

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: **Connecting the Dots: Special Education Math Connections** Standards Area: **Special Education/Math**

Facilitator: **Joshua Dougherty** School(s): **TRE, ACE, JRE, MCE**

Beginning Date: **2/22/16** Ending Date: **May 9th** # of Hours: **8**

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

Only completed 5 1/2 hours

COLLEGIAL CIRCLE DESCRIPTION

What was the anticipated goal(s) of this Collegial Circle?

WE WOULD LIKE TO ANALYZE OUR INDIVIDUAL PRACTICES AND SEE IF WE CAN CREATE CONSISTENCY ACROSS THE DISTRICT. THE CONSISTENCY TARGETS WILL BE TO MESH THE USE OF ENVISIONS, FOCUS, AND THE FOCAL POINT ASSESSMENTS INTO A USEABLE NETWORK OF RESOURCES.

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

The target areas were for grades 3, 4, and 5. THE CONSISTENCY TARGETS WILL BE TO MESH THE USE OF ENVISIONS, FOCUS, AND THE FOCAL POINT ASSESSMENTS INTO A USEABLE NETWORK OF RESOURCES. OUR FOCUS WAS HOW WE IMPLEMENT MATH IN SPECIAL CLASS.

FINAL REFLECTIONS

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

We were not able to seamlessly mesh the programs together. We were able to create a digital consortium of materials, however we feel that we uncovered a wealth of information that needs a great deal more time in exploring. We feel that more time will be required next year so that we can adequately explore and read about more about best teaching practices and learn how to better support students in special education.

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

We used research and our discussions to assess where we were going as a group. We found that every time we had a discussion that it would lead to several new questions. We would seek out answers to the questions from the previous meetings, and then we ran out of time for this year.

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

We never reached the steps of applied practice. Our goal is to regroup and move to that stage next year. I have attached the research articles that we reviewed, and the book titles we are requesting for next year's collegial circle.

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.

Our target was on Participant's Learning. We will created a basic digital portfolio of our resources that we connected current practices. Our overall goal was to improve programming for our students and aligning resources for teachers. We scratched the surface of this, but we feel a great deal more time is needed to meet our goals.

Please include any additional comments you would like to share with the Collegial Circle Committee. This may include unanticipated outcomes, next steps, new learning, etc.

The biggest piece that we discovered that that we need a better foundational understanding on how the base 10 system works. Our students in special education are having difficulty with how place value works and how this relates to the number system. We found that research suggests that if students are stuck at the foundational level of mathematics all the rest of the new learning is not attaching to concepts correctly and the learning is flawed. Due to this flawed learning classroom time spent on new concepts is now beneficial to the students. Additionally, we found that spending large amounts of time on fluency and developing the number system will help students recover math concepts within the students learning. This time spent on lower level learning will help reduce the need for special class later on in their careers. We require more time next school year to test this theory on our students, and we wish to explore the books; *About Teaching Mathematics: A k-8 Resource* by Marilyn Burns, and *Number Talks: Helping Children Build Mental Math and Computation Strategies K-5* by Sherry Parrish.

We feel using these texts as the focus of our circle will help guide our practices and shape our teaching.