

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: Executive Functioning Standards Area: Work Habits and Social Emotional Learning
Facilitator: Kristin Thrash School(s): MCE
Beginning Date: 9/24/15 Ending Date: 5/5/16 # of Hours: 8.00

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?

Teachers will thoughtfully and carefully develop a plan for instructing, coaching, and assessing the Executive Functioning needs of third and fourth grade students.

Here is our plan:

1. Read/Research Executive Functioning, using the text *Smart, but Scattered* as the primary source.
2. Meet to plan assessing, instructing, and coaching individual and/or groups of students in the area of executive functioning.
3. Meet to analyze student growth in the area of executive functioning.

Reflect on instructional practices.

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

Grades 1-5.

FINAL REFLECTIONS

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

Yes. We collectively worked together to verbally reflect on practices to coach a select number of students with any Executive Functioning needs. We were able to read the text *Smart, but Scattered*, while allowing us time to learn from each other as well as other staff members in the district.

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

Members shared stories and personal reflections about working with students in their own classroom. We presented chapters from work/reading done outside of the Collegial Circle meetings. Finally, we were able to design a grades 1-3 and 4-5 Executive Functioning Inventory for teacher use.

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

Several students were able to learn strategies in order to assist with one or more areas of need in the area of Executive Functioning. The biggest impact was the development of the Executive Functioning Inventories for grades 1-3 and 4-5 that we will use to collect data/information to pass along to next year's teachers in addition to reviewing any areas of need with parents in conjunction with our Executive Functioning "placemat".

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.