

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: **A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades** Standards Area: ELA, Library, Science, Music, Special Education

Facilitator: Tami Holihan School(s): Park Road Elementary School

Beginning Date: 6/29/16 Ending Date: 8/4/16 # of Hours: 8

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 goal of our Collegial Circle was to increase knowledge regarding strategies and methods to incorporate non-fiction texts into our various curriculums and teaching practices. We wanted to learn to do so while maintaining a high level of student engagement.

It was also our goal that through working together across grade levels and disciplines we could foster a sense of collaboration surrounding our non-fiction units and more easily engage students in multiple areas and at various times of their educational experiences.

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

Science (Grades 4 + 5), Music (K-5), Library (K-5), Special Education, & Grade 1.

FINAL REFLECTIONS

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

Yes, the goal of our Collegial Circle has been met. Through reading the book *A Place For Wonder: Reading and Writing Nonfiction in the Primary Grades* along with various articles, and engaging in discussions together sparked by these readings, we were able to increase our knowledge regarding strategies and methods to incorporate non-fiction texts into our various curriculums and teaching practices—all while sparking “wonder” in students and engaging them in successful questioning techniques (such as the Question Formulation Technique). One of our members was able to employ some of these strategies already—through a summer class that she teaches; she shared with us the success she found and has inspired us to try strategies similar to the one(s) she employed when we all see our students this fall. In terms of collaboration with one another, many of us are planning to work together in the fall as we incorporate our new learning into our teaching. We also plan to maintain an open line of communication to learn from one another as we introduce these new strategies and techniques to our classrooms/students.

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

We have assessed that the outcome was met in terms of the number and nature of strategies we are prepared to use with our students this fall (with the exception of the teacher mentioned above, who has already begun to successfully incorporate some of the strategies this summer). Many of us have begun to plan lessons and activities based on our new learning. We have solicited feedback from one another on these lessons/units and feel confident that we will be able to implement them with a strong level of student engagement.

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

The member of our Collegial Circle who has already put some of our learning into practice has especially found our work around questioning to positively impact her teaching. For example, she was introducing the topic of volcanoes to students. Rather than simply giving them information about volcanoes before diving into an activity, she displayed an interesting picture of a volcano erupting and asked students what questions they had about the picture. Students were immediately drawn into the subject matter and were intrinsically motivated to find the answers to their questions. The remaining members of the Collegial Circle plan to use strategies such as these in the fall. Two members of our Circle plan to obtain class pets and use some of the questioning/observation techniques mentioned in *A Place for Wonder* to engage students in nonfiction reading and writing. Another two members plan to incorporate a "Wonder Wall" (again, a strategy from the book) in order to solicit a wide variety of questions from students in grades K-5 (which will then be explored in a research setting).

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.

In our original proposal, we anticipated that our work would be aligned with Level 5 – Student Learning Outcomes. However, after some further thought, we decided that it was more realistic to align our work with Level 4 – Participants' Use of New Knowledge and Skills. Now that we have completed our Collegial Circle, we all truly feel that we have new knowledge and skills surrounding our Collegial Circle goal and we are ready to employ them in our teaching this fall.

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.