

# 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: Teach for Authentic Engagement book study Standards Area: all  
Facilitator: Kate Milne School(s): Allen Creek Elementary  
Beginning Date: March 6, 2024 Ending Date: March 27, 2024 # of Hours: 4

*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 this Collegial Circle was to partake in discussions surrounding what active engagement and rigorous learning looks like at the intermediate elementary level. My hope was for teachers to walk away with tangible strategies and protocols to implement both immediately and to think about long term.

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

This Circle had representation from grades 3, 4, and 5. All subject areas are impacted, as these strategies can be used across many disciplines.

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

I hoped to achieve Level 4: Participants' Use of New Knowledge and Skills from Guskey's Professional Development Evaluation. I feel that the participants, including myself, were able to walk away with tangible strategies and protocols to use in their classrooms. Additionally, I was able to assess their level of learning through charts made, conversations had, and their own notes and reflections.

## FINAL REFLECTIONS

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

Yes, I feel confident that my goal for this Collegial Circle was met. Participants were engaged in the learning and shared how much they enjoyed reading the book and being able to hold cross-grade level discussions about current and best practices. All our work directly aligns with the district's initiatives and helps promote authenticity and rigor in our instruction. We learned strategies that can immediately be implemented this school year, in addition to thinking about future implications.

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

Members of this Circle assessed whether the outcome was met through their reflections. I can see via their notes and through personal conversations that this form of professional development was engaging, purposeful, and beneficial. The evidence was apparent in the notes they took via my note-catchers, my own observations and notes from our conversations, and the posters created after reading chapters. One of the best pieces of evidence was the Action Graph (a protocol directly from the text) that showed every member of the circle both "enjoyed this and did it well" (Quadrant 1).

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

This work directly impacted my own teaching when thinking of *how* I communicate with my students. It made me reflect on our community values and establishing them as a class and *returning* to them frequently. Our grade level has embedded protocols from this text in our current Humanities units, Math units, and Literacy units. We plan on making micro and macro adjustments to our practice after reading this book together. One example was using the Choice Assessment Question Bank to generate reflection questions after a Socratic Seminar. Another example of how we used the text was going through the Critical Reflection Questions about Instructional Materials as grade level bans looking at specific units. We discussed small changes we could make that still align with the district curriculum but allowed us to include more equitable and diverse literature and tasks. Finally, I have personally implemented Choice Boards during my WIN time for students to still practice essential skills while having choice as to how to do so.

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

Yes, I feel that our work aligned with the Level of Evaluation that I identified in the proposal. Through the notes that participants took in the note-catchers created, group conversations that were captured by the meeting minutes, the Action Graph at the end of the circle, and participant reflections, I feel confident that all members found the circle beneficial.

**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.**

At our last meeting, I asked feedback from the group on whether I should offer this circle in the fall to our primary staff. Additionally, I asked if I should open it up to intermediate grades across the district. The later had more positive feedback in terms of who may benefit the most from reading this text.