

ELP Proposal:

SpringBoard Professional Development for Teachers

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## Organizational Context

### *Organization Description*

The Colonial School District is located in New Castle, Delaware, which is part of New Castle county. The district is comprised of fourteen schools, including eight elementary schools, three middle schools, one high school, and two special schools. The district serviced 9, 763 (Delaware Department of Education) in total in the 2015-2016 school year.

Students Who Reside in the District	
	<b>2015-16</b>
Number of Students in Public Schools (Non Charter)	9,763
Percent of Students in Public Schools (Non Charter)	87.2%
Number of Students in Non-Public Schools	1,437
Percent of Students in Non-Public Schools	12.8%

*Figure 1. Students who reside in the Colonial School District.*

Figure 1 shows the enrollment history from 2006-2016, taken from the Delaware Department of Education's website. Approximately 87% of students in the district attend the public Colonial School District, while the remaining 13% are enrolled in private or charter schools. Figure 2 below shows the enrollment history for the Colonial School District over the past ten years. Overall, there has been a slight and steady decline of enrollment from 2006 to present day.

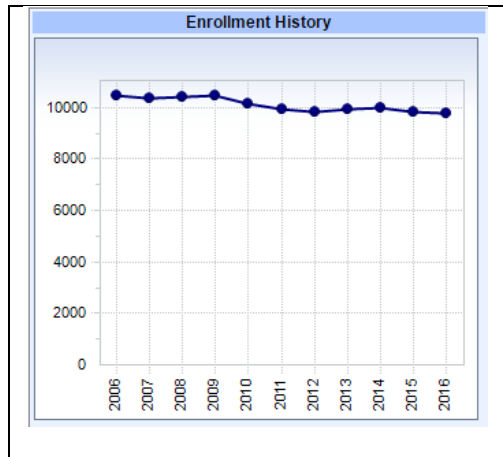


Figure 2. Enrollment history for the Colonial School District, 2006-2016.

Demographic Information

Fall Student Enrollment By Grade and By Student Sub-Group										
Grade	N Students	% Male	% Female	% Hispanic	% African American	% White	% Other Minorities	% ELL	%Low-Income	% Students with Disabilities
Pre-Kindergarten	145	63.4	36.6	21.4	40.0	32.4	-	-	18.6	89.7
Kindergarten	763	55.0	45.0	18.2	42.5	31.5	7.9	-	52.0	9.0
Grade 1	812	54.4	45.6	20.8	39.2	32.1	7.9	16.6	48.5	11.6
Grade 2	816	51.0	49.0	21.0	39.8	33.1	6.1	16.8	47.2	11.0
Grade 3	834	50.2	49.8	21.0	40.8	32.6	5.6	16.3	43.9	13.7
Grade 4	840	49.0	51.0	21.9	39.5	32.5	6.1	15.2	45.6	14.4
Grade 5	889	51.5	48.5	21.0	42.2	30.6	6.2	9.3	44.0	17.5
Grade 6	804	48.3	51.7	21.5	41.3	32.0	5.2	5.1	44.0	15.5
Grade 7	829	50.1	49.9	20.9	42.8	31.8	< 5.0	5.2	39.0	16.8
Grade 8	844	51.5	48.5	19.7	45.4	30.2	< 5.0	5.2	36.8	15.5
Grade 9	651	60.2	39.8	22.1	47.5	27.8	< 5.0	< 5.0	43.0	23.5
Grade 10	586	52.7	47.3	17.7	49.1	28.3	< 5.0	< 5.0	38.2	19.5
Grade 11	500	48.0	52.0	19.6	50.4	24.6	5.4	< 5.0	25.2	12.8
Grade 12	450	51.3	48.7	18.9	49.3	27.3	< 5.0	< 5.0	28.0	18.9
Total	9,763	51.9	48.1	20.5	43.2	30.8	5.6	8.8	41.9	16.2

Figure 3. Fall Student Enrollment By Grade and By Student Sub-Group in the Colonial School District.

The demographics in our district are displayed above in Figure 3 for grades Pre-Kindergarten to twelfth grade. There is a higher percentage of males than females in all grades except for two. The highest race percentage in all grades is African American, with White being the second highest.

### *Vision/Mission*

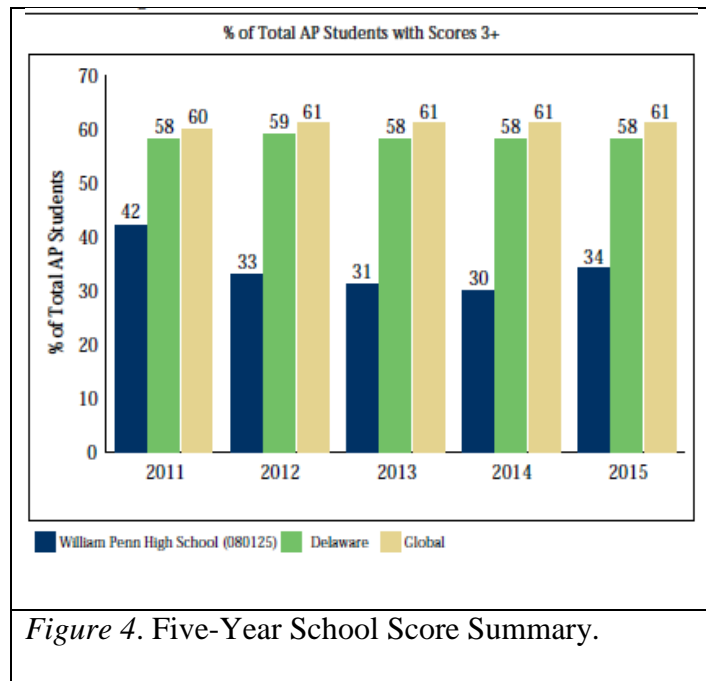
Colonial School District's journey towards the "Power of We" began in 2011. The "Power of We" is an intentional movement that values the strengths of the collaboration of all district stakeholders. The goal is to create a collaborative environment that will empower stakeholders to work together for the common good of our students and district. This journey began in 2011 through Colonial's strategic planning process that was developed by administrators, teachers, parents, and other community stakeholders. Since that time, the district has focused its programs to help put all students on the pathway to become 21<sup>st</sup> century learners who are truly college and career ready.

As part of the Power of We movement, the district administration realized there needed to be a bridge between the learning and expectations taking place in middle and high school, specifically regarding Advanced Placement (AP) programs. Placing a focus on students mastering the skills that are necessary to be successful in high school AP programs needs to be addressed at the middle school level. The Colonial School District recognized the gap of skill mastery in students in middle school and adopted the SpringBoard program for Mathematics and English Language Arts. There are many programs to choose from, and the district decided to use SpringBoard because it was proven to align with the Common Core State Standards. It was determined to align with the Common Core Standards and provide rigorous lessons for students to build and master skills necessary for high school. Colonial adopted the SpringBoard curriculum in 2014 to prepare students for AP coursework in high school.

### *Performance Data*

Students at William Penn High School, the only high school in the Colonial School District, are not performing adequately on AP exams, compared to other school districts in

Delaware and the world. AP exams are scored on a scale of 1-5 and scores of 3+ equate to passing the exam. Students normally are enrolled in AP courses in High School and take the exam as a culmination assessment. Figure 1 displays the five-year score summary for William Penn, Delaware, and the globe. The passing rate is determined by the number of AP exams administered in total and the number of passing scores.



Delaware is closely aligned to the total percentage of students with a score of a 3+ globally. However, William Penn’s passing percentage rate is significantly lower and has shown an inconsistent pattern over the past five years. There was a steady slight decline until 2015 and there is still an 8% gap from the proficiency rate in 2011. This raises concern regarding the effectiveness of AP courses and preparation students receive. One concern is that teachers are not prepared with professional development and training to use the SpringBoard program effectively. Another concern is that students are not using the SpringBoard curriculum rigorously enough due to a lack of teacher preparation. Despite the fact that the number of

students signing up for classes is both increased and decreased over the past five years, the scores do not reflect this movement (Judson & Hobson, 2015). William Penn has had more students enroll in AP courses in 2013 and 2014, however, the scores do not reflect differently and remain flat. Figure 5 shows the number of student enrolled in AP courses and the percentage of passing scores.

	2012	2013	2014	2015	2016
<b>William Penn High School (080125)</b>					
Total AP Students	278	319	315	220	264
Number of Exams	429	629	550	319	399
AP Students with Scores 3+	91	100	93	74	95
■ % of Total AP Students with Scores 3+	32.7	31.3	29.5	33.6	36.0

*Figure 5.* Five-year summary report of students enrolled in AP courses and percentage of passing scores on AP exams.

In the Colonial School District, central office administration is constantly looking for ways to improve the AP exam scores. There are multiple avenues to take to improve scores and Colonial has decided to implement the program created by the College Board, called *SpringBoard*, to target students in Middle School and improve literacy and math skills to better prepare them for AP courses and exams in High School. There is evidence of gaps between how students should be performing on AP exams and the results in the Colonial School District. Research supports the effectiveness of SpringBoard and the alignment of the Common Core State Standards. Kelleher (2004) states that “a huge variability in the proportion of exams that earn a 3 or greater should raise questions about the quality of instruction or educational resources provided in courses labeled Advanced Placement” (p. 10). I believe that better implementation will lead to better student achievement on the AP exams. Better implementation would involve

teachers participating in SpringBoard training to learn how to properly teach the curriculum. For this reason, teachers need to be properly trained in the SpringBoard program and need professional development opportunities to do so. The program needs to be taught with fidelity and embedded assessments need to be used with feedback from teachers provided, so that students are gaining the appropriate skills to perform better on the AP exams and know their areas of strengths and weaknesses based on the embedded assessment rubric. There is a common rubric that is used for all embedded assessments.

### *Program Description*

SpringBoard was created in 2009 by the CollegeBoard to prepare students for the rigor of AP courses and AP exams. SpringBoard offers accelerated programs in both English Language Arts and Mathematics. The SpringBoard Compendium of Research (2011) states that “researchers have been interested in examining Advanced Placement (AP) and SAT participation and performance trends of the graduating cohorts of students who have attended high schools that have purchased the SpringBoard curricula” (para. 1). Their research shows that there is a correlation between schools using the SpringBoard program and increased AP student achievement. The program is built on research on how students learn best. The Compendium of Research explains, “in order to meet the needs of all students and to discover the most effective educational models for students who learn in different ways, researchers have investigated a variety of educational models, some empirical and some theoretical” (para. 3).

SpringBoard has various strategies for teachers to use and incorporates challenging writing prompts to tailor skills for students. The program is aligned to the Common Core State Standards and holds students to the same rigorous expectations seen on AP exams in High School. Using SpringBoard as the vehicle for the gifted program will provide students with the

unique academic and social needs they have. SpringBoard reinforces critical thinking, disciplinary literacy, analysis, problem solving and application to real world situations within an English Language Arts and Mathematics context.

### *The Problem*

Teachers are not well prepared to implement SpringBoard, the academic support program intended to boost students' ability to perform well on AP exams. Teachers are not prepared to adequately teach the new SpringBoard program and students are not prepared with the necessary skill set to be successful in an AP environment. Adopting the SpringBoard program is one step necessary to raising AP exam scores, but professional development needs to be provided to assist teachers in delivering the program effectively.

### *History of SpringBoard Implementation in Colonial*

The district has spent three years so far addressing the problems and invested time and money into adopting the SpringBoard curriculum. The only professional development provided to teachers using the program in their classroom was given prior to the pilot year to five teachers from each middle school. I plan on developing professional development that can be accessed online for teachers using the SpringBoard training to better prepare them to teach the curriculum. I will be using Schoology as a platform for my professional development. To determine the effectiveness of my professional development online modules, I will use a variety of data collection points. I want to use observations in the classrooms, along with surveys to collect data on teacher performance and I want to use formative and summative assessment data from students enrolled in SpringBoard classes to measure growth.

### **Organizational Role**



### *Role in Organization*

I have been employed by the Colonial School District since August 2010. I began teaching at Gunning Bedford Middle School that year in seventh grade Social Studies. Beginning in 2014, I started teaching eighth grade Social Studies at Gunning Bedford. I have previously and currently had many roles in the organization in addition to being a Social Studies teacher.

I became the Social Studies department chair during my third year of teaching in 2012 and currently hold the position at Gunning Bedford. During my tenure as the department chair, I have had the opportunity to attend numerous conferences on educational leadership and brought back information to share with my colleagues. I have presented to my department, school, and small groups during in-service days with pertinent information regarding Social Studies and educational leadership topics. Additionally, all department chairs are required to attend four Social Studies Leadership Council meetings in the district each year. At the school level, all department chairs are required to attend monthly School Success Plan meetings with the administration to discuss department updates and success seen in the classrooms. This is also the time we review the School Success Plan and how it is being implemented in each department.

I have been the team leader since my fourth year of teaching in 2013, beginning in seventh grade and the previous two years in eighth grade. As a team leader, my role includes planning and collecting money for field trips, scheduling and leading parent teacher conferences, and holding weekly team meetings with the three other members on my academic team, including the Science teacher, Mathematics teacher, and English Language Arts teacher. This is a time to discuss any problems or successes we are seeing in our classrooms, as we all teach the same students during the day.

Outside of the Social Studies department and academic team, I have also contributed to the school climate by coaching Girls on the Run and Cheerleading, and being the school Newspaper advisor. I have enjoyed getting to know students outside of the academic realm and have found that building positive relationships with my students outside of the classroom has been beneficial inside the classroom as well.

#### *Role in Addressing the Problem*

To address parts of the problem, I will explain my role in piloting and using the SpringBoard program to raise ELA achievement, as well as creating professional development modules to assist teachers in learning how to properly deliver SpringBoard.

As a Social Studies teacher, I previously taught Social Studies content during Enrichment at my school. Enrichment is 40-minute class period each day dedicated to remediation and acceleration for all students in our school. Simultaneously, our school began using Response to Intervention (RTI) two years ago during the 2014-2015 school year in English Language Arts (ELA) and Mathematics during this Enrichment period. With a focus being on Math and ELA, teachers were asked to align their Enrichment class with either subject area of Math or ELA. The district realized that nothing was being offered to students who were excelling academically and decided to adopt the SpringBoard program to challenge them. The district decided that it was adequately addressing the needs of students who required remediation, but not for students with needs for acceleration. I was asked in 2014 to take part in piloting the SpringBoard program at my school. Along with 14 other teachers from all three middle schools in my district, I attended a four-day training from a CollegeBoard representative in the district to prepare us for delivering SpringBoard. By using SpringBoard in the classroom, I have a role in helping to raise

ELA achievement in middle school and teach students skills to be successful in AP courses in high school.

Additionally, this summer I worked with Dr. Nicholas Baker in District Office for my internship with the University of Delaware. A large part of my internship was dedicated to figuring out the logistics of using the SpringBoard program as our district's gifted and talented program. Before this school year, the district had never implemented a gifted and talented program for students. Originally, the idea was to start the gifted and talented program in Elementary School. However, at a meeting with the superintendent and assistant superintendent that I attended, I brought up the fact that we already use SpringBoard in our Middle Schools and this could be a program that would be suitable for the gifted and talented student. All parties agreed and we moved forward with the gifted and talented program, named the Colonial Acceleration Opportunity (CAO), utilizing SpringBoard as the core curriculum for Math and ELA. The use of SpringBoard has two goals. First, is to raise ELA and Math achievement scores measured with Reading Inventory scores, SmarterBalanced exams, and Embedded Assessments in the SpringBoard program. Second, build a bridge between expectations for students in middle school and at the AP level in high school. This "bridge" includes teaching students skills that they need in high school to be in AP courses at the middle school level with SpringBoard as the vehicle.

An issue that occurred when the district adopted SpringBoard was the lack of professional development that teachers had with using the program with fidelity in the classroom. I spoke with teachers using the program that expressed the problem with not having any training prior to implementing the SpringBoard program. This appeared extremely true when I was sent to the national annual SpringBoard Train the Trainers conferences in Atlanta in

April of last year, 2016. It was a rigorous three-day training, where teachers were required to deliver a lesson in front of their peers and receive feedback. My goal was to take the training I received and create online modules using the online management system, Schoology, that teachers delivering SpringBoard can access to better learn how to use the program effectively. Delivering the professional development online will enable SpringBoard teachers to better learn how to effectively implement the program. Since my SpringBoard Train the Trainers training, I have secured permission from Dr. Baker to deliver my SpringBoard turn-around training to teachers this coming Spring 2017 and teachers will receive snow hours for participating in the modules. I want to meet face-to-face, as needed, to follow up with any questions. Additionally, I plan to have teachers practice delivering a lesson, similar to the process I underwent to demonstrate my competency at the SpringBoard annual conference.

### *Responsibilities*

My responsibilities include helping to raise ELA achievement at the middle school level by using the SpringBoard program in Enrichment with fidelity and creating online professional development modules for teachers in my district. I am responsible for teaching SpringBoard to two groups of students for two marking periods during Enrichment, which is equivalent to one semester or half of the school year. This is my third year teaching students SpringBoard during Enrichment. To collect data on their performance, I administer the Embedded Assessments that are part of the SpringBoard program to my students enrolled in the SpringBoard class. I also use their SmarterBalanced assessment scores, marking period grades, and Reading Inventory scores to determine if there is any ELA achievement growth. It is my responsibility to use input and output data to determine the effectiveness of the program, at the middle school level. I can also use AP exam scores to determine if the SpringBoard program has helped raise AP exam scores at

all. This responsibility of delivering the SpringBoard program is shared with six other teachers at my school, and 18 teachers total in the district who use SpringBoard during Enrichment for students.

It is also my responsibility to create and deliver SpringBoard professional development modules for teachers. The teachers that were not involved in the pilot training two years ago receive no training at all and are simply given the SpringBoard student and teacher edition workbooks. I was asked by the supervisor of curriculum to create online modules using the platform Schoology to deliver the professional development. The district has been moving in a blended learning direction for students and teachers in the past few years to allow easier accessibility. I created a professional development plan for SpringBoard over the summer as part of my internship. Additionally, I was asked to create a walkthrough observation tool to use to formally assess the practices of teachers using the SpringBoard program. This tool is not meant to be evaluative, but meant to provide feedback. The observation conferencing prompts within the tool are also tailored to the Colonial School District and SpringBoard. Also, the post-observation debriefing tool was designed to be used by administrators, whether or not they themselves had SpringBoard training.

#### *Contribution to Professional Growth*

This portfolio will contribute to my professional growth in numerous ways. First, I want to strengthen my ability to deliver the SpringBoard program effectively and productively in my classroom. I want to receive feedback from administration regarding my delivery of the program. Secondly, I want to practice using data to make conclusions and inform decision-making. In my previous coursework, I have analyzed SpringBoard data from my classroom alone. I would like to take this opportunity in my portfolio to expand my data collection and

analysis to other teachers in my school and district. I want to be able to determine the effectiveness SpringBoard is having on ELA achievement in the district. I want to use data from the program itself, feedback from teachers and students, and high stakes assessment scores. I believe the more data points I use will strengthen my analysis of the SpringBoard program. Thirdly, I want to practice delivering and creating engaging and invigorating professional development for my colleagues. I have had experience delivering professional development in my district, however, I want more practice with creating professional development modules online that are engaging and worthwhile. Lastly, I want to provide a program evaluation of SpringBoard to my district to help determine the strengths and deficiencies moving forward, in regards to ELA achievement and the Colonial Acceleration Opportunity for the gifted and talented students. With the new gifted and talented program being introduced this year, the program being used will be reviewed to effectiveness and I would like to provide pertinent information regarding SpringBoard, the professional development opportunities for teachers for the program, and the results. This professional development on better delivery of SpringBoard should contribute to an increase in AP exam scores at the high school.

## **Problem Statement**

### *Statement of the Problem*

Problem Statement: Teachers are not adequately prepared to teach AP students, which means that students are not prepared to be successful in AP classes and are underperforming on AP exams. The lack of professional development for SpringBoard teachers who are responsible to preparing middle school students who will enroll in AP courses in high school is one root cause of the problem.

Students and teachers are not prepared for AP coursework for High School. As referenced previously, there is a gap in how students should be performing on AP exams and how the students in the Colonial School District have been performing in recent years. Colonial School District should be performing on the same level as the other high schools in the state of Delaware. This would mean William Penn would need to increase AP passing rates by at least 24% to address the deficit. The state of Delaware is comparable to the rest of the globe in AP pass rates.

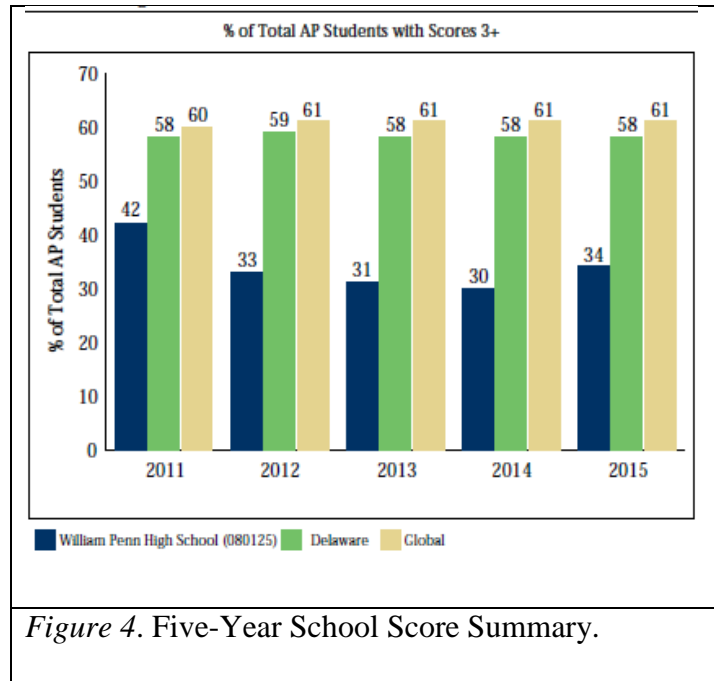
SpringBoard, as an instructional tool for middle school teachers preparing students for AP coursework, was introduced to the district in 2014 to better prepare students for AP coursework. Student performance in the SpringBoard class and AP courses should show an increase in achievement after implementation of the program. However, middle school teachers are not adequately prepared to teach AP courses, nor have they had adequate training on SpringBoard. With the implementation of SpringBoard, teachers were not prepared to deliver the curriculum with fidelity. There was no professional development requirement for teachers who use the program. I believe this led to the relationship between inadequate teaching and underperformance. Professional development needs to be provided for teachers to prepare them to use the SpringBoard program. The support and knowledge gained in professional development modules will assist teachers and lead to better teaching in the classroom. If teachers are better prepared, students will be able to take advantage of this support and there will likely be an increase in AP achievement as measured by exam scores.

Students' grades do not correlate with their AP exam scores seen in the district. That is, students have high grades, but low AP test scores. I believe that the lack of rigorous curriculum is one reason the gap exists between student achievement in class and on AP exams. I believe

that SpringBoard is a curriculum that will increase the rigor of AP coursework and better prepare students for the AP exams at the middle school level.

*Empirical Evidence*

Figure 4 displays the results of the AP performance at William Penn High School in the Colonial School District for the past five years.



There is a steady decrease in performance from 2011-2014, with a slight increase in 2015. Evidence shows that there are gaps between the performance at William Penn High School and the rest of the state of Delaware.

Figure 5 below shows the passing rate for each AP subject area, with each course showing scores from 1-5 on the AP exam. There is a higher failure rate for 14 of the 18 AP courses.



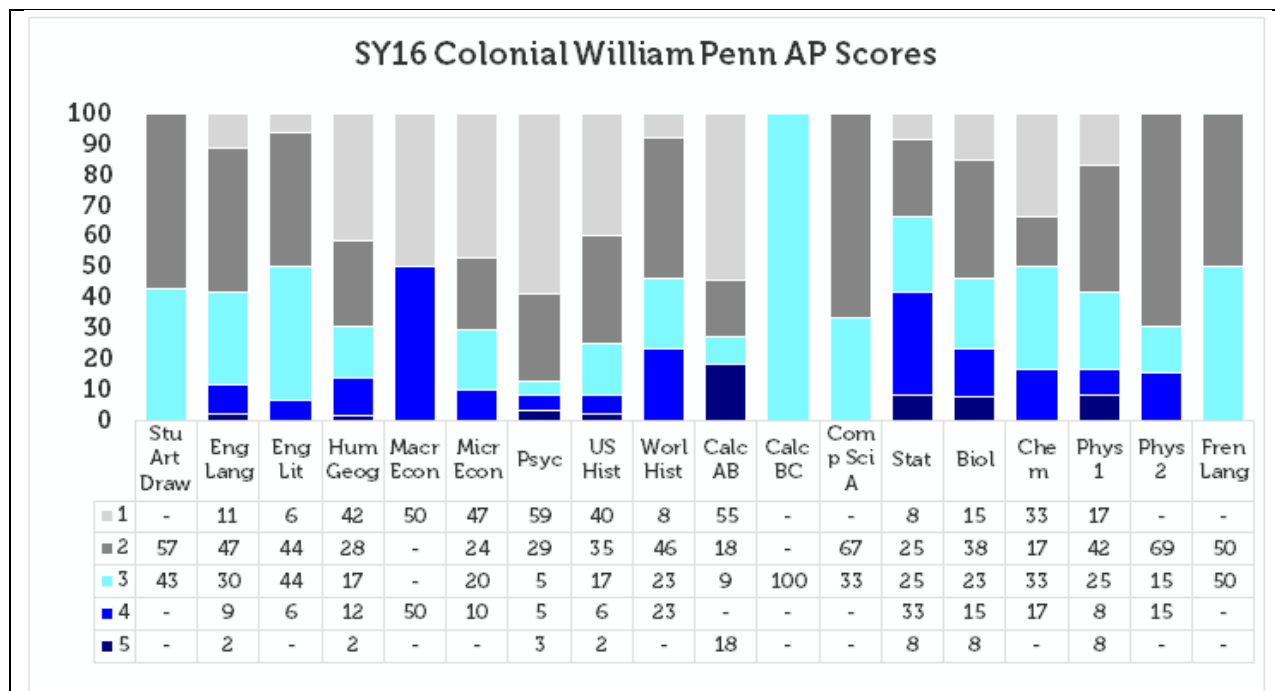


Figure 5. Percentage of students who scored 1-5 on exams in each AP course.

*Problem Presented in Organization*

With high school selection being a crucial decision in eighth grade students’ lives, it is important that William Penn High School is seen as a competitive school. Students in Delaware have the choice to attend the district’s high school, or select public and charter schools in other districts. If the community notices that Penn does not perform well on AP exams, William Penn will fail to attract the best and brightest student population, a population that is critical to the vitality of the school.

*Problem Presented in Organization for Teachers*

In regards to teachers being unprepared, the Colonial School District’s vision states that teachers will be part of a collaborative community; “The goal is to create a collaborative environment that will empower stakeholders to work together for the common good of our students and district”. The lack of professional development and support for teachers using the

SpringBoard program does not live up to the expectation of creating a collaborative community that will support students learning to the fullest extent. This can become a problem because neither teachers nor students have the support to be successful with the SpringBoard program.

### *Policy Discussion*

Students in the Colonial School District should be performing at, or above, the same level as other high schools in the state of Delaware. There is district policy for teachers to adequately deliver the SpringBoard program in all three middle schools. While there is not a state policy to support the SpringBoard program specifically, there is a policy regarding instruction for a gifted and talented program for each school district in the state.

The implementation policy for SpringBoard just recently changed and I am excited to be a part of the new policymaking process. The Colonial School District recently was required to create an action plan for a gifted and talented program for the district. This program will target students who will enroll in AP courses in high school. The original idea was to begin the program in elementary school and gradually move the program to middle and high school. The decision was made to use SpringBoard as the vehicle for the gifted and talented program in our district. SpringBoard will now be part of a larger policy for gifted and talented education. To have a gifted and talented program, teachers need to be gifted certified and using SpringBoard would be a lot more feasible at the middle school level and would not require extra units like it would to create a gifted program in elementary school. The Delaware Department of Education created a regulatory implementing order for gifted and talented plans January of 2016. It states, “The Secretary of Education seeks the consent of the State Board of Education to establish 14 DE Admin. Code 902 Gifted or Talented Education Plan” (para. 1). This requirement forces districts in Delaware to create a gifted and talented plan. The policy will be determined at both

the district and state level. The action plan for the gifted and talented program has been created at the district level and will need to be approved by the state of Delaware Department of Education to move forward in the district with using SpringBoard as the gifted and talented program.

In regards to best practice, it would be helpful for teachers to have a support system in the form of a Professional Learning Community (PLC), created specifically for teachers who use the SpringBoard program to prepare students for AP coursework. PLCs are used in all content areas currently in the district and members are required to meet for 90 minutes a week with people that teach the same subject. This PLC time is used to collaborate on best practices in the classroom, learning strategies, and using data to garner information. I think teachers would benefit from a virtual PLC through Schoology for support from others teaching the same curriculum.

### **Improvement Goal**

#### *Improvement Goal*

Improvement Goal: The district will utilize the SpringBoard program to prepare students at the middle school level for AP coursework and exams and I will provide training for teachers to use the program effectively.

Although SpringBoard was introduced to the district two years ago, no training has been provided for teachers and there was no previous selection process for students to be in the program. There are two objectives in the goal I have for the district involving the SpringBoard program. The first part of my goal involves adequately preparing teachers by providing professional development modules on SpringBoard that participants can participate in online using the platform Schoology. The second part of the goal is to provide access to the SpringBoard curriculum for students in the district. With the district using SpringBoard as the

gifted and talented program in middle school, there will be more access for students with a selection process. There is no program for gifted and talented at the high school level, other than SpringBoard, meaning that students having access to SpringBoard in middle school is the only opportunity to prepare them to be successful in their future high school AP courses.

*Professional Development for Teachers*

Goal- 100% completion of modules by all teachers.

Teachers will be required to complete professional development Schoology modules for Gifted Education Pedagogy and SpringBoard training. The Curriculum Supervisor, Dr. Nicholas Baker, will evaluate whether all modules were completed by participants. The committee chosen by Dr. Baker, comprised of teachers, parents, and administrators, will work to ensure there is 100% completion rate for all professional development. Below is the outline for the Schoology module and the description for each of the three modules I created using the resources I received at the SpringBoard Train the Trainers conference I attended.

Table 1.0 – Schoology Module Topics and Descriptions

<b>Topic (Module)</b>	<b>Learning Objectives</b>	<b>Time Needed</b>	<b>Materials Needed</b>
Overview of SpringBoard	<ul style="list-style-type: none"> <li>-Teachers will learn how to create a collaborative classroom for SpringBoard, establish norms, and evaluate prior knowledge.</li> <li>-Teachers will become familiar with backward design. Backward design will be explained, which is the basis of the SpringBoard program.</li> <li>-Teachers will understand the purpose of Embedded Assessments and be provided with insight into the student and teacher experience of unpacking an Embedded Assessment.</li> </ul>	3-hour Schoology module.	Access to Schoology.
Purposeful Planning and Access to Rigor	-Teachers will be introduced to key SpringBoard unit planning resources to be able to develop an overview of the learning outcome of the units'	3-hour Schoology module.	Access to Schoology.

	<p>Embedded Assessments.</p> <p>-Teachers will use interactive models to understand Embedded Assessments as formative assessments, identify how an activity addresses the Learning Target, and examine how embedded learning strategies provide access to rigor.</p>		
Understanding and Practicing Differentiated Instruction	<p>-Teachers will analyze the concept of differentiated instruction and provide collaborative practice in making strategic adjustments and support for learners.</p> <p>-Uses interactive modeling to explore a differentiated approach to unpacking an Embedded Assessments and recognize opportunities for differentiation within lessons.</p>	3-hour Schoology module.	Access to Schoology.
Owning a SpringBoard Activity	<p>-Teachers will learn how to apply SpringBoard planning resources and knowledge of best practices and student needs to continue planning rigorous activities that meet the needs of all learners.</p> <p>-Teachers will demonstrate their understanding of how to deliver a SpringBoard lesson through a video upload showing a lesson from the SpringBoard curriculum, and receive feedback.</p>	3-hour Schoology module.	Access to Schoology.

*Professional Development Participation*

Teachers will be required to participate in three SpringBoard modules on Schoology. In Table 2 below, the types of participation and assessments are outlined. There are purposely different types of participation and assessment to provide a clear image of participant completion and success. Instructional and assessment approaches are purposely varied, so that participants remain engaged and are required to demonstrate their understanding in multiple ways.

<b>Module</b>	<b>Type of Participation</b>	<b>Assessment</b>
Overview of SpringBoard	-Participants will watch videos, read passages, and participate in discussions.	-Participants will be required to answer a discussion question and post an answer.
Purposeful Planning and	-Participants will watch an	-Participants will analyze a

Access to Rigor	example of using rigor in a lesson, read passages, and participate in discussions.	lesson and explain how to ensure rigorous learning will take place with an action plan.
Understanding and Practicing Differentiated Instruction	-Participants will watch videos, read passages, and work on their own lesson plan.	-Participants will upload a lesson plan taken from SpringBoard that includes evidence of differentiation.
Owning a SpringBoard Activity	-Participants will choose a SpringBoard lesson to demonstrate understanding of appropriately delivering and implementing a SpringBoard lesson effectively.	-Participants will choose from the approved SpringBoard lessons and upload a video of themselves delivering the lesson.

*Access to SpringBoard for Students*

Implementation of the SpringBoard program is a critical part of the district’s strategy to address low AP exam scores. SpringBoard will be provided for a select group of students, that will be determined by the CAO committee, at all three middle schools in the district. The program is completed during semester classes (approximately eighteen weeks), during the forty-minute Enrichment period in each school. There are two classes of thirty students at each school, who have access to both the Math and ELA SpringBoard programs. Process (data collected during implementation of the SpringBoard program) and outcome data (data collected after the implementation of the SpringBoard program) will be collected and evaluated for the success of students in the SpringBoard program.

## Artifacts

Number	Artifact	Type	Audience	Description	Action Steps	Plans For IRB	Timeline	Status
1	PD Plan	PD Products	Participants	A plan outlining the SpringBoard training for teachers with content and assessment types.	Created this over the summer with the gifted plan for the district.		Completed	Completed
2	Schoology Modules	PD Products	Participants	There will be three Schoology modules to train teachers in using SpringBoard. Teachers will complete these for snow hours.	Began working on the modules over the summer. I have completed one of three.		Finish during winter break.	Began, finished one module.
3	Pre/Post Schoology Survey	PD Products	Participants	To determine growth with the understanding of SpringBoard, participants will complete a pre/post survey.	I have worked on a preliminary survey. I need to align the questions with the goals of the program.	Yes	Finish during winter break.	In the process of being completed.
4	SpringBoard Walkthrough Tool	PD Products	Participants & Administrators	An observation tool to collect data on teacher performance when utilizing SpringBoard in the classroom.	I created this tool during my summer internship.	Yes	Completed	Completed
5	Gifted Plan	Strategic Plan	District	The district needed to develop a gifted plan. We are using SpringBoard as the gifted curriculum in the middle school. I want to include this to show the reason for needing training for SpringBoard.	The gifted plan was submitted to the State of Delaware and suggestions for edits were sent back.		Completed during the summer internship.	Completed
6	Embedded Assessment Performance	Data Analysis Reports	Students	I will collect data on the progress students make on the Embedded Assessments during the SpringBoard class.	I am collecting the embedded assessments from students during this semester and next semester.		Embedded Assessment data will be collected during the 2015-2016 and 2016-2017 school years.	In progress
7	Reading Inventory Performance	Data Analysis Reports	Students	I will view and compile an inventory for Reading Inventory (formerly	I spoke with the data specialist for the district about how to		Data can be compiled for the three years	Will collect at the end of the year.

				Scholastic Reading Inventory, SRI) scores from the district for all middle school students enrolled in SpringBoard.	collect this data.		Spring Board has been implemented.	
8	SmarterBalanced Assessment Performance Data	Data Analysis Reports	Students	I will view and compile an inventory of SmarterBalanced scores from the district for all middle school students enrolled in SpringBoard.	I spoke with the data specialist for the district about how to collect this data.		Data can be compiled for the three years Spring-Board has been implemented.	Will collect at the end of the year.
9	Program Evaluation of SpringBoard	Program Evaluations	District	Process and outcome data will be analyzed for academic achievement in English Language Arts for students enrolled in SpringBoard. This will inform me for	I will collect data in the classroom and work with the district's data specialist to collect data to evaluate the program districtwide.		Will use data from this year and the previous two years of Spring-Board implementation.	Will collect during the year and at the end of the year.
10	Needs Assessment	Needs Assessment	Teachers	I want to create a survey to compile a list of needs from teachers regarding training for the SpringBoard program to use with follow-up for participants in my SpringBoard Schoology modules.	I will create and administer to SpringBoard teachers in the district this year.		Will create and administer this school year.	Will create and administer during Winter Session/ Spring.

Highlighted artifacts have been completed/started during EdD program in classes/internship.



## Artifact 1: PD Plan

Topic (Module)	Description	Time Needed	Materials Needed
Overview of SpringBoard	<ul style="list-style-type: none"> <li>-Teachers will learn how to create a collaborative classroom for SpringBoard, establish norms, and evaluate prior knowledge.</li> <li>-Backward design will be explained, which is the basis of the SpringBoard program.</li> <li>-Teachers will understand the purpose of Embedded Assessments and be provided with insight into the student and teacher experience of unpacking an Embedded Assessment.</li> </ul>	3-hour Schoology module.	Access to Schoology.
Purposeful Planning and Access to Rigor	<ul style="list-style-type: none"> <li>-Teachers will be introduced to key SpringBoard unit planning resources to be able to develop an overview of the learning outcome of the units' Embedded Assessments.</li> <li>-Teachers will use interactive models to understand Embedded Assessments as formative assessments, identify how an activity addresses the Learning Target, and examine how embedded learning strategies provide access to rigor.</li> </ul>	3-hour Schoology module.	Access to Schoology.
Understanding and Practicing Differentiated Instruction	<ul style="list-style-type: none"> <li>-Teachers will analyze the concept of differentiated instruction and provide collaborative practice in making strategic adjustments and support for learners.</li> <li>-Uses interactive modeling to explore a differentiated approach to unpacking an Embedded Assessments and recognize opportunities for differentiation within lessons.</li> </ul>	3-hour Schoology module.	Access to Schoology.
Owning a SpringBoard Activity	<ul style="list-style-type: none"> <li>-Teachers will learn how to apply SpringBoard planning resources and knowledge of best practices and student</li> </ul>	3-hour Schoology module.	Access to Schoology.

	<p>needs to continue planning rigorous activities that meet the needs of all learners.</p> <p>-Teachers will demonstrate their understanding of how to deliver a SpringBoard lesson through a video upload showing a lesson from the SpringBoard curriculum, and receive feedback.</p>		
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**Artifact 2: Schoology Modules**

Schoology Access Code- H7FV4-WKBKZ

**Artifact 3: Pre/Post Survey on Using SpringBoard**

**Teacher SpringBoard Survey**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**Part 1 - Multiple Choice: Circle the number and corresponding word that describes each statement for you.**

1. I feel that SpringBoard was easy to deliver and facilitate.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

2. SpringBoard taught my students new writing techniques.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

3. SpringBoard was an easy program for students to use.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

4. My students had the opportunity to practice my writing skills.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

5. SpringBoard helped prepare my students for 8<sup>th</sup> grade and high school.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

6. I had my students share documents with me on Google Drive.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

7. I would have liked to use an online program in addition to the SpringBoard workbook.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

8. The articles and videos in the SpringBoard units were interesting and meaningful.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

9. My students did a good job of completing assignments and participating the SpringBoard curriculum.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

10. I would have liked to use Schoology or Google Classroom to organize assignments in SpringBoard.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

**Part 2- Short Answer: Write your responses on the lines provided.**

1. Name two things you liked about SpringBoard:

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2. Name at least two things you would like to see changed in SpringBoard:

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### Student SpringBoard Survey

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**Part 1- Multiple Choice: Circle the number and corresponding word that describes each statement for you.**

1. I feel that SpringBoard was challenging.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

2. SpringBoard taught me new writing techniques.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

3. SpringBoard was an easy program.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

4. I had the opportunity to practice my writing skills.

5	4	3	2	1
---	---	---	---	---

Agree Strongly      Agree      Undecided      Disagree      Strongly Disagree

5. SpringBoard helped prepare me for 8<sup>th</sup> grade and high school.

5                      4                      3                      2                      1

Agree Strongly      Agree      Undecided      Disagree      Strongly Disagree

6. I liked sharing my documents with my teacher on Google Drive.

5                      4                      3                      2                      1

Agree Strongly      Agree      Undecided      Disagree      Strongly Disagree

7. I would have liked to use an online program in addition to my SpringBoard workbook.

5                      4                      3                      2                      1

Agree Strongly      Agree      Undecided      Disagree      Strongly Disagree

8. The articles and videos in the SpringBoard units were interesting and meaningful.

5                      4                      3                      2                      1

Agree Strongly      Agree      Undecided      Disagree      Strongly Disagree

9. My teacher did a good job of facilitating and teaching the SpringBoard curriculum.

5                      4                      3                      2                      1

Agree Strongly      Agree      Undecided      Disagree      Strongly Disagree

10. I would have liked to use Schoology or Google Classroom to organize assignments in SpringBoard.

5                      4                      3                      2                      1

Agree Strongly      Agree      Undecided      Disagree      Strongly Disagree

**Part 2- Short Answer: Write your responses on the lines provided.**

1. Name two things you liked about SpringBoard:

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2. Name at least two things you would like to see changed in SpringBoard:

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## **Artifact 4: Observation Walkthrough Tool**

### **SpringBoard Walkthrough Tool**

#### **I. Literacy Strategies**

A. Students are using literacy strategies to support literacy comprehension, vocabulary, and connections to real-world events.

\_\_\_ i. Students are using literacy strategies when reading text passages that deepen the understanding of the text.

\_\_\_ a. Annotate text

\_\_\_ b. Close Reading

\_\_\_ c. Graphic Organizer

\_\_\_ d. Other

\_\_\_ ii. Students are working collaboratively or individually using literacy strategies.

\_\_\_ a. Annotate text

\_\_\_ b. Close Reading

\_\_\_ c. Graphic Organizer

\_\_\_ d. Other

B. Teacher models how literacy strategies are effectively used.

\_\_\_ i. Teacher explains proper steps to using literacy strategies by demonstrating how to use them with an example or part of the text.



\_\_\_ ii. Teacher leads a whole group modeling example or works individually with students to develop an understanding of using the literacy strategy correctly.

## II. Learning Outcomes

A. Learning Outcomes for students align with the Embedded Assessments.

\_\_\_ i. Learning outcomes are displayed or communicated to students so there is a purpose behind learning.

\_\_\_ ii. Teacher establishes clear goals and engages students in discussion about goals.

B. Checks for Understanding

\_\_\_ i. Teacher deliberately checks for understanding throughout the lesson and adapts the lesson.

## III. Rigorous Activities

A. Teacher provides access to rigor by exposing students to activities that address:

\_\_\_ i. Learning targets

\_\_\_ ii. Align with Embedded Assessments

\_\_\_ iii. Align with Common Core Standards.

B. Productive Struggle

\_\_\_ i. Teacher provides all students with opportunities to engage in the work of the lesson.

\_\_\_ a. Acts on knowledge of individual students to promote progress.

\_\_\_ b. Encourages active participation.

\_\_\_ c. Questions are sequenced to guide students in delving deeper into text.

\_\_\_ d. Gives students time to grapple with key ideas.

\_\_\_ e. Tasks and questions support delivery of content-area standards.

\_\_\_ ii. Student Engagement with Productive Struggle

\_\_\_ a. Students independently using text.

- \_\_\_ b. Text/Media complexity appears to be appropriate.
- \_\_\_ c. Students are collaboratively using text.
- \_\_\_ d. Actively engaged in the lesson.
- \_\_\_ e. Teacher using text.

#### IV. Differentiation

- \_\_\_ A. Students have opportunities to demonstrate understanding in multiple ways.
- \_\_\_ B. Strategic adjustments are made to support diverse learners.
- \_\_\_ C. Collaborative practice is demonstrated and students have the opportunity to work with each other.

#### V. Assessment

- A. Students are assessed formatively during units.
- B. Students are assessed summatively using the SpringBoard Embedded Assessments at the end of each unit.

#### VI. Learning Environment

- \_\_\_ A. Students are respectful of peers and teachers and listen attentively.
- \_\_\_ B. Teacher is well organized and all materials are prepared before lesson.
- \_\_\_ C. Teacher is monitoring students in the classroom and offering help when needed.
- \_\_\_ D. Students are engaged in lesson and demonstrate understanding.
- \_\_\_ E. Teachers communicate learning expectations to students and are consistent with expectations for all students.

Evidence:

Follow-Up Questions:

1. How do you assess students during instruction and make necessary changes to the lesson?
2. How do you formally assess students during lessons? Please provide an example.

3. How do you use the Embedded Assessment summative assessments? What have you found with the data and student achievement?
4. What literacy strategies do you find most successful? Please provide an example.
5. How do you incorporate Common Core expectations in your SpringBoard lessons? Provide an example if necessary.

**Artifact 5: Gifted Plan**

Attached PDF file.

**Artifact 9: Program Evaluation of SpringBoard to Identify Needs**

Program Evaluation of SpringBoard

Katy Johnson

University of Delaware

EDUC863, Dr. Buttram, Spring 2016

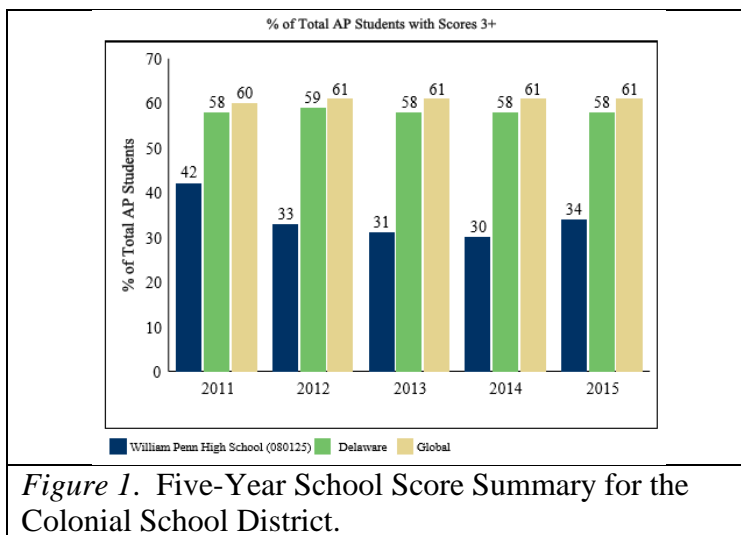
## **Program Description**

### *Program Description*

SpringBoard was created in 2009 by the CollegeBoard to prepare students for the rigor of AP courses and AP exams. The SpringBoard Compendium of Research (2011) states that “researchers have been interested in examining Advanced Placement (AP) and SAT participation and performance trends of the graduating cohorts of students who have attended high schools that have purchased the SpringBoard curricula” (p. 2). Their research shows that there is a correlation between schools using the SpringBoard program and increased AP student achievement. The program itself is built on research on how students learn best. The Compendium of Research explains, “in order to meet the needs of all students and to discover the most effective educational models for students who learn in different ways, researchers have investigated a variety of educational models, some empirical and some theoretical” (p. 6). SpringBoard has various strategies for teachers to use and incorporates challenging writing prompts to tailor skills. The program is aligned to the Common Core State Standards and holds students to the same rigorous expectations seen on AP exams.

There are SpringBoard curriculum units for grades 6-12. Each grade level has a teacher edition book and student edition workbooks. Each curriculum is divided into four units that could potentially span the entire school year and be used to replace current ELA and Mathematics curriculum. Appendix A shows the outline for a unit in the 8<sup>th</sup> grade curriculum. The Compendium of Research (2011) explains “the role of the teacher and the instructional plan is critical in supporting the transition of responsibility to student control” (p. 8). The teacher’s edition thoroughly explains what additional resources will be needed for each lesson and gives a pacing guide for length of time. The student does have responsibility to complete assignments, as the research follows with “the transfer of responsibility is dependent on the students developing the ability to monitor, control, and regulate their own learning as teachers fade or withdraw the instructional supports or scaffolds” (p. 8). Students will develop the ability to manage their progress individually throughout the program by building knowledge and learning how to use new critical thinking strategies.

*Program Implementation*



SpringBoard was adopted by Colonial during the 2014-2015 school year. The AP exam scores in the district have steadily decreased over the past five years. Figure 1 displays the steady decrease from 2011-2014 at William Penn High School, with a slight increase in 2015. William Penn High School scored 25% lower than the rest of the state and close to 30% lower than the globe. It is clear that there needs to be curriculum change to close the gap between Colonial and the rest of the state.

The district decided to adopt the SpringBoard program for both English Language Arts and Mathematics to improve AP scores. SpringBoard is being used in all three district Middle Schools to prepare students for AP courses and exams in High School. The program was introduced during the Summer of 2014 to 15 total teachers from all three Middle Schools in the district. A CollegeBoard representative delivered a 4-day professional development outlining how to use the program. Teachers asked to administer SpringBoard after the initial training were given no professional development and there was no follow-up support available.

#### *Purpose of Evaluation*

The purpose of this evaluation is to determine if SpringBoard has had a positive effect on student achievement in English Language Arts. Evaluating the effectiveness of SpringBoard on AP exams scores is impossible at this point with the length of time the program has been implemented, so I will focus on ELA achievement. Theoretically, increased ELA achievement should lead to increased AP exam scores, and my evaluation will use multiple types of data to try to find a correlation between the program and student achievement. The evaluation will measure the effectiveness of the program on student achievement in ELA. Although SpringBoard is offered in Mathematics as well, I will be focusing on ELA only. One drawback is the short duration of time the program has been implemented in our district. ELA has been used for two

years and Mathematics has only begun implementation this school year. The evaluation will collect information to inform future decisions. The logic model in Appendix A displays the overall picture of the evaluation.

I hope to find a correlation between students enrolled in the SpringBoard program and ELA achievement. While there are many variables to consider when evaluating a program's effectiveness, progress in SpringBoard should positively affect student achievement in ELA. If the data shows that students decrease achievement in ELA, I think that data would support making changes to the implementation of the SpringBoard curriculum. Since SpringBoard was implemented recently without much professional development or support for teachers, I hope this evaluation will provide more information for program needs for future implementation and teacher training.

## **Evaluation Plan**

### *Evaluation Questions*

There are two questions I have for this evaluation; the process question is meant to be answered during the program and provide information and data for change during implementation of the program, and the outcome question is designed to find data on how the program is meeting the goal of increased student achievement. The overall goal for the program that ties both questions together is to increase AP Exam scores.

- Process Question: To what extent are students completing SpringBoard Embedded Assessments based on program rubric?
- Outcome Question: What percentage of students demonstrate increased achievement in ELA as a result of SpringBoard?



The Embedded Assessments showcase which skills students have learned during the program by completing a writing prompt. Students have access to the rubric and know what categories they will be scored on prior to completing and submitting the assignment. The process question is meant to collect data on how successful students are on the Embedded Assessments using the rubric. I will be able to determine if students completed the Embedded Assessment at, how well they did in each category, and if they used my feedback to make any changes. The outcome question is meant to collect data after students finish the program for the school year by looking for increases or decreases using assessment data from the Colonial School District. Report Cards, high stakes test scores, and STAR reading levels will be used to determine any growth or regression.

The relationship between the process and outcome questions exists with student achievement in the program and ELA, ultimately leading to achievement on AP Exams in High School. Embedded Assessments are a part of the program that evaluate students on the standards in the Common Core. SpringBoard is an extremely large and detailed program, so I have decided to focus on one critical part of the program that I think will be indicative of success with mastering the skills presented in the program. I believe that students who perform well on Embedded Assessments would show growth in their ELA classes as well. Once students who have been in the SpringBoard program reach High School and begin taking AP Exams, I would like to do another program evaluation using Advanced Placement data to determine the effectiveness of the program.

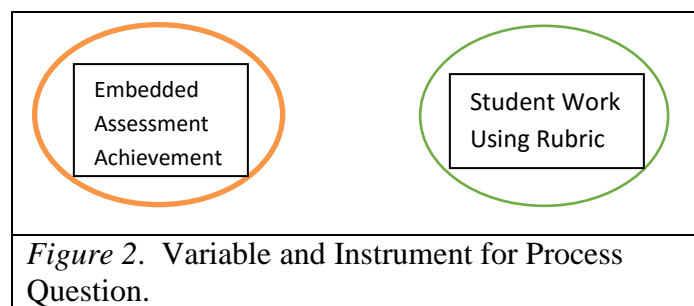
### *Sample*

Since the SpringBoard program was piloted last year, there have been approximately 60 students in each grade who participate in the program. I had 25 students in my SpringBoard

class last year for two marking periods, which spanned half of the school year. I chose to use these students as my sample because I can gather the most data from the entire school year to determine if there was an impact on ELA performance. Of the 25 students, 64% are female (16 participants) and 36% are male (9 participants). All participants were in the Honors section in 7<sup>th</sup> grade and are currently enrolled in Honors sections in the 8<sup>th</sup> grade.

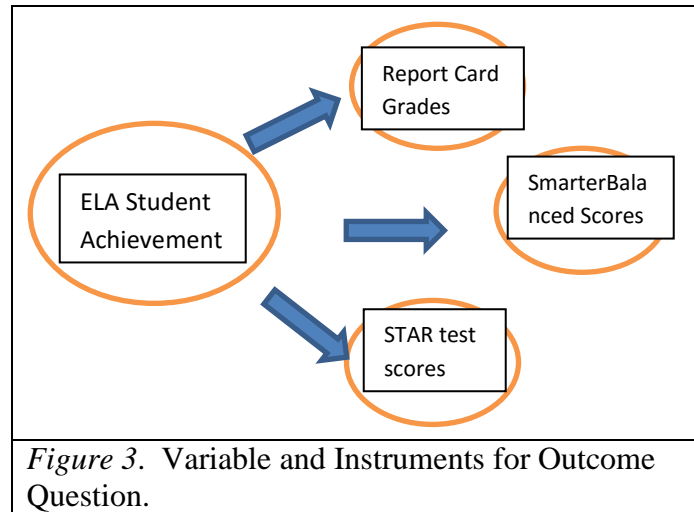
I believe my results will be generalizable to the entire population of 7<sup>th</sup> grade students in SpringBoard last year because my sample is about half the size. I will be using a purposive sample because I am interested in choosing the participants for the evaluation study. Since the population of SpringBoard participants is relatively low, I did not think I needed to use a random sample to get an accurate evaluation. Weiss (1999) explains that “picking particular people for particular reasons” (p. 164) is characteristic of purposive samples. In my evaluation, I want to use the students that I administered SpringBoard to evaluate my own success with using the program as well. Although self-evaluation is not part of this study, I would like to have the opportunity in the future to use this data for additional reasons as well.

### *Variables/Instruments*



The variable I am measuring in my process question is student achievement on Embedded Assessment completion. Embedded Assessments are administered twice a unit to determine if students have met the Common Core benchmarks. The instrument I will be using to

measure success is the Embedded Assessment rubric presented by the SpringBoard program. Appendix B shows the rubric for the Embedded Assessment in the second unit of the 8<sup>th</sup> grade curriculum.



*Figure 3. Variable and Instruments for Outcome Question.*

The variable I am measuring in the outcome question is student achievement in ELA. There are three instruments I will use to determine student achievement. I will use marking period grades, STAR test results, and SmarterBalanced test scores. Figure 3 shows the variable and instruments I will use to measure that ELA achievement. Report cards are distributed four times a year and grades are given for all four core classes and Exploratory classes. Enrichment grades are not given, so it would be impossible to give a grade for the SpringBoard class itself. I will examine the first and last marking period ELA grades from the sample's report cards. STAR tests reflect the current reading level students are at, and are administered throughout the year. SmarterBalanced assessments are the high stakes tests given at the end of each school year in ELA and Mathematics. These assessments are scored on a 4-point scale, with a score of 1 and 2 falling below proficient and a score of 3 or 4 being proficient. I am interested in finding out how many students were proficient that were in the SpringBoard program.

#### *Data Collection Procedures*

For both evaluation questions, I will be using program records from the Colonial School District's data collection system called iTracker and ESchool. Weiss (1999) explains that "program records and agency files are a natural for evaluation data", but warns that "the evaluator needs to familiarize herself with the system, to understand the items that are included and the definitions and categories that the agency uses in classifying data" (p. 157). Luckily, I use both systems quite frequently and feel comfortable gathering my data accurately and consistently. To organize my data, I will create Excel spreadsheets with student ID numbers alongside their scores on various assessments and the Embedded Assessment from SpringBoard. One ethical issue that arises with data collection is confidentiality (Weiss, 1999, p. 177). To make sure all my information is confidential I will assign ambiguous student identification numbers to the participants to insure no one can track their information and test scores.

To collect data for the Embedded Assessments, I will use my Google Drive account that students shared their Embedded Assessment essays on. Students have previously completed their writing prompts from their Embedded Assessments on the computer and then shared the assignments with my email address. I organized their Embedded Assessments into folders in my Google Drive. I will use the existing student work to collect data on how well students perform on Embedded Assessments using the SpringBoard rubric.

To collect data for the outcome question, I will use Marking Period grades from report cards for the first and last marking period in English Language Arts. I will use ESchool, our online data collection system to find their first marking period percentage grade and their fourth marking period percentage grade. This online data system has report grades for all subjects for each student. I will also use iTracker to gather information on their STAR reading tests, which will show me their reading levels. Students are administered the STAR reading test during their

ELA classes numerous times throughout the year to determine reading level. I will use the district database for SmarterBalanced test scores.

*Data Analysis*

To analyze the data, I will use a time-series design. Weiss (1998) explains that this design “involves a series of measurements on key outcome criteria at periodic intervals before the program begins and continuing measurements after the program ends” (p. 196). Since I am not using a pre-test post-test design, I want to analyze student achievement in ELA using a time-series to determine any growth or regression. To develop the evaluation further, I could gather data on all four marking period grades, which would give me more intervals to use in the time-series graph.

**Findings**

*Process Question Results*

Table 1  
*Embedded Assessment Scores Time Series Results*

Time	Mean	Standard Deviation
T1	10.75	1.36
T2	11.08	1.28

Table 2  
*Frequency Count of Embedded Assessment Rubric Categories*

Rubric Category	n for Embedded Assessment 1	% of Total	n for Embedded Assessment 2	% of Total
Exemplary	10	42%	13	54%
Proficient	12	50%	9	38%
Emerging	2	8%	2	8%
Incomplete	0	0%	0	0%

*Outcome Question Results*

Table 3  
*Marking Period Averages and STAR assessment scores for SpringBoard Students*

	Pre	Post	Pre	Post
--	-----	------	-----	------

	MP 1 & 2	MP 3 & 4	Fall STAR	Spring STAR
Mean	91.16	91.00	1051.63	1225.25
Standard Deviation	4.87	4.79	195.95	185.01

Table 4

*Frequency Count of Marking Period Growth*

% Growth	n	Percent
>5	2	8
3-4	2	8
1-2	3	13
0.01-0.09	4	17
0	0	0
-1 - -2	7	29
-3 - -4	2	8
>-5	4	17

*Evaluation*

Based on my findings, I cannot say that SpringBoard has led to significant increases in student achievement in ELA. Based on marking period grades, there was a larger percentage of students who showed a decrease in achievement after participating in the SpringBoard program, based on their marking period grades. There was an increase in performance on the embedded assessments administered in the SpringBoard curriculum, but these gains are not seen as prevalent in their ELA grades. There was also an increase in the STAR reading levels before and after the SpringBoard program. Based on the data collected from my class alone, it is difficult to determine if the SpringBoard program is the reason for any academic growth seen.

*Action Steps*

Based on the findings from the initial implementation of SpringBoard, I have developed three action steps. These action steps should be implemented in the next year:

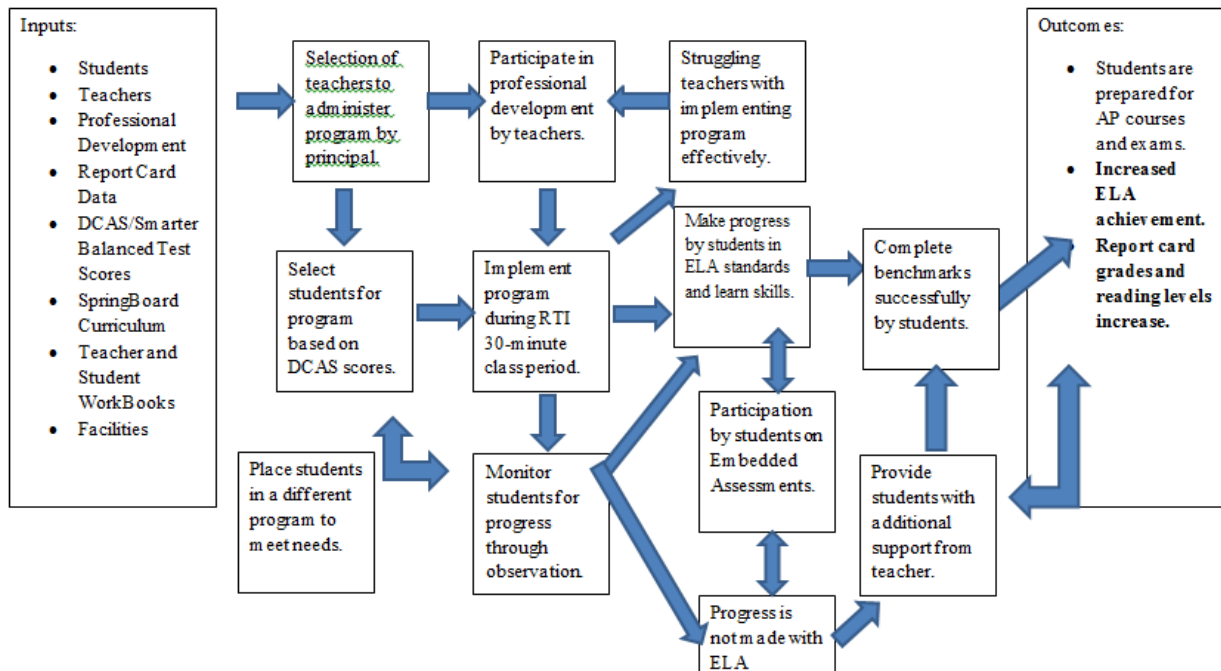
1. Develop a professional development module to train teachers on how to use SpringBoard effectively.

2. Develop an observation tool for administrators to use to collect data on how SpringBoard is being taught in the classroom.
3. Further analysis of student performance on embedded assessments, Reading Inventory, Smarter Balanced assessments, and marking period grades.

Appendices  
Appendix A

**Logic Model for  
SpringBoard Implementation**

Rationale: SpringBoard is an ELA Common Core-aligned curriculum created by CollegeBoard to improve ELA skills and prepare students for AP courses and exams in High School. It is being used in Middle School to prepare students for AP-level work and was piloted in the 2014-2015 school in the Colonial School District and there is a need to evaluate if the program is effective.



## Appendix B



# Writing an Expository Essay

EMBEDDED  
ASSESSMENT 1

## Assignment

Think about how writers organize and develop ideas in expository writing. Use an expository organizational structure to communicate your understanding of the concept of dystopia or the concept of the Hero's Journey. Select one of the prompts below:

- Write an essay that compares and contrasts life in the dystopian society of the novel you read with our modern-day society.
- Write an essay that explains how the protagonist (hero) changes as a result of conflict with his dystopian society (Road of Trials), and explain how this change connects to the novel's theme (the Crossing, or Return Threshold).

### Planning and Prewriting: Take time to plan your essay.

- Which prompt do you feel best prepared to respond to with examples from literature and real life?
- What prewriting strategies (such as free writing or graphic organizers) could help you brainstorm ideas and organize your examples?

### Drafting: Write a multi-paragraph essay that effectively organizes your ideas.

- How will you introduce the topic clearly and establish a controlling idea (thesis)?
- How will you develop the topic with well-chosen examples and thoughtful analysis (commentary)?
- How will you logically sequence the ideas using an appropriate structure and transitions?
- How will your conclusion support your ideas?

### Evaluating and Revising the Draft: Create opportunities to review and revise your work.

- During the process of writing, when can you pause to share and respond with others in order to elicit suggestions and ideas for revision?
- How can the Scoring Guide help you evaluate how well your draft meets the requirements of the assignment?

### Checking and Editing for Publication: Confirm your final draft is ready for publication.

- How will you proofread and edit your draft to demonstrate command of the conventions of standard English capitalization, punctuation, spelling, grammar and usage?
- How did you use TLQC (transition/lead-in/quote/citation) to properly embed quotations?
- How did you ensure use of the appropriate voice and mood in your writing?

## Reflection

After completing this Embedded Assessment, think about how you went about accomplishing this task, and respond to the following:

- How has your understanding of utopia and dystopia developed through the reading in this unit?

My Notes

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## Writing an Expository Essay

## SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging	Incomplete
<b>Ideas</b>	<p>The essay</p> <ul style="list-style-type: none"> <li>maintains a focused thesis in response to one of the prompts</li> <li>develops ideas thoroughly with relevant supporting details, facts, and evidence</li> <li>provides insightful commentary and deep analysis.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>responds to one of the prompts with a clear thesis</li> <li>develops ideas adequately with supporting details, facts, and evidence</li> <li>provides sufficient commentary to demonstrate understanding.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>has an unclear or unrelated thesis</li> <li>develops ideas unevenly or with inadequate supporting details, facts, or evidence</li> <li>provides insufficient commentary to demonstrate understanding.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>has no obvious thesis</li> <li>provides minimal supporting details, facts, or evidence</li> <li>lacks commentary.</li> </ul>
<b>Structure</b>	<p>The essay</p> <ul style="list-style-type: none"> <li>has an engaging introduction</li> <li>uses an effective organizational structure for a multi-paragraph essay</li> <li>uses a variety of transitional strategies to create cohesion and unity among ideas</li> <li>provides an insightful conclusion.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>has a complete introduction</li> <li>uses an appropriate organizational structure for a multi-paragraph essay</li> <li>uses transitional strategies to link, compare, and contrast ideas</li> <li>provides a conclusion that supports the thesis.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>has a weak or partial introduction</li> <li>uses an inconsistent organizational structure for a multi-paragraph essay</li> <li>uses transitional strategies ineffectively or inconsistently</li> <li>provides a weak or unrelated conclusion.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>lacks an introduction</li> <li>has little or no obvious organizational structure</li> <li>uses few or no transitional strategies</li> <li>provides no conclusion.</li> </ul>
<b>Use of Language</b>	<p>The essay</p> <ul style="list-style-type: none"> <li>conveys a consistent academic voice by using a variety of literary terms and precise language</li> <li>embeds quotations effectively</li> <li>demonstrates command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage (including a variety of syntax).</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>conveys an academic voice by using some literary terms and precise language</li> <li>embeds quotations correctly</li> <li>demonstrates adequate command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage (including a variety of syntax).</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>uses insufficient language and vocabulary to convey an academic voice</li> <li>embeds quotations incorrectly or unevenly</li> <li>demonstrates partial or inconsistent command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>uses limited or vague language</li> <li>lacks quotations</li> <li>lacks command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage; frequent errors obscure meaning.</li> </ul>

## References

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