

Acceptable Documentation Options in the Classroom - Hard Data such as:

- Student work samples with name(s) removed
- Student pre/post test scores with name(s) removed
- Pictures of students involved in strategy implemented
- Charts and/or graphs of student data
- End product/projects as a result of training
(Ex. PPT presentation, Excel spreadsheet, copy of project/plan implemented.)
- Lesson plans **plus one of the above items attached**

Non-Acceptable Documentation Options in the Classroom:

- Copies of lesson plans without attachment(s)
- Faculty presentations
- Follow-up that does not include classroom implementation
- Research reports
- Copies of grade book pages

Examples of Strateg(y)ies (Examples only - not to be copied):

- Example 1. Use Google Maps to improve student motivation to read.
- Example 2. Use technology to differentiate instruction in Reading.
- Example 3. Use manipulatives to increase student comprehension of simple subtraction.
- Example 4. Use Inspiration software for concept mapping and brain storming with students to increase comprehension and understanding.
- Example 5. Incorporate content vocabulary through physical movement activities relating to Football.
- Example 6. Use visual supports to facilitate transitions within the classroom.
- Example 7. Become a trained trainer and deliver training to district psychologists and guidance counselors on the Kaufman Assessment Battery for Children-II (KABC-II).

Examples of Measurable Strateg(y)ies Evaluation (Examples only – not to be copied):

- Strategy 1 Evaluation: After using Google Maps in the classroom, 80% of students increased their reading time by 50% as evidenced by Reading Logs.
- Strategy 2 Evaluation: Students using BlackBoard Discussion Group for conversations regarding the book Catcher in the Rye demonstrated increased comprehension of characters and themes as evidenced through classroom test data.
- Strategy 3 Evaluation: 90% of students demonstrated increased skill in subtraction as evidenced by increased use of manipulatives during problem solving.
- Strategy 4 Evaluation: After using Inspiration 90% of students increased concept mapping and brain-storming skills as evidenced by using pre and post diagram views.
- Strategy 5 Evaluation: After incorporating football related vocabulary through physical movement activities, 85% of students demonstrated mastery as evidenced by obtaining an 80% or above on the football post assessment.
- Strategy 6 Evaluation: After implementing a picture chart of the classroom schedule 80% student will use the visual schedule in transitioning throughout the school day as evidenced by observation.
- Strategy 7 Evaluation: The psychologists and guidance counselors who attended my training provided evidence that they understood the concepts of the KABC-II assessment through both a question/answer segment and a written summation of the training.