

CIS Ontario 

Conference of Independent Schools of Ontario

Connects Unconference

Learning skills and executive functions

Session Format (120 min)

| | | |
|---------------------------------|--------|--|
| Welcome | 5 min | Facilitator Introductions & overview |
| Learn | 25 min | Session facilitators to share their experience / learning |
| Reflect & Share | 25 min | Facilitated table sharing of expertise and prior knowledge |
| Deep Dive | 30 min | Facilitated deep dive into a session sub questions. |
| Record & Consolidate | 30 min | Participants consolidate with the infographic exit ticket |
| Gallery Walk | 5 min | Conversations and connections during the coffee break. |

Core Agreements

- **Respect your own air-time**, and that of your fellow participants
- **We are all experts:**
 - Experts in how to collaborate
 - Experts in how to support one another
 - Experts in how to be generative in our dialogue
 - Experts in generous listening
- **We don't know it all:**
 - We all have room to grow, we benefit most when we listen with an open mind
 - We all come from different schools and different cultural contexts,
- **Network & Connect**
 - Continue the conversation during the breaks and over lunch

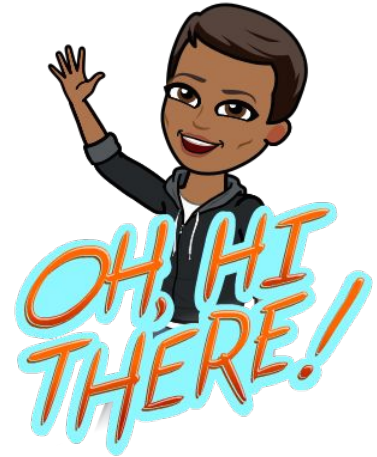
Nice to Meet you!



Tracy Faucher
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Learning skills and executive functions

“How might we intentionally develop learning skills and executive functions in our students and measure growth?”

Your Conference Placemat

This is the key to effective learning from today's session:

- Follows the flow of the session
- Provides you with prompts and space to ask questions, write ideas, and document your learning.

It is the artifact of the session. Use it, write on it, doodle, sketch note, whatever helps you learn the most from the the day.

The placemat form is titled 'Your Conference Placemat' and features the CIS Ontario logo in the top left corner. It includes a header with 'Name: _____' and 'Session Strand: _____'. Below the header is a box labeled 'Who is at my table? (Record Names & Schools)'. The main body is divided into two rounded rectangular sections: 'Prepare' on the left and 'Learn' on the right. The 'Prepare' section contains three prompts: 'Guiding question:', 'What insights and experience do I have to contribute to this guiding question?', and 'What questions do I have about this guiding question and this topic in general?'. The 'Learn' section contains the prompt: 'Use this section to take notes during your session facilitator presentation. What questions do you have? What areas might you like to explore next?'. A small share icon is located in the top right corner of the form.



Prepare & Learn

Prepare

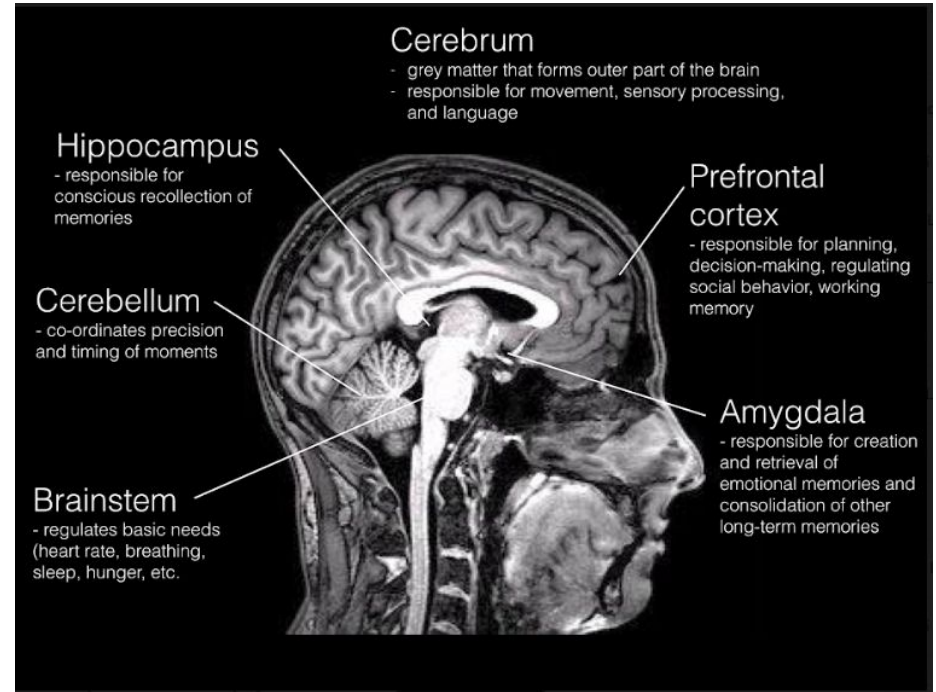
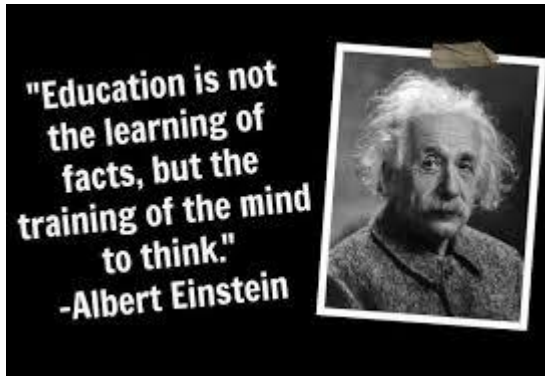
- 5 min solo reflection and expertise inventory.
- What do you know already and what are you curious about?

Learn

- 20 min presentation from your facilitators.
- Take notes
- Write down questions and ideas

| | | | |
|--|-------------|--|---|
|  | Name: _____ | Session Strand: _____ |  |
| Who is at my table? (Record Names & Schools) | | | |
| Prepare | | Learn | |
| <i>Guiding question:</i> | | <i>Use this section to take notes during your session facilitator presentation. What questions do you have? What areas might you like to explore next?</i> | |
| <i>What insights and experience do I have to contribute to this guiding question?</i> | | | |
| <i>What questions do I have about this guiding question and this topic in general?</i> | | | |

Teaching with the Brain in Mind



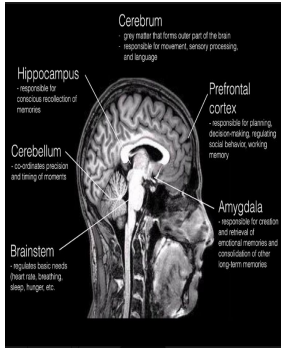
Executive Function Adam Cox's Working Map

| PILLARS | INITIATION | ORGANIZATION | PLANNING | ATTENTION | WORKING MEMORY | FLEXIBILITY | SELF AWARENESS | REGULATING EMOTION |
|---|---|--|---|---|---|---|---|---|
| What it means: | The ability to get started on a task without having to be asked multiple times. | The ability to manage space and resources for learning. Without it, it is hard to get momentum to get work done. | The ability to manage time and the ability to prioritize. | The ability to control attention and focus in order to start and complete tasks. | The ability to remember information long enough for it to be stored in long term memory. | The ability to adapt by shifting one's focus and pace as needed. | The ability to understand how one is seen by others. | The ability to express one's feelings in proportion to the events. |
| EXAMPLES of what a WEAK pillar might "sound" like. | "I could wait and do this tomorrow." | "I am having trouble keeping my process journal updated." | "I thought it would only take 30 minutes to do this!" | "I wanted to finish research on this topic tonight but I kept getting up or playing video games." | "I knew the PP criterion and expectations but I totally forgot it when it came to writing up my project." | "I know I have to move on to the next criterion and answer those prompts, but I need to get this one done perfectly first." | "I was only teasing...I don't see what the big problem is." | "I didn't reach out to my supervisor to schedule a meeting so now I feel that my supervisor thinks I don't care." |

VS.



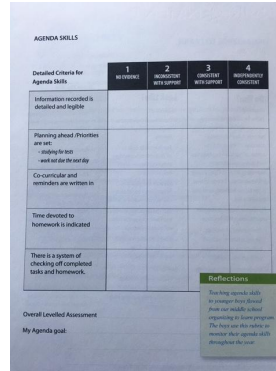
My Top 10 Favourite EF Strategies



Teach Neuroscience



Study Strategy Infomercial



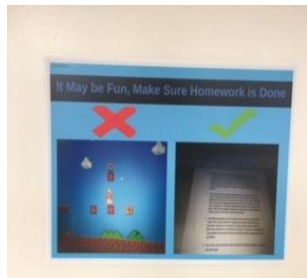
Agenda Skills



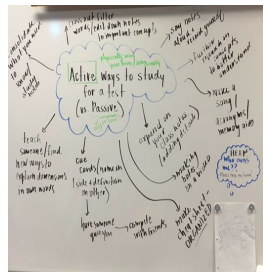
Active Learning



Reflection



Teachers take on practice



Not going alone



1:1 Check ins



Homework Club



Mindfulness

Executive Functioning Program Pieces

All Boys - Planning Organizing

- Bookended timetable - Form time in the AM/PM
- Explicit teaching of Google cal, use of Power school as a LMS

Wernham West Centre for Learning Programs - Planning, Organizing, Initiating Action, Working Memory

- Homework Club/ Hub - Grades 5 - 9
- One on one and small group skill development
- Weekly Locker/desk checks
- Study skills Year 5 -10

Support Services - Regulating Emotion, Flexible thinking

- Mindfulness groups, Chillaxing club, Zones of Regulation taught in life skills



Looking at Learning Skills:

What are they?

How can we capture them?

How can we help our students be more aware of them?

| Learning Skills and Work Habits | Sample Behaviours | | |
|---------------------------------|---|-----------------|---|
| Responsibility | <p>The student:</p> <ul style="list-style-type: none"> fulfils responsibilities and commitments within the learning environment; completes and submits class work, homework, and assignments according to agreed-upon timelines; takes responsibility for and manages own behaviour. | Collaboration | <p>The student:</p> <ul style="list-style-type: none"> accepts various roles and an equitable share of work in a group; responds positively to the ideas, opinions, values, and traditions of others; builds healthy peer-to-peer relationships through personal and media-assisted interactions; works with others to resolve conflicts and build consensus to achieve group goals; shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions. |
| Organization | <p>The student:</p> <ul style="list-style-type: none"> devises and follows a plan and process for completing work and tasks; establishes priorities and manages time to complete tasks and achieve goals; identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. | Initiative | <p>The student:</p> <ul style="list-style-type: none"> looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a willingness to take risks; demonstrates curiosity and interest in learning; approaches new tasks with a positive attitude; recognizes and advocates appropriately for the rights of self and others. |
| Independent Work | <p>The student:</p> <ul style="list-style-type: none"> independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision. | Self-regulation | <p>The student:</p> <ul style="list-style-type: none"> sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and reflects critically on own strengths, needs, and interests; identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; perseveres and makes an effort when responding to challenges. |

Collaboration: From “Report Card Talk” to Student Co-Constructed Language

| COLLABORATION | | | | | |
|----------------------------|--|---|--|---|--|
| Report Card | Accepts various roles and equitable share of work in a group | Responds positively to the ideas, opinions, values and traditions of others | Builds healthy peer to peer relationships through personal and media assisted interactions | Works with others to resolve conflicts and build consensus to achieve group goals | Share information, resources, and expertise and promote critical thinking to solve problems and make decisions |
| What it means to us | <ul style="list-style-type: none"> - Everyone in a group is important - No one should be “bossy” - Divide tasks equally - complete the part assigned to you and then help others | <ul style="list-style-type: none"> - every idea should be heard- no one in the group should say “that’s stupid” - if there is a disagreement, take a vote - it is ok to disagree but we should try not to get upset - it is a good idea to try different ideas to find the best one | <ul style="list-style-type: none"> - only write project related things on the group google doc -take turns doing different things -divide roles on strengths (if we can) -if there was a problem in the group do not talk about it on social media or behind the person’s back | <ul style="list-style-type: none"> -vote if there is a problem - ask teacher for help - check the rubric or assignment sheet | <ul style="list-style-type: none"> - don’t “hog” information so you can seem the smartest - if you find something that goes with someone else’s work, tell them about it -double check everyone’s work to make sure they have the “WHY” answered -ask teacher for help |

This was done in class with Post it Notes first. Students consolidated ideas and teacher created this and large printed it to hang in the classroom.

Capturing and student accountability are united!

The Learning Skill I am working on today is:
Independent Work
Collaboration
Regulation

I am going to show my learning in collaboration by responding positively to other peoples ideas because sometimes I like to have all the right answers and reason else and I get in fights with my friends

Student Reflection on their progress and next steps:
Well I did not get in a fight with my group today but I didn't share my ideas because they were different from my group. Maybe next time I can share and idea and ask for a vote if it is not the same

Teacher Feedback on their progress and next steps:
This is a hard one to find balance with. I'm glad you did not get in a fight with your friends. I know that bothers you. You can say that you did not respond negatively, but we are still working on how to respond positively. I like your idea of a vote - I want to make sure your voice is heard as well. What plan can we make in case the group does not vote for your idea and you feel upset?

The Learning Skill I am working on today is:
Independent Work
Collaboration
Regulation

I am going to show my learning in regulation by asking my teacher questions when I ask questions that is clarifying the problem.

Student Reflection on their progress and next steps:
I asked questions and that helped me but I think I had more questions. I felt clarified and did my paragraph. maybe next time I can ask all my questions at the same time.

Teacher Feedback on their progress and next steps:
I Loved your questions today! And you can't have too many! Keep 'em coming! I know you feel really nervous about asking questions, so I'm really proud of you today! You don't have to ask your questions all at once, but if that is a strategy that makes you feel better than lets try it!

Name: _____

/35

| Expectation | Success Criteria | Level 4 85-100% | Level 3 70-79% | Level 2 65-69% | Level 1 50-59% |
|--|---|--------------------|-------------------|-------------------|-------------------|
| Knowledge and Understanding | r10 | 8.5-10 points | 7.5 points | 6.5 points | 5.5 points |
| A3.6 Describe significant instances of cooperation and conflict among the colonies during Confederation discussions. | Preliminary and Final Proposal <input type="checkbox"/> Point makes sense for the colony and is different from other group members. <input type="checkbox"/> Identifies relevant resolved issues <input type="checkbox"/> Identifies relevant unresolved issues <input type="checkbox"/> Point is accurately explained. <input type="checkbox"/> Specific evidence and detail is used to support ideas. | Extending | Meeting | Approaching | Limited |
| Thinking and Inquiry | r10 | 8.5-10 points | 7.5 points | 6.5 points | 5.5 points |
| A1.1 Evaluate the importance of various internal and external factors that played a role in the creation of the Dominion of Canada | Bill Reflection <input type="checkbox"/> Point makes sense for the colony and is different from other group members. <input type="checkbox"/> Addresses relevant anticipated benefits <input type="checkbox"/> Addresses relevant anticipated negative consequences <input type="checkbox"/> Makes specific connections to the Bill <input type="checkbox"/> Specific evidence and detail is used to support ideas. | Extending | Meeting | Approaching | Limited |
| Communication | r5 | 4-5 points | 3.5 points | 3 points | 2.5 points |
| A2.7 Communicate the results of their inquiry using appropriate vocabulary and presentation format for a political conference. | <input type="checkbox"/> Prepared to participate with all of the necessary resources and ideas are presented in an organized manner (appropriate use of time). <input type="checkbox"/> Voice is loud and clear. <input type="checkbox"/> Vocabulary and body language is professional and suits the conference audience. <input type="checkbox"/> Steps have been taken to make role clear and remains consistent throughout. | Extending | Meeting | Approaching | Limited |
| Application | r10 | 8.5-10 points | 7.5 points | 6.5 points | 5.5 points |
| A2.8 Evaluate evidence and draw conclusions about the perspectives of the different colonies on significant issues concerning the creation of the Dominion of Canada | Vote justification <input type="checkbox"/> Point makes sense for the colony and is different from other group members. <input type="checkbox"/> Point is directly related to colony's voting choice. <input type="checkbox"/> Point is accurately explained. <input type="checkbox"/> Specific evidence and detail is used to support ideas. | Extending | Meeting | Approaching | Limited |

| Responsibility | Organization | Independent Work | Collaboration | Initiative | Self Regulation |
|----------------|--------------|------------------|---------------|------------|-----------------|
| | | | | | |

| |
|---|
| Student Reflection - Considering feedback you have received about research and presentation skills, What were your strengths during the simulation and where do you think you could improve going forward? |
| |
| |
| Teacher Feedback |
| |

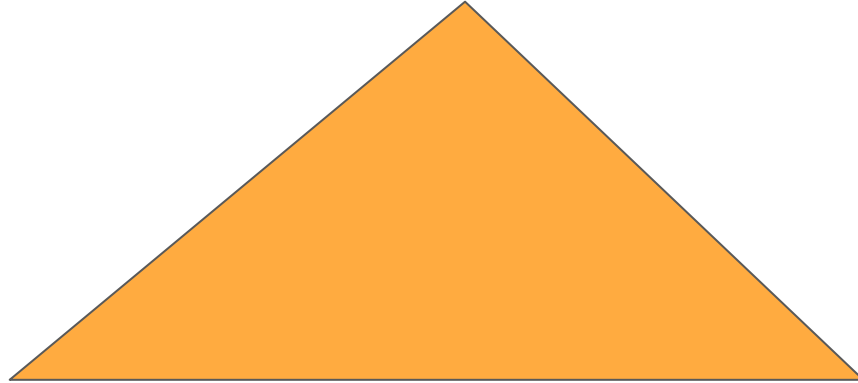
Learning skills are added to Learning Of rubrics. They do not impact the overall mark, but they are there to let the student know how they did in these areas. Teachers use N, S, G and E. The student's reflection is around how they did with the Learning Skills and how that affected their work. Teacher Reflection provided LS feedback.

Not all learning skills are always assessed. This was a group project so the class and the teacher decided Independent Work should not be on the rubric. Teacher has greyed it out so that this is clear.

Triangulation of Evidence of Learning - Anne Davies

Observation of Learning

Observing students and using checklists to record outcomes



Conversations

assess work in relation to criteria to gauge understanding

Products Students Create

to assess achievement of outcomes



NEXT

STEPS

Example 1: (student reflection pages)

- Add N-Needs Improvement
 - S- Satisfactory
 - G-Good
 - E- Excellent
- This will be added for both student reflection and teacher reflection. We are hoping this will help what they see on their report card have more meaning and they will understand why they have earned what they have.

Overall:

- Ask students what they value in each model
- Next year all teachers will do one, or both

Still to do:

- Finalize Tracking Draft

Insights from TFS Experience

- Teacher PD Mapping the Scope and Sequence Over Time
- Teaching EF and new Resources
- Tracking and Teaching Reflection

Developing a
scope and
sequence of
skills across
subjects

ent **Research**
Skills I:
Information Literacy
Finding, interpreting,
judging and creating
information

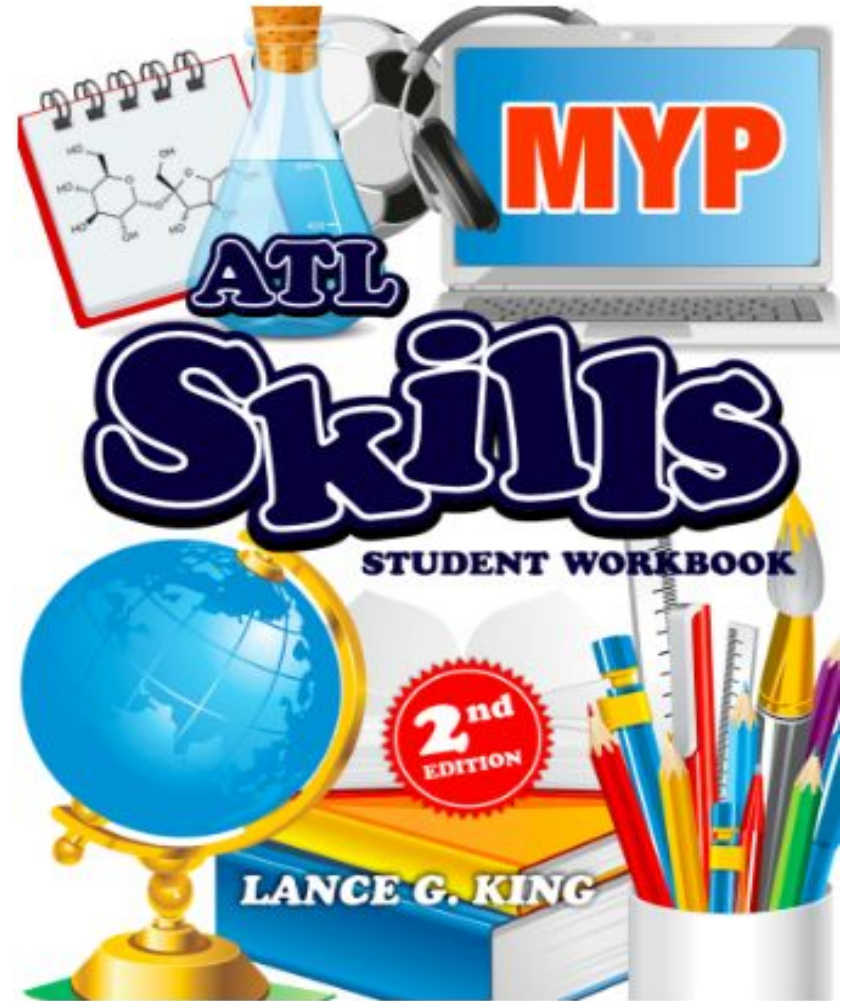
Research
Skills II:
Media Literacy
Interacting with
media to use and
create ideas and
information

BC

Executive Functions in the IB

Approaches to
Learning

New Resources



Teaching Reflection

- Students will gain skills in self-reflection and use of feedback to improve learning
- Students will contribute their perspectives and experiences with the process to improve the system next year.

Purposes of the reflection process

1. Practice in using feedback from teachers to improve learning.



Demonstration

Assessment Tracking Folder: CHW3M!

| Date: | Titre de l'évaluation / Assessment Title: | Criteria: | | | | Commentaires du professeur / My Teacher's Feedback: | Ma réflexion / My Reflection: |
|-------|---|-----------|---|---|---|---|-------------------------------|
| | | A | B | C | D | | |
| | | | | | | | |

Practicing & Assessing Reflection on Feedback

Reflection for Growth Process
🔍 🗖 ⚙ SEND

QUESTIONS
RESPONSES 88

Reflection for Growth Process Survey

Thank you for completing this survey on the Reflection for Growth Process at the Senior School. Your experience and ideas are important feedback to help us review and improve for next year!

1. What grade are you in? *

- Grade 6
- Grade 7
- Level 1
- Level 2

Assessment of Executive Functions

When specific ATL skills become an explicit focus for teaching and learning, students can begin to take responsibility for their own development. Over time, students can identify themselves and their competence in any learning strategy using terms like these:

- Novice/ beginning – students are introduced to the skill and can watch others performing it (observation)
- Learner/ developing – students copy others who use the skill and use the skill with scaffolding and guidance (emulation)
- Practitioner/ using – students employ the skill confidently and effectively (demonstration)
- Expert/ sharing – students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)

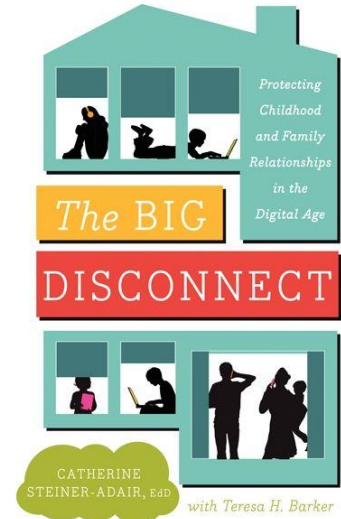
A concept-based curriculum that uses ATL skills effectively enables all students to become stronger, more self-regulated learners.

Managing Attention - Supporting “Screenagers”



| | | | |
|---|--------------------------------|--------------------------|--|
|  UWC THAILAND PARENT SUPPORT GROUP | COMPLIMENTARY SCREENING | |  1 234567 890128 > |
| | FRI 02 NOV 2018 | UWCT CAMPUS MPH BUILDING | |
| | 08:30AM | RSVP@UWCTHAILAND.AC.TH | |

What strategies do schools have in place to develop a healthy digital life?



How do we protect childhood and family relationships in the digital age ?- Catherine Steiner Adair

Teaching and Managing Attention

Mindfulness as a strategy for self-awareness, paying attention and emotional regulation.

HTS - Mindful Monday, Flex Periods

TFS - Mindup program parent/teacher sessions, Calm.com in Guidance

[TFS Libguide on mindfulness](#)

UCC - Principal's Innovation Fund, Curriculum Integration, Mind Up program

Beneficial effects of mindfulness meditation



Physical impacts

- Improve immune functioning (Carlson et al., 2007; Davidson et al., 2003)
- Reduce stress-related cortisol (Carson et al., 2007; Hanson, 2009)
- Reduce chronic pain (Grossman et al., 2007)
- Improve cognitive functioning (Jha et al., 2007; Ortner et al., 2007; Pagnoni & Cekic, 2007)
- Enhance immune system (Hanson, 2009)
- Thickens and strengthens frontal cingulate cortex and insula (Hanson, 2009)



Emotional and mental well-being

- Increases activation of left frontal regions which lifts mood (Hanson, 2009)
- Depression (Hoffmann et al., 2010; Teasdale et al., 2000)
- Anxiety (Hoffmann et al., 2010; Roemer et al., 2008)
- Substance use (Hoffmann et al., 2010; Roemer et al., 2008)
- Eating disorders (Tapper et al., 2009)
- Psychological well-being in healthy participants (Carmody & Baer, 2008; Chiesa & Serretti, 2009)



Strengthens empathy and compassion

- Enhances attention, empathy, and compassion (Hanson, 2009)
- Activates emotional processing (Hutcherson, Seppala, & Gross, 2014; Hoffmann, Grossman, & Hinton, 2011)



MINDFULNESS MEDITATION



Definition: Non-judgmental attention to experiences in the present moment (Kabat-Zinn, 1990). Involves attention on the experience of thoughts, body sensations, emotions and observing them as they arise and go away.

Two central components: (1) regulation of attention to keep it on the immediate experience; (2) approaching experiences with curiosity, openness, and acceptance, and loving kindness, regardless of whether they are positive or negative.

C—O—A—L

A mental filter during meditation



Reflect & Share

Reflect on your answer to Question #1

- 1 min (solo)

Share Your answer to Question #1

- 7 min (group share)

Repeat with Question #2 and #3

** This should take 30 min total**

** Record all you hear and learn on your placemat

Reflect & Share

Insights: What does _____ look like and feel like when it is implemented and functioning at its best?

Resources: Where can I look for answers, ideas and best practices to inform my own?

Tips & Tricks: What are some important steps to consider when planning & implementing?

Deep Dive

Reflect on your answer to Question #1

- 1 min (solo)



Share Your answer to Question #1

- 4 min (table share)

Share your answer with the Room

- 4 min room share

Repeat with Question #2 , #3, # 4

 **Deep Dive** 

| | | |
|--|--|---|
| <p>1) <i>What would change if...?</i></p> <p>2) <i>If we only could we would...</i></p> | <p>3) <i>I used to think now I think....</i></p> | <p>4) <i>It might seem like a good idea, but trust me, don't even think about... (share a failure or story that resulted in learning from something that did not go as planned)</i></p> |
|--|--|---|



EXIT TICKET: Inform the Infographic

Inform yourself:

- 5 min solo reflection
- Consolidate your learning on your placemat

Inform the Infographic:

- 20 mins group synthesis to create the table infographic

 **EXIT TICKET: Inform the Infographic** 

What is your draft answer to your session guiding question?

What resources were shared by your table group that you will read and follow up with (blogs, books, etc...)?

What tips and advice are applicable to your role and school?

What schools and programs will you research, connect with and/or follow up with?

GUIDING QUESTION 

Answers and Insights

Tips, Tricks & Advice

Resources to Follow Up with

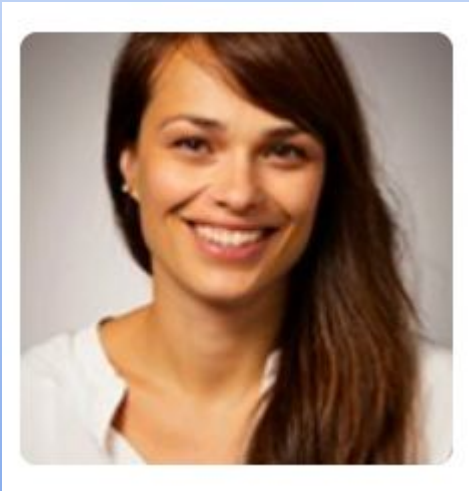
Schools to Follow Up with

Gallery Walk

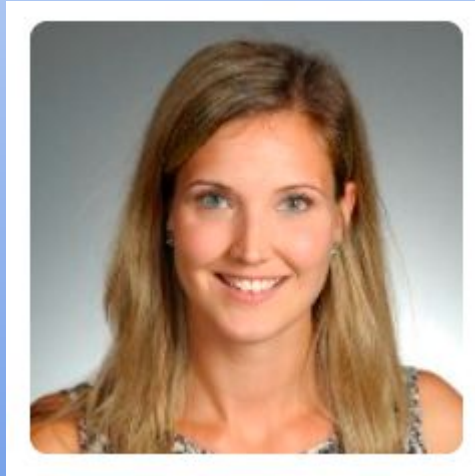


CONTENT - P.M.

Nice to Meet you!



Nicole Klement



Cheryl Mackinnon



Kirsten Uhre

Session Format (120 min)

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|---------------------------------|--------|---|
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| Learn | 25 min | Common EF language Data / Observation driven learning |
| Reflect & Share | 25 min | Resource sharing - facilitated table sharing of expertise and prior knowledge (small group) |
| Deep Dive | 30 min | Facilitated deep dive into a session sub questions (large group) |
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Core Agreements

- **Respect your own air-time**, and that of your fellow participants
- **We are all experts:**
 - Experts in how to collaborate
 - Experts in how to support one another
 - Experts in how to be generative in our dialogue
 - Experts in generous listening
- **We don't know it all:**
 - We all have room to grow, we benefit most when we listen with an open mind
 - We all come from different schools and different cultural contexts,
- **Network & Connect**
 - Continue the conversation during the breaks and over lunch

Overarching Question

“How might we intentionally develop learning skills and executive functions in our students and measure growth?”

Your Conference Placemat

This is the key to effective learning from today's session:

- Follows the flow of the session
- Provides you with prompts and space to ask questions, write ideas, and document your learning.

It is the artifact of the session. Use it, write on it, doodle, sketch note, whatever helps you learn the most from the the day.

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- Session Strand:** _____
- Who is at my table? (Record Names & Schools)**
- Prepare**
 - Guiding question:*
 - What insights and experience do I have to contribute to this guiding question?*
 - What questions do I have about this guiding question and this topic in general?*
- Learn**
 - Use this section to take notes during your session facilitator presentation. What questions do you have? What areas might you like to explore next?*



Prepare & Learn

Prepare

- 5 min solo reflection and expertise inventory.
- What do you know already and what are you curious about?

Learn

- 20 min presentation from your facilitators.
- Take notes
- Write down questions and ideas

 Name: _____ Session Strand: _____ 

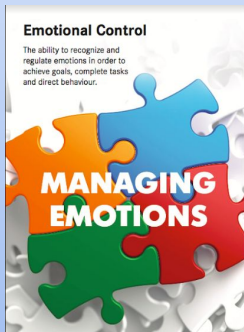
Who is at my table? (Record Names & Schools)

| Prepare | Learn |
|--|---|
| <p><i>Guiding question:</i></p> <p><i>What insights and experience do I have to contribute to this guiding question?</i></p> <p><i>What questions do I have about this guiding question and this topic in general?</i></p> | <p><i>Use this section to take notes during your session facilitator presentation. What questions do you have? What areas might you like to explore next?</i></p> |

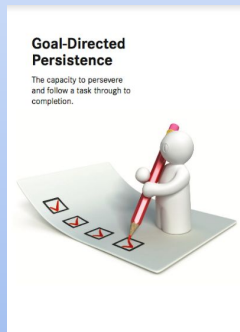
Executive Functioning Language at Havergal



Shifting and Flexibility
The ability to move appropriately from one situation to another. The ability to revise a plan in the face of obstacles, setbacks, new information or mistakes.



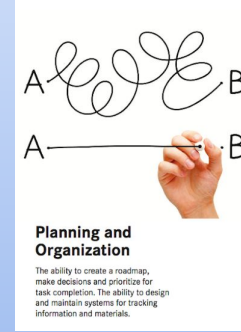
Emotional Control
The ability to recognize and regulate emotions in order to achieve goals, complete tasks and direct behaviour.



Goal-Directed Persistence
The capacity to persevere and follow a task through to completion.



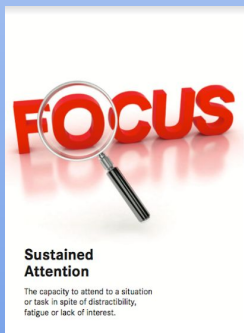
Metacognition/Reflection
The ability to self-monitor and self-evaluate by asking, "how am I doing?" or "how did I do?"




Planning and Organization
The ability to create a roadmap, make decisions and prioritize for task completion. The ability to design and maintain systems for tracking information and materials.



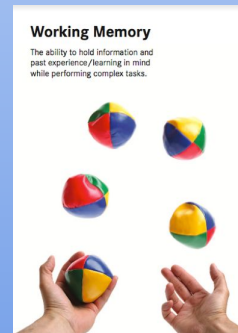
Time Management
The capacity to estimate and use time effectively.



Sustained Attention
The capacity to attend to a situation or task in spite of distractibility, fatigue or lack of interest.



Task Initiation
The ability to begin a task in a timely fashion.



Working Memory
The ability to hold information and past experience/learning in mind while performing complex tasks.



Response Inhibition
The capacity to stop, evaluate and think before you act.

*Variation of Dawson & Guare definitions

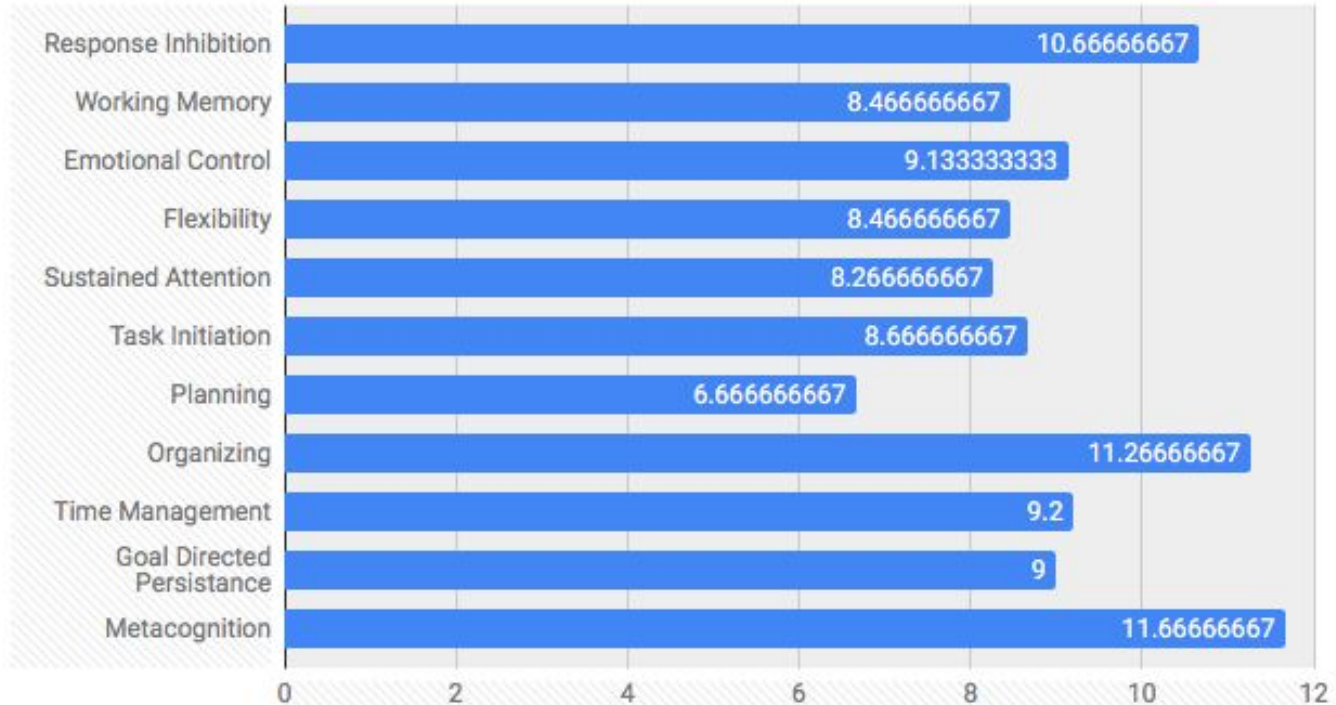
Executive Functioning Survey

Please Complete

the Executive Functioning Assessment (for Adults)

Analyse Data from Survey

EF Skills Block B Gr 11 Cardinale



Please Join a Grade Related Group:

Junior

Grades 4-6

Cheryl Mackinnon

Senior

Grades 10-12

Nicole Klement

Middle

Grades 7-9

Kirsten Uhre

Reflect & Share

Reflect on your answer to Question #1

- 1 min (solo)

Share Your answer to Question #1

- 7 min (group share)

Repeat with Question #2 and #3

** This should take 30 min total**

** Record all you hear and learn on your placemat

The image shows a 'Reflect & Share' placemat template. It is a rectangular sheet with a white background and a thin black border. In the top left corner, there is a small logo for 'CIS Ontario'. In the top right corner, there is a small icon of three connected circles. The title 'Reflect & Share' is centered at the top. Below the title, there are three vertical columns, each with a rounded bottom. The first column is labeled 'Insights: What does _____ look like and feel like when it is implemented and functioning at its best?'. The second column is labeled 'Resources: Where can I look for answers, ideas and best practices to inform my own?'. The third column is labeled 'Tips & Tricks: What are some important steps to consider when planning & implementing?'. Each column is currently empty, intended for handwritten notes.

Deep Dive

Reflect on your answer to Question #1

- 1 min (solo)



Share Your answer to Question #1

- 4 min (table share)

Share your answer with the Room

- 4 min room share

Repeat with Question #2 , #3, # 4

 **Deep Dive** 

| | | |
|---|--|---|
| <p>1) <i>What would change if...?</i></p> | <p>3) <i>I used to think now I think....</i></p> | <p>4) <i>It might seem like a good idea, but trust me, don't even think about... (share a failure or story that resulted in learning from something that did not go as planned)</i></p> |
| <p>2) <i>If we only could we would...</i></p> | | |



EXIT TICKET: Inform the Infographic

Inform yourself:

- 5 min solo reflection
- Consolidate your learning on your placemat

Inform the Infographic:

- 20 mins group synthesis to create the table infographic

 **EXIT TICKET: Inform the Infographic** 

What is your draft answer to your session guiding question?

What resources were shared by your table group that you will read and follow up with (blogs, books, etc...)?

What tips and advice are applicable to your role and school?

What schools and programs will you research, connect with and/or follow up with?

GUIDING QUESTION 

Answers and Insights

Tips, Tricks & Advice

Resources to Follow Up with

Schools to Follow Up with

Gallery Walk



Session Facilitator Training Videos - Part 1 - 4

Part 1

Learning skills and executive functions

"How might we intentionally develop learning skills and executive functions in our students and measure growth?"



Part 2

Deep Dive

Reflect on your answer to Question #1

- 1 min (solo)

Share Your answer to Question #1

- 4 min (table share)

Share your answer with the Room

- 4 min room share

Repeat with Question #2, #3, #4

| Deep Dive | | |
|-------------------------------------|---------------------------------|--|
| 1. What was the question? | 2. What did you think about it? | 3. How might you use a good idea from this question in your own classroom? |
| 4. Share your answer with the room. | | |



Part 3

Reflect & Share

Reflect on your answer to Question #1

- 1 min (solo)

Share Your answer to Question #1

- 7 min (group share)

Repeat with Question #2 and #3

** This should take 30 min total**

** Record all you hear and learn on your placemat

| Reflect & Share | | |
|--------------------------------------|---------------------------------|--|
| 1. What was the question? | 2. What did you think about it? | 3. How might you use a good idea from this question in your own classroom? |
| 4. Share your answer with the group. | | |



Part 4

EXIT TICKET: Inform the Infographic

Inform yourself:

- 5 min solo reflection
- Consolidate your learning on your placemat!

Inform the Infographic:

- 20 mins group synthesis to create the table infographic.

| EXIT TICKET: Inform the Infographic | |
|--|---------------------------------|
| 1. What was the question? | 2. What did you think about it? |
| 3. How might you use a good idea from this question in your own classroom? | |
| 4. Share your answer with the group. | |

