

## Pittsford Central School District Collegial Circle Procedures 2024-2025

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### Proposal Process:

- Proposals are submitted by the group's facilitator to Nicole Barry in the Teacher Center – electronic proposals are preferred. It is strongly recommended that all facilitators participate in the *Collegial Circle Facilitator Training* that is offered through the Teacher Center.
- Proposals are reviewed by the Collegial Circle Committee which is made up of the ASI, the Teacher Center Director, the Teacher Center Policy Board Chair, and two Standards Leaders. The Committee acts on the proposal within approximately one week of receiving it from the Teacher Center.
- A proposal may be approved right away or may need revision or clarification. This additional work may involve the Standards Leader for the area if needed. Facilitators will be contacted by a member of the committee if revision or clarification is needed.
- Groups submitting proposals that are approved may begin meeting after they have been notified of their approval.
- Groups submitting proposals that do not meet the criteria for professional learning communities may be asked to seek another vehicle for completing their work [i.e. curriculum project, professional responsibilities, etc.]
- Proposals must be submitted by **March 1<sup>st</sup>** in order to be approved for this school year.
- Once approved, all participants in a collegial circle must sign and return the Collegial Circle Participation Agreement.

### During the group's work:

- All members of the circle are expected to be **full participants** in the group's work. Meeting dates should be set to accommodate the schedules of all members. **If a member is not able to participate in a significant amount of the group's work, he/she may not be approved for any TC credit. The facilitator or member should contact the Teacher Center if there are questions regarding attendance.**
- Meetings need to be held in person and need to take place outside of the regular work day in order to qualify for professional learning credit. For secondary level circles meetings may begin at 3:00 pm and for elementary level circles meetings may begin at 3:30 pm.

- Circles are approved for a pre-determined number of hours. They may not exceed the number of hours for which they were approved. Groups seeking more time can request an extension after they have submitted their final report and it has been approved.
- Membership in circles cannot be changed without notifying the Teacher Center.
- The facilitator is responsible for keeping meeting logs, attendance records, and evidence of all work created or reviewed by the circle. Whenever possible, artifacts of student work should be retained to be submitted with the final report.

**After the work is completed:**

- The facilitator submits the final report packet to the Teacher Center by **May 15<sup>th</sup>**. This packet includes:
  - the written final report of the group;
  - meeting and attendance logs for all sessions;
  - evidence to demonstrate the work of the circle including samples of strategies, techniques or instructional tools implemented
  - data to demonstrate the impact of work on student learning;
  - a reflection sheet that is completed by each member of the circle
- Final Reports are reviewed by the Collegial Circle Committee. The Committee acts on the report within approximately one to two weeks of receiving it from the Teacher Center.
- Final Reports may be sent back to groups for clarification or revision before being approved.
- **The Collegial Circle Committee may not award any credit to staff members whose attendance does not meet the expectations of participation – approximately 75% attendance is a general guideline.**
- Final Reports that are approved will result in professional learning credit hours for participants who have met the requirements. In addition, facilitators will receive an hourly stipend for the efforts they put in coordinating the circle's work.

Collegial Circle Forms are available on the Teacher Center Webpage:  
[www.pittsfordschools.org/TeacherCenter](http://www.pittsfordschools.org/TeacherCenter)

## Five Levels of Professional Development Evaluation

### Thomas Guskey

In an ongoing effort to improve the quality of our professional learning and its impact on students, the work of collegial circles will be tracked according to the Five Levels of Professional Development Evaluation created by Thomas Guskey.

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What is Measured or Assessed?	How Will Information Be Used?
1. Participants' Reactions	<ul style="list-style-type: none"> <li>• Did they like it?</li> <li>• Was their time well spent?</li> <li>• Did the material make sense?</li> <li>• Was the leader knowledgeable and helpful?</li> <li>• Were the refreshments fresh and tasty?</li> <li>• Was the room the right temperature?</li> <li>• Were the chairs comfortable?</li> </ul>	Questionnaires administered at the end of the session	Initial satisfaction with the experience	To improve program design and delivery
2. Participants' Learning	Did participants acquire the intended knowledge and skills?	<ul style="list-style-type: none"> <li>• Paper-and-pencil instruments</li> <li>• Simulations</li> <li>• Demonstrations</li> <li>• Participant reflections [oral and/or written]</li> <li>• Participant portfolios</li> </ul>	New knowledge and skills of participants	To improve program, content, format, and organization
3. Organization Support & Change	<ul style="list-style-type: none"> <li>• What was the impact on the organization?</li> <li>• Did it affect organizational climate and procedures?</li> <li>• Was implementation advocated, facilitated, and supported? • Was the support public and overt? • Were problems addressed quickly and efficiently?</li> <li>• Were sufficient resources made available? • Were successes recognized and shared?</li> </ul>	<ul style="list-style-type: none"> <li>• District and school records</li> <li>• Minutes from follow up meetings.</li> <li>• Questionnaires</li> <li>• Structured interviews with participants and district or school administrators</li> <li>• Participant portfolios</li> </ul>	The organization's advocacy, support, accommodation, facilitation, and recognition	<ul style="list-style-type: none"> <li>• To document and improve organizational support</li> <li>• To inform future change efforts</li> </ul>
4. Participants' Use of New Knowledge and Skills	Did participants effectively apply the new knowledge and skills?	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Structured interviews with participants and their supervisors</li> <li>• Participant reflections [oral and/or written]</li> <li>• Participant portfolios</li> <li>• District observations</li> <li>• Video or audio tapes</li> </ul>	Degree and quality of implementation	To document and improve the implementation of program content
5. Student Learning Outcomes	<ul style="list-style-type: none"> <li>• What was the impact on students?</li> <li>• Did it affect student performance or achievement?</li> <li>• Did it influence students' physical or emotional wellbeing? • Are students more confident as learners?</li> <li>• Is student attendance improving?</li> <li>• Are dropouts decreasing?</li> </ul>	<ul style="list-style-type: none"> <li>• Student records</li> <li>• School records</li> <li>• Questionnaires</li> <li>• Structured interviews with students/parents, teachers, and/or administrators</li> <li>• Participant portfolios</li> </ul>	Student learning outcomes: 1. Cognitive [performance & achievement] 2. Affective [Attitudes & Dispositions] 3. Psychomotor [Skills & Behaviors]	<ul style="list-style-type: none"> <li>• To focus and improve all aspects of program design, implementation, and follow-up</li> <li>• To demonstrate the overall impact of professional development</li> </ul>