important to consider your participants and who best to include in your circle. Have you considered including people who are outside of your grade level/department/building? This is not required, but it may enhance the work you are planning to do. Please list the members of your circle in the spaces provided below.

Participants (3-8 recommended):

- | | |
|--------------------------|----------|
| 1. <u>Mary Kokinda</u> | 6. _____ |
| 2. <u>Evie Costanza</u> | 7. _____ |
| 3. <u>Beth Kramer</u> | 8. _____ |
| 4. <u>Laura Griffone</u> | 9. _____ |
| 5. _____ | _____ |

A. What is the anticipated goal of your circle?

We will examine research-based instructional methods and strategies in order to present NYS and PCSD curriculum in our 5th grade classrooms in increasingly engaging and effective ways resulting in stronger student ownership of the work itself and growth in their work habits, skill sets, and knowledge base. After listening to a curated collection of podcasts as our resources, we will think critically about the best use of the strategy taught in the podcast. We will collaboratively plan lessons, leading to the implementation of new techniques which we will reflect on together.

B. What evidence do you plan to collect that will demonstrate you have met your goal? [e.g. student work samples, teacher-created materials, reflection journals]

We plan to collect student work samples and/or teachers' observational notes and reflections on the different methods we implement. We may also have created instructional materials that can be photographed or shared as files.

C. What is the expected new learning that will occur for participants as a result of your circle? On which resource(s) or research do you plan to base your work?

We expect to learn some instructional strategies and methods that allow us to create better access to our curriculum

