

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: 4th gr pilot- Enslavement Inquiry Standards Area: Elem Soc Studies
Facilitator: Teresa Roets School(s): JRE, MCE, PRE
Beginning Date: 1/16/24 Ending Date: 3/19/24 # of Hours: 6
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?

To identify the recommended resources and teacher guidance for the new inquiry on enslavement in NYS.

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

All 4th grade teachers

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

Level 4. Participants' use of new knowledge and skills. One of our main goals is to ensure we provide the necessary guidance and support for fourth-grade teachers in navigating this new and critical content.

FINAL REFLECTIONS

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

Yes, the collegial circle members identified specific resources and teacher guidance for the new inquiry on enslavement in NYS. Specifically, members strongly suggest that the *Culturally Responsive Teaching Tips*, and *Social Emotional Teaching Tips* embedded within the inquiry be highlighted during the training and roll out, as those components provide critical support for teachers. Broadly, members differentiated essential resources from optional resources and those more appropriate for the 7th grade version of this inquiry.

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

Members launched this inquiry after our final collegial circle meeting and will meet again after the pilot's completion. We agreed on using the inquiry's sections to organize our review and reflection of the resource. As a result, at the end of each meeting, members determined if there was anything from that section that needed additional meeting time, and if there was anything to be added to the next meeting's agenda.

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

The initial feedback from pilot teachers has been great! Here is an example: "My class and I completed the Africa lesson. It took us two days. They loved it. There was a lot of discussion during the lesson and even after. I love this unit!"

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

Yes, members believe that this collegial circle has provided the framework for the necessary guidance and support for training and roll out for fourth-grade teachers in navigating this new and critical content.

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.

Pilot teachers will meet again, through standards, once all teachers have completed the pilot. In addition to the completion of the pilot, and the plan to train and roll this out in October 2024, there is still much work ahead to

align the original source material to our templates and operating system in PCSD. This work will continue through standards summer work.

Two of the writers of the original source material (Kesha James and Greg Ahlquist) each joined meeting which gave all members an opportunity to ask clarifying questions, discuss points of concern, seek background thinking around certain components of the inquiry, etc. Their availability and willingness to join us was much appreciated, and critical to the work. Due to our discussions with Kesha, we requested an extra hour of time for our collegial circle work, which was approved and appreciated.

Additionally, I (Teresa Roets) met with district leaders and directors for Student Services, Counseling, Psychology, DEI, etc. to ensure that student support providers in buildings would have knowledge and understanding of this inquiry in the event a student had a concerning experience with any of the resources. This was a helpful and supportive team and communication will continue with them as this project progresses.

Note: partway through this collegial circle, the product (original source material) changed their branding. We believe this is a positive change; it is now called "Our Local History" and is located on the Resistance Mapping .org website. This does not impact the document alignment work that needs to be completed.

This is a link to a OneDrive folder with all required and supplemental documents from this collegial circle:
[CC docs to turn in 4th qr enslavement](#)