STUDENT IMPACT PROJECT TUTORIAL

Mary Baldwin University
August 2018
PURPOSE

• To familiarize you with the Student Impact Project (SIP) requirements
• To familiarize you with the SIP grading rubric

*If you have not reviewed the three SIP options as outlined in the handbook, please do so now.
Why do MBU students have to complete a SIP?
MBU has to show that our completers had a positive impact on their PK-12 students’ knowledge. This project is our way to document the impact.

When does it have to be completed?
By the first day of the last FULL week of student teaching.

Who has to complete a SIP?
Everyone who is student teaching through MBU.
OPTION 1

Pre- and Post-assessment (any endorsement)

The teacher candidate will plan and implement a unit of instruction in which he or she conducts a pre- and post-assessment of student knowledge. The candidate will analyze and reflect upon this assessment data in evaluating his or her success in teaching that particular unit of study based on student outcomes.

If you are not completing Option 1 please skip to slide 9 for Option 2 or slide 14 for Option 3.
OPTION 1 REQUIREMENTS

Items to be submitted include:

• Cover page with name, ID# and option selected
• Blank copy of the pre-assessment
• Student data for pre-assessment (do not use real names)
• One-page description of instructional decisions made based on pre-assessment data
• One-page summary of the unit
• Blank copy of the post-assessment, if different from the pre-assessment
• Student data for post-assessment (do not use real names)
• One-page reflection of the student data (changes in student knowledge) including any instructional decisions made as a result of this data.
• 2-3 page synthesis of current research and evidence to support instructional practices used in SIP. Proper APA citations must be included.
• One page summary describing instructional decisions and actions engaging student use of technology.
• One page for each of the College and Career Readiness Initiative standards referenced in SIP describing how they are linked to SOL standards.

Items in blue are required for all three options and will be addressed towards the end of the tutorial.
**OPTION 1: WHAT DOES THIS LOOK LIKE?**

Blank copy of the pre/post assessment

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**Pre/Post Assessment**

<table>
<thead>
<tr>
<th>Name: ___________________________</th>
<th>Word Problem Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: ___________________________</td>
<td>SOL 4.4c</td>
</tr>
</tbody>
</table>

**Section 1**

1. There are 36 families that donated $16 each to the school fundraiser. How much money was donated?

<table>
<thead>
<tr>
<th>Work Space:</th>
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   **Notice** | **Wonder**
   ------------|-------------
   Answer:     |             

2. You are driving to your favorite aunt’s house. You are driving an average of 60 miles per hour for five hours. How many miles do you drive to get to her house?

<table>
<thead>
<tr>
<th>Work Space:</th>
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</table>

   **Notice** | **Wonder**
   ------------|-------------
   Answer:     |             

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**Pre-assessment data**

<table>
<thead>
<tr>
<th>Word Problem</th>
<th>Beginning of Unit Goal Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>X  x</td>
</tr>
<tr>
<td>Student 2</td>
<td>X  x</td>
</tr>
<tr>
<td>Student 3</td>
<td>X  x</td>
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<tr>
<td>Student 4</td>
<td>X  x</td>
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<td>Student 5</td>
<td>X  x</td>
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<td>Student 6</td>
<td>X  x</td>
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<td>Student 7</td>
<td>X  x</td>
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<td>Student 8</td>
<td>X  x</td>
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<td>Student 9</td>
<td>X  x</td>
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<td>Student 10</td>
<td>X  x</td>
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<td>Student 16</td>
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<tr>
<td>Student 17</td>
<td>X  x</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>% correct</th>
<th>13 7 23 27 47 40 73 67 33 53 20 7 20 7 59 47 40 40 80 53</th>
</tr>
</thead>
</table>
One page unit summary

Unit Summary

Title: Solving Single and Multi-step Word Problems in Mathematics
Grade: 4
SOL: Math 4.4.d

The student will solve single-step and multistep addition, subtraction, and multiplication problems with whole numbers.

Essential Understandings: Understand how to solve single-step and multistep problems using whole number operations.

Essential Knowledge and Skills: Solve single-step and multi-step problems using whole number operations.

Objective:
1. The students will read, correctly analyze, and set up single and multi-step word problems involving a variety of operations with at least 80% accuracy.
2. The students will correctly solve single and multi-step word problems involving a variety of operations with 70% accuracy.

Process:
This unit will begin with a pre-assessment to see where each student's strengths and weaknesses lie in relation to solving word problems. This pre-assessment will check to see if students can properly set up a word problem and then solve the given word problem. Based on that data, the unit and activities will be designed to build off of their strengths and teach their weaknesses.

Each day, students will be given a word problem to solve as a warm-up activity for math class. They will solve the problem independently and then we will review the question. A variety of review strategies will be implemented depending on the problem issued and student results. These include partner share (buddy check), whole group review, group share, student lead whole group, etc. After a review of the question has occurred, the students will record their results in a data collection page (word problem self-tracking sheet). Students are asked to analyze if they set up the problem correctly or incorrectly, solved the problem correctly or incorrectly, if the given problem is one-step or multi-step, what operation(s) are needed, and what mistakes (if any) they made. This

*This is a snapshot of part of summary.
Reflection of the Post-Assessment Data

Overall, most students have shown growth in their ability to set up and correctly answer one-step and multi-step word problems. Two student's scores decreased but the remaining students' scores increased. Overall, the average pre-assessment set up data (objective 1) was 43.3 correctly set up and the post-assessment data increased to 88.7% correctly set up. The average pre-assessment correct response data (objective 2) was 34% and the post-assessment data increased to 69.3%. The data also shows that as a class, the students did make progress in the area of solving word problems.

Going forward, we will continue to focus on setting up the problems. Students did show progress in this area as students were able to set up problems with higher accuracy by the end of the unit. This includes their ability to identify what operations to use based on the mathematical language and vocabulary used in the word problems. We will also focus on teaching the students to check their work in order to find calculation errors. Since students were able to set up their problems with higher accuracy than solving, this shows that students are continuing to show difficulty with their computation. If students can learn how to check their work then I hope to see this area increase. However, this is difficult for students to understand as they have to be able to analyze their own work.

Part of this unit required students to track their own personal data and analyze their work. I feel that this process helped students attend to their work and take responsibility for their progress and achievement. It also acted as a guided instruction tool for self-evaluation. We will continue to work on word problems using this tracking system as it helps students identify their errors in a systematic way. I will continue to show them that they can use this process when solving word problems on a test or other assignment, even when they are not required to use the tracking system. I feel that encouraging self-reflection and analysis will aid in continued growth and an increase in overall correct response rate.

As far as specific students, student 5’s ability to set up a problem increased from 30% to 70%. Student 5 continues to struggle with basic computation. She will need to practice this and become fluent. I arranged for her to use Reflex (a computer-aided website that has been proved to increase students ability to solve computation problems), but she showed little interest because she was the only one in the room to use it. Student 16’s results were not surprising. His performance often fluctuates for multiple reasons. He struggled this past week with behavior, peer relationships, as well as academics.
OPTION 2

Student Case Studies (any endorsement)

The teacher candidate will select three different learners from among his or her students and document each of the three students’ growth/learning throughout a unit of instruction. The three learners must represent 1) a struggling or underperforming learner, 2) an average learner, 3) an above average or accelerated learner.

If you are not completing Option 2 please skip to slide 14 for Option 3 or slide 18 for additional information.
OPTION 2 REQUIREMENTS

Items to be submitted include:

- Cover page with name, ID# and option selected.
- One-page summary of the unit*
- One-page summary of each student chosen (do not use real names)
- Copies of 3-4 completed student assignments that demonstrate growth over time in material covered during the unit (black out the student names)
- One page reflection (per student) on each student’s growth and learning for this particular unit of study, including instructional decisions made along the way, and how those decisions were tied to assessment/assignment performance.
- 2-3 page synthesis of current research and evidence to support instructional practices used in SIP. Proper APA citations must be included.
- One page summary describing instructional decisions and actions engaging student use of technology.
- One page for each of the College and Career Readiness Initiative standards referenced in SIP describing how they are linked to SOL standards.

*If the students chosen are being instructed in different units of instruction then there is to be a summary of each unit.

Items in blue are required for all three options and will be addressed towards the end of the tutorial.
OPTION 2: WHAT DOES THIS LOOK LIKE?

Unit summary

Summary of each student chosen for project

Section A: Summary of Unit

Unit Overview

Science Standard of Learning K.3 requires that the students learn about solids, liquids, and gases in relation to the forms of water. It also addresses the idea of how water flows as well as objects sinking or floating. As I chose the unit, I wanted it to be something that the students had not previously been introduced to, but also would find interesting. During the 2-week unit we spent the first week understanding the ideas of solids, liquids, and gases and the following determining and understanding the idea of sinking or floating. The SOL requires that you include lots of hands on learning and small experiments to develop a pure understanding of the essential knowledge, skills, and processes.

Description of Lessons

The unit's lessons are a combination of BSS lessons and online lesson searches (all modified to meet the needs of my learners and fit the dynamic of our classroom). We had a focus each day to introduce and develop a clear understanding of the three states of matter, and spent the second week learning and testing their ideas about what causes objects to sink or float. The solids, liquids, and gases portion was much more of a direct instruction approach as the students learned new vocabulary and developed their own examples to the terminology. The second section allowed for guided instruction as the students explored and tested their own theories as they collaborated to create their own boat. Throughout the first half of the unit the students helped me fill in a KWL chart for water, worked together to find ways to quickly melt ice, watched as ice melted in a skillet, gave examples and organized objects into the three states of matter and concluded the week with an ice cream float extension activity. Week two involved a small introduction experiment for items that sink and float as well as the boat experiment. We completed the SOL with an outdoor demonstration in the sand box to show how water flows when poured and when going downhill. Throughout the unit, student's growth was informally assessed through questioning, class charts, and one-on-one conferences while formally assessed using either an exit slip or cut and paste worksheet.

Section B: Summary of Students

Student A: An Under Performing Learner

When choosing students for this project, I wanted to have variety in more ways than how they succeeded academically. After consideration of suggestions from my cooperating teacher, I made the decision to have students from a variety of households, social and economic settings, and personalities. Student A is behind in math and reading and receives intervention for both of those areas. He has occasional behavior issues and at times struggles to stay on task. Despite those issues, he has a personality that has drawn me in and has become someone of whom I'm quite fond.

I have worked with him in small reading groups and seen him grow in his ability to sound out words and make connections from pictures to words. He also has a separate interest in former Presidents and constantly wants to read about them during free time. His math skills are slightly behind his peers, but even that is growing with continued practice. Right now, he is longing for attentions and seeks that out in a variety of behaviors. As we (cooperating teacher and myself) seek to increase his role in the classroom we also try to balance that with an appropriate behavior management plan. During the final content area of the day (science or history) I see his interest continue when other students tend to check out for the day. I wanted to have a student that was going to be mostly engaged throughout the lessons.

Finally, socially, Student A struggles to maintain a consistent group or a steady friend. He runs with a different group at recess almost daily and I don't see a lot of natural empathy from him. I have taken extra time with him to see how he makes comments or decisions and have tried to positively impact him through encouraging good choices and giving appropriate support. We are working to understand how his mind works in connection to the comments and immediate choices that he makes. However, outside of struggling academically, I think that he expresses himself normally and though quietly, remains an important part of the class.

Student B: An Average Learner

Unlike Student A, I have struggled to gain a relationship with this student. He is average in just about everything in the classroom. He is on grade level in both reading and math and is
OPTION 2 CONTINUED

Copies of 3-4 completed assignments per student
One-page reflection on student growth (one page per student)

Section F: Reflection of Student Growth

Student A: An Underperforming Learner

We began the unit creating a KWL chart collectively. This allowed for every student to think through their thoughts and share ideas and questions with the class. Student A had been struggling with behavior and focus issues so his input to this discussion was limited. We followed our conversation with a video of ice melting which excited all the students. I included this rather than attempting it in class partially for ease, but also because I could show the video to show the process at different rates. The students then completed a quick exit slip asking them to identify the objects that represented a solid, liquid, and gas. Throughout the week, Student A found materials and gave examples of the states of matter and achieved a perfect score on the exit slip at the end of the week.

The second week we had several activities that allowed student to share their thoughts about which objects would sink or float and explore those ideas through two hands on activities. Prior to the fun stuff, the students had to cut and paste different objects under two columns to determine whether they sink or float. What amazed me about this activity was the accuracy of the Student A, he placed 6 of the 8 pictures under the correct column. On the second day, students were partnered together to test the buoyancy of 6 items. He was not able to participate in this activity, but it was the second project where I saw him strive. The students were grouped by table and given a variety of materials to create their own boat for us to test in the pool of water. He creatively included his love for presidents and made a large boat of aluminum foil with a figure of George Washington as the captain. His boat of course floated.

As I was creating these plans, I wanted to make the concepts as simple, but as fun as I could. While I was teaching them however, I could see Student A struggling at times to make the connection as to why aluminum would float. Thankfully due to the extreme supervision of the classroom, I could take him aside to talk about the boat and why his boat might be able to float. I worked with him to see how he could perhaps stay focused to better understand the material. I saw how this brief one-on-one time worked the following day when we reviewed some of the results and conclusions from the boat experience. Because of his scores on his initial
OPTION 3

IEP-based Student Learning Outcomes
(Special Education only)

The teacher candidate will select one special education student (do not use real names) on his or her student teaching caseload. The candidate will identify two IEP annual goals (may be academic, behavioral, or functional). For each of the two goals, the candidate will document student progress and learning on these goals as directly related to instruction and interventions implemented by the candidate.
OPTION 3 REQUIREMENTS

Items to be submitted include:

• Cover page with name, ID# and option selected.
• One-page summary of the student including the two selected IEP goals; at least one must be an academic goal (do not use real name)
• One-page (or more) summary of the student’s current performance for the two goals (including examples of how that was measured)
• One to two page summary and reflection of any instructional decisions made based on current performance (rationale) and any planned interventions/activities
• One-page analysis of the student’s new level of performance (and how it was assessed) following the interventions/activities.
• 2-3 page synthesis of current research and evidence to support instructional practices used in SIP. Proper APA citations must be included.
• One-page summary describing instructional decisions and actions engaging student use of technology.
• One page for each of the College and Career Readiness Initiative standards referenced in SIP describing how they are linked to SOL standards.

Items in blue are required for all three options and will be addressed towards the end of the tutorial.
OPTION 3: WHAT DOES THIS LOOK LIKE?

Part 1: Summary of Student

Sami, a fourteen year old in the ninth grade, is a student who is currently eligible for special education services as a student with a Specific Learning Disability. She was initially found eligible in April of 2011 and continues to qualify for services after her January, 2014 reevaluation. Sami has poor memory and struggles to remember what she learns from day-to-day. She can be easily distracted and is often inattentive. Sami requires frequent teacher attention to reassure her that she is completing work correctly. She is very anxious about making mistakes. In addition, she has low self-esteem and shuts down when overwhelmed.

During her most recent IEP meeting it was reported from her teachers that Sami is pleasant and gets along well with her peers. She demonstrates positive social skills and the ability to establish and maintain friendships. She wants to be successful academically, she is willing to try, takes notes, and asks for help when she does not understand something. Sami is willing to use her accommodations and frequently looks to her teachers for assurance. Sami is very organized and typically completes class and homework on time.

Sami requires frequent teacher attention to stay on task and to understand what is being asked of her. She has low executive functioning and benefits academically in a collaborative setting. For the 2015-2016 school year Sami will receive instruction in a collaborative setting for English, Science, and History. In all content areas Sami will receive the following accommodations:

- have material broken into manageable parts
- take breaks during long assignments
- have directions clarified

She will have the following testing accommodations:

- additional time
- assistance with directions/simplify directions
- small group testing.

Over the next year Sami will work to reach several measurable annual goals. Two of her goals are based on her performance in English class. In the area of Reading Sami’s goal states, “By 09/10/2016, Sami will be able to read independently at her instructional level as measured by informal/formal reading assessments, on four out of five opportunities.” Sami’s writing goals states that; “By 09/10/2015, Sami will, when given a writing prompt, produce a five sentence paragraph with her own ideas using correct capitalization, punctuation, and spelling with no more than three errors on six out of ten assignments over a four week period. Student progress will be reported every four and a half weeks and will be measured through test and quizzes, data collection, observations, classwork and homework.

Part 2: Summary of Current Performance

Sami is a ninth grade student who is expected to graduate on time with a standard diploma. For her to be able to graduate, Sami will have to of passed twenty-two classes and six SOLs. At the end of the first quarter in her ninth grade year Sami received the following grades: Art I C-, World History Part 1 B, Algebra Development B-, English 9 B, Health & PE 9 A, Yearbook I A+, and Earth Science C-. She has not passed any SOLs at this time. During her eighth grade year she received a 374 on the Math SOL, a 378 on the Science SOL, a 368 on the World Geography SOL, and a 348 on the Reading SOL. You must score a 400 to pass the test. During the 2015-2016 school year she will take a World History Part I and Earth Science SOL.

Sami is working toward a reading goal of being able to read independently at her instructional reading level as measured by informal and formal reading assessments, on four out of five opportunities. Data collected during the first quarter reflects that Sami is making sufficient progress to achieve this annual goal within the duration of the IEP. At the start of the school year she was given a reading comprehension pre-assessment. On the assessment Sami answered twenty-nine questions correct out of fifty-two. This score indicates that she is reading on a seventh grade level. All students in the class participate in, and receive a grade for their participation in Sustained Silent Reading. We read in class for a minimum of ten minutes each day. The students are given the opportunity to choose their own book. Once they have selected one that interest them the teacher approves the book. The teacher is making sure the book is appropriate, checking that it is on their reading level, and that the will be able to finish it within a nine week period. They will have a comprehensive book report due at the end of the quarter.

During the first quarter Sami choose a book and was able to read most of the book before the nine weeks was over. This book was above a seventh grade reading level. Within the quarter the class was given several journal assignments where they were asked to identify key elements of their stories. Sami was able to relay that she had comprehension of her chosen book in her journal. In addition, on several occasions, we held a class book talk. These moments allow all students to share their book with the class. They are asked if the book is fiction or nonfiction, who are the protagonist and the antagonist, describe the setting, and provide insight on the theme. Throughout the discussions Sami was able to share her story with the class, proving she had been reading and comprehending on her identified level.

Sami also has a content area writing goal. This goal states that when given a writing prompt Sami will be able to produce a five sentence paragraph with her own ideas using correct capitalization, punctuation, and spelling with no more than three errors, six out of ten times, over four consecutive weeks. At the start of the year the class was given a pre-assessment to write a paragraph on a controversial topic chosen by the teacher. Sami was able to construct a four sentence paragraph. Out of twenty-five possible points she scored twelve. Points were deduced for grammar, but also for organization, clarity, and spelling. A few weeks into the quarter
Part 3: Summary of Instructional Decisions

Sami requires a lot of direct attention from her teachers. She can be very easily distracted and is often inattentive. When given a task Sami needs to have the directions given to her individually by the teacher and will seek periodic guidance to assure she is completing a task accurately. In addition, she becomes very upset if she makes a mistake and will try to start the assignment all over, requiring a new piece of paper or worksheet, and not utilizing classroom time effectively. Several strategies that have been implemented to meet Sami’s specific needs include the use of graphic organizers, cueing her during class discussions, providing notes, and providing frequent direct attention from both the general and special education teachers. Sami continues to need support, particularly in the area of writing so that she is able to reach her annual IEP writing goal.

Sami was given several graphic organizers over the duration of the first quarter. When students were given the task of completing a book report I provided her with three different graphic organizing options. One of the organizers was in the form an outline, another was a typical bubble diagram, and also a chart that had labels for the main ideas the student was required to include in their report. Sami had a hard time trying to decide which one would be the best for her so I had to demonstrate how information would be organized in each of them for her to get an understanding. As she worked on the project I touched based with her often to make sure she was able to organize her thoughts in a way that would allow her to transfer them to the finished product.

I learned very quickly at the start of the school year that Sami was not able to answer questions or participate in whole class discussions if she was expected to answer without notice. This was evident even during book talk when she was asked to talk about a book she had just finished reading. When we would have book talk I would write the information that she should be able discuss on the board (setting, conflict, theme, protagonist, etc.) so that she would be able to make note of the important facts and be able to demonstrate understanding in front of her peers and teachers. I never wanted to put her in a position where she felt inferior to her peers. In addition, when the class would be going over a worksheet or having a conversation about something that was learned I would always cue her ahead of time so that she would be prepared to answer. For example, I would tell her that I would be coming to her to answer question number five or that I would call on her to talk about a specific vocabulary word. This strategy seemed to help her be more confident when we worked as a class and also made sure that she was able to locate the information prior to sharing.

I teach Sami in English 9, this is a collaborative classroom of fourteen students. Typically when new material was being present the general educator would present information to the students. She would write notes on the board while giving a brief lecture. The students would be expected to listen and take their notes at the same time. On days like this I would give Sami the

Part 4: Analysis of New Level of Performance

Sami responds positively to support from her teachers. She prefers one-on-one attention and can shut down if put on the spot without prior notice. She is very afraid of making mistakes in front of her peers. I have tried very hard since the start of the school year to gain her trust and make her see her strengths. It has been promising to see her ability to read at a seventh grade reading level exceed expectations as she finished at least a ninth grade reading level book during the first quarter. As I continue to provide instruction to Sami I will implement additional strategies to help improve her writing ability.

During the second quarter it is my hope to provide Sami with more pull out instruction. I don’t feel like I met the level of writing instruction she is requiring during the first quarter. Since she is so easily distracted by her peers and so insecure I feel that she will benefit from direct instruction in a different location. When we are in this setting I will be able to talk directly to Sami and teach her the content. She will have the opportunity to feel comfortable asking questions and will have constant reassurance. I will have to be careful during these sessions so that I allow her to think independently and not provide her with too much individual attention. I want to push her to think for herself and feel confident when it is time for her to produce answers.

Since historically Sami has responded well with the use of graphic organizers I want to expand the availability of them to her. As I reviewed Sami’s journal entries as an informal assessment toward the end of the first quarter I thought that she would benefit from the use of a graphic organizer during journal time. I am hoping to establish one that will help her organize her thoughts and/or develop a starting point. I also feel that asking her to write five sentences may be too much for now. I will ask that she construct three complete sentences.

In the past, I provided Sami with a copy of class notes. These were provided after she took her own notes during a lecture. It was my opinion that she would benefit from writing the notes and that she would better retain the information. In case she was not able to write everything down she would have my copy to study when necessary. In the future I hope to be able to teach a lesson on how to take notes. I have often considered providing her with guided notes so that so that she would have some information in front of her and would still need to pay enough attention to fill in the blanks. I am concerned however, that she will zone out on the moments during the lecture where the answers are not being presented.

By September, 2016 Sami will need to produce a five sentence paragraph with her own ideas using correct capitalization, punctuation, and spelling with no more than three errors six out of ten times over four consecutive weeks. At the end of the first nine weeks of school Sami is not making sufficient progress to reach this goal. It is my responsibility to continue to implement interventions that will move her in the right direction. I plan to provide her with more direct
ALL OPTIONS: RESEARCH

**Requirement for every option:** 2-3 page synthesis of current research and evidence to support instructional practices used in SIP. Proper APA citations must be included.

**To receive the highest score for this section:** The teacher candidate uses 4-5 examples of current research regarding best practices to guide instructional decision made within this project.

*Start your research early so you can properly implement material into your unit.

* Research should be on **one topic** with 4-5 examples (cited sources) to receive the maximum points.

**Some research topic examples include:**

- Inquiry based teaching
- Concept-mapping
- Providing meaningful feedback
- Cooperative learning
- Advanced organizers
- Scaffolding instruction

**APA** – APA formatting for citations ONLY. The entire SIP does not need to be in APA format.
ALL OPTIONS: CCRI

**Requirement for every option:** One page for each of the College and Career Readiness Initiative (CCRI) standards referenced in SIP describing how they are linked to SOL standards.

**To receive the highest score for this section:** The teacher candidate uses more than one CCRI standard when linking with SOL standards within goals and objectives. Demonstrates depth of knowledge when describing the connection.

**Minimum requirement** – you are required to use one CCRI at a minimum.

**Links to CCRI standards:**


More information on the next slide
**How do I do this?**  English and Math CCRI are high school level skills. Choose one or more CCRI standards and demonstrate the link between your unit SOL(s) and the standard. This can be explaining how your SOL is a prerequisite for the students to be able to obtain the CCRI standard in the future.

Recommendation: include your CCRI standard(s) in your unit summary below your SOL(s)

**Example:**

**SOL in unit:** K.10 The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make predictions. b) Identify text features specific to the topic, such as titles, headings, and pictures.

**CCRI:** Reading: Non Fiction Reading: 7. Read and analyze a variety of nonfiction texts.

**Abbreviated link:** In order for students to read and analyze a variety of nonfiction texts they will need to develop the basic understanding about texts. This includes how pictures convey meaning, use pictures to make predictions, identify parts of text, etc. Once students have an understanding of how nonfiction texts are organized they will then work on comprehension of text read aloud and eventually will read the text themselves. (Your summary will need to include more depth.)
ALL OPTIONS: TECHNOLOGY USE

Requirement for every option: One page summary describing instructional decisions and actions engaging student use of technology.

To receive the highest score for this section: The teacher candidate facilitates student engagement in design, implementation and assessment of learning experiences. Use of technology enhances learning.

Some examples of use of technology include:

- Students’ use of technology to explore content
- Students’ use of technology to demonstrate content knowledge
- Students’ use of technology to teach other students about the content

Some examples of what this is not (to receive the highest score):

- Showing your students a video
- Walking your students through a Smart Board activity
- You using technology, such as a document camera, to demonstrate content

VDOE technology standards:
http://www.doe.virginia.gov/testing/sol/standards_docs/computer_technology/index.shtml

More information on the next slide
What does this look like:

Upper elementary/middle/secondary:

• Students are engaged in cooperating learning groups where they
  • investigate a concept (research online)
  • Design: create a product about the concept (PowerPoint, brochure, handout, book, etc.)
  • Implement: teach their classmates about the concept, and
  • Assess: assess the classes knowledge about what they learned (exit slip)

Lower elementary:

• Using a smart board, students help the teacher set up math problems (design), solve the problems (implement), and track their progress/success (assess)

What if I have limited or no technology in my classroom?

• Aim for a 1-2 in this section which is where the teacher (you) use the technology you have (doc camera, computer/presenter, projector, etc.) to deliver instruction OR you can have the students help you use the technology for some of the instruction instead of all three parts (design, implementation, and assessment) which are required for full credit.
GRADE RECOMMENDATION FORM
Refer to the grading rubric in your handbook when completing the project and grading.
*ST handbook p. 48
*ED 608 handbook p. 51

SIP is worth 25% of the final student teaching grade.

Both the CT (if applicable) and the US will grade the project.

Make sure the project is submitted on time or early in case any changes need to be made. It is up to the CT/US if they will re-grade the project with changes.
If this is the final data, what impact did the ST have on student learning?

While some students made progress and met an acceptable benchmark, several students did not. The student teacher would need to remediate the students, provide another assessment, and include that information in their project.

*Submitted like this would receive a score of 1 under performance (first row on rubric). With remediation and inclusion of additional data (midpoint checks for all students such as a quiz, activity, or exit slip AND data from remediation) would allow this project to receive a score of a 3.
Look at the pre-assessment average (row with green box) and post assessment growth (last row).

What does this pre-assessment data tell you about the students prior knowledge? What does the post assessment growth tell you about the ST’s impact on student learning?

The data shows that 15 out of 20 students already mastered this content BEFORE anything was taught. IF you find yourself with similar data, DO NOT use this unit for your SIP.

The post data shows that while some students did make progress, 12 out of 20 students did not make progress or performed at a lower level than they did on the pre-assessment. This project would have received a score of 0–1 for performance.
WHAT ELSE?

Once graded, the ST is required to submit their project to the Field Placement Coordinator, Lori Wall, as ONE word or PDF document.

Save the document as the MBU ID+SIP. For example, 301555123SIP.

Make sure the ST’s name, ID number, and Option number are included on the cover page.
Examples of SIPs are available online. More examples will be added in August 2018.

https://mymbu.marybaldwin.edu/ICS/College_of_Education/Default_Page.jnz?portlet=Practica_and_Student_Teaching_Forms_and_Documents
 QUESTIONS?

If you have any questions, please feel free to contact your University Supervisor.

If you have additional questions, please contact the Field Placement Coordinator, Lori Wall at:

540-887-7186 from 8:30am-3:30pm M-F
lwall@marybaldwin.edu
TUTORIAL COMPLETION VERIFICATION

Once you complete this tutorial, please click on the google link below to document your participation.
(This process will take you less than one minute.)

https://goo.gl/forms/uCumIBQAeTOpWPOe2

*You may have to copy/paste the link into your web browser instead of clicking on it.