

# 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: Stolen Focus Standards Area: Special Ed.  
Facilitator: Samantha Hyde School(s): MHS  
Beginning Date: 3/13/2025 Ending Date: 5/8/2025 # of Hours: 10  
*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?

Our goal was to understand our own struggles in maintaining attention and apply that to our students with deeper struggles in attention.

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

This work will impact all of our students but we specifically focused on those with attention deficits.

### What level of Guskey's Professional Development Evaluation did you select for this Circle?

Initially we worked through Level 2- Learning about the decline in our ability to focus and understanding what limits us.  
We also focused on Level 4 – the use of our knowledge and skills. We will reflect on strategies that we apply in our classrooms.

## FINAL REFLECTIONS

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

Yes! We all gained a clear understanding of our own attention and where it falls short. We also gained an appreciation for the challenges our students face with attention and how our society and culture amplify these challenges.

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

So far, we have made the changes to our own routines and habits (limiting our screen time, turning off notifications, sleeping better, eating better) and we have discussed these impacts. Many of us have introduced these practices to our students through lessons in resource room.

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

Participating in the *Stolen Focus* book study deeply influenced both our instructional strategies and our understanding of how attention and engagement function in the classroom. One major takeaway was the importance of reducing cognitive overload and creating structured, distraction-free learning environments, especially in our CT and Resource room classes.

We incorporated mindfulness activities at the start of class, which not only helped students settle in but also aligned with our discussions on attention. We observed that students were more likely to participate in class discussions and showed increased resilience working through multi-step tasks.

One activity I used in my classroom included a week of reflective journaling about students ability to focus. After that I have noticed a shift in how they come to class and how they use their time. About once a week I include a journal prompt that revisits these topics.

Lastly, conversations with colleagues during the book study encouraged us to be more intentional about modeling focus and managing my own classroom presence. Our rooms are more calm and nurturing to students minds, offering the a space to focus and think deeply.

**Did your work align with the Level of Evaluation you identified in your proposal? Please explain.**

Yes, our work aligned closely with the levels of evaluation we identified: Levels 2 and 4. As a group, we engaged deeply with the content of *Stolen Focus*, which helped us build a stronger understanding of how attention, technology, and environment impact learning (Level 2: Participants' Learning). Through our discussions, we explored both research and practical strategies, reflecting on our current teaching practices and considering new approaches.

We then applied that learning directly in our classrooms (Level 4: Participants' Use of New Knowledge and Skills). Across different content areas and student populations, we implemented changes such as reducing digital distractions, modifying our lesson pacing, incorporating more reflective and mindful moments, and intentionally designing learning environments to promote attention and deep thinking.

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

Many members had read other books that complimented the work we did here. Some of our time in the last meeting was spend listing book recommendations for next year or for summer reading. We are excited to continue this work outside of the book study.