

## Team Final Report on Teacher and Student Learning

Teacher(s)/School: Stacy Dawson/ Riley Elementary School

SUNY Oswego faculty member: Sue Witmer

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

Course Name & Academic Year: EDU 505 - Formative Assessment to meet the Common Core Learning Standards 2013-2014

**Please answer the following questions:**

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

The students worked together to create their weather presentation using the iPads and the app Educreations, rather than as individuals as originally anticipated.

The 6<sup>th</sup> graders in our building collaborated with the students on how to use the weather station and worked with them on gathering data. There were technical issues with our news reporting station this year and also a delay in getting the weather station mounted because of such a long winter that students weren't able to broadcast their weather report via the news station. They did do a weather broadcast that was recorded on the iPad though.

**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)

- Our district adopted the ELA and Math Modules and we were left with 20 minutes daily for teaching Science and Social Studies.
- Integrating the CCLS into the curriculum allowed me to better teach the CCLS and engage students.
- Students enjoyed working on the CCLS through Science much more than through the modules. During Module time I would here groans and comments such as "Can we just skip this and do Science instead? We like reading and writing in Science!"
- Students were provided multiple opportunities to use technology throughout the year, which increased student engagement. They would come in during the morning and see Science on our agenda and get very excited.
- Behavior problems were greatly reduced during Science time. I had to write 0 referral for the year during my Science time.
- Students were actively engaged during Science. They often didn't want to stop to go to Specials.
- Students became more proficient with technology through the use of digital thermometers, LEGOS, iPads and computers. This was evident when the students were compared to other third graders. My class knew how to use this technology and problem solve where other classes did not. We may look at me teaching all third graders Science next year to allow more students to benefit from this project as well as previous projects.
- Incorporating digital technology into the CCLS has helped my students to be successful.

**Analysis of Data on Student Learning:** I examined \_\_\_The STAR Reading, STAR Math and pre/post assessment for the weather unit for 21 students and found the following: (Give examples/evidence for each claim).

Students were given a pre and post weather unit assessment. At the beginning, the students average score was 53%. At the end of the unit, the same exam was given and the class average was 85%. This showed a 23% growth. Students were also asked for feedback regarding the Weather Unit and below are some of their responses:

- “That was the best unit of the year!”
- “We liked to check the weather each day.”
- “We liked to compare our weather to other cities.”
- “I loved learning about the natural disasters.”
- “Tornadoes are so cool.”
- “Can we keep checking the weather even though our unit is done?”
- “I learned so much about weather.”
- “I liked making the weather vane.”

Students were given the STAR Math exam at the beginning and end of the year. An analysis of the data of the 21 students showed:

- A scaled score change of 107 points which is equivalent to 1.2 years worth of growth in math from September to May.
- 11 students were proficient in Math in Sept. and 15 students were proficient in Math in May
- 6 students were on watch in Sept and 2 students were on watch in Math in May
- 2 students were requiring intervention in Math in Sept and 2 students were still requiring intervention in Math in May
- 2 students were in need of urgent intervention in Math in September and 2 students were requiring urgent intervention in Math in May

Overall, the fact that the class showed more than 1 years worth of growth from September to May was impressive. The number of students who were proficient in Math skills increased from 11 to 15 students throughout the year.

Students were given the STAR Reading exam at the beginning and end of the year. An analysis of the data of the 21 students showed:

- A scaled score change of 98 points which is equivalent to 0.8 years worth of growth in ELA from September to May.
- 9 students were proficient in ELA in Sept. and 11 students were proficient in ELA in May
- 4 students were on watch in Sept and 4 students were on watch in ELA in May
- 4 students were requiring intervention in ELA in Sept and 4 students were still requiring intervention in ELA in May
- 4 students were in need of urgent intervention in ELA in September and 2 students were requiring urgent intervention in ELA in May

The number of proficient students in ELA increased throughout the year and the class showed almost a full years worth of growth in 9 months of instruction.

Website link with complete Weather unit:

<http://www.oswego.org/webpages/sdawson/entergy.cfm?subpage=10132>

Assessment Tool Used for Pre/Post Assessment in regards to weather unit:

<http://www.oswego.org/webpages/sdawson/files/weather%20test-updated.pdf>

Other assessment tools used: STAR Reading and STAR Math

ENTERGY Grant – Reflection

2013-2014 School Year

Stacy Dawson

Project – Weather Unit

- *Students will learn and apply 21st century skills.*
- *ENTERGY provided a Weather Station*
- *This year the ENTERGY grant provided my 3rd 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. This year one of my goals was to use digital technology to motivate and enhance learning.*

This year has been both a crazy and productive year! I began the year ambitious to implement a new Weather Project as well as continue with projects that I have worked on in the past. Soon after the year started, I found out I was pregnant with twins. I was taken out of the classroom in February and relied on my substitute to implement many of the projects that I've done in the past and also my weather unit project from this year. There were many obstacles that I had to overcome this year, but in the end I believe that the students benefited from incorporating Science and technology into their daily learning.

At the beginning of the year, one of my goals was to incorporate more Science, Math and Technology into my classroom. My district was very supportive of this initiative by providing my class with a Math subscription to IXL Math. This was an online practice program so that students could gain more practice of the Math CCLS in preparation for the NYS Math exam. Students used the iPads from previous years as well as computers in the classroom for daily math

practice on this site and through this App. The district also provided me with a subscription to Raz-Kids, an online reading program providing students with both fiction and non-fiction books to help students improve their reading and support Science content. The program allowed me to assign each student assignments based on their individual reading levels. My principal supported my goals by providing Science equipment for my classroom. I was able to get some life cycle kits to teach students about Life Cycles and also she provided my classroom with some Kinex Kits and LEGO kits to supplement the kits that were previously purchased with ENTERGY Grant money. This allowed me to replace some pieces that have come up missing in the past few years. The ENTERGY grant money given to my classroom over the past few years has allowed my administration to see the benefits that the children get from having hands on Science and Technology in the classroom and the district has become more supportive of these initiatives each year by providing more and more funding to not only my classroom, but others in the building as well.

At the beginning of the year, students used the LEGO's purchased from last year's grant money. They were engaged in an engineering unit and learned to use computer software to program the LEGO's to move. Students were motivated to learn and I saw better productivity in their daily work because they knew if their other work was not done and done well, they would have to redo assignments before working with the LEGO's. I was invited to a Board of Education Meeting where I presented to the Board many of the Science activities that I incorporate into the CCLS and daily units. Our goal was to let the Board see the benefits of Science and to try to incorporate more STEM into our schools. Students came with me to the board meeting and showed members the LEGO's that they created. Board members as well as our new Superintendent of schools were blown away by what third graders could do! The board is now looking at ways to allow more Science time and incorporate more STEM activities into the classroom, especially at the elementary level.

After the winter weather finally left us, buildings and grounds was able to mount our Weather Station to the rooftop of Riley school. Unfortunately, it was after I left so the unit that I planned was taught and implemented by my substitute. The sixth grade teacher took over the weather station, taught his students how to use the weather station and the sixth graders in turn taught the third graders how to use the weather station. Students loved going to the weather station to check the daily weather conditions. It was an incentive for them to go and explore when their ELA and Math work was finished and a strong motivator for them to do their work correctly so that they didn't have to go

back to fix it. Students were provided nonfiction text to support the weather unit and to meet the new CCLS. The balance between the reading, writing, math and technology to meet the CCLS provided students with a rich experience that showed a lot of learning. They enjoyed making their weather reports and also learning about severe weather. Student engagement increased when Science was taught in the classroom.

Overall, the year was very productive and I am excited about the role our district is taking in promoting more STEM activities and Science and Math within the elementary classrooms. It is much needed and ENTERGY has paved the way for our district to get on board with these vital skills necessary for 21<sup>st</sup> Century Learning and to make our students Technology Literate.