

# 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: Differentiation in the Spanish 2 Classroom Standards Area: World Language  
Facilitator: Sarah Bedrin School(s): Mendon High School  
Beginning Date: 7/30/15 Ending Date: 5/6/16 # of Hours: 9

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?

Participants will be able to:

- Identify various strategies of differentiation that can be used during the Spanish 2 class, specifically addressing the needs of weaker students and very high performing students within the same class.
- Apply learned strategies to different unit activities and assessments
- Create materials that address the differentiation difficulties and can be used by all Spanish 2 teachers at Mendon
- Help other colleagues address the areas of concern within their own classroom.
- Share effective strategies from the 2014-2015 school year in Spanish 2, especially related to strategies and activities that worked well in this new course.

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

9<sup>th</sup> grade Spanish 2

## FINAL REFLECTIONS

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

We believe that many of the overall goals of the circle were met this year. As a group, we felt that we implemented strategies that helped our struggling students and found various methods to tap into their strengths. From reading the scholarly articles, we found that the use of choice worked well for students because it allowed them to be in control of showing what they learned and also relieved some anxiety from forcing them to complete one specific task exactly the way the teacher assigned. Some of the strategies and materials that we found helpful were the choice boards for homework (Tic Tac Toe boards), more use of visuals to demonstrate a concept (specifically harder grammar concepts), flow charts and graphic organizers. We also created a pre-assessment that we administered at the beginning of the year that allowed us to begin our teaching focusing on the needs of our students for that year. This will be something we want to continue to administer each school year to try and inform our teaching for our specific students. One area that was difficult for all of us was addressing the needs of our highest achieving students without moving them further along in the curriculum. We want to research further strategies to keep these students engaged in the current classroom content and want to utilize the resources that the district offers to help address the needs of these students.

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

We discussed and shared strategies for differentiating in the classroom, especially around more difficult concepts in the curriculum that we know students tend to struggle with each year. The sharing of our different strategies allowed us to use or modify ones that really tuned into differentiation and would be beneficial for all of our students.