Campbellsville University School of Education

**Name:** Abby Harnack  **Course Number:** ED 450 – Student Teaching

Overview: You will collaborate with one or more other professionals to design and implement a plan for a student whose learning could be enhanced by collaboration. Be sure to review carefully the appropriate guidelines before completing this form.

*Name:* Abby Harnack *Date:* March 7, 2017  *Course #:* ED 450

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| Identify a student whose learning would be enhanced by collaborative efforts and provide a rationale for why this student was selected (use first name only).   * Alyia was selected as a student whose learning would be enhanced by collaborative efforts. Alyia is a hard-worker who truly enjoys the process of learning. Mrs. Garrison (lead teacher) and Mrs. Breeding (special education teacher) agreed that Alyia would make the most of the collaborative experience. Alyia has been identified as having a learning disability. She is a student within the co-lab class. Her IEP includes the following accommodations/modifications: reader, paraphrasing, assistive technology, and extended time. Alyia receives the following supplementary aids and services: computer/laptop, modeling, fluency strategies, graphic organizers, and modified assignments/assessments. Alyia’s learning disability is specifically in the area of reading. Her IEP includes the following reading goal: Alyia will read grade level text with purpose and understanding 80% of the time when presented with appropriate grade-level materials. Other reading goals include: Aliya will read 70 wpm when presented with 3rd grade level passages, and Alyia will choose 10 correct responses with no more than 3 errors when presented with a 3rd grade level passage with missing words. Although my collaborative efforts will focus on the subject of mathematics, knowing Alyia’s IEP reading goals is informative. K-PREP testing will begin in less than a month. Mrs. Garrison and Mrs. Breeding agreed that this collaboration project would best serve as a spiral review over taught math concepts in order to better prepare Alyia for the upcoming assessment. The majority of the collaboration pre-assessment questions have been directly taught over the course of the school year. Alyia scored a 40% on the pre-assessment. Since the majority of the assessment content has been covered, it is evident that Alyia has not retained a large amount of the content. This is why Alyia was selected as the student for this project. The goal is for the collaborative efforts to strengthen Alyia’s retention of the taught mathematical concepts.   Collaboration Plan   1. Objectives – what you plan to accomplish (in terms of student learning):   I have developed two specific objectives for this collaboration project.  Objective One: Alyia will be able to score an 80% on the mathematics spiral review collaboration assessment. (This is double Alyia’s pre-assessment score.)  Objective Two: Alyia will demonstrate confidence in her mathematics skills by reducing her number of complete guesses on the collaboration assessment by 2/3. (This means Alyia will state that only five of her answers are complete guesses.)   1. Assessment plan – how you will measure the impact of the collaborative effort on student learning?   I will measure the impact of my collaborative efforts on Alyia’s learning using two different assessments. A 30-question collaboration assessment will be used to measure Alyia’s retained 4th grade mathematics knowledge. This collaboration assessment will be given as both a pre-assessment and post-assessment. This assessment will allow me to measure objective one. An answer confidence chart will be used to measure Alyia’s confidence in the answers she has selected. For each answered question on both the pre-assessment and post-assessment, Alyia will state whether her answer is a complete guess, an educated guess, or a known answer. This chart will allow me to measure objective two.   1. Report activities, timeline, persons involved, resources needed below:  |  |  |  |  | | --- | --- | --- | --- | | Activities | Timeline | Persons Involved & Their Roles | Resources Needed | | Determined student who would benefit most from collaborative efforts | March 8, 2017 | Mrs. Garrison  Mrs. Breeding  (selected best fit student for collaboration project) |  | | Discussed special needs of Alyia and overall collaboration project assessment plan | March 9, 2017 | Mrs. Breeding  (special education teacher – shared special needs and temperament of Alyia) | Individualized Education Plan  Self-Paced Unit Assessments | | Created 30-question collaboration assessment and answer confidence chart | March 14, 2017 | Mrs. Garrison (provided unit pre-assessments for collaboration assessment development) | Self-Paced Unit Pre-Assessments  Microsoft Word | | Administered 30-question collaboration pre-assessment | March 15, 2017  (30 minutes) | Mrs. Breeding (scheduled testing time)  Ms. Sapp (dismissed Alyia from homeroom for testing) | Computer Lab (testing area)  Pencil  Collaboration Pre-Assessment  Collaboration Pre - Assessment – Answer Confidence Chart | | Analyzed pre-assessment data, determined project objectives, and established overall collaboration plan | March 15, 2017 | Mrs. Garrison (reviewed collaboration plan objectives) | Collaboration Pre - Assessment Results  Collaboration Pre-Assessment – Answer Confidence Chart Results  Collaboration Project Document | | Created all collaboration practice pages | March 16, 2017 | Mrs. Garrison (provided individual unit concepts to be reviewed) | Self-Paced Unit Assessments  Microsoft Word | | Retaught and practiced identifying numbers that are greater than or less than in word problems | March 17, 2017  (20 minutes) | Mrs. Garrison (provided individual unit concepts to be reviewed) | Computer Lab (working area)  Collaboration Practice Page One  Pencil | | Retaught and practiced word problems requiring addition and subtraction (identifying key words) | March 20, 2017  (20 minutes) | Mrs. Garrison (provided individual unit concepts to be reviewed) | Computer Lab (working area)  Collaboration Practice Page Two  Pencil | | Retaught and practiced word problems requiring multiplication or division | March 21, 2017  (20 minutes) | Mrs. Garrison (provided individual unit concepts to be reviewed) | Computer Lab (working area)  Collaboration Practice Page Three  Pencil | | Retaught and practiced word problems requiring multiplying or subtracting fractions | March 22, 2017  (20 minutes) | Mrs. Garrison (provided individual unit concepts to be reviewed) | Computer Lab (working area)  Collaboration Practice Page Four  Pencil | | Collaboration Project Progress Meeting | March 22, 2017  (20 minutes) | Mrs. Garrison (reviewed assessment results and practice pages; helped evaluate Alyia’s current progression; offered suggestions for the remainder of the project) | Collaboration Pre-Assessment Results  Collaboration Pre-Assessment – Answer Confidence Chart Results  Completed Practice Pages | | Retaught and practiced fractions and decimals (part one) | March 23, 2017  (20 minutes) | Mrs. Garrison (provided individual unit concepts to be reviewed) | Computer Lab  (working area)  Collaboration Practice Page Five  Pencil | | Retaught and practiced fractions and decimals (part two) | March 27, 2017  (20 minutes) | Mrs. Garrison (provided individual unit concepts to be reviewed) | Computer Lab (working area)  Collaboration Practice Page Six  Pencil | | Retaught and practiced lines, angles, and symmetry | March 28, 2017  (20 minutes) | Mrs. Garrison (provided individual unit concepts to be reviewed) | Computer Lab (working area)  Collaboration Practice Page Seven  Pencil | | Administered 30-question post-assessment | March 29, 2017 (40 minutes) | Mrs. Breeding (scheduled testing time)  Ms. Sapp (dismissed Alyia from homeroom for testing) | Computer Lab (testing area)  Pencil  Collaboration Post-Assessment  Collaboration Post-Assessment – Answer Confidence Chart | | Reviewed and corrected missed questions (identified and addressed misconceptions) | March 30, 2017  (15 minutes) | Mrs. Garrison and Mrs. Breeding (reviewed assessment results) | Computer Lab (working area)  Pencil  Collaboration Post-Assessment  Results  Collaboration Post-Assessment – Answer Confidence Chart Results | | Analyzed post-assessment data, determined impact of the collaboration project, and considered next steps | March 31, 2017 | Mrs. Garrison and Mrs. Breeding (reviewed assessment results and shared possible next steps) | Collaboration Post-Assessment Results  Collaboration Post-Assessment – Answer Confidence Chart Results  Collaboration Project Document |  1. Provide documentation of at least one meeting with your cooperating teacher and/or colleagues to check the progress of your plan.  * I met with Mrs. Garrison, my second placement cooperating teacher, on March 22, 2017 in order to discuss the progress of this collaboration project. We reviewed the pre-assessment results and answer confidence chart. I shared my established goals for Alyia to accomplish by the end of the project. Mrs. Garrison reviewed Alyia’s completed practice pages up to that specific point. We determined that progress was being successfully made. Alyia was responding well to my collaborative efforts. Together, we reviewed the remaining plan for the project and made appropriate adjustments.  1. Using the assessment data collected, describe the impact of the collaboration plan on this student’s learning and describe possible next steps.  * This collaboration plan positively impacted Alyia’s learning. Alyia exceeded both of my set objectives for this collaboration project. Objective one focused on Alyia’s mathematics content knowledge. Alyia scored a 40% on the pre-assessment. She scored an 87% on the post-assessment. My collaborative efforts improved Alyia’s understanding of certain math concepts allowing her to double her mathematics spiral review score. Objective two focused on Alyia’s confidence in her math ability. Part of my collaboration plan was to increase Alyia’s confidence. For the pre-assessment, Alyia stated 15 of her answers as complete guesses. For the post-assessment, Alyia stated all of her answers as educated guesses or known answers. She did not completely guess on any question. Alyia’s mathematics spiral review assessment results and answer confidence chart results demonstrate the success of this collaboration plan. Alyia has improved her understanding of 4th grade mathematics material and increased her confidence in her mathematics skills through this collaboration plan. In order to directly see Alyia’s progress, view Alyia’s pre-assessment, pre-assessment answer confidence chart, post-assessment, post-assessment answer confidence chart, and completed practice pages. I am very proud of Alyia’s hard work and dedication to this project. Collaborating with both Mrs. Garrison, my cooperating teacher, and Mrs. Breeding, the special education teacher, allowed this plan to be such a success. One possible next step for Alyia would be a weekly review of newly taught material. Weekly practice pages covering important new mathematical concepts would build Alyia’s confidence in her math skills and assist her retention of the material. Another next step would be increasing the number of opportunities Alyia has to share conversations with peers about mathematics. Alyia learns and retains knowledge by thinking aloud. Allowing Alyia to communicate her thinking to her peers on a regular basis will strongly support her learning. These are a few possible steps that will help to further Alyia’s learning in the mathematics classroom. |