



# Collegial Circle Final Report

Please type in the information on this form, print it and send it to the Teacher Center along with the Collegial Circle copies in the check list below. Also, attach it to an email to Catherine Thomas to share in the Teacher Center's online Collegial Circle Archive. Thank you for being a part in the effort to improve teaching and learning for our students.

## COLLEGIAL CIRCLE INFORMATION

|                      |  |                 |                                    |
|----------------------|--|-----------------|------------------------------------|
| Title of Circle:     | <b>Kindergarten Collegial Circle: Standards Based Report Card</b>  | Standards Area: | Math, ELA, Science, Social Studies |
| Facilitator:         | Teresa Roets   | School(s):      | ACE, JRE, MCE, PRE, TRE            |
| Beginning Date:      | October 29, 2013   | Ending Date:    | May 7, 2014                        |
|                      |  | # of Hours:     | 7.5                                |
| Participants (list): | Lori Lusk, Marilyn Clarke, Lindsey Onofrio, Julie Wilson, Kris Fernandez, Donna Nichols, Rana Bryan, Sarah Stoutz, Tracy Dickerson, Teresa Roets |                 |                                    |

Please attach copies of the following to this report:

- ✓ Collegial Circle Attendance Log (required for payment)
- ✓ Collegial Circle Meeting Log
- ✓ Log of Strategies Implemented
- ✓ Samples of implementation strategies or student work samples if applicable
- ✓ Collegial Circle Reflection Sheets (each member fills one out)

## COLLEGIAL CIRCLE DESCRIPTION

(Type your answer in the grey box below the question. The size of the box will adjust to the length of your answer.)

**What were the anticipated objectives of this Circle?**

Kindergarten teachers will work as a grade level to look at the new standards based report cards, the information on assessments provided by standards leaders and the common core standards to insure consistency in grading across the district by addressing the following :

- What does “mastery” of a standard at Kindergarten look like?
- How can we assess progress towards “mastery”
- When should we be concerned, when is a standard a targeted area of concern for a student?

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

Kindergarten, all core standards areas

## FINAL REFLECTIONS

(Type your answer in the grey box below the question.)

**Was the outcome/goal of this Collegial Circle met? Explain.**

The outcomes/goals of this Circle were met. We came to a district wide consensus for

- what mastery might look like at kindergarten
- how we would distinguish “meeting” from “progressing” from “targeted”
- how currently collected data (in multiple and varied forms) would be used to support assigning a specific grade
- when certain items would be assessed in the year
- when we should be concerned about students

Therefore, we graded in a consistent manner across the district.

**How did the Collegial Circle assess whether the outcome was met?**

Since our task was somewhat finite, due to an unchanging target (the new report card items), we were able to chunk our work by sections of the report card and focus on completing an identified section at each meeting. Thus, we were able to be prepared

for each report card marking period and grade in a consistent manner throughout the whole district.

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

Teachers shared ideas for collection of meaningful work samples, lesson plans/ideas, support for “what are we already doing” and “ok, now what do we do with that information?” Our work together strengthened the collegiality of the smallest grade level team in the district.

**Comments/additional information to share.**

While we were able to define, more clearly, what mastery of the CCLS for ELA and MATH “look like” for meeting the end of the year standard, it is always much easier discussing “students”, in general, vs. “little \_\_\_\_\_” sitting in your class each day. And, the CCLS are so numerous and deep, so we struggled with how to capture a multitude of formal data, evidence, and informal observation to “sum up” a student on one item made up of more than one standard. This is not really terribly different than issues grading report cards in the past, but the idea of meeting the end of the year grade level standard with the increased expectations of the Common Core weighed heavily on us.