3rd Grade SOL Review Website

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<u>Background</u>

When the buses unload on the first Tuesday in September SOL testing seems so far away. However, time passes quickly and before you know it the testing window has opened. You sit back and wonder where has the time gone? It seems like we just started. I have found that in my three short years of teaching SOL testing comes much sooner than one can imagine. April and May really become what teachers refer to as "crunch time." Panic mode sets in and we are pulling every strategy and idea that we can create out of our brains. When we first received the syllabus for Principles of Instructional Design and saw where majority of the semester would be spent working on our design project many ideas began to circulate in my mind. Since I am a classroom teacher my mind immediately went to my own classroom. I wanted to make sure that whatever project I chose to design would be one that I could also implement into my own classroom to help my students prepare for their SOL's. Ideas were formulating in my head, did I want to create something to share with the faculty and staff? Did I want my students to benefit from my project? Who was my target audience? And so on. I am fortunate to teach in a county where professional development does not lack. We are constantly being taught new ideas and programs to share with our students. After much deliberation and questions I decided that this design project should be centered on my own 3rd grade students. After my target audience was established I could move onto step two, finding the greatest need.

<u>Needs Analysis</u>

At this point in my project I had decided that my students were my target audience. They were the ones who would benefit most from my design project. The next step was deciding what my students needed most. We currently use multiple best practices and have curriculum targeted toward student success. What could my students benefit from that would help increase student achievement and be fun at the same time? I spoke with several of my colleagues and several ideas were shared with me. Some of these included: SmartBoard lessons, literacy station idea, hands on math lessons, indoor recess ideas and review websites. Of course these were great ideas; however, one idea that stuck out to me was the concept of an SOL review website. As previously mentioned April and May are considered our crunch months. We are pulling resources from anywhere we can find them. An SOL review website could serve as an excellent resource. We could easily take our students to the computer lab, let them practice using our review website and we can work with small groups reviewing and re-teaching material. What an excellent resource and good use of our precious time. My team leader shared with me that it would be great to have a place to save all our study guides digitally. She is very much a "go green" teacher. We do find that parents often ask for copies of the study guides prior to SOL testing. It would be great if we could simply send our parents the link where they can access all our study guides digitally. It seemed to all be coming together. I would design an SOL review website to help prepare our 3rd grade students for SOL testing. It would include classroom items from the year, study guides and educational activities to keep the students engaged. Now it was time to step back, think about what subject areas I wanted to focus on and decide on specific personas for my learners.

<u>Learner & Context Analysis</u>

As we have heard many times technology is ever changing, however I have found that in my short career as a teacher one thing remains strong; the student's excitement about the use of technology. An SOL review website would be something that my students would already be comfortable using. We are constantly working on the web, using my class portaportal site and navigating through online resources. The only new concept for them would be the actual website. They would already have the background knowledge for using the computer, working online and navigating through websites. The prior knowledge would already be established. As mentioned my students love working with the technology, they love computer lab time and are excited for the opportunities to "play" with the computers. Motivation would not be difficult to establish in the students since they are already excited about using the technology. The created website would however need to be easy to navigate, catchy to the eye, provide multiple options and be useful for collecting data, after all the end goal is student success on their 3rd grade SOL's.

With teaching comes the need to differentiate. Teachers are not given a classroom where everyone is reading on the same level, working at the same pace and raised by parents with similar morals and beliefs. Our classrooms are more of a melting pot with children from different homes lives, parent involvement, work ethic and so on. However, as teachers we make the necessary accommodations to insure that each child is successful. This project will also have to provide the necessary scaffolding to help increase student success. Not all students will be able to play games on the same level, read passages above their reading level or even

have the online access at their own homes. However this site will be a useful tool both at home or in our own classrooms.

Since this website is being created and implemented for SOL review internet access is a must. Since not all children have internet access at home this site will be available for use in the classrooms, computer labs and after school programs; just because a child does not have internet access at home does not mean they cannot get the extra support this website will provide. Our school is fortunate to have four computer labs available to reserve as well as two sets of COWS (computers on wheels). Aside from the labs and portable computers each teacher has five classroom computers in their own classroom. This provides ample opportunity for students to use these sites. Since King William is considered a Title I school we also receive funding for after school programs. KW currently offers three programs. Two of these are targeted for our at-risk students and one is provided through KW Parks and Recreation for a charge. Our two target area after school programs are offered to students who fall into one or more of the following three categories: free/reduced lunch, minority subgroup or a students with a disability. These programs are offered on Monday's and Tuesday's and Parks and Rec is offered five days a week. This also will allow these students time after school to review with this site.

Targeted Personas

Students with internet access at home

After polling my classroom of 24 students 18 stated that they have a computer available to them in their home. Out of the 18, 15 had internet access. This means that 63% of my

students will be able to use the designed website in their homes. This will allow for use both at school and at home helping to prepare and increase success rates on the SOL's.

Students without internet access at home

37% of my students do not have internet access at home. This means that their only contact with this website will be during school hours. I am fortunate to have five classroom computers and my collaborative partner, who is directly next door, also has five computers. Our plan for giving these students extra time on the review website is to excuse them from morning work. Each morning after they have eaten breakfast, unpacked and gotten ready for the day they will be required to get on the review website and use the review materials to help them prepare for their math SOL.

Instructional Goal

Given resources made available on an SOL review website, the third grade students at AES, will be able to review the skills and essential knowledge associated with the 3rd grade Virginia Standards of Learning.

Content Analysis

As mentioned in our instruction our next step is to decide what we want the learner to accomplish or gain from this project. More specifically, what do we want them to take with them after using this website. By this point we have established the need for an SOL website made available for review and decided to focus on third grade. It was now time to take these two large details and break them down into more specific ideas and objectives.

The next step was to gather some data from my colleagues and parents in our community. I designed two surveys using surveymonkey.com. One survey was made available to the faculty in my building and one survey was sent to twenty five parents located in several counties throughout Virginia. Below you will find the links to both surveys as well as the data collected thus far.

Faculty/Staff Survey: http://www.surveymonkey.com/s/WDMMJFX

Parent Survey: http://www.surveymonkey.com/s/WG3RDNY

Based on the data collected 75% of the faculty and staff voted for a mathematics review website, this now establishes my target audience (3rd grade), my design topic (SOL review website), and content area to be covered (mathematics). The next few steps in my design project will be to develop my measureable and obtainable objectives and begin implementation.

Objectives

Objectives for the Designer:

- Based on the rubric and assignments for this class, I will design and implement a Math SOL Review website, uploaded and ready for use by April 29th.

- Based on the rubric and assignments for this class, I will decide on what elements will be included in this site (ex: study guides, interactive notes, games, etc) by February 25th

- Based on the rubric and assignments for this class, I will create a master schedule detailing my own personal guidelines and deadlines by March 3rd.

Goals for the Learners:

- Given an SOL review website, the students in 3rd grade at AES will practice and review for their Mathematics SOL three times a week starting May 1st, in an attempt to increase math scores and student achievement.

Instructional Module

At the completion of this semester a 3rd grade mathematics SOL review website will be available for public use. The main objective or goal for this project is to be able to implement this website into the third grade classrooms at AES to help increase student success and SOL pass rates. The website will be self paced with catchy icons, easy to follow options and various review materials. Students will be able to use this site both at school and also at home. It will be very structured and user friendly. This site will be an excellent resource to help with end of the year review. The site will be available for use May 1, 2011.

Instructional Module Link: http://aes3rdgradesolreview.weebly.com/

Evaluation (Levels 1-4)

During this course I have really had to learn to take constructive criticism for what it is, a way to make things better. Over the past few months I have been working to create a design project that would be implemented into my third grade classroom. The final portion of our assignment is to create a summative form of assessment; a way to truly see if the project was/is effective, if my students benefited from it and the overall opinion of the AES faculty and staff.

Level 1:

During our Instructional Design class we were introduced to Kirkpatrick's four levels of evaluation. His first level, which is often referred to as the reaction level, assesses your learner on their reaction to the learning process or the training. This assessment is given to the target audience. In my case, my current third grade students. In order to obtain feedback a survey was created using www.surveymonkey.com. The link to this survey is found below. The purpose of this survey was, as our text mentioned, to gain an understanding of the learners perception of the website and its uses.

Summative Survey: http://www.surveymonkey.com/s/YQKMHG3

Level 2:

The second level of Kirkpatrick's model focuses on the actual learning the student will obtain and gain from the use of the review website. This level was addressed through the website instructional module. The main objective for this site was that the 3rd grade classroom teachers would use this site 3 days a week during their computer lab block. The students would be given time to explore, review and play on the site. Prior to leaving the computer lab the students would use either Jefferson Lab or Poquoson to take a practice SOL assessment. Their scores would be graphed so that students would be able to see their progress and growth over a specific amount of time. This will allow the teachers to see what areas their students will still need remediation in.

Level 3 and 4

Levels 3 and 4 assess the student's application of the knowledge gained as well as the overall success of the site or design project. As mentioned in our readings the results from these levels are usually obtained months after the program has been implemented. In my case the overall outcome or goal is student success on the end of the year SOL assessments. Since this site was targeted at 3rd grade math the third grade overall math SOL scores would provide the data I would need in order to decide if this site was beneficial for student use prior to testing. We are fortunate at AES to take our SOL's online and therefore we know our unofficial scores within a few hours. I would be able to analyze the results rather quickly and be able to implement changes prior to the next school year. A teacher survey would also be beneficial feedback to make suggestion for improvement before using the site again.

<u>Appendices</u>

- Initial Data (obtained from Parents/AES Staff)*
- Parent Letter
- Reminder Letter
- Faculty & Staff Letter
- Summative Survey (link provided)

*Only item not sent with instructional module.