

Team Final Report on Teacher and Student Learning

Teacher/School: Nicole Freebern/Fitzhugh Park School

SUNY Oswego faculty member: Sue Witmer

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

Course Name & Academic Year: EDU 505 Formative Assessment to meet the Common Core Learning Standards-2013-14

Please answer the following questions:

Please update us on any changes you made to your team action plan:

The first Team Action Plan I submitted was denied, so I updated the Team Action Plan and resubmitted it again. It was approved on December 3, 2013. I geared my Team Action Plan to focus on my students that are reading below grade level.

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)

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. My goal for my class was to engage my students through technology and enhance my curriculum. My reflections on the 6 shifts, and CCLS found that providing students with technology it is helping prepare them to become lifelong learners using the 21st Century Skill. The Leapfrog reader and writers helped motivate my struggling readers and engage them in the text. They were engaged in both non-fiction and fiction text. After the students read the text they were required to complete different comprehension activities. Students that are reading below grade level were able to read the same text as their peers and participate in reading comprehension activities. Three students in my class that cannot read were given the opportunity to read text independently and read a book successful on their own. They felt like successful readers. One student commented by saying, "I actually read a book on my own." By bringing technology into reading all students were engaged and excited about reading. There isn't a student in my class that doesn't enjoy and look forward to going to the center with the leapfrog readers. I can say these are a success in my classroom when my students are asking to use them during recess.

Analysis of Data on Student Learning: I examined ____21 students_____ and found the following: (Give examples/evidence for each claim).

I started this project by accessing my students' reading abilities and seeing where there were gaps. By looking at my data I was able to see that a majority of my students struggled with reading fluency and reading comprehension. I knew that I had to bring technology into my reading in order to engage and motivate my struggling readers. I decided the best way to work on fluency and comprehension was by using the Leapfrog reader and writers at a center. I created different minilessons to use whole class on the following topics; self-self connections, self-text connections, self-world connections, questioning, prediction, inferencing, and visualizing. I started by conducting the mini-lesson on the topic and then the students went to do center work. At the center the students used the reader pen to help read the story and then they completed an activity on the topic covered whole class.

My September 2013 Assessment showed the following results:

- 3 out of 21 students are non-readers and can only recognize letters and sounds.
- Star Reading data shows that 17 out of 21 students are reading at below grade level.
- This work is important because I have 17 out of 21 students that are reading below grade level according to the STAR data. I have the inclusion classroom this year. My students are very low. The new CCLS requires all students to read the same text for our skills strands. This year more than half of my class cannot read the required text from the state. By using these reading and writing systems I will increase my students' fluency and comprehension. I need to close the gap in my reading levels within my classroom and get my students reading on grade level.

My May 2014 Assessment showed the following results:

- My three students that were non-readers in September are reading on a level 2 DRA. In September they could read few sight words and only knew letters and sounds. They are now reading books that have two-three sentences. This is a huge step for these students. Their reading confidence has increased and they are excited about reading.
- The Star Reading data shows that 10 out of 21 students are reading below grade level. In September 81% of my class was reading below grade level based on the Star Reading Data and in May 2014 48% of my class is reading below grade level based on the Star Reading Data.
- Based on the Star Reading Data 100% of my class increased on their reading levels from September to June. This means that all of my students reading fluency and comprehension improved throughout the year.
- Through teacher reflection and monitoring I have noticed that my students are more excited about reading now than in September. They ask for independent reading time and look forward to getting new books. When my students come to reading group they are excited about the books that we are reading and can answer comprehension questions that are asked. It is nice to see my students eager and motivated to read.

Reflective Piece

By: Nicole Freebern

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. The rationale for this project is that I need to shift my teaching to meet the CCLS. I want to provide my students with engaging lessons and activities that motivate my students to be active participants. The major gap in my class this year was in the area of reading fluency and comprehension. This grant provided me with the opportunity to close the gap in reading fluency and comprehension in my classroom. The Entergy grant allowed me to teach my second graders to foster the love of reading. Students were engaged by using technology to read on a daily basis in my classroom. The students in my class had the opportunity to use technology to enhance their reading ability. I was able to reach my goal for my class and help foster the love of reading and help my students become lifelong readers.

One problem that I have identified is that students lack motivation to read and their attitudes toward reading become increasingly negative for struggling readers. As educators we need to realize that we need to change instructional strategies to engage students and motivate them in literacy development. It is important that all teachers understand that they have a responsibility to foster the love of reading in all students. 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 reading instruction I am able to motivate students to become avid readers. I knew that I had to bring technology into my reading in order to engage and motivate my struggling readers. I decided the best way to work on fluency and comprehension was by using the Leapfrog reader and writers at a center. I created different minilessons to use whole class on the following topics; self-self connections, self-text connections, self-world connections, questioning, prediction, inferencing, and visualizing. I started by conducting the mini-lesson on the topic and then the students went to do center work. At the center the students used the reader pen to help read the story and then they completed an activity on the topic covered whole class.

The Leapfrog reader and writers helped motivate my struggling readers and engage them in the text. They were engaged in both non-fiction and fiction text. After the students read the text they were required to complete different comprehension activities. Students that are reading below grade level were able to read the same text as their peers and participate in reading comprehension activities. Three students in my class that cannot read were given the opportunity to read text independently and read a book successful on their own. They felt like successful readers. One student commented by saying, "I actually read a book on my own." By bringing technology into reading all students were engaged and excited about reading. There isn't a student in my class that doesn't enjoy and look forward to going

to the center with the leapfrog readers. I can say these are a success in my classroom when my students are asking to use them during recess.

In September 2013 my assessment showed the following results:

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- This work is important because I have 17 out of 21 students that are reading below grade level according to the STAR data. I have the inclusion classroom this year. My students are very low. The new CCLS requires all students to read the same text for our skills strands. This year more than half of my class cannot read the required text from the state. By using these reading and writing systems I will increase my students' fluency and comprehension. I need to close the gap in my reading levels within my classroom and get my students reading on grade level.

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- My three students that were non-readers in September are reading on a level 2 DRA. In September they could read few sight words and only knew letters and sounds. They are now reading books that have two-three sentences. This is a huge step for these students. Their reading confidence has increased and they are excited about reading.
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- Based on the Star Reading Data 100% of my class increased on their reading levels from September to June. This means that all of my students reading fluency and comprehension improved throughout the year.
- Through teacher reflection and monitoring I have noticed that my students are more excited about reading now than in September. They ask for independent reading time and look forward to getting new books. When my students come to reading group they are excited about the books that we are reading and can answer comprehension questions that are asked. It is nice to see my students eager and motivated to read.

This year I also continued to build on previous activities that I have developed through the Entergy grant. In the fall 2012, our team attended the Fall Technology Conference at SUNY Oswego. Our principal was able to purchase 25 sets of the WeDo LEGOS made possible by Novelis. This year we worked again with Mrs. Carroll's sixth grade class using the WeDo LEGOS. Students were able to learn how to build the WeDo legos and learn how to program them using a computer. My second grade students loved working with Mrs. Carroll's sixth graders. It was so nice to see the second graders and sixth graders working together and becoming experts with the LEGOS. It was nice to see the second graders

teaching the sixth graders new things. When students take on the role of a teacher they develop a deeper understanding of the concepts being taught. I also continued to use the ipads during math and reading time. The ipads were incorporated into center work on a daily basis. These were used at a center and student could play the different apps to help master their facts or literacy skill. This was one of 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' reading ability. 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).

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Please answer the following questions:

Please update us on any changes you made to your team action plan:

The first Team Action Plan I submitted was denied, so I updated the Team Action Plan and resubmitted it again. It was approved on December 13, 2013. I've sent Sue the new Team Action Plan.

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)

My reflections on the 6 shifts, and CCLS found that providing multiple opportunities for students to use technology in my lessons motivated my students and increased student engagement. Digital technologies did increase student engagement and academic success and I did not have any behavior problems during

these lessons. My students were more engaged and gave a greater effort in the learning process. Digital technology provided my students with multiple pathways to learning. My project involved finding digital technology that made learning accessible to all students. I have seen the value of integrating digital technology as an integral part of learning, teaching, and life to address the CCLS. I have continued to build a repertoire of digital software to foster learning with my students and increase academics. Along with utilizing digital technology, I teach learning strategies that incorporate the 21st century skills. Students know how to collaborate and communicate in the classroom as well as globally. Students know how to critical think and synthesis information. This was evident on their multimedia projects this year in 6th grade. I feel that I met my goal to interweave digital technology into the curriculum while addressing the CCLS.

Analysis of Data on Student Learning: I examined ____22 students_____ and found the following: (Give examples/evidence for each claim).

Knowing where my students are in their abilities and the 21st century skills were examined before, during, and after completion of this project. I took into consideration that having access to computers and Internet did influence the need to shift my teaching to meet the CCLS. Before I began planning this inquiry-based project I needed to find out the readiness level of my students. In September I had the students complete the STAR assessment for both Reading and Math. The following is the data from September 2013 assessment:

Star Reading data shows that 12/22 students are reading below grade level.

Star Math data shows that 12/22 students are at below grade level.

The Star Reading and Math assessments were given at the winter and spring benchmarks. Here is the data for Star Reading showing that by May only 5/22 students were reading at below grade level. On average every student had growth of 2 grade levels. For example, a student's grade equivalence was 4.2 increased to 6.2. This was true for almost every student in my classroom. So, even though there are still 5/22 students reading below the 6th grade level, they all made significant growth this year. This is based on both teacher assessments throughout the school year and STAR data. Star Math data shows that 7/22 students are still at below grade level.

In May, the STAR assessment was given again and I analyzed the data from the reports. All students made growth in both reading and math. I pulled this data directly from the STAR report: CC CCSS.ELA-Literacy.CCRA.R.10-1

Read and comprehend complex literary and informational texts independently and proficiently. 71% above, 19% within, and 10% below. I had an overall growth in this area of 40%. Another area that I examined was their analyzes ability. In the area of analyzing information students were performing at 35% above, 15% within, and 50% below in September. The report in May showed an overall growth of 40%. This is data from the NYS P-12 College and Career Readiness Anchor Standards. All students showed growth from September 2013- May 2014 in both reading and math. Students in math had an overall growth of 39%.

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