

Project Smart Team Action Report Form

Using Common Core Learning Standards & Data to Improve Student Achievement

Teacher(s)/School: Carol A Carroll/Fitzhugh Park School

SUNY Oswego faculty member: Sue Witmer

Teacher Participant Names: Carol Carroll, Nicole Freebern, Stacy Dawson

Project or Team Name: Oswego Team

Please answer the following questions:

Action: Describe your CCLS project. Which CCLS standards will you target?

MST Student Presentations

- Students will choose a topic based on their interest to research in the area of MST
- Teachers will provide explicit instruction using nonfiction text, technology, (iPads), graphic organizers
- Students will conduct ongoing research as they merge new learning and thinking into their background knowledge as they discover new topics
- Students will blog about their learning and respond to their peers
- Students will create a culminating project that displays their learning (circuit board and tri fold to as a display)
- Students will share their knowledge with the school through a MST museum walk

CCLS standards

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

Rationale: Fully state your **rationale** for the project. Why is this work important?

- A need to shift our teaching to meet the CCLS
- Students lack the motivation to perform at grade level which is impacting reading comprehension in the content area
- A need for students to give 100% to produce quality work to meet the needs of today's standards
- Lack literacy skills needed to comprehend nonfiction text-7 out of 19 scored below grade level
- Need to increase nonfiction exposure within the classroom- surveyed students and 95% were reading fictional genre

Need to incorporate 21st Century Skills into the classroom 7 out of 18 students do not have Internet access at home

Responsibilities/Timeline: Identify a series of **action steps** you will take to complete your project. Next to each step, identify person(s) **responsible** for carrying out that task. For each step also identify your **timeline** (during what month(s) you plan to complete each step).

We will work collectively as we gather nonfiction resources and create lessons and graphic organizers.

We will each be responsible for the implementation of the lessons and projects within our classroom.

This will include project presentations at our school, establishing a home-school-community connection.

The project will begin in January and will conclude mid-March.

Work collaboratively with college students to enhance learning.

Evaluation: What **data** will you collect that shows the impact of your project on student achievement of CCLS? How will you document student learning? Teacher learning?

We will know if the action has made a difference because we will see an increase in test scores and student motivation.

The following data will be collected:

- STAR Reading and Math
- NYS ELA Test
- Student surveys at the conclusion of the project

Teacher learning will be documented through reflections and collaboration.

Resources: What resources will you need for this project? What costs, if any, will be incurred? What are possible sources of funding for needed resources?

- iPads
- Nonfiction resources
- Kid-friendly websites and texts
- Light bulbs
- Batteries
- Wires
- Aluminum foil

The costs will be

iPads approximately 1250- (1)ipad4 and (2)mini-iPads added resources to our classroom technology

Consumables- less than 100

The costs to continue with preexisting units:

Less than 100 as a team

Money from Entergy and some of the consumables would be provided by our district.

Analysis of Data on Teacher Learning: We examined our reflections on the 6 shifts, and CCLS and found the following: (Support each claim with examples/evidence)

Students were more engaged in the learning when using digital technology. Technology, such as iPads, were used to maximize student learning. I've had students use computers to write reports, but this year I was able to work with two college students in the Master's of Technology Program at SUNY Oswego. The iPads provided multiple means of engagement. Digital technologies promote both creativity and imagination that will motivate students. This is so important. I've experience many students that are just not interested, lack motivation and the results are they don't participate in class and normally will not complete the assignment. The benefits for my students in the concept of digital technologies are an increase in student engagement and motivation because the students have the opportunity to express themselves with the support they receive from the software program and apps. The benefits that I will have are students will be more engaged and this will decrease behavior problems. I won't have to spend time on redirecting students because they will have the opportunity to make their own choices and challenges. I can utilize my time to promote creativity by providing a safe classroom for risk taking instead of spending time trying to motivate my students to complete assignments.

We live in a world of technology. Students love when I create lessons that utilize iPads or laptops. Students are so much more engaged. I notice that students become more engaged and increase their creativity in the classroom, which prepares my students with 21st century skills. Working on this grant has provided my classroom with digital technology to create a classroom environment that promotes learning.

2012-2013 Reflection

Carol Carroll

SUNY Oswego / Project SMART / Entergy

- This year the ENTERGY grant provided my 6th graders with more digital technology to use daily in the classroom. Students had the opportunity to utilize resources that might not be available in their own home. I had several students that didn't have Internet availability at home. Some of these same students also didn't have computers. This year one of my goals was to put digital technology in the hands of all of my students.
- Project SMART provided the connections to bring one of their professors and two of their students in the Master's Technology Program into our classroom to work with our students.
- Students will conduct ongoing research as they merge new learning and thinking into the content area.

Our team attended the 2012 Fall Technology Conference at SUNY Oswego. We attended the conference hoping to learn new technologies that we could bring back to the classroom. We met Damian, a professor at SUNY Oswego, and learned that he was connected with Project SMART. He showed us the WeDo LEGOS and how they can be programmed using a computer. We were so excited about how we could use these with our students, we called our principal. Donna Simmons, our principal, came out to the college and we discussed purchasing kits for our classroom. Donna made the connection with Novelis and we were able to have twenty-two LEGO WeDo kits purchased for our school. I emailed Damian and he came into my classroom and did a presentation on computer technology. He presented to both Nicole and my classroom. He brought a couple of robots with him and discussed how technology is used today. Bill Crist, Superintendent of Schools in Oswego stayed for the presentation. Damien had a wealth of knowledge and had the students and teachers totally engaged. We worked together in conducting research on how students learn. He wanted to conduct research with some of our 6th and 4th graders. Nicole Freebern, 4th grade teacher and myself, 6th grade

teacher sent home a letter informing parents of the research, along with a permission form. Damien came into the classroom several times and worked with students. He used the robots to test if students retained information better from a robot or from a person. Damian introduced us to two of his students, Patricia and Carly. They were wonderful. We were able to tap into their expertise. They showed us how to use the Aurasma app on the iPads to enhance comprehension with the WeDo LEGOS. They conducted a research project, which I have also included as a separate document. They plan on publishing their results. The bottom line of the report found that students who used the iPads to create a creature using the LEGOS had better comprehension. This was measured when the 6th graders were peer teaching their 4th grade buddies. We learned so much from working with them. The students enjoyed their time in the classroom and Nicole and I loved learning something new. I know that all of us learned so much. Together we worked to close the gap for those students that don't have iPads or Internet in their home by providing the opportunities that are available to the students who have and to the students who have not. I work in a school where approximately 65% of the students are on free and reduced lunch. Our school has a high number of students that have a low social economic status. This grant provided all of my students, not just a select few of my 6th graders, to have the experience of working with and learning on the iPads. Working with the college allowed us to learn about apps that enhance and motivate learning. This year I was able to complete the Green Chemistry Unit (crayon unit). The students love this unit and the principles of green chemistry provide a deeper understanding of science and the world in which we live. One of the greatest benefits of this grant is the opportunities to make connections with the community.

As an educator, I have furthered my own learning and improved my instructional practices by surveying my students and looking at my own teaching. Student motivation has increased and I continued to make Science real for my students. Students' perception of science has shifted and they now look forward for more in-depth work and research in my classroom.

I continue to take my previous accomplishments to a new level as I have refined my units of study by utilizing digital technology. I have incorporated digital technologies to engage and motivate my students. These lessons prepare students as they move next year to the Oswego Middle School. My students have the background knowledge to build on, along with the 21st century skills they need to be successful.

The best that I can imagine happening as a result of working on this grant is to be an effective teacher who will have a positive impact on my student learning and achievement.

Next year, my plan is to continue to work with Patricia and Carly. They expressed a desire to do another project with my classroom. It was a great learning experience for all of us. We had fun working together. My 6th graders were peer teachers with Nicole Freebern's 4th graders. We all recognized the enthusiasm of our students when they are using technology and I believe it is critical for improving student learning. The Entergy grant and Project SMART provide opportunities for innovative ideas that promote student achievement.

This year, I saw a need that I wanted to address and working on this grant has provided an opportunity to do something that directly benefits all students. Digital technologies have increase student engagement and academic success. My students were more engaged and gave a greater effort in the learning process. Digital technology provided students with multiple pathways to learning. My plan involved using digital technology that made learning accessible to all students. I have come to realize the importance of providing a supportive classroom environment, and technology can help in providing this. I have seen the value of integrating digital technology as an integral part of learning, teaching, and life. I will continue to build a repertoire of digital software to foster learning with my students. Along with utilizing digital technology, I plan to teach learning strategies and skills to my students. My goal is to interweave digital technology into the curriculum.