

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: MHS Peer Coaching Standards Area: Math, Science, English, SS, Special Ed
Facilitator: Carrie Gunther School(s): MHS
Beginning Date: 11/21/2025 Ending Date: 4/23/2025 # of Hours: 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?

We hoped to work together to informally visit each other's classrooms, observe, support & share strategies with each other. We hoped to collaboratively learn together, build community & develop reflective teaching practices.

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

Grades 9-12 in Math, Science, English, Social Studies & Special Education

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

Student learning outcomes- By providing teachers an opportunity to share classrooms, assessments and ideas with an experienced colleague the content differentiation will improve student learning.

FINAL REFLECTIONS

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

YES! Teachers were able to visit multiple classrooms and observe their colleagues with mutually agreed upon goals. Teachers observed each other to gain knowledge about teaching strategies or to observe their students in different settings.

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

Our conversations were the greatest evidence of our progress. In November & January we had nice but somewhat awkward conversations. Teachers were encouraging to each other. But the process felt a bit forced –we weren't comfortable with each other yet.

As the year progressed, we gained comfort with each other and our conversations grew more robust.

Our later meetings were very different from our initial meetings. Teachers were excited about their visits to classrooms and spoke passionately about what they learned from their peers. This was positive validation for the teacher who was observed. Group members became comfortable questioning each other and started asking each other to come observe classes to gain feedback about specific parts of their lessons. The support and professionalism in this group was confidence building for everyone.

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

This work directly impacted teaching as our group members were picking up strategies and methods from each other and quickly turning around to implement those new ideas in their own classrooms. We could then receive consistent feedback over time as we continued our work with those new ideas. Exact methods varied from teacher to teacher, but the conversations over time were fantastic. Teachers appreciated the opportunity to interact with colleagues they rarely see otherwise. We have a growing sense of support and collegiality.

Students commented to us about our presence in each other's classrooms. Many students initially said we made them nervous. They are not used to seeing teachers collaborating and learning from each other during classes. This is an opportunity for us to grow. This is a space where we can build a greater sense of community with both adults & kids. For teaching partners who visited each other more regularly, the students began to feel more comfortable with the visits. This took time.

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

Student Learning Outcomes. We had the opportunity to open our classrooms, visit each other and share ideas with an experienced colleague. Teachers focused on individual needs, acquired new ideas, and increased their repertoire of skills. Along the way we built relationships with each other and with students.

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.

Thank you! We are grateful for this opportunity to work with colleagues we wouldn't see during our normal routines. There was a noticeable increase in collegiality and enthusiasm within this group.

PITTSFORD TEACHER CENTER

Collegial Circle Attendance Log

Collegial Circle Name: MHS Peer Coaching

Facilitator: Carrie Gunther

Meeting Date(s)	11/21	1/22	2/11	3/19	4/23																Number of Hours Completed
Meeting Time(s) *	3-4	3-4	3-4	3-4	3-4																
Members																					
1. Bri Amann	✓	✓	✓	✓	✓																5
2. Mark Dougherty	✓	✓	✓	✓	✓																5
3. Carrie Gunther	✓	✓	✓	✓	✓																5
4. Erin Khuns	✓	✓	✓		✓																4
5. Mike Madden	✓	✓	✓		✓																4
6. Aaron Ward	✓	✓	✓	✓	✓																5
7. Todd Warren	✓	✓	✓		✓																4
8.																					
9.																					
10.																					
11.																					
12.																					

* Elementary Circles may not start before 3:30 pm and Secondary Circles may not start before 3:00 pm

Meeting 1

11/21/2024

3:00 – 4:00 pm

Attendees:

Bri Amann
Mark Dougherty
Carrie Gunther
Erin Khuns
Mike Madden
Aaron Ward
Todd Warren

Agenda:

- Welcome
- Collegial Circle process & Teacher Center requirements for credit
- Goals for our group
- Online Calendar / Teams
- Future Dates

NOTES:

Online Calendar

- Bri set up a Team for our group
- Everyone submitted class schedules

Goal Setting

- Discussion about what we are hoping to achieve through our participation in this group

Getting to know each other

- “What-if...” situations to discuss for visiting classrooms

Before the next meeting:

- Visit at least 2 classes
- Come to the next meeting (Monday 10/22) ready to share what you saw/learned/applied to your own classroom

Meeting 2

1/22/25

3:00 – 4:00 pm

Attendees:

Bri Amann
Mark Dougherty
Carrie Gunther
Erin Khuns
Mike Madden
Aaron Ward
Todd Warren

This is our first meeting after initial visits to classrooms

- Some had fun
- Some found it intimidating/awkward
- Everyone had positive/encouraging comments
- Everyone explained one strategy or new idea they immediately used in their own classroom
- We found we had many common trends in our classrooms
- Questioned situations when we are visiting classes with a co-teacher
- Erin – so much energy in Global!
- Mark learned “NDOPO” when Aaron visited College Math =)
- Carrie had questions from physics
 - Students work so well in groups! Have they been in the same groups for a long time? Or do the groups change?
 - How does testing work? How do you test with the tables in groups?
 - This led to conversations about different classroom arrangements and difficulties with many teachers sharing the same instructional spaces
- Shared pros/cons of technology
- Is increased instruction masking student competence?
- Rolling Semesters vs Firm Quarters?
- How do we implement SEL goals into our daily lessons
 - What is evidence this is already happening?
- How do we adjust to curriculum changes? How do students?

Collaborated about how to support students

- Brainstormed a list of strategies
- What are the academic behaviors?
- What is the learning that is happening?

Next meeting –Feb 11

Before then:

- Visit 3 classes
- Maybe shadow a student?
- Carrie will continue email reminders
- Anyone may email the group
 - telling others of classroom activities
 - asking questions

Attendees:

Bri Amann
Mark Dougherty
Carrie Gunther
Erin Khuns
Mike Madden
Aaron Ward
Todd Warren

Lots of conversation in this meeting!
Increased enthusiasm & comfort in our group!

Common themes/concerns:

- Management / Norms
 - How to give directions?
 - alternatives to standing in front repeating yourself over & over for 5 minutes?
 - classroom set-ups / desk arrangements
 - Default to traditional rows because rooms used by so many teachers
 - How to maximize learning / not lose instruction at the beginning of the period when you need to manage the physical set-up of the room due to sharing with so many other teachers
 - Crowded rooms, class sizes getting larger
 - Thoughtful grouping
 - Note-taking strategies
 - How to get kids to THINK
 - Increased number of students with accommodations requiring copies of teacher notes
 - How to keep kids focused during group-work?
- Cell Phones
 - How do you manage?
 - Some kids are legitimately using them for school work
 - Do we "patrol" in some classes differently than others? Age? Electives vs Core classes?
- Laptops
 - How to manage kids who habitually come to class without laptop or charger?
- Grades
 - What do our grades mean?
 - How does a 70 in math compare to a 70 in science?
 - How do we resolve an incomplete?
 - How do we help students who think they need to only get 95 or better on everything?
 - Communication with parents – comments in Infinite Campus

Meeting 4

3/19

3:00 – 4:00 pm

Attendees:

Bri Amann
Mark Dougherty
Carrie Gunther
Aaron Ward

Building Thinking Classrooms strategies

- how do you adjust when one student dominates a group?
- How do you encourage quieter students?
- Strategies to re-mix groups in the middle of an activity

Relationships with paraprofessionals in our classrooms

- Communication of tasks/goals for students?
- Interactions with individual student vs whole class
- Each situation is different, how do we approach & communicate?

How / Why do so many students self-advance themselves?

- What is the end goal?
- What is the purpose of teacher recommendation?

AP classes – how do they impact students? Teachers? Who takes?

- Do you have to be enrolled in the course to take the exam?
- Content requirements?
- The wording is complicated/confusing

Positives:

- Getting out to observe others gets us out into the building more, builds connections
- Start to reach out to each other to "cover" each other so we can other teachers during our non-free periods

Predictions – how will we cope with construction chaos?

Meeting 5

4/23

3:00 – 4:00 pm

Did we meet the goals of this collegial circle?

- Participants feel it was a supportive "safe" environment providing them with a structure to observe colleagues, learn new classroom ideas & strategies, implement these new strategies in their classroom, reflect on their implementation and seek support / feedback.
- Saw a variety of different classes/styles/strategies.
- Lots of us tried something new

Do we have evidence to assess our progress?

- Abundance of anecdotal evidence from members shared through meetings
- Experiences of observing/learning something during a visit then quickly implementing it in our own classroom and following it up with reflection/discussion in our group
 - Thoughtful grouping strategies
 - Vertical whiteboard activities
 - Classroom routines / organization
 - Questioning strategies
 - Engagement strategies
 - Informal assessment
 - Note taking vs. listening

Did our work actually align with the levels we anticipated in our proposal?

- Yes!
 - Opened our classrooms to others
 - Shared strategies
 - Implemented new ideas learned from our visits

Unanticipated outcomes / other thoughts / next steps?

- Open invite to people to stop in.
- Agenda items for meetings – This meeting we will discuss something new we learned from each other. This week we are going to discuss discipline/dealing with parents/evidence. In addition to meeting to share our feedback to each other.
- Share feedback in a more timely way, sometimes the power of the conversation was lost when the conversation was held until our next meeting
- Ask each other to look for specific things in our classroom.
- Some students were very nervous when we visited other classrooms – we think this is evidence we should do more of this. Our school should model collegiality & collaboration in learning for students more often. We found some students see us as silos who belong in our own classrooms.
- Many participants in this group expressed interest in continuing this type of work in the future.



Collegial Circle: Reflection Sheet

(To be completed by individual Collegial Circle participants)

Name: Brianna Amann

Collegial Circle: peer coaching

Please indicate whether you Strongly Agree (SA), Agree (A), Neither Agree Nor Disagree (N), Disagree (D), or Strongly Disagree (SD) with each of the following statements:

	SA	A	N	D	SD
The established guidelines for Collegial Circles were clear to me.		X			
The amount of time allocated for the Collegial Circle was appropriate.		X			
Participation in this Collegial Circle fostered collaboration.		X			
The work I did in this Collegial Circle will directly impact my classroom practice.		X			
The work I did in this Collegial Circle will directly impact student work.		X			
The work I did in this Collegial Circle is in alignment with district and/or building goals.		X			
I was able to accurately assess the results of this Collegial Circle.		X			
The documentation (<i>samples of implementation strategies or student work sample</i>) required for a Collegial Circle is appropriate.		X			
We were able to meet all the goals/anticipated outcomes established for our Collegial Circle.		X			
I am satisfied with what was accomplished in this Collegial Circle.		X			
I would like to continue the work of this collegial circle with a follow-up Collegial Circle.		X			
I appreciate the opportunity to work, study, and share ideas with colleagues in the Collegial Circle atmosphere.		X			
I would recommend this form of professional development to a colleague.		X			

Comments/Suggestions about this Collegial Circle for PTC Policy Board:

I enjoyed working with peers outside of my content area!

Do you have any changes you would like to make to the Collegial Circles (*guidelines, hours, documentation, final report etc.*)?

It was great to see my students outside of my classroom.



Collegial Circle: Reflection Sheet

(To be completed by individual Collegial Circle participants)

Name: Mark Dougherty

Collegial Circle: Peer - Coaching

Please indicate whether you Strongly Agree (SA), Agree (A), Neither Agree Nor Disagree (N), Disagree (D), or Strongly Disagree (SD) with each of the following statements:

	SA	A	N	D	SD
The established guidelines for Collegial Circles were clear to me.	/				
The amount of time allocated for the Collegial Circle was appropriate.		/			
Participation in this Collegial Circle fostered collaboration.		/			
The work I did in this Collegial Circle will directly impact my classroom practice.	/				
The work I did in this Collegial Circle will directly impact student work.	/				
The work I did in this Collegial Circle is in alignment with district and/or building goals.	/				
I was able to accurately assess the results of this Collegial Circle.		/			
The documentation (<i>samples of implementation strategies or student work sample</i>) required for a Collegial Circle is appropriate.		/			
We were able to meet all the goals/anticipated outcomes established for our Collegial Circle.		/			
I am satisfied with what was accomplished in this Collegial Circle.		/			
I would like to continue the work of this collegial circle with a follow-up Collegial Circle.		/			
I appreciate the opportunity to work, study, and share ideas with colleagues in the Collegial Circle atmosphere.	/				
I would recommend this form of professional development to a colleague.	/				

Comments/Suggestions about this Collegial Circle for PTC Policy Board:

Do you have any changes you would like to make to the Collegial Circles (*guidelines, hours, documentation, final report etc.*)?

None



Collegial Circle: Reflection Sheet

(To be completed by individual Collegial Circle participants)

Name: Carrie Gunther

Collegial Circle: MHS Peer Coaching

Please indicate whether you Strongly Agree (SA), Agree (A), Neither Agree Nor Disagree (N), Disagree (D), or Strongly Disagree (SD) with each of the following statements:

	SA	A	N	D	SD
The established guidelines for Collegial Circles were clear to me.	✓				
The amount of time allocated for the Collegial Circle was appropriate.	✓				
Participation in this Collegial Circle fostered collaboration.	✓				
The work I did in this Collegial Circle will directly impact my classroom practice.	✓				
The work I did in this Collegial Circle will directly impact student work.	✓				
The work I did in this Collegial Circle is in alignment with district and/or building goals.	✓				
I was able to accurately assess the results of this Collegial Circle.		✓			
The documentation (<i>samples of implementation strategies or student work sample</i>) required for a Collegial Circle is appropriate.			✓		
We were able to meet all the goals/anticipated outcomes established for our Collegial Circle.	✓				
I am satisfied with what was accomplished in this Collegial Circle.	✓				
I would like to continue the work of this collegial circle with a follow-up Collegial Circle.	✓				
I appreciate the opportunity to work, study, and share ideas with colleagues in the Collegial Circle atmosphere.	✓				
I would recommend this form of professional development to a colleague.	✓				

Comments/Suggestions about this Collegial Circle for PTC Policy Board:

This group provides the opportunity to observe strategies in a classroom being used by a colleague. Then I can try them in my own classroom with supportive feedback over time. This allows for fantastic growth for both me & my students 😊

Do you have any changes you would like to make to the Collegial Circles (*guidelines, hours, documentation, final report etc.*)?

Not all circles will produce concrete student - work or documents.



Collegial Circle: Reflection Sheet

(To be completed by individual Collegial Circle participants)

Name: Erin Khuns

Collegial Circle: peer coaching

Please indicate whether you Strongly Agree (SA), Agree (A), Neither Agree Nor Disagree (N), Disagree (D), or Strongly Disagree (SD) with each of the following statements:

	SA	A	N	D	SD
The established guidelines for Collegial Circles were clear to me.	X				
The amount of time allocated for the Collegial Circle was appropriate.	X				
Participation in this Collegial Circle fostered collaboration.	X				
The work I did in this Collegial Circle will directly impact my classroom practice.	X				
The work I did in this Collegial Circle will directly impact student work.	X				
The work I did in this Collegial Circle is in alignment with district and/or building goals.	X				
I was able to accurately assess the results of this Collegial Circle.		X			
The documentation (<i>samples of implementation strategies or student work sample</i>) required for a Collegial Circle is appropriate.			X		
We were able to meet all the goals/anticipated outcomes established for our Collegial Circle.	X				
I am satisfied with what was accomplished in this Collegial Circle.	X				
I would like to continue the work of this collegial circle with a follow-up Collegial Circle.	X				
I appreciate the opportunity to work, study, and share ideas with colleagues in the Collegial Circle atmosphere.	X				
I would recommend this form of professional development to a colleague.	X				

Comments/Suggestions about this Collegial Circle for PTC Policy Board:

peer coaching is one of the best PDs I've done. Having the time to not only share strategies and techniques but also to see them in action has been invaluable.

Do you have any changes you would like to make to the Collegial Circles (*guidelines, hours, documentation, final report etc.*)?

It's a unique circle because of the time spent outside the circle in addition to the time spent at meetings. It can also be hard to show student samples because what we observe isn't written.



Collegial Circle: Reflection Sheet

(To be completed by individual Collegial Circle participants)

Name: Mike Madden

Collegial Circle: Peer Coaching Circle

Please indicate whether you Strongly Agree (SA), Agree (A), Neither Agree Nor Disagree (N), Disagree (D), or Strongly Disagree (SD) with each of the following statements:

	SA	A	N	D	SD
The established guidelines for Collegial Circles were clear to me.	✓				
The amount of time allocated for the Collegial Circle was appropriate.	✓				
Participation in this Collegial Circle fostered collaboration.	✓				
The work I did in this Collegial Circle will directly impact my classroom practice.	✓				
The work I did in this Collegial Circle will directly impact student work.	✓				
The work I did in this Collegial Circle is in alignment with district and/or building goals.	✓				
I was able to accurately assess the results of this Collegial Circle.	✓				
The documentation (<i>samples of implementation strategies or student work sample</i>) required for a Collegial Circle is appropriate.	✓				
We were able to meet all the goals/anticipated outcomes established for our Collegial Circle.	✓				
I am satisfied with what was accomplished in this Collegial Circle.	✓				
I would like to continue the work of this collegial circle with a follow-up Collegial Circle.	✓				
I appreciate the opportunity to work, study, and share ideas with colleagues in the Collegial Circle atmosphere.	✓				
I would recommend this form of professional development to a colleague.	✓				

Comments/Suggestions about this Collegial Circle for PTC Policy Board:

Do you have any changes you would like to make to the Collegial Circles (*guidelines, hours, documentation, final report etc.*)?

For this, the sample student work is hard to capture. The evidence is the conversations among educators.



Collegial Circle: Reflection Sheet

(To be completed by individual Collegial Circle participants)

Name: Aaron Ward

Collegial Circle: Peer Mⁿ Coaching

Please indicate whether you Strongly Agree (SA), Agree (A), Neither Agree Nor Disagree (N), Disagree (D), or Strongly Disagree (SD) with each of the following statements:

	SA	A	N	D	SD
The established guidelines for Collegial Circles were clear to me.	X				
The amount of time allocated for the Collegial Circle was appropriate.	X				
Participation in this Collegial Circle fostered collaboration.		X			
The work I did in this Collegial Circle will directly impact my classroom practice.		X			
The work I did in this Collegial Circle will directly impact student work.			X		
The work I did in this Collegial Circle is in alignment with district and/or building goals.	X				
I was able to accurately assess the results of this Collegial Circle.		X			
The documentation (<i>samples of implementation strategies or student work sample</i>) required for a Collegial Circle is appropriate.		X			
We were able to meet all the goals/anticipated outcomes established for our Collegial Circle.		X			
I am satisfied with what was accomplished in this Collegial Circle.		X			
I would like to continue the work of this collegial circle with a follow-up Collegial Circle.		X			
I appreciate the opportunity to work, study, and share ideas with colleagues in the Collegial Circle atmosphere.	X				
I would recommend this form of professional development to a colleague.	X				

Comments/Suggestions about this Collegial Circle for PTC Policy Board:

Do you have any changes you would like to make to the Collegial Circles (*guidelines, hours, documentation, final report etc.*)?



Collegial Circle: Reflection Sheet

(To be completed by individual Collegial Circle participants)

Name: Todd Warren

Collegial Circle: _____

Please indicate whether you Strongly Agree (SA), Agree (A), Neither Agree Nor Disagree (N), Disagree (D), or Strongly Disagree (SD) with each of the following statements:

	SA	A	N	D	SD
The established guidelines for Collegial Circles were clear to me.	X				
The amount of time allocated for the Collegial Circle was appropriate.	X				
Participation in this Collegial Circle fostered collaboration.	X				
The work I did in this Collegial Circle will directly impact my classroom practice.	X				
The work I did in this Collegial Circle will directly impact student work.	X				
The work I did in this Collegial Circle is in alignment with district and/or building goals.	X				
I was able to accurately assess the results of this Collegial Circle.	X				
The documentation (<i>samples of implementation strategies or student work sample</i>) required for a Collegial Circle is appropriate.	X				
We were able to meet all the goals/anticipated outcomes established for our Collegial Circle.		X			
I am satisfied with what was accomplished in this Collegial Circle.	X				
I would like to continue the work of this collegial circle with a follow-up Collegial Circle.	X				
I appreciate the opportunity to work, study, and share ideas with colleagues in the Collegial Circle atmosphere.	X				
I would recommend this form of professional development to a colleague.	X				

Comments/Suggestions about this Collegial Circle for PTC Policy Board:

No - well done

Do you have any changes you would like to make to the Collegial Circles (*guidelines, hours, documentation, final report etc.*)?

No - great group to work with 😊