

3/12/12 8:14 PM

**\*APPLICATION DEADLINE: Monday, March 12, 2012 at 5:00 pm**

**Email to [kathleen\\_sheehy@brookline.k12.ma.us](mailto:kathleen_sheehy@brookline.k12.ma.us)**

**Mail or hand-deliver to BEF, 40 Webster Place, Brookline, MA 02445**

**BROOKLINE EDUCATION FOUNDATION  
Collaborative Grant Application for 2012-2013 Academic Year  
Cover Page**

**APPLICATION MUST BE TYPED**

Project Title	Workshop Series: <i>Addressing the Needs of Driscoll Students With Deficits in Executive Functioning</i>
Who is the Project Leader?	Carrie Gross and Ann Pettrone
Leader's School/Assignment	Driscoll School/ Guidance Counselor and Driscoll School/ 4th Grade Teacher
Leader's Home Telephone Number	617-448-0973 (Carrie Gross) 617-519-8931 (Ann Pettrone)
Leader's Email Address	<a href="mailto:Carrie_Gross@brookline.k12.ma.us">Carrie_Gross@brookline.k12.ma.us</a> and <a href="mailto:Ann_Pettrone@brookline.k12.ma.us">Ann_Pettrone@brookline.k12.ma.us</a>
Years teaching in PSB, total years teaching	Carrie Gross- 7 years Ann Pettrone- 8 years
Project period	1 school year (2012-1013 academic year)
Amount requested	\$3,000

***For participants please attach sheet with names, schools, assignments, and email addresses.***

**\*\*This form is attached!**

I understand that, should the Brookline Education Foundation fund this Collaborative Grant application, as Project Leader, I am obligated to submit a written evaluation of this project at its completion. Evaluations of projects will be due by May 31, 2013. I further understand that only educators employed by the Brookline Public Schools at the time the project is undertaken are eligible to receive funds.

Acknowledgement of Project Leader: Carrie Gross

Date: 3/7/2012

For online submissions, please acknowledge that you have read and agreed to the above statement.   X

BROOKLINE EDUCATION FOUNDATION  
Collaborative Grant Application for 2012-2013 Academic Year  
Project Description Section

**1. Project Summary** (1-3 sentences)

This project is designed to expand Driscoll Staff's knowledge about Executive Functions and how deficits in these areas impact student learning, behavior, and socialization in school. Evidenced by Driscoll's increasingly inclusive classrooms, wide variety of learning styles and academic abilities, and growth in the number of students diagnosed with ADHD and Executive Function Disorder, this professional development project is needed. There is resounding excitement ringing within the hallways at Driscoll as staff members are eager to participate in two professional development sessions led by expert consultant, Sarah Ward! The great majority of the Driscoll Staff has pledged their time for the opportunity to collaborate and build a deepened understanding of the areas of Executive Functions and build capacity to provide accommodations and teach specific skills in their daily classroom practice. This professional development project centered on Executive Functions will have tremendous impact on student learning, as the leaders and staff at Driscoll School have recognized this need and made a commitment to address it.

**2. Need**

a. Why is this project needed?

A large area of difficulty for Driscoll students, of all ages, is in Executive Functioning: attention, motivation, emotion regulation, planning, organizing, monitoring, reasoning, problem solving and flexibility. All levels of student learners can struggle with Executive Functions. It is common for students with identified learning needs to have deficits in Executive Functions. A lesser known, but equally common occurrence, is that intellectually gifted students can have difficulty showing what they know or keeping their thoughts and materials organized due to deficits in these areas as well. Due to the inclusive nature of Driscoll's classrooms and the wide range of academic skill levels, the Driscoll Staff recognizes the need to, as a best practice, learn more about and address Executive Functions in their daily classroom practice. All students will benefit, and some will require, explicit instruction or accommodations around Executive Functioning. Due to the expansive nature of deficits in Executive Functions, many teachers have said that coming up with a successful intervention plan for students can be very difficult and extra support is often consulted. Teachers need to become better equipped to support each other and their students in addressing the needs of the diverse student population in a holistic, consistent and streamlined way within the curriculum. Furthermore, the topic of Executive Functions was an area of high interest in Principal Heidi Cook's *Professional Development Survey* this fall. To the staff's disappointment, the expert consultant, Sarah Ward, was not a possibility due to budgetary constraints and lack of availability, due to high demand for her time. This project is needed to meet the goals that Driscoll Staff has for expanding their knowledge and professional repertoire to meet the needs of Driscoll Students. In fact, it is so important to our staff that Principal Heidi Cook has devoted contracted staff meeting time to meet this need.

b. What is the relationship of this project to the Core Values of the PSB? (*High Achievement for All, Excellence in Teaching, Collaboration, Respect for Human Differences, and Educational Equity*)

This project will help Driscoll Staff strive for *Excellence in Teaching* by increasing their toolbox of strategies to strengthen their students' strengths and bolster their weaknesses. To become the best teacher one can be, we must continually reassess the students we have and their individual multi-faceted needs and constantly readjust. This project will provide teachers with the vehicle to continue growth towards excellence.

This project promotes *High Achievement for All*, for regardless of race, ethnicity and academic ability every student benefits from explicit instruction in Executive Functions that is interwoven throughout meaningful classroom experiences and activities.

The project promotes *Collaboration* across grade level teams and specialists at Driscoll School, as staff will participate in an initial lecture, try out a new strategy or technique, and collaborate with colleagues along the way before coming back together as a staff to consult with Sarah Ward. The staff will also have the opportunity to participate in two additional, collaborative times to work together to plan how to start their project, make materials, and get feedback from each other. While the additional collaboration times are optional, it is highly encouraged by Heidi Cook as an opportunity to "dig into" the work and fully develop the materials and ideas that will get these strategies up and running in the building.

### 3. Personnel

a. Who in the Brookline Schools is responsible and accountable for project activities?

Guidance Counselor, Carrie Gross, and Fourth Grade Teacher, Ann Pettrone, are accountable for planning this project, carrying out this project and following up on this project. The workshops with Sarah Ward have been scheduled for Tuesday, October 9<sup>th</sup>, 2012, from 3:00-5:00pm, and Tuesday, January 22, 2013, from 3:00-5:00pm. Before her first workshop, Sarah Ward will be provided with Child Study Team (a general education support team) and Special Education referral data, as well as specific questions and issues compiled from the Driscoll Staff, so that she can tailor her workshop to our needs and suggest the best resources to add to Driscoll's professional library. The two sessions are scheduled during contracted staff meeting time, which allows the entire Driscoll Staff to participate in this project! Staff is excited to bring a focus question about their practice or a student of concern to the initial session, take away a new strategy or idea to try in their practice, and return to the second session to receive consultation on what they tried from expert Sarah Ward. During the time in between sessions (October-January), Driscoll Staff will use grade level meeting times and "off" Staff Meeting Tuesday option to check-in on their focus question or student and troubleshoot with their colleagues before the follow-up session where Sarah Ward comes back to consult. Carrie Gross will organize and facilitate the optional, after-school collaboration meetings on October 30<sup>th</sup> and November 13<sup>th</sup>. These collaborative times will allow Driscoll staff to work in grade level teams and with specialists in order to plan how to start the chosen intervention, make materials, and receive feedback. Heidi Cook is highly encouraging participation in this opportunity to "dig into" the work and fully develop the materials and ideas that will get these strategies up and running in the building.

b. Will the project require additional personnel or reassignment of current staff?

This project will require bringing in expert consultant in Executive Functioning, Sarah Ward, to lecture and consult with Driscoll Staff.

### 4. Goal Statement

What are the explicit goals for the project? What would be the best outcome for the work being proposed?

The goal of this project is for Driscoll Staff to leave the two workshops with the tools they need to incorporate Executive Functions instruction within their daily routines and the know-how to be able to target specific interventions for individual students with Executive Functions deficits.

Upon completion, Driscoll Staff will have:

- a deepened understanding of what Executive Functions look like across all ages and grade levels.
- a deepened understanding of how Executive Functions impact all parts of the school day.
- each tried out a new strategy to accommodate or remediate deficits in Executive Functions.
- consulted with their colleagues between October and January about the strategy they tried.
- consulted with Sarah Ward around their trial.
- a new empowerment for their ability to provide accommodations or teach specific skills in their daily classroom practice for all learners.

## 5. Context

a. What experiences or needs have led you to apply for this grant?

As the Driscoll Staff continues to embrace and improve their ability to provide high quality instruction in fully inclusive classrooms, teachers are voicing the need to have common tools and language for consistent instructional methods. This collaborative grant is being applied for in response to the vision and goals voiced by the Driscoll Staff.

b. How have the education, training, and/or classroom experiences of the applicants or participants prompted the interest or need for this project?

Learning more about Executive Functions reinforces the existing knowledge teachers have and builds strength to their repertoire and current toolbox. In addition, this project supports and strengthens current Brookline School District initiatives; the social curricula, Responsive Classroom and Developmental Designs, are supported and strengthened when teachers increase their tools for setting up their classroom practices and teaching specific skills for increased emotional and behavioral regulation. Furthermore, Driscoll is heading into year three of the *Landmark School Partnership*, which is designed to support the development of common inclusion practices across Driscoll. These sessions with Sarah Ward will add scope and depth to this work by spending time specifically focusing on the Executive Functions component that affect diverse learners throughout the school day.

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## 6. Project Description

Describe the structure of this grant: what is your time frame, when and where will you be working, with whom will you work. You may include copies of supporting material (e.g., conference brochure).

The entire Driscoll Staff will participate in this project beginning with the initial lecture on October 9, 2012, and ending with the follow-up consultation on January 22, 2013. In accordance to contracted staff meeting time, Driscoll Staff members will attend both of these 2-hour after-school sessions held at Driscoll School with Sarah Ward. Driscoll Staff will come away with a focus and a strategy to try after the initial session. During the time in-between, Staff will collaborate during their grade level meetings and have the opportunity to meet with colleagues during "off" Staff Meeting Tuesdays before the follow-up session where Sarah Ward will consult. Carrie Gross will organize and facilitate the optional, after-school collaboration meetings on October 30<sup>th</sup> and November 13<sup>th</sup>. These collaborative times will allow Driscoll staff to work in grade level teams and with specialists in order to plan how to start the chosen intervention, make materials, and receive feedback.

## 7. Impact

Describe as specifically as possible the impact of the work you propose:

- On Yourself - How do you expect this project will change you as educators? How might this work impact future professional activities?

This project will help us be leaders at our school. It will impact us positively in our work with students and also in our collaborative and consultative roles as members on Driscoll's Child Study Team. At the classroom level (Ann Pettrone), it will increase my ability to address Executive Functions and be an informative and helpful resource to other teachers. As a guidance counselor (Carrie Gross), it will increase my ability to parse out where the Executive Functioning breakdown is for students, my effectiveness when I consult with teachers, and my repertoire for giving parent guidance.

- On Your Colleagues - What impact will your project have on your professional community either directly or indirectly?

Driscoll Staff will learn about the complexities of Executive Functioning, how it impacts all students in the classroom on a daily basis, and how to directly address it at both an individual and whole-class level. Driscoll Staff will feel empowered to identify weaknesses centered on Executive Functioning and provide strategies and instruction to strengthen them. Driscoll Staff will have a common language to use when addressing Executive Functions.

- On Your Students - How will your students benefit from this project in the short or long term?

Students at Driscoll will benefit from this project by becoming better able to manage themselves academically and socially throughout the school day. Through consistent and comprehensive instruction in skills for combating Executive Functions deficits, there will be fewer students who have difficulty with emotional and behavioral regulation, fewer students that need to be pulled out of the classroom for specialized instruction, and an increase in students who are more independent, organized, and successful. In addition, students will benefit from Driscoll's aspiration to become a stronger and more inclusive community for all learners.

## 8. Evaluation and Dissemination

How will you evaluate the success of the project? For example, will you create a before and after study, conduct a survey, collect and examine work products, engage in peer observation, write personal reflections, solicit feedback from colleagues and/or parents, or design some other form of evaluation of your project?

This project will be evaluated by using a pre and post-survey with the Driscoll Staff. The pre-survey will include a baseline gathering of staff knowledge on Executive Functions, how staff believe Executive Functions deficits affect students in their classroom, and what techniques or strategies staff know to use for Executive Functions deficits. The post-survey will re-visit the information gathered and survey what new learning and techniques were acquired.

## 9. Multi-year projects

If this application is part of a multi-year project, please put this application in context.

a. How does this year build on what was accomplished in preceding years?

N/A

b. What are the plans and anticipated budget for future years?

N/A

## Administrative Approval

Collaborative Grants should be aligned with Systemwide Goals (and curricular frameworks and learning expectations, where appropriate) and be approved by a principal, headmaster, or curriculum coordinator.

I have read this application and find that it is suitable and consistent with Systemwide and Curricular Goals.

Date:

Print Name & Title:

**BROOKLINE EDUCATION FOUNDATION**  
 Collaborative Grant Application for 2011-2012 Academic Year  
 Budget and Finances Section

Please provide a detailed budget. Be as specific as possible.

Expense	Purpose	Cost
Stipends (\$30 per hour per participant)	2 hours of collaboration meetings (October 30 <sup>th</sup> and November 13 <sup>th</sup> )	20 participants x 2hours (\$30/hour) = \$1,200
Consultant (Include name and location)	Sarah Ward Lincoln, MA	\$450/hour x 4 hours = \$1,800
Materials and Supplies	N/A	N/A
Travel*	N/A	N/A
Conference Fee	N/A	N/A
Other	N/A	N/A
Substitutes **(please indicate days/hours needed; might be part of total cost)	N/A	N/A
<b>TOTAL</b>		<b>\$3,000</b>

**\* Single rooms are acceptable if preferred by the applicant.**

**\*\*The BEF's ability to pay for subs is limited; requests will be considered on a case-by-case basis.**

Finances

a. Will there be additional funding from other sources? Please describe.

No.

b. Are resources needed to continue the work of the project after BEF funding ends? If yes, please describe how these resources will be obtained. If no, please describe how the work of the project will be funded or continued after completion of funding by the Brookline Education Foundation.

No. This project does not require additional funding for the work to continue. This project will be continued through teacher collaboration and daily work with students.

c. Do you foresee any potential challenges/obstacles and, if so, what is your strategy for dealing with them should they occur?

An unexpected change in the schedule (for example, a snow day) would present as a challenge/obstacle and we have already spoken with our principal, Heidi Cook, about this who has ensured us that these dates are fixed. If something does come up, our plan is for Heidi to speak with Dr. Lupini directly.

d. Will you be able to complete the project if only partial funding is available? \_\_\_Yes \_\_\_X\_No  
 If only partial funding is available, would you be able to redesign the project? \_\_\_Yes \_\_\_X\_No

Please explain:

Sarah Ward is the experienced expert that we want to carry out this project. She is the co-founder of Cognitive Connections Center for Executive Function Skill Development (<https://cognitiveconnectionstherapy.com>) and a local and national expert on teaching skills for building classroom environments for students who are struggling with deficits in executive functioning. Evidence and accolades in her expertise are the countless invitations to speak at area SEPACs, including Brookline, as well as the AANE (Aspergers Association of New England). It will cost \$1,800 for four hours of her consultation time. When this cost is broken down to the individual level for the 50 participating Driscoll staff members (\$36/both sessions or \$9/hour), this project has incredible value.