Team Final Report on Teacher and Student Learning

Please completed the form and have to your Team Leader by May 30th

Teacher(s)/School: Bucaneer Jr/Sr High School

SUNY Oswego faculty member: Dr Christine Walsh

Teacher Participant Names: Mark Bankowski, Carol Lloyd, Kevin Morgan, Jay-Nel Steitz, Jason Webb

Course Name & Academic Year: Formative Assessment - 2013/2014
(Look up online at: www.oswego.edu/prosmart)

Please ensure all student work discussed is anonymous. Team action plans and reports will be posted on the Project SMART website as well as synthesized into a final report for the granting agency.

Please answer the following questions:

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

The only changes we made to our action plan is that we experimented with several new programs and apps on top of Schoology and Splashtop. We utilized Kahoot, Touchcast, and Scan It.

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)

See below
Analysis of Data on Student Learning:

Jason Webb
Formative Assessment: In Technology, students used Schoology to submit assignments for evaluation. While students were watching videos or looking at photo portfolios, they were writing critics on the discussion page for the person presenting to see and use for peer assessment. With written assignments, students were able to submit their work and then get instant feedback from me to see what they need to improve or change to make the assignment better.

To help disseminate videos for the flipped classroom, students would go to links and see videos I posted on different sites and examples found on YouTube. I also utilized Touchcast to create news-style videos that students could view after the lesson. To help create competitive pre-assessment, we utilized Kahoot (getkashoot.com) to make fun and competitive ways of quizzing students. I utilized Splashtop to show demonstrations to the students from my iPad camera on the screen.

Most of my time was spent training and working with each of the teachers in training them to utilize the different programs and apps and show them different ways to collect and disseminate information.

Jay-Nel Steitz
Formative Assessment: In English, students use Schoology for a variety of reasons. One reason I had them use Schoology was so they could upload any Quick Writes they worked on. Students would type up their assignment on Microsoft Word, and then upload it in the assignment folder. With this, students have been able to practice typing as well as getting used to the functions of a computer, i.e., how to save their work, where to save their work, how to properly format their paper with 1-inch margins and etc. Students over the course of the year have improved with their typing so at this point, it does not take them as long as it did in the beginning of the year. This means I am able to spend less time waiting for students to finish typing up their assignments. Students have also used Schoology to take their quizzes. Schoology’s great features cut down on the time I have to spend to create and grade the quizzes. Once I have created the quiz, Schoology will automatically grade the quiz as soon as a student is finished and has submitted it. Students are then able to view their grade. They are also able to view their wrong answers in comparison to the correct answers so they know what they did wrong. This feature is a great way to assess students’ learning because then students are able to see what they did wrong: they are also able to ask me any questions as to why their answer is incorrect or let me know their reasoning for choosing/writing in that answer. If students do poorly on a quiz, I will allow them to take it over to raise their grade. There is a feature that allows me to delete the student’s first submission—if I want—and allow them to re-take it. Sometimes I will create another quiz—one that is similar and asks the same questions—and they would have to take that version after reviewing the first one.
Football Game (Desktop Opener for Lesson Preparation) - Every morning, I have the Date, Desktop Equipment that each student needs to have ready within three minutes time, the Essential Question for the day, and the objective learning goal(s). I did not use this method for preparing the class during for the first half of the year. I started using it during the second semester and found that it has been most effective in starting class quickly. The class is usually prepared and ready for class to begin before the timer goes off.

Regents Review Questions on Schoology.com - This is an assessment/preparation tool I have incorporated into the beginning of the lesson to give students review time for the regents examination(s) as well as instantaneous feedback on how they are doing with the Algebra content. When I first started using this assessment tool, there was very little difference between hardcopy assessments and online assessments using schoology. However, I have noticed that their scores have been steadily improving since making this a routine assessment tool. I have made the quizzes available to the students to go back and review as well.

Incorporating Writers Notebooks for Algebra - I have used the writers notebooks for the last couple of months. I have the students break down the lessons by asking different questions that they need to journal about. We then come together and discuss their responses as a group. I have had the students use the notebooks for vocabulary words, journaling their historical feelings/abilities about this important subject, as well as journaling about different algebra concepts. It is a good reference for students to look back at to review what they have learned. They have updated each entry with a table of contents in the front of the book. Finally, students are able to improve on their literacy/writing skills by journaling in their writer’s notebooks, an important 21st century skill.

Algebra class - I have used Schoology for algebra class with the previously mentioned assessments as well as have provided practice links for students to use in the Files/links section of Schoology. Students have access to Schoology from anywhere they have Internet. They can access it on a computer, laptop, Ipad, as well as their cellphones. I had a student do his review quiz with his cell phone in class when his laptop had no battery left. I am making great strides with technology in my classroom.

Advisory - I have used Schoology with my advisory. For the last three quarters, I have posted various assignments for my Advisory (Big Picture School learning) students to get directions, submit assignments, receive feedback from me, as well as discuss with each other and encourage each other about accomplishments, polls, and other assignments.

Flipped Classroom - I have experimented with the Flipped Classroom concept. I have created a video lesson teaching how to use the Pythagorean Theorem. I have not done much with this concept yet. However, in testing mode, students have responded favorably to the video and have been able to follow it, pausing through it when necessary and working through problems from a worksheet that I prepared to go along with the video. I think this is a great method to instruct students. They can watch the video at home, during study hall or free periods. Students can use any device that has Internet to view the video lessons. The class time is used to have the students practice the concept they learned on the previously viewed video lesson. I plan on creating more video lessons and building my lesson base, eventually moving to a full Flipped Classroom.
Students were previously given assignments and quizzes (tests) through paper copies. They were then graded overnight and data was relayed to them the following class depending on when all assignments were submitted and graded. Schoology provided me a way to connect the students to tests/quizzes through their laptops. They were able to take the test, and receive instantaneous feedback on assessments that consisted of non-subjective questions.

A major flaw to the integration of Schoology was the time required to convert previous material into a Schoology document. Certain projects were easy, such as disease pamphlet directions, because of the ability for Schoology to upload documents directly onto a certain page, but tests and quizzes needed to be re-written.

One wonderful application of Schoology was to offer a pre-assessment quiz to students and then to place those questions into a test bank so they could be recycled for the actual quiz/test. This also provided me a quick and painless way to assess the class before the unit, allowing me to focus on certain areas that were weak. For instance, in the digestive system, I identified accessory organs and the concept of absorption to be weaknesses of the class majority. In the post-assessment, scores significantly jumped in those defined areas.

Pre-assessment digestive system quiz: Class average score: 44% Range 80-20
Post-assessment digestive system quiz: Class average score: 70% Range 95-25

The average jumped up 26% after a weeks’ worth of activities and notes on digestive system. Students were able to review their pre-assessment as well as other practice questions that came up over the course of the week.

A paper quiz was given the class after the final Schoology quiz and the class average was 63% with a range of 93-30. I was surprised at the dip in average. I noticed that certain students performed much worse on the paper version while others excelled on it.

Another stat that concerned me with Schoology was time spent on the test. Schoology monitors how long students spent on the test (which I appreciated). On the digestive system post quiz, the average spent on the quiz was just over 12 minutes. I timed the paper version and students spent an average just over 18 minutes. I recorded the time for each student after they handed in their test and then averaged them. I am unsure of the reason for the discrepancy in time since the quiz was basically the same length and style, but I am worried about how a complete switch to technology based assessments will affect Regents scores in June. Below are three individuals whom I have highlighted as students who had large discrepancies between Schoology assessments and paper-based assessment scores and time spent taking the tests.

Student A

Paper-based assessment
Score: 96 Time: 19:46
Schoology assessment
Score: 92 Time: 10:25
Student B

Paper-based assessment
Score: 76 Time: 18:00

Schoology assessment
Score: 58 Time: 9:47

Student C

Paper-based assessment
Score: 84 Time: 22:14

Schoology assessment
Score: 70 Time: 8:00

I continued to use Schoology on pre and post assessments for the following units. Their stats are listed along with their labels below. I did not provide time data for these systems.

Respiratory system:
Pre: 50%
Post: 74%

Circulatory system:
Pre: 34%
Post: 80%

It was very important to me to provide the students with a paper copy of certain Regents questions because they will be taking a paper version of the test and I wanted them familiar with writing. With a few certain students, I caught them flipping from the Schoology web-site to other website’s during the test. I could verify they were cheating, but their desire to hide what they were looking at made me skeptical of their scores. I tried to eliminate this by moving around the room.

I also used Schoology to upload assignments to cut down on paper usage. For instance, during my human body systems unit, I would assign a disease pamphlet for each sub-unit. Normally, I would have a copy of each pamphlet (4 in total) for each student, not to mention the countless number of replacements. I also have a rubric that would be attached. Schoology allowed me to post these and keep them in a universal place that students could have access to at all times. I was also able to provide links/updates to Schoology in efforts to help, such as citation generators, and other links where they could find useful information.

I loved the drop box function for all assignments so that I could collect material in an organized manner. It increased student organization as well as mine.
Student perspective: The students have expressed mixed emotions. Students have appreciated the immediate feedback provided by Schoology on questions that I did not have to manually grade. I think they liked being able to access it anywhere. They have ran with the Facebook-like concept and have used it to bond with each other, collaborate, establish course related polls and set up group meetings. I have also heard from students that they don’t like Schoology for tests and quizzes because they like the previous format of paper based assessment. Some students explained that they do not like Schoology because they do not have adequate computers at home and/or internet access. Some students were so far ahead of others when it came to the technology that it created a little separation among students.

Instead of focusing time on the assignment and tuning it in, there was growing pains on how to drop box assignments or changing their usual paper based answers to a document so that they could upload it digitally.

Teacher Positives: Schoology allows me to be a much more organized teacher and allows the students to share thoughts and ideas. It puts my important material at the fingertips of the students when they are outside of the classroom and eliminates a great deal of paper waste. I am excited to have learned this and I have gained a new appreciated for the integration fo technology into my classroom. Schoology will help me keep connected to my students and their studies. It helps me keep a pulse of the class.

Teacher Negatives: A major negative to Schoology is that in the future, if I want to use this program the way I have currently established it, my room would require students to have access to computers at all times. This may not be a luxury I am granted. The other major negative to Schoology has been the time devoted to switching activities over. Being the first year, there was more ground work to perform than what will be required for future years, but due to the time spent on this technology, I have pulled it away from other review applications.

Overall: Schoology has been a wonderful addition to my teaching arsenal. It will be forever used to integrate technology and deliver lesson material through a different lens, maybe tapping into differentiated learning and multiple learning styles.

Kevin Morgan

Throughout the 2013-2014 academic year I spent an extensive amount of time working with new technologies to incorporate in the classroom. Originally I was reluctant to dive into too much technology us in the classroom other than the traditional SMART board uses and online review processes I had used previously. In working with our technology teacher this year I was shown a number of different applications that I could use in the classroom setting for the iPad as well as other internet based programs.

The program that I used the most in the classroom this year was Schoology. This is an online course management system that allows me to digitize my class work and provide students with helpful links to materials that will help them throughout the course. At least that’s what I thought it was at first. Throughout the school year through trial and error and working with Jason Webb (technology teacher) I found this program to be extremely beneficial for myself as well as my students. I was able to take attendance on Schoology, keep a grade book, have students upload assignments, and grade assignments all in the one program. This program was extremely beneficial for students because I was able to cut down the time that it took to provide them with feedback compared to traditional pen and paper grading. This program also allowed me to organize data quicker and easier in order to better my teaching practices and address the needs of the students.
I found throughout the school year that technology use with my students kept them much more engaged and willing to participate in classroom activities. Jason introduced me in recent weeks to an online quiz and survey site www.getkahoot.com. This interactive website allows me to create review quizzes, surveys, and pre-assessments in an engaging class wide competition. Students compete on their own electronic devices to answer the questions on the SMART board correctly and in the fastest amount of time. Another advantage to this program other than the level of student demand and engagement is the ability to collect data to drive my instruction. After each round in Kahoot I can download a spreadsheet that gives me overall class results that also break down to each individual students and the questions they got right or wrong.

The previous two technologies showed me how important student’s data collection and engagement is. These avenues were also very easy for students to adapt to and use. Another application that I used this year was titled Educreations. This allows teachers and students to combine photos, illustrations, text, and audio in order to create a narrated slideshow. This program I thoroughly enjoy using in order to provide students a visual and audio pathway to learning and reviewing the course material. This application does have an online function so it can be used on computers and not just the iPad. I have found throughout my class periods and working with students on creating their own slideshows that the application for the iPad is much easier to use than the computer function. The built in microphone and the formatting of the program makes it much more conducive to use on the iPad. This is a glitch that I had to work out through trial and error. One thing that I did find throughout my experiences with Educreations is that I can create an online course and have students join. This allows students to post their own slideshows and access at any point the slideshows that I have provided for them. I thought that this was a very unique and interesting feature as we have had students that have attendance issues. This allows me to post videos that they can access in order to gain clarification on topics that they may have missed in class.

The use of technology this year has really relieved a lot of stress due to the availability of the internet these days. As mentioned before there are a number of students that have attendance issue within my courses. Therefore I make sure I post assignments and instructions on Schoology for them to refer to. There are a few exceptions these days but being able to set students up with school work at home via the internet is very helpful. In the rare cases that students do not have access to the internet at home I am able to print assignments and instructions from programs such as Schoology to make sure that no student is at a disadvantage.

I have experimented with a number of different technologies throughout the course of this school year. Those that I have discussed are the ones that I feel are the most beneficial to my course at this time, and those that I am most comfortable working with.