

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: Implementing Common Core Geometry Standards Area: Mathematics
Facilitator: Becky Berardino School(s): BRMS, MHS, SHS
Beginning Date: 9/21/15 Ending Date: 4/11/16 # 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?

Our Collegial Circle primarily intended to accomplish the following goals:

1. Collaborate together to expand on our learning from the first year of Common Core Geometry.
2. Align New York State modules and CC Standards to current calendar. Goal: create course outline that is descriptive and useful.
3. Continue to develop Curriculum and revise scope and sequence based on feedback from the 2014-2015 school year.
4. Review data from Achievement Series benchmark assessments.

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

Grade 8 (BRMS), Grade 9 (Honors MHS, SHS), Grade 10(MHS, SHS)

FINAL REFLECTIONS

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

Our meetings focused mainly on our first and third goals. Nevertheless, we also used the New York State modules frequently and continued to align our work to the CC standards. Although we didn't create a calendar that was specifically aligned to the modules, we did modify our calendars and developed new materials using the modules as one of our sources. We did not spend much time on Goal 4 though we spent a good portion of one meeting reviewing student performance on the Midterm exams, (which are given through the Achievement Series program.)

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

We revised our timelines and worked to design common assessments. We collaborated within and between honors and non-honors levels in order to modify learning tasks to different learning abilities. The main evidence was the creation of calendars, common formative and summative assessments, and discussion/review of student strengths and weaknesses.

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

We were able to collaborate in both pacing and rigor for each level of Geometry. As we discussed our pacing, we sorted out activities that were "nice to know" from those that were essential learning. At the Honors level, we continually looked for student opportunities to include rigor, problem solving, and collaboration. The non-honors level activities, though not frequently as rigorous, also benefitted from the discussion as teachers were able to modify and/or use some similar strategies to differentiate in their classrooms. We were often able to discuss common trigger points and strategies for overcoming trouble with difficult concepts. This resulted in more options for our students and yet also added consistency between classrooms.

Did your work align with the Level of Evaluation you identified in your proposal? Please explain. [Refer to the document, *5 Levels of Professional Development Evaluation*, on the TC webpage.

What questions are addressed? Level (5) Much of our discussion involved how well students were adjusting to the new curriculum and, where we saw difficulties, we brainstormed ideas that would help their understanding.

How will information be gathered? Level (4) Our sessions were centered both on the curriculum and on student learning. We used our collective knowledge to try new ideas and improve on strategies that may have failed. We brought back results of things we had tried and discussed how and why they were beneficial.

(Ex: congruent triangles warm-up activity, midterm results, previous NYS Regents results)

What is measured or assessed? Level (3) Considered use of performance series in assessment.

How will the information be used? Level (4) Most of our time was spent assessing the implementation of the new curriculum. The main theme guiding our discussion was how to facilitate student learning of the new material.

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.

Although having a Collegial Circle in 2014-2015 was something many of us couldn't have survived without, we also found it extremely beneficial during the second year of implementing the new curriculum. We spent last year learning the basic framework of the Common Core Curriculum but were able to dig much deeper into the concepts during our Circle this year. Because we shared in the research, we often came up with new ways to look at a idea. Overall, we unanimously felt this experience was an invaluable part of our teaching.