

# 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: Learning in the Fast Lane Standards Area: SpEd (applies to all areas)  
Facilitator: Rob Coatsworth School(s): MHS  
Beginning Date: November 1, 2023 Ending Date: May 6, 2024 # 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 is to read, review, critique, and enact actionable literacy strategies that apply to the UDL framework as well as be accessible to academically and behaviorally needy students. Understanding student learning needs is critical and the participants in this circle already bring that information and expertise as Learning Specialists. The purpose of this book and the strategies it will provide aim at equipping our learning specialists to provide more precise and actionable teaching methods for our students. The intentions is to bring a Literacy centered book to Learning Specialists to cross over these two areas.

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

Grade 6-12- all subjects, including Special Education.

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

I SEE OUR WORK ALIGNING MOST WITH LEVELS 2, 4 AND 5. IF I HAD TO PICK ONE THAT I PERSONALLY SEE US REACHING MOST EASILY IT WOULD BE LEVEL 5 BECAUSE THE BOOK IS DESIGNED TO PROVIDE ACTIONABLE STRATEGIES THAT TEACHERS CAN EMPLOY ACROSS LEARNING CONTEXTS AND LEVELS FOR STUDENT USE. THESE ARE STRATEGIES ALIGNED TO ACCELERATION MODELS, SO WHEN ENACTED RESULTS FROM THE STUDENTS SHOULD BE EVIDENT AND POSITIVE, PARTICULARLY IN THE 'COGNITIVE' AREA, BUT PERHAPS ALSO IN THE 'AFFECTIVE' AREA, TOO. I ANTICIPATE OUR TEACHERS TO BE ABLE TO TRY THESE STRATEGIES IN OUR CLASSROOMS ACROSS THE GRADE LEVELS WE ALL TEACH AND SPEND OUR TIME IN THE CIRCLE TALKING MORE ABOUT OUR PRACTICE, OUR STUDENTS, AND REFLECTING AND ADAPTING THESE ACTIONABLE TOOLS.

## FINAL REFLECTIONS

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

Mostly, yes. We all learned new strategies, or at least we learning new ways of implementing the strategies we currently use. Brainstorming and discussing what was presented in the book helped us target what we were reading into our varied experiences with different students. We all had opportunities to trial the strategies we were reading about, and we even worked with some teachers who we do not coteach with and shared strategies. Some have been received very well by some teachers. I think a lot of the way this book is framed (an RTI model) is great for what we as Consultant teachers aim to do. We ran into several roadblocks that exist outside our system that we grappled with. It is hard to believe such great strategies exist for us to implement but there are significant systems that do not expediently accept such data centered practices.

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

We discussed our expectations ("Goals of our circle") at the beginning of our circle. We all agreed at the beginning that we would center our discussion around what we CAN control rather than what we cannot. This helped us all better center our discussion around what we can make actionable/learn from. During and at the end of our discussion we would summarize what strategies we used, what we liked and do not like, and what we find to be successful and not be successful. The members of the circle would also share with me what they a) include in their IEP writing, b) what they discussed with their coteachers, c) what worked with their students, and d) what results they found from that which was presented in each chapter.

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

- Incorporated language of methods and scaffolding language into IEP writing.
- Used some success starters in class (we also better implemented some starters we use and used them more often).
- TIP charts used in social studies Global 9 and Algebra 2 (blank copies attached).
- Tried a number of strategies and continue to use some (these are listed by chapter in notes)

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

Yes. The work is most applied to Level 5 as we were and are able to take the strategies from the book and include them in our practice across content areas. This was a great book for Learning Specialists to read. While it is designed for teachers of an official RTI program and for Literacy Specialists to use in a coaching model, it is great for us because we do much of this work already and while we are trained, this helped buttress that knowledge and help making it actionable in our daily engagements with students and teachers. Some strategies are great to plug in to the unplanned moments, to Resource Room, to coplanning time, and through structured intervention, even when in the middle of the year. This book was so easy to implement, that I for example, was talking with Kim Waterbury about the TIP Chart strategy (pg. 31) and I shared with her the template I created (attached). I then worked with Kim briefly because she shared how much she thought this would enhance her instruction. She now uses laminated construction paper to make TIP charts for Alg 2. The students help make the TIPs and she posts them on the wall of the classroom per unit. Because some terms are used for all units and some are used for various units, the TIPs can be saved and hung back up per appropriate unit in addition to the new vocabulary learned. The students can add to the TIPs with the teacher, reference them throughout class, make their own, and take pictures of the TIPs for study purposes. This is just one way TIP charts can be used, and only one way that items from this book were able to apply to Level 5 because it (in this one example) enhanced student learning and outcomes, and increases their confidence in managing vocabulary.

**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 really wanted to make a list of the strategies we trialed, and even create templates specific to the classes/situations we are teaching and disseminate that to our department during department meetings. Unfortunately, we were only able to discuss and explain these strategies most of the time and reflect that in our notes. If there was a little more time to gather the resources we could do this, but it has been a challenging year at Mendon with the level of student needs; so our goal was more of a "shoot for the moon and you will land among the stars" kind of situation. Our group certainly made use of our time, but we were not able to get to the next level, which was to prepare and share with our colleagues in the department.

We also spent a good amount of time discussing systems and procedures here at PCSD because so much of what this book outlines would often fall into one of two categories 1) the book easily or already fits into the academic structures, procedure, and expectations of PCSD, or 2) the book's recommendations are not conducive for the environment here in Pittsford and/or do not fit into the structures, procedures, or expectations that currently exist. Category 1 and Category 2 are not always negative things (if the book's recommendations fit or don't fit either) BUT it did make for some creative and critical conversation because it prompted our imaginations to think beyond what we do day-in and day-out which is so important for us to do for our students as they and we navigate and ever changing world that needs us to be responsive to it.