Project Smart Team Action Report Form

Using Common Core Learning Standards & Data to Improve Student Achievement

Teacher(s)/School: Nicole Freebern/Fitzhugh Park Elem 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:
RI.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RI.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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- 55.5% of my student scored below the 50th percentile in reading comprehension.
- 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-11 out of 23 scored below grade level
- Need to increase nonfiction exposure within the classroom- surveyed students and 90% were reading fictional genre
- Need to incorporate 21st Century Skills into the classroom 6 out of 23 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.

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?
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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 1160 ipad4 and 2 mini-iPad 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)

During the school year students were engaged in learning and motivated to do their best when using technology. There are times that I notice students not paying attention or a lack of interest in what is being taught The use of iPads in my classroom enhanced the activities and my curriculum. My students used the iPads daily in a variety of ways. I need to use a balance approach during my instructional procedure to engage all learners. The best thing that I saw happening from using technology was that it developed a learning environment that supports the learning of all students in my classroom. I was able to move away from traditional teaching and incorporate the multiple intelligences and learning styles successfully in my classroom with the help of this grant and technology. As an educator, I realize that I need to change instructional strategies to engage students and motivate them in all content areas. We are teaching the students of the 21st Century and they need to be taught how to use the technology that we have. By integrating technology into my classroom I was able to motivate students to become learners.

The engagement and motivation of my students has increased tremendously and I have had the opportunity to take a skill that could be considered boring, engaging for my students. My students enjoy and look forward to learning new topic through the use of technology. I see students that are eager to pick up an iPad and explore the endless knowledge. My students wanted to participate in group projects because they wanted the opportunity to use the iPad.

This year my main focus was using technology to engage my students and encourage students to reach their full potential. I also continued to build on previous activities that I have developed through the Entergy grant. The students enjoyed working on the green chemistry crayon unit, developing crayons that are environmentally friendly. The students experimented with mixing different colors, they made sample soy and paraffin crayons, they made molds for their crayons, and made a final crayon. We used the iPad in this unit to tape the commercials and research information about our crayons. We also did a biography project where the students researched a person that was important in the math, science, and technology field. Students used the iPad to research and video tape their presentation. Students learned how to connect the iPad to the computer and display their video on the smart board. During math and reading time the iPads were incorporated into center work. These were used at a center and student could play the different apps to help master their facts or literacy skill. This was the most popular center every time we did centers. The students also used the iPads to read nonfiction texts on ereader. By having the iPads the students wanted to read nonfiction.

Analysis of Data on Student Learning:
I examined the **Star data** and found the median gain of 63 points in student growth after analyzing the Reading Growth Report. STAR Reading provides an estimate of the students' mastery of standards by aligning them to the same 1400-point difficulty scale used to report STAR scores. The Estimated Mastery Range identifies a band of scores where the student is just below or above mastery. The percentage of students who score in or above this range indicates overall progress toward standards mastery.

ELA Class Teacher Freebern, Nicole
4th grade
Number of students: 22

Pretest	Post-test	scaled score
478	563	+85

19 out of 22 of my students scored in the 86% for the following:

Word Recognition, Background Knowledge and Vocabulary Development, Comprehension Strategies, and Motivation to Read.

2012-2013 Reflection
Nicole Freebern
SUNY Oswego/Project SMART/Entergy

The ENTERGY grant has given me the opportunity to foster the love of learning in all my students. By working on this grant I am able to enhance my curriculum, help to engage my students, and provide them with the necessary tools for succeeding in the 21st Century. One gap in my classroom this year was the use of technology. My students needed to be taught how to use the technology that we have available. I feel that students need the opportunity to use new technology. This grant provided me with the opportunity to expose my fourth graders to technology on a daily basis in my classroom. The students in my class had the opportunity to use technology and the internet. My goal for my class was to engage my students through technology and enhance my curriculum.

This year our team attended the 2012 Fall Technology Conference at SUNY Oswego. At the conference we made a great connection with Damian, a professor at SUNY Oswego. This connection allowed for us to have a professor and two of his students, working on their Master's Technology Program, to come into our classroom and work with our students. At the conference he showed us the WeDo LEGOS and our principal purchased the kits for our classrooms. Damien presented his robots and conducted an experiment with my class. He then came back and discussed with my class how technology is used today.

Students were totally engaged when Damien presented and he was a wealth of knowledge. As a group we worked together in conducting research on how students learn. He wanted to conduct research with some of our 4th graders and 6th graders. Carol Carroll, 6th grade teacher and myself, 4th grade teacher sent home a letter informing parents of the research, along with a permission form. Damien pulled the students to an outer classroom and worked with students. The robots were used to test if students retained information better from a robot or from a person. Damian introduced us to two of his college students, Patricia and Carly. As a teacher we were able to tap into their expertise to help enhance

technology in our classroom. They showed us how to use the Aurasma app on the iPads to enhance comprehension with the WeDo LEGOS. What we learned from this experience is that students who used the iPads to create a creature using the LEGOS had better comprehension. This data was measured when the 6th graders were peer teaching their 4th grade buddies. This experience has taught me so much about learning and engaging students in content. This grant allowed us to close the gap for those students that don't have iPads, Internet, or technology in their home. 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 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 also continued to build on previous activities that I have developed through the Entergy grant. The students enjoyed working on the green chemistry crayon unit, developing crayons that are environmentally friendly. The students experimented with mixing different colors, they made sample soy and paraffin crayons, they made molds for their crayons, and made a final crayon. We used the iPad in this unit to tape the commercials and research information about our crayons. We also did a biography project where the students researched a person that was important in the math, science, and technology field. Students used the iPad to research and video tape their presentation. Students learned how to connect the iPad to the computer and display their video on the smart board. During math and reading time the iPads were incorporated into center work. These were used at a center and student could play the different apps to help master their facts or literacy skill. This was the most popular center every time we did centers. The students also used the iPads to read nonfiction texts on ereader. By having the iPads the students wanted to read nonfiction.

The best that I can imagine happening as a result of working on this grant would be to engage students during all content areas, improve my teaching instruction and help all students succeed. From this grant I have seen a major improvement in my students' attitudes, grades, and motivation level in all content area. I have also seen an improvement in my teaching and the desire to engage my students in learning. My ultimate goal is to provide my students with the skills needed to help them be successful in the 21st Century. This grant allows me the opportunity to create an environment where students can think outside the box, take risks, problem solve, and think critically when working on a project._Next year, my plan is to continue to grow as an effective teacher and allow my student the opportunity to become engaged in their own learning through the use of technology. My ultimate goal is to provide my students with the skills needed to help them be successful in the 21st Century. There are many rewards for the students, teachers, and schools when students know how to effectively use technology. I found this quote perfect to wrap up my reflection. "In today's information-age society, individuals are exposed to more information in a year than their grandparents were in a lifetime" (Marcoux, 1999).