SMART 2011 Team Reports (2010-2011 Academic Year)

<table>
<thead>
<tr>
<th>Team Members:</th>
<th>Tonyajo Wiegand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Name (For example, Delaware Elementary):</td>
<td>Volney Elementary, 5th Grade</td>
</tr>
<tr>
<td>Write the number of Teacher participants for each period.</td>
<td>Academic Year number(s)</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

**Team location and focus** (For example, Delaware—ESL literacy) Volney Elementary, Fulton City School District—Technology Integration

Data collected and analyzed on teacher learning (For example, faculty surveys, and teacher reflective journals).

As a member of ISTE, International Society of Technology Education, I received the journal, Learning and Leading. My focus for professional development using this membership was learning how to connect with other educators through various social media. I was able to communicate with other educators who are also using i-pods in their classrooms. I was able to learn how to identify, purchase and download age and skill appropriate apps to the i-pods and my iTunes library. I was able to successfully implement the iPods as viable practice tools.

ISTE was also very instrumental in introducing new Web 2.0 applications to me. The projects my students did came directly from the journal, Learning and Leading. The journal does an excellent job showcasing, not only the application, but also educators who have effectively implemented the application in their classrooms.

In order to learn how to effectively implement the e-books in our classroom, I was an active member of the Amazon Kindle discussion board. From this forum, I was able to collect many excellent and practical ideas about managing and using the e-book in my classroom.

Using these tools in my classroom has pushed me to grow as a digital educator who is capable of guiding my students through our digital world. There have been many opportunities to trouble shoot, create and present ideas. We have had times of triumph and excitement and times of frustration and challenge. My students are pushing the digital boundaries in our school district through their learning.

Data collected and analyzed on student learning (For example, annual literacy assessments/NYS report card disaggregated data for 4th grade ELA, analysis of rubric scores on students writing samples each quarter for students in versus not in the program).

- Using the Pearson, Developmental Reading Assessment, students’ reading and writing competencies were tested in both September 2010 and May 2011. The competencies included Reading Engagement, Fluency, Expression, Accuracy, Summarizing, Literal Comprehension, Note Taking, Interpretation, and Metacognition. Tests were given at each student’s individual reading level, whether it was below, on or above grade level.

- In September, the class average overall score was 34 points. This score, no matter the testing level, placed all students in an INSTRUCTIONAL level.

- In May, the DRA showed the class making positive strides.

- The number of students taking an above level test increased from six students to eight students. These students scored at the INSTRUCTIONAL level at seventh and eighth grade levels. This places students 2 years ahead of their classmates as readers and writers.

- Nine students taking the on level test increased their DRA score from INSTRUCTIONAL level to INDEPENDENT level, while one student moved from the EMERGENT level to INSTRUCTIONAL level.

- Three students remained in the below level category. They took the on level test, but scored in the EMERGENT level. This is an improvement from their testing results in September when they scored at Instructional level using a below level test.

- Most students made improvements in Reading Engagement, Fluency, Expression, Accuracy, Summarizing, Literal Comprehension, and Note Taking skills.

- Most students did not show improvement in the Reflection, Interpretation, and Metacognition skills.
Additional Assessments Given (Not included in previous report): Scholastic Reading Inventory (I am including this data because it speaks to the increase in reading skills my students have experienced.)

- Fourteen out of twenty two students gained an above average number of lexiles over the period of fifth grade. The average amount of lexiles a student is expected to gain ranges from 75-100. For these fourteen students, the average amount of increased lexiles was 152. The largest growth lexiles was a 220 point jump. This was made by a student who is a low average achiever.

- Comparing my class to the other fifth grades, 71% of my students scored at the proficient level, while only 49% of other students scored at this level.

- No students in my class scored in the Below Basic level, while other 10% of other fifth grade students did.

Interpretation of Data:

- The implementation of the E-books/i-pods in our classroom, as well as the extended periods of independent reading time gave students “mileage” as readers. Research shows the best way for students to become better readers is by reading.

- Students benefited from the novelty of the e-books/i-pods. Students were excited to settle in and read. They loved going online to shop for books they wanted to read.

- The ability to change text size, screen brightness and the amount of text on the screen of the e-book was empowering for students.

- Daily blogging increased the amount of writing students did in our classroom. Increased writing allows students to express themselves more clearly and easily.

- Digital storytelling and Wordle gave students the opportunity to summarize topics.

- Researching topics gave students opportunity to practice word attack and note taking skills.

- This year’s Entergy project gave my students significant practice in basic reading skills. The growth shown by the DRA and the SRI show evidence of this. Students gained competency in Reading Engagement, Fluency, Expression, Accuracy, Summarizing, Literal Comprehension, and Note Taking skills. These are all lower level thinking/reading skills. Even though they are on the lower end of the reading skill spectrum,

- Students still require significant practice and instruction in the higher level reading and writing skills including Reflection, Interpretation, and Metacognition skills. The focus of next year’s project will be to increase these skills, as these are the true real world problem solving and communication skills.