

Memo #6

Date: October 26, 2020

To: Members

Re: **Progress Report Cards; Progress Report Cards (Kindergarten); Shared Spaces**

Progress Report Cards

The intent of the progress report is to comment on the progress to date, not the achievement to date. Teachers are to use their professional judgement to determine where/how a child is progressing and it is **not necessary** to comment on every subject or learning skill. Teachers are to provide an assessment using the four-letter codes (E, G, S, N) for all six of the learning skills and to comment on at least **three of the six** learning skills in the adjacent comment box.

Grades 1-6	Assessment Indicators	Comments
Homeroom Teacher	Yes	Yes
French	Yes	Yes
100 minutes/week subject	Yes	Yes
40 minutes/week subject	Yes*	No*
Grades 7-8		
Homeroom Teacher	Yes	Yes
French	Yes	Yes
40 minutes/week subject	Yes*	No*

*Please refer to page two of Joint Memo: Prep Time. (attached)

Homeroom teacher is responsible for commenting on: **Religion & Family Life, Language and Mathematics.**

Each teacher is responsible for placing their own assessment indicator and comments into each student progress report.

Please remember that it is not a requirement to fill the entire comment box. Comments may be written in full sentences or point form.

Progress Reports – Kindergarten

A teacher's task for the Initial Observations is to reveal the thinking and learning (and not the activities) of the child as they relate to the overall expectations, based on their documentation (observations, conversations and demonstrations/products [photos, videos, work samples, etc.]). Teachers present examples from their documentation of key learning demonstrated by this particular child, at this particular time, growth in learning of this child, and frame a next step in learning. **Comments are not undertaken for individual frames.** Comments, for this Communication of Learning:

- present information in a conversational way that is easy to understand
- focus on the learning the child has demonstrated, rather than the activities the child has participated in
- focus on or refer to strengths and growth in learning in relation to the expectations and specific evidence
- describe what the child is doing rather than what the educators are doing
- may also include the child's interests and preferences in learning.

Please don't feel that you must fill the box! The character count for the Religion box is 600 characters, and the Key Learning box is 4000 characters.

Options for clear and precise learning comments may include:

- Comments created in collaboration by the educator team to capture a summative statement in concise, everyday language.
- The Prep teacher provides an electronic copy of evaluative comments of each child's learning for the classroom teacher to paste into Key Learning box.

OR

- The Prep teacher provides evaluative comments and the classroom teacher integrates them into the body of the comment for Key Learning, including the name of the prep teacher at the start or conclusion of the comment he/she provides; for example:

- as a stem at the start of the comment: "Mrs. MacDonald reports"
- or at the conclusion of the comment: "(Mrs. MacDonald)"

OR

- The Prep teacher, after discussion with the class teacher, enters their evaluative comment directly into the Key Learning box in Gradebook. This approach would require the appropriate setup by the Principal.

Comments may be written in full sentence form or in point form.

Shared Spaces

In regard to preparation time, it is strongly encouraged that classroom teachers leave the classroom while the Teacher teaching a prep subject (FSL, Social Studies, Dance, etc.) is present. We must be respectful that some of our colleagues are not in the position where they have their own classroom space to deliver curriculum. As a result, they must move from classroom-to-classroom to provide instruction, which is a less than perfect scenario for many reasons.

During the time that teachers are assigned to a classroom to deliver instruction, we have to be respectful that the space becomes theirs to use. It is a professional courtesy to vacate the space, to allow the teacher sole use of the space with the students in their care. When classroom teachers remain in the room, students can easily become confused as to who is "in charge" at that time. It is recognized that there are times when classroom teachers might have to remain during a prep period due to perform a specific task that is restricted to the classroom space, but this should be the exception, not the rule.

In the end, we are all teachers and we need to be cognisant that when another teacher is teaching, the instructional and classroom management responsibilities clearly should be shifted to our colleague.

If you have any concerns, please contact the Unit office at 705-733-9625 or 1 800 558 4815