



Watson  
School of Education



## C 4 S STUDY GROUP RELECTIVE FEEDBACK FORM

Name: \_\_\_\_\_ School: \_\_\_\_\_

Topic: \_\_\_\_\_ Study Group Date & Time: \_\_\_\_\_

You have used the C4S Goals Discussion Guide as a framework for dialogue in your study groups. Use those questions to organize your reflection and to capture your experiences in *Improving Educational Outcomes for Hispanic and At-Risk Students*. Your thorough reflections will illustrate that you have met the goals of the grant and also support the “Collection of Best Practices.”

**DIRECTIONS:** Please have your reflection take the form of a narrative using the questions on the C4S Goals Discussion Guide to direct the content of your reflection. All members of the study group should submit an individual reflection. Please respond to all three categories listed below as you reflect on your study group session.

**Attach your narrative reflection as a Word document in an email via TaskStream to Diane Calhoun and Dawn Stanford by the due dates on the Timeline of Events for Participants.**

### **I. EVIDENCES OF IMPROVING EDUCATIONAL OUTCOMES AND EXPERIENCES:**

#### Educational Outcomes and Experiences

##### **A. Collect evidences of improving educational outcomes**

1. What new resources/strategies have you implemented in your classroom for LEP students? Describe these resources/strategies.
2. What positive results/outcomes are you seeing as a result of using those resources/strategies? Use examples to support this.
3. What new instructional strategies have impacted student learning/outcomes? Share student examples and results.

##### **B. Develop profiles of Hispanic/At-Risk Students using the CASL (Collaborative Analysis of Student Learning) model as described in chapter 5. This should be ongoing and included in your “Collection of Best Practices.”**

1. Look at the work of 1-2 students over time as you implement these strategies and materials/resources. Profile their growth and reflect on what impacted that growth.
2. What new experiences have you begun with your LEP/At -Risk students?
3. What results/outcomes occurred because of these experiences?

### **II. PERSONAL CAPACITY TO SUPPORT TEACHING AND STUDENT LEARNING:**

#### Informal and Formal Networking

**Note: You may not have completed all of this process early in the grant. As you do, please include this as part of your reflection.**

##### **A. What specific skills, knowledge and abilities have increased your capacity to teach Hispanic/At-risk students in the areas of:**

1. Specific Professional Development
2. Materials/books, etc.
2. Activities/Experiences (Garza, workshops, SIOP, trainings etc.)

##### **B. How have you helped to provide a support network within your building and/or outside of your building?**

1. Describe the experiences and types of dissemination you have shared.
2. How has this contributed to build capacity to educate and teach Hispanic/At-risk students?

##### **C. Are there others you have mentored outside the study group regarding Hispanic/At-risk students in the solutions focused approach? Describe the circumstances (e.g.: parents, public, staff, students, colleagues, others)?**

**III. REFLECTING ON TRAINING, COACHING AND MENTORING.**

**Training, Coaching and Mentoring:**

**Note: you may not have completed all of this process early in the grant. As you do, please include this as part of your reflection**

**A. *Reflect on the results/impact of the C4S training initiatives you implemented in your building? Remember to document these experiences on the C4S Dissemination Log.***

1. What topic(s) were presented?
2. Date and number of participants (parents, teachers, students, etc.) who attended?
3. What impacts/results did this initiative have?

**B. *What skills in coaching/mentoring have you developed and used in the process of training, mentoring, and coaching others?***

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