

# 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: **Emotional Lives of Teens-Book Study** Standards Area: \_\_\_\_\_  
Facilitator: **Emily Natoli-Burns** School(s): **SHS**  
Beginning Date: **September 2023** Ending Date: **May 2024** # 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

## COLLEGIAL CIRCLE DESCRIPTION

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

To read and discuss the book *The Emotional Lives of Teens* (Book) and use it as a tool for communicating with students.

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

9-12 and any subject area, but especially those of us who teach resource room and work very closely with teens.

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

Participants use of new knowledge and skills.

## FINAL REFLECTIONS

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

YES. We met almost monthly and were able to discuss the book and how it factored into our communication with teens we work with. When we met we would discuss how we could apply what we had read to our work.

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

Evidence was in the discussion of how we used these tools to listen better to teens and communicate with them in more effective ways. We used a study guide for the book to guide discussions through the chapters, and everyone's participation was evidence of our success. I have included the guide in my packet here so you could see the discussion questions.

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

Students are more readily accessible to learn when they are appropriately supported in their emotions. We talked with students about their feelings in resource room and how anxiety isn't a bad thing and is something we all experience. It is not a reason to not work on assignments. We helped students evaluate if their anxiety was SO big they couldn't manage it. We helped our students fine tune their emotional vocabulary so that EVERYTHING wasn't anxiety, which is what many of them say (Sometimes it is excitement, sometimes it is being overstimulated). We used scripts to help our students feel heard.

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

Yes, because we were able to put the words of the book into action. We used Dr. Damour's language to support students.

**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.**

Dr. Damour's work is outstanding. I would love to have her come speak here!