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: Storylining in Science: Earth Science

Standards Area: Science

Facilitator: Caitlin Salerno

School(s): MHS/SHS/BRMS/CRMS

Beginning Date: 10/10/24 Ending Date: 05/01/25 # of Hours: 12

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 circle is to support each other in the implementation of strategies that align with the new science standards.

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

8-10 Earth Science

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

Level 4- because participants will be learning the strategies then implementing them. If the goal of the circle is to support the implementation, then it would be valuable to determine if participants effectively apply the new knowledge and skills.

FINAL REFLECTIONS

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

Yes, all participants tried the storylining strategy for some of the units this year. Examples:
- all tried at least portions of the storylines in the New Visions Curriculum
- discussed how strategy was implemented (pros/cons)
- discussed modifications (how we might change to meet the new standards)

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

- reflection on lessons
- group discussion
- observations of student's response to strategies
- observations of student engagement (driving questions boards, interest in anchor phenomena such as climate through time, modeling Precambrian atmosphere/carbon cycle progression)

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

-generated interest in group learning routines and other inquiry models
- revisiting the phenomenon throughout the unit (purpose for learning)
- added more to the toolbox
- noticed better understanding of some topics when taught more conceptually

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

Yes, teachers implemented the new strategy, and we reflected on the practice implementation in meetings.
- Participant reflections [oral and/or written]

- Collected and discussed samples of teacher & student work

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.

We found it challenging to fully implement all the designated storylines within a single school year, primarily due to differences in student contact time. As a result, several storylines required significant modification to fit our schedule and instructional model. However, we observed increased student interest and engagement when units were framed around compelling storylines—particularly those related to climate change, the probability of life elsewhere, and human sustainability. Student understanding also improved, as the storyline approach made the content more meaningful and relevant. We recognize the need to develop additional storylines, particularly for topics such as *Earthquakes, Volcanoes & Tsunamis: Who is at Risk?*, and to further align the Weather unit with the NYSED investigation. Moving forward, we hope to focus on making storylines more locally relevant to our students in Pittsford to deepen their connection to the material.