

2004-2005 Aspen Valley High School Information Literacy Collaboration



Aspen Valley High School is working to imbed ET/IL standards into the backward design instructional planning process so that teachers can both take advantage of the power of technology to enhance student learning as well as consider ways to improve student mastery of ET/IL standards through the delivery of content area curriculum. We are providing staff development along two strands to support this initiative. First, we are engaging in an ongoing orientation to the ET/IL standards and an examination of how and where they fit into content areas. Second, we are providing training in a wide range of technology tools to provide teachers with avenues to imbed technology skill development in their instruction.

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Academy School District 20

2004-2005 AVHS Power Classrooms Grant Evaluation

Phase One: Orientation and Assessment (Nov - early January)

Action	Objective/Grant Goal Addressed	Activity/Date(s)	Evaluation
K-12 IL Standards and Technology Skills Orientation	Develop staff awareness of standards and skills/ 1.1	1 hr presentation at staff meeting November 18, 2004	100% complete
K-12 IL Standards and Technology Skills Assessment (mapping)	Determine degree to which standards and skills are addressed by specific content areas/ 2.2	_ day work sessions wherein teacher teams from individual content areas will work with district consultants to assess the degree of coverage of standards and skills w/in their content area December 2, 2004	100% complete (see attached survey results)
K-12 IL Standards and Technology Skills Primary Responsibility Assignment	Determine which content areas bear primary responsibility for ensuring student mastery of specific skills and standards/ 2.2	_ day work sessions (see above) wherein teacher teams from individual content areas will work with district consultants to determine which standards /skills are most appropriately covered w/in their content area December 2, 2004	Activity is 100% complete, however ongoing discussions are taking place regarding which content areas should bear primary responsibility for some standards/skills
Identify Areas Requiring Additional Staff Development	2.2	_ day work sessions (see above) and analysis of results January-February 2005	100% complete

Phase Two: Inservice and Training (ongoing through early April)

Action	Objective/Grant Goal Addressed	Activity/Date(s)	Evaluation
Provide Training to Targeted Staff	Ensure that each staff member has the necessary training to ensure student mastery of relevant standards/skills/ 1.2,2.1,2.2	<p>Staff Development Including:</p> <p>Accessing/Evaluating Electronic Info (Gale, et al)</p> <p>Inquiry Based Instruction</p> <p>Inspiration</p> <p>Multi-media</p> <p>ePortfolios</p> <p>etc.</p> <p>(Delivered through multiple staff development pathways (staff meetings, after school inservice, The Spot, Blackboard)</p>	<p>Staff Development has taken place to address the following:</p> <p>Inquiry Based Instruction, ongoing at staff meetings throughout the year</p> <p>Inspiration, May 3, 2005</p> <p>Accessing/Evaluation Electronic Information, May 9, 2005</p> <p>United Streaming, May 19, 2005</p>

2004-2005 AVHS Power Classrooms Reflective Narrative

What went well?

The mapping activities provided a wealth of information regarding areas where teaching staff felt that ET/IL standards could be easily imbedded in instructional activities. It also provided insight into areas where teaching staff felt that specific ET/IL standards did not fit well into instructional activities. This, in turn, gave rise to discussions about whether the feeling that, in some subject areas, the lack of “fit” was attributable to valid reasons as opposed to instructor lack of familiarity or fear. The willingness of the staff to explore ways to find a “fit” was impressive.

Progress on staff adoption of the backward design inquiry based planning model was impressive. More than four times as many UbD based instructional units were developed this year as compared to 2003-2004. It is exciting that the district has recently gone live with a UbD based online planning tool which features explicit ET/IL standards integration. This will make it easier for us to take next steps in integrating ET/IL standards into our instructional planning activities.

Staff interest in participating in ET/IL staff development opportunities was greater than expected. Most of these activities occurred toward the end of the year, when teachers are tired, but attendance and engagement was high.

What would you modify?

We will be working to front load more staff development next year so that teachers have more time to practice and experiment with what they learn.

It would have been nice to have had a “finished” online means for developing, posting and storing instructional units at the beginning of the school year.

Input from staff who participated in the more immersive Missing Link (district level) component of the Power Educators grant indicated a concern that there was a lack of fluidity between tech platforms (Mac/PC) and a desire to have had the teams in place earlier in the year.

Were there any surprises?

Not really. It was impressive to note how many of our teachers had at least some experience with accessing and evaluating electronic information (Gale, et al). It was also surprising to see that our teachers were well ahead of the curve in their utilization of the backward design instructional planning process.

What impact did this grant have on student achievement?

There is no way to draw a direct, causal link between the activities of this grant and specific indicators of student achievement. However, it can be reasonably assumed that increases in the degree to which standards are addressed and assessed can be attributed to the intentional use of the backward design planning process, resulting in a greater likelihood that students will develop mastery of these standards. A second assumption, which would lead to great student achievement, is that effective use of technology to differentiate instruction will result in greater engagement and learning on the part of students.

Did this grant impact the culture of teaching and learning? Explain.

There is a great deal of data to suggest that this grant positively impacted the culture of teaching and learning. The broad willingness to explore effective uses for the backward design instructional planning process clearly resulted in more thoughtful and intentional instructional planning. The increase in the use of online resources and technology based instructional tools has also resulted in greater differentiation. Finally, the significantly increased level of concern (both positive and negative) which has resulted from the increased awareness of what ET/IL standards are, and the need to address them, has resulted in professional growth on the part of many staff members.

Phase Three: Imbedding; Guided Practice (late April - early May)

Action	Objective/Grant	Activity/Date(s)	Evaluation
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	Goal Addressed		
<p>Development of Functional Unit Plans using an Inquiry Based, Standards-Driven (backward design/UbD) process that imbed ET-IL standards</p>	<p>Improve student performance through the integration of ET-IL standards in all content areas./ 1.2,2.1,2.2</p>	<p>A series of after school work sessions where the staff moves through a guided process resulting in at least one unit plan per teacher (perhaps 3 two hour sessions)</p>	<p>40% Complete</p> <p>20% of AVHS teaching staff participated in ongoing staff development in inquiry based instructional planning which imbeds ET/IL standards. (see attached samples)</p> <p>No guided practice work sessions for the entire have been held. Staff have increased their output of UbD based unit plans from a total of less than 30 last year to well over 100 this year.</p> <p>District 20 has recently gone live with an online inquiry based instructional planning tool that is closely aligned with the AVHS backward design model and will allow us to effectively pursue this goal next year.</p> <p>http://matrix10.d20.co.edu/missing_link/iu_about.html</p>