

Collegial Circle

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: Reading Comprehension: What readers really do and why it matters Standards Area: ELA
Facilitator: Nancy Campbell School(s): Park Road
Beginning Date: 9/23/15 Ending Date: 4/11/16 # of Hours: 12

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?

Learn how the research suggests teachers can better facilitate transfer of comprehension strategies from individual lessons to a repertoire used effectively and autonomously by the reader.

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

3-5 ELA

FINAL REFLECTIONS

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

Yes, we all learned a lot about teaching comprehension for transfer through our study of Grant Wiggins' work. This work also helped each of us gain a better and more nuanced understanding of reading comprehension and the relationship between strategy work and true comprehension. Assessment of comprehension played a big part in this work. We also reflected deeply upon our own practice.

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

We each kept a reflection journal, and shared our reflections about our learning and thinking and our use of strategy work and assessment to teach and reveal the extent of our students' comprehension. We came away with a deeper understanding of what reading comprehension really means and how we can create more effective independent readers.

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

While our focus was on learning how to better facilitate transfer of comprehension strategies and create effective independent readers, we all felt that our teaching of comprehension improved.

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, our work was well-aligned to "Participant's Learning". We used our new knowledge and skills to improve our individual teaching and program.

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.

We would like to take this work to a deeper level next year by studying "Questioning the Author" by Beck, which Wiggins references throughout his "On Reading" blogs.