

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: Not Light But Fire Standards Area: Special Education
Samantha Hyde (5hrs)
Facilitator: Robert Coatsworth (5hrs) School(s): Mendon High School
Beginning Date: 2/27 Ending Date: 5/10 # of Hours: 10
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?

The group will read the book Not Light But Fire. Each meeting we will discuss our reading and the strategies we plan to implement. The goal is to develop the skills needed to lead meaningful conversations about race in our classrooms and help create a more equitable environment for all of our students. The topics in this book are specifically centered around race conversations, but the strategies are intended to create an environment that welcomes student voices and equity.

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

As learning specialist we are all working with students across grade levels. This work will benefit all secondary students. Any content area where class discussion is used, could benefit from this study.

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

IN THIS CIRCLE I EXPECTED US TO FOCUS ON PARTICIPANT LEARNING (LEVEL 2) AND PARTICIPANT USE OF KNEW KNOWLEDGE (LEVEL 4). AS A LONG TERM GOAL, WE WILL WORK TOWARD ORGANIZATIONAL CHANGE AND STUDENT OUTCOMES (LEVELS 3 AND 5 RESPECTIVELY). APPLYING THE STRATEGIES FROM THE BOOK, WE WILL STRIVE TO CREATE ENVIRONMENTS WITHIN OUR CLASSROOMS AND THE ENTIRE BUILDING, THAT WELCOME STUDENTS IN DISCUSSION.

FINAL REFLECTIONS

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

I believe we met the goal of the Collegial Circle. Many of us shared stories of our conversations with students and applied the strategies from the book in our classes.

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

Through discussion and a commitment to sharing our experiences, good and bad, we were all able to assess our comfort level around these topics and how we would need to set up our classroom in order to have these types of conversations.

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

I have provided some feedback from students, which I took early in the circle, about what makes a safe space. I personally wanted to start off with the early chapters and lay the ground work for future conversations. We all shared out work with students and feedback they have offered in order to help guide each other toward a more dialogic classroom.

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

Yes! Our main focus was participant learning. Our discussions each week showed a great understanding of the text and a willingness to look back at ourselves through a critical lens. We all feel that we learned a lot about how to approach students in these conversation and how to give students the tools necessary to have progressive conversation about race.

We directly applied our knew knowledge and techniques from the book during our circle. We made it a point to start off each meeting with good news and listen patiently and actively throughout.

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.

We would love to see this book in the hands of administration and other building and district leaders. Some of the ideas we developed were out of the scope of what we as teachers can control.