

South Valley Academy: Professional Development Plan – 2009-2010

Final Reflection April 20, 2010

Name: Jenn Gable

Subject and Grade Level: Physical Science, Grade 9

Goal: To use portfolios for conferencing with students throughout the year in order to prepare them to be able to self assess how they have developed the science habits and skill and to prepare them for a final public exhibition that demonstrates improvement and/or proficiency of their science habits and skills.

Measureable student outcome:

1. Excel Spreadsheet of habits and skills grades over 4 quarters showing improvement in 90% of the students and showing that 75% of the students have shown proficiency (earned a 4 or better) in two of the five skill categories.

Progress On Key Actions to Meet Goal:

- (1) Develop a rubric for student self-assessment – how well students can demonstrate their habits and skills through the use of artifacts and reflection ***DONE, BUT ENDED UP NOT USING, DID NOT WORK WELL***
- (2) Integrate specific times throughout each quarter that allows students time to reflect and self-assess ***DID THIS EVERY COUPLE OF WEEKS, USUALLY AROUND PROGRESS REPORTS***
- (3) Teacher has small group student conferences at the end of quarters 1 and 2 to discuss academic progress (habits and skills); portfolios are used to drive the discussion ***FIRST QUARTER THERE WERE NO PRESENTATIONS; SECOND QUARTER THE SMALL GROUPS HAD OUTSIDE EVALUATORS; THIRD QUARTER, STUDENTS PRESENTED IN ONE LARGE GROUP EACH CLASS; FOURTH QUARTER WILL BE IN FRONT OF CLASS***
- (4) Students present portfolios to their classmates end of quarter 3, classmates and teacher provide feedback based on rubric for students self-assessment ***DONE***
- (5) Students present portfolios at the end of quarter 4 (before exhibitions) to a small group/panel of adults (teacher(s), family, students); panel provides feedback based on rubric for students self-assessments ***STILL NEED TO DO; WILL BE IN FRONT OF ENTIRE CLASS INSTEAD OF PANEL, BUT STUDENTS WILL BE ABLE TO INVITE EVALUATORS***

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Data:

OVERALL PERCENTS OF IMPROVEMENT AND PROFICIENCY:

- 97% students improved in at least one skill area from Q1 to Q3
- 41% students earned “4’s” (proficient) in 2 or more skill areas
- 36% students earned a “4” (proficient) in 1 skill area
- 77% students earned a “4” (proficient) at least 1 skill area

AVERAGE SKILL SCORES FOR COHORT OVER TIME:

Skill Category	Quarter One	Quarter Two	Quarter Three	Quarter Four
<i>Math/Measurement</i>	2.36	2.8	2.96	
<i>Tables/Graphs</i>	2.96	3.25	3.59	
<i>Experiment</i>	2.4	2.64	2.4 2.7 (excluding students who did not do assessments)	
<i>Communication</i>	n/a	2.3	2.4 2.6 (excluding students who did not do assessments)	
<i>Application of Knowledge</i>	n/a	2.3	2.6	

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Distributions of MATH/MEASUREMENT Scores by Skill and Quarter:

Quarter	1 Beginning	2 Emerging	3 Nearing Proficiency	4 Proficient	5 Advanced	Total number of students
1	4	33	14	6	0	57
2	3	22	18	14	1	58
3	6	10	14	20	0	50
4						

Distributions of TABLE/GRAPH Scores by Skill and Quarter:

Quarter	1 Beginning	2 Emerging	3 Nearing Proficiency	4 Proficient	5 Advanced	Total number of students
1	2	8	29	18	0	57
2	1	3	32	22	0	58
3	0	4	10	36	0	50
4						

Distributions of EXPERIMENT Scores by Skill and Quarter:

Quarter	1 Beginning	2 Emerging	3 Nearing Proficiency	4 Proficient	5 Advanced	Total number of students
1	4	32	19	2		57
2	3	19	31	5		58
3	6	24	16	4		50
4						

Distributions of COMMUNICATION Scores by Skill and Quarter:

Quarter	1 Beginning	2 Emerging	3 Nearing Proficiency	4 Proficient	5 Advanced	Total number of students
1	N/A					57
2	3	20	25	10		58
3	4	27	14	5		50
4						

Distributions of APPLICATION OF KNOWLEDGE Scores by Skill and Quarter:

Quarter	1 Beginning	2 Emerging	3 Nearing Proficiency	4 Proficient	5 Advanced	Total number of students
1	N/A					57
2	11	24	15	8	58	58
3	2	22	23	3		50
4						

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Reflection:

The measurable student outcome was “habits and skills grades over 4 quarters showing improvement in 90% of the students and showing that 75% of the students have shown proficiency (earned a 4 or better) in two of the five skill categories.” Although 97% of the Physical Science students did show improvement in at least one skill area over the first three quarters, only 41% of the students at quarter three have demonstrated proficiency (earned at least a 4) in two or more sub-skill categories. 77% of the students have shown proficiency in at least one of the sub skill categories at this point in time.

As a cohort, the physical science students have shown improvement over each grading period. The highest cohort skills for the year so far are in creating data tables and graphs. With a focus on using physics equations to solve for Work, Power, and Thermal Energy this quarter, I expect to see a marked increase in the cohort skills for math and measurement as well for quarter four.

What I do not know is if there is a direct link to incorporating more self assessment and goal writing/reflection and the improvements in student skills. I had no control group and did not want one group of students to potentially not learn as much as another group. I wonder how the growth in skills this school year compare to the growth of skills in previous school years. Even with that data, however, claiming to have only one variable different from last year, the portfolio work in this case, would be inaccurate.

Some lessons learned I will carry on to next year:

- Students have a tracking sheet for each sub-skill category (next year, this may be more specific for each essential skill)
- Timing of student reflections is critical – reflecting on habits is perfect after a weekend of grading or after progress reports; reflection on skills is perfect directly after the assessment is taken/scored
- Formative assessments are important in student awareness – allowing “check ins” for skills before assigning grades helps students pinpoint what they need to work on
- Students need a lot of support to then SHARE how they are doing in skills/habits – they struggle with using evidence directly from their portfolios
- I need to incorporate more extension opportunities that are IN CLASS, not just “extra”, so more students will potentially go for “advanced” in different skill categories