

# Collegial Circle Final Report

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## COLLEGIAL CIRCLE INFORMATION

Title of Circle: Unlocking English Learners' Potential Standards Area: English as a New Language  
Facilitator: Kaylie Northrup School(s): MCE, ACE, CRMS, SHS  
Beginning Date: 10/3/22 Ending Date: 5/8/23 # of Hours: 6.5

*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?

This Collegial Circle was intended to be a follow-up activity to the summer 2022 Professional Development workshop Pathways to Participation: A Newcomer Institute which half of the ENL department participated in. Unfortunately due to time constraints and an unexpected medical leave from a key department member, our goal morphed into helping our non-ENL colleagues familiarize themselves about the needs of a typical ELL student and Students with Interrupted Formal Education and their unique needs. As our reading of the book continued, our meetings generally centered around discussing, analyzing, and employing successful strategies for teaching this subset of students. One goal of the collegial circle was for each participant to walk away with one lesson or assessment that is modified to meet the needs of ELLs by applying the strategies recommended in this book, and through our final reflections it is clear that our members felt well-equipped from the strategies presented to do just that.

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

PCSD ENL students span grades K-12, but in particular our K-8 students will really benefit from the work done in this circle. Three middle school co-teachers in the subject areas of English, Science, Social Studies and Reading participated in this circle, and that has been extremely beneficial as they take the work they have learned from this book into their general ed classrooms, particularly when they may not have the ENL teacher available for direct support.

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

4. Participants' Use of Knowledge and Skills. Content area teachers will be able to implement strategies to their lessons to better engage ELLs and possibly modify content to make it more accessible to them.

5. Student Learning Outcomes. Participants should be armed with strategies to "focus and improve all aspects of program design" based on the knowledge and strategies acquired from studying this text, particularly ENL teachers who have extensive knowledge of how our program works.

## FINAL REFLECTIONS

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

Absolutely, yes! Although most of this pedagogical information was not necessarily new to our ENL department members, the text was written in a very straightforward, accessible, user-friendly way and even our veteran teachers felt all of the information was a good refresher. The authors provided multiple application activities to complete within each chapter that were worthwhile and provided ample space for reflection and analysis of our current teaching or program norms. But what was most impactful was reading and discussing this text alongside our non-ENL colleagues, who perhaps before accessing this book had not really had true or recent professional development on concrete teaching strategies for English Learners. It was great to see "lightbulbs" go off for our gen ed colleagues and see their confidence grow in working with ELLs as they continued to work through this text. Everyone agreed that by the end of our circle they felt well-equipped with which strategies to employ to best

support our ELLs; the challenge now is how to find the time to collaborate with ENL teachers to successfully implement those strategies in the daily lessons. The obstacle of “time” frequently popped up in our monthly discussions as we learned together that this subset of students requires thoughtful, purposeful planning and curricular accommodations that take a lot of time and energy to plan, and our ENL colleagues teach multiple grade levels with little common planning time with co-teachers.

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

Each member submitted a final reflection and an artifact from their teaching this year, which is included in this report. During each of our meetings, participants shared visuals of an application activity from each chapter, such as the sample provided from page 16 of the text. Colleagues’ artifacts included such things as lesson plans, formative assessments, or the reflective work that was done during the Circle as we analyzed each chapter.

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

One of the most important impacts of this circle is that colleagues walked away from this book with the understanding that the ENL co-taught class should look different than the other gen ed classes they teach. Another impact that occurred through our circle was a positive mindset shift to growth mindset, and understanding the assets that ELL students bring to the classroom. Even shifting one’s thinking to understanding that the ENL teacher is not there just to translate; that the teacher can truly be used as a professional partner to employ strategies that benefit all kids in the class, is a huge positive impact on teaching and student learning. We are the language learning experts, and we know the strategies that help kids learn and acquire language through content and skills. Our colleagues who participated in this circle now have a better understanding of the ENL teacher’s role, what that should look like in their classroom, how they can use the ENL teacher to best support the learning of all kids, and what exactly to do and expect of the ENL students (and teacher) in their classroom.

I hope that colleagues walked away with the understanding that the ENL co-taught class can afford to move a little slower in terms of breadth, but that the students in that class would be much better served through thoughtful depth of the content. This reminds me of a statement that Melanie often poses: what are the hills you’re willing to die on? That is the essential information we want our ELLs to know and be able to do. Skills matter over the content, especially at the middle school level. ELL students do not need to be held responsible for every single piece of content that native speakers are learning. Our assessments of their learning should look and be different. The lesson flow should look different—it should employ more group work, more time for talking and verbal or kinesthetic responses to the curriculum, more opportunities to review and formatively assess content. This, I hope, would be the biggest impact on student learning that colleagues took away from reading this book.

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

Yes it did. In particular, Guskey’s Level #4. This book gave teachers exactly what they needed: strategies, learning activities, and skills to make content more accessible for ELLs. Our work also aligned with Guskey’s Level #5 as identified in our proposal, but in particular our conversations, reflections and work submitted shows deeper alignment with Level 4.

**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.**