Campbellsville University

School of Education

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| Source of Evidence 1.4:  Unit: Organizing and Analyzing Results |
| Name: Abby Harnack Date: October 23, 2015 Course: ED 331 – Social Studies Methodology |
| **Implications for Whole Class Instruction**:   * After analyzing my results, it is clear that I need to reteach some of the exploration details. Many of the students answered the general questions correctly. However, students struggled when answering some of the more specific questions. There is no need to reteach entire lessons. Instead of doing this, the class will reopen their interactive notebooks to review the material. Connections will hopefully be made. Students will be able to establish a relationship between each specific assessment question and a section of their interactive notebook. Since many of the students performed well on the second objective, I will not reteach the writing mini-lesson or the short answer task content. |
| **Implications for Gap Group(s) Instruction**:   * Since all four of the students in the gap group failed to meet objective one, I will reteach the main ideas of the Age of Exploration to these students in a small group setting. The individual multiple-choice assessment questions will be explained in detail. I will refer to the students’ interactive notebooks on multiple occasions. Also, the writing mini-lesson and short answer task content will be reviewed. These students will be encouraged to reflect back upon the material they learned during the teaching of the unit. Two of the four students failed to write a single word for their short answer task. No attempt was even made by these two students. Both objectives will be readdressed to benefit the gap group students. |
| **Task Overview: Report summary of data from previous analyses of whole class and diverse learner groups by responding to questions below.** |

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| 1. Select the unit objective on which your students were **most** successful, based on your analysis of   student learning. Based on samples of student work, provide two or more possible reasons for this success.   * My students were most successful on unit objective two. This objective corresponded with the short answer task included on the post-assessment. The success of my students on this objective surprised me. I was very impressed with how well the students performed on the writing portion of the assessment. I believe there are two main reasons for this success. First, I spent a large portion of one unit lesson strictly focusing on how to properly complete a short answer task. I taught students about key ideas and linking words. A mini-lesson was presented which included a form of modeling. The students were also given the opportunity to independently practice writing a short answer. After analyzing the assessment results, it becomes evident that this strong focus on writing possibly contributed to student success on this objective. Second, I differentiated this portion of the assessment by providing the students with two short answer options. I believe the students benefited from choosing which short answer task to complete. |
| 1. Select the unit objective on which your students were **least** successful, based on your analysis of   student learning. Based on samples of student work, provide two or more possible reasons for this  lack of success.   * My students were least successful on unit objective one. This objective corresponded with the multiple choice questions included on the post-assessment. I predicted that the students would have less difficulty meeting this objective compared to objective two. However, my prediction was incorrect. After analyzing the results, it is clear that the majority of the students struggled to correctly answer many of the multiple choice questions. I believe there are three possible reasons for this lack of success. First, I believe some students failed to give their greatest effort. I think a few of the students may have chosen not to take the test seriously since they knew their scores would not be entered into the gradebook. Second, I think some of the students may have read the questions and answer selections too quickly. The questions required students to carefully consider the answer choices. Some of the question types included “which of the following is not.” Some of the answer selections included “all of the above.” Such types and selections may have caused the students to struggle, especially if the students rushed through the questions. Third, there were a few multiple choice questions covering material that should have been highlighted more during the unit’s instruction. All the ideas were discussed during the unit; however, some ideas could have been explained on a deeper level. |
| 1. Describe the performance of the identified diverse or gap group(s) in your class compared to the performance of the class as a whole. What factors contributed to their success/failure?  * The performance of the identified gap group in my class was lower compared to the performance of the class as a whole. There are two large factors that contributed to their overall lower performance. First, I knew very little about the needs of these four students with Individualized Education Plans. Since I am not the students’ full-time teacher, I do not know the students on an individual, personal level. Without this established relationship and proper knowledge, it was very difficult for me to address the needs of these students. Second, I was made aware that these students required a reader, scribe, and prompting. However, I did not have the resources to meet these needs. I was unable to read, write, and prompt these students to the extent they needed because I had a class full of other students who also needed my attention. I believe I did the best I could with the time, knowledge, limitations, and resources provided. There were various things I would have done differently to better accommodate the needs of these students; however, I am responsible for abiding by the ways of the current teacher. |
| 1. Since the conclusion of the instructional unit, what have you done to ensure that all your students are making continuous progress? What are your plans to address issues identified in the unit?  * In order to ensure that all of my students are making continuous progress, I will meet with the class to return their post-assessments. I provided detailed feedback on each of the students’ tests. Students will be encouraged to review the feedback and then ask any questions. We will discuss the multiple choice questions and the short answer tasks as a class. Through the discussion, I will able to determine and address all student misconceptions. In order to properly address the issues identified in this unit, I will refer back to specific unit instructional strategies. By doing this, I will be able to connect the questions and tasks to activities that were completed during the week. Hopefully making such connections will address some of the issues that were identified. |
| 1. Based on your reflection about your students’ performances, describe at least two areas for professional growth that you believe has the potential to increase your instructional effectiveness and thereby improve your students’ learning.  * In order to increase my instructional effectiveness, I will strive to professionally grow in two distinct areas. First, I will learn how to better meet the needs of diverse students while continuing to address the needs of the class as a whole. Currently, I struggle to meet the needs of all the students within my classroom. I must consider each student as an individual learner. All individual needs must be appropriately addressed. Second, I will learn the best way to determine the proper balance between direct instruction and indirect instruction. I am fully aware of the importance of including both types of instruction within a unit. However, it is difficult for me to determine the amount of each type to include. I know that with continued experience and planning, I will grow professionally in this specific area. |