

Collegial Circle Proposal

Directions: Complete all parts of this form and email it to Julie Barker at the Teacher Center. The Collegial Circle Committee will review the proposal and the facilitator will be notified within 1-2 weeks regarding the status of the proposal. Collegial Circle work may begin once acceptance notification is secured. Please do not begin work prior to receiving formal approval.

Title of Circle: A New Model for Teaching High Frequency Words

Facilitator: Susan Harrison **Date of Proposal:** 5/22/24

School(s): All 5 elementary buildings **Grade Level(s):** K, 1, 2

Standards Area(s)/Discipline(s): Reading

Number of hours requested to complete your work (4-12): 8 Hours

Structure: Identify the professional learning structure your circle will be utilizing to complete its work. For additional information, click on the link on the Teacher Center Webpage for **Collegial Circle Structures**.

	Action Research
	Book Study
x	Critical Friends Group
	Tuning Protocol
	Strategy Implementation
	Other:

Participation: Membership in collegial circles should be determined by the type of work you are planning to accomplish and the model you are utilizing. As you are designing your collegial circle, it is important to consider your participants and who best to include in your circle. Have you considered including people who are outside of your grade level/department/building? This is not required, but it may enhance the work you are planning to do. Please list the members of your circle in the spaces provided below.

Participants (3-8 recommended):

1. Susan Harrison
2. Laurie Lancto
3. Marissa Vane
4. Bridget Bauman
5. Amanda Sanders
6. Samantha Gulisano
7. Kathy Rudd
8. Julia Anselm
9. _____

A. What is the anticipated goal of your circle?

To rearrange/organize our List of High Frequency Word to match the Foundations Scope and Sequence instead of by frequency number on the Dolce or Fry list (“the”, for example) or theme (colors, for example). The idea is to tie the word to the spelling patterns students are learning. Our goal will include a method to relay the list and the reasoning behind it to all K, 1, 2 and Reading teachers.

B. What evidence do you plan to collect that will demonstrate you have met your goal? [e.g. student work samples, teacher-created materials, reflection journals]

This will be something we will introduce in the fall. We will not have evidence until it is put into use and teachers have had time to notice any difference in the automaticity with which students are able to respond to identifying words. We will be completing the Collegial Circle before the end of summer. However, I do plan to check back in with the group throughout the year to see if an improvement is noticed with Tier 1, 2 and 3 students.

C. What is the expected new learning that will occur for participants as a result of your circle? On which resource(s) or research do you plan to base your work?

Our resource will be an article out of Reading Rockets titled, *A New Model for Teaching High Frequency Words* by Linda Farrell, Michael Hunter, and Tina Osenga. The participants will be learning about a particular aspect of the Science of Reading, which is the way that words get orthographically mapped in our brains. There is no such thing as memorizing a word. We register every letter or word part as we read. Brain science tells us that teaching through memorization is not effective and that a connection must be made from the word to learned patterns. We will,

therefore, be experimenting with instruction of High Frequency Words without memorization tactics.

D. Review the document, *Five Levels of Professional Development Evaluation*, by Thomas Guskey on the TC webpage. At the end of your learning, with which level do you anticipate your work will be aligned? Explain.

Participants' Use of New Knowledge and Skills... This will be an example of using new information from the Science of Reading to apply it to the skill of teaching K-2 students words they can be automatic with.

It is the responsibility of the facilitator to read the guidelines for Collegial Circles and guide the group to follow them.

I, _____ *Susan Harrison* _____ accept this responsibility.