Standard 8 (Collaboration) Rationale

In order to prove my proficiency for KTS standard 8, I have included my fourth grade mathematics collaboration project (SOE 10). This collaborative project was implemented at Taylor County Intermediate School in order to improve a female student’s retention of learned mathematical content and increase the student’s confidence in her math skills. I have provided the assessment, answer key, answer confidence chart, practice pages, and student work. All of these resources were used to carry out the plans for this collaboration project.

My report of activities provided on my SOE 10 reveals the first meeting I had with Mrs. Garrison and Mrs. Breeding. We met to discuss the co-lab class as a whole and identify which student would benefit most from collaborative efforts. At this time, we decided that Alyia’s learning could be enhanced through direct, specific, and one-on-one collaboration. After choosing Alyia, we discussed her academic needs, specifically in the area of math. I reviewed her IEP and learned about her learning disability. After Alyia had been selected, I began to create the pre-assessment and consider the project’s objectives. Together, Mrs. Garrison and I determined the best timing for administering the pre-assessment and implementing the project as a whole. After analyzing the pre-assessment results, I began to design the collaborative plan making sure to consider the suggestions provided by both Mrs. Garrison and Mrs. Breeding. I created individual practice pages to be used each day. These pages were a part of the plan used to enhance Alyia’s learning throughout the collaboration project. My plan was reviewed by Mrs. Garrison before implementation. I implemented the project’s planned activities over a two-week time span. The activities were executed in a very systematic order. I was sure to review the past practice pages before introducing the next practice page’s content. Alyia’s learning was enhanced through the use of these pages since they were specific and orderly. Mrs. Garrison and I scheduled a follow-up meeting in between the days of the collaboration project. We discussed what to keep doing and what to change. Different strategies were considered and the upcoming post-assessment was discussed. In order to thoroughly understand the outcome of the collaborative efforts, I analyzed the data and compared the pre-assessment and post-assessment results. I also compared the results from the two answer confidence charts. Analyzing the data revealed the significant amount of progress Alyia made as a result of this collaboration project.

I really enjoyed completing this project. Not only did Alyia grow as a mathematics student, but I grew as an educator. The reason I liked this project so much was the fact that I was able to witness results that I knew directly aligned to my teaching. How exciting it was to witness her improvement! Implementing this collaboration project strengthened my ability to identify and address misconceptions. I was able to take the time to really understand the thinking of Alyia as we worked through the practice pages. Also, I enhanced my listening skills. Focusing on one student provided me the opportunity to learn about Alyia as a person and not just as a student. It was clear she enjoyed working with me each day. She was disappointed when the project came to an end. In the future, I hope to grow in the area of flexibility. I was hesitant to adjust my created collaboration plan. Teaching calls for constant adjustments. A flexible teacher makes a good teacher. I want to better my acceptance of changed plans. I want to increase my willingness to change strategies and activities to better meet the needs of students. Lastly, I want to continue to improve my ability to share control with a colleague. This project revealed the many benefits of working together.