



**Program Completers' Impact on P-12 Learning and Development
CAEP 4.1**

2019 - 2020

2018 - 2019

2017 - 2018

Report on CADRE Action Research Projects

University of Nebraska at Omaha

Metropolitan Omaha Educational Consortium

Career Advancement and Development of Recruits and Experienced Teachers (CADRE)

Impact on PK-12 Student Learning

Introduction

The Career Advancement and Development of Recruits and Experienced Teachers (CADRE) is a joint project between the Metropolitan Omaha Educational Consortium (MOEC) and the College of Education at the University of Nebraska at Omaha (UNO). MOEC is a collaborative organization of 12 local school districts in Iowa and Nebraska, two community colleges (Metropolitan and Iowa Western Community College), two educational service units, and the University of Nebraska at Omaha (UNO) that is dedicated to public education and bringing metropolitan Omaha-area educators together to provide exceptional educational experiences for P-12 learners.

CADRE is a cohort project sponsored by MOEC in conjunction with UNO since 1994. The project provides an opportunity for entry-level teachers to complete an accelerated master's program while receiving support from UNO faculty, veteran teachers, and other first-year teachers. Experienced Master-level teachers from MOEC school districts are selected to serve as CADRE Associates who mentor one to four CADRE teachers, have specific duties at UNO in teacher education and spend 50% of their time working in a school district.

The 15-month CADRE program is completed under the direction of a CADRE director. The academic coursework takes a "theory-to-practice" approach including a capstone action research project. The capstone project centers on the Five Core Propositions of the National Board for Professional Teaching Standards and the Interstate Teacher Assessment and Support Consortium (InTASC) Standards. The CADRE project culminates with CADRE teachers presenting their action research projects with UNO faculty, district representatives, colleagues, family members, and CADRE Associates.

Capstone Project: Impact on P-12 Learning and Development

CADRE participants link capstone projects to impact goals that include the implementation of specific teaching strategies. Each CADRE participant designs a research project based on the implementation of a teaching strategy or strategies and gathers impact data based on both quantitative and qualitative sources to include triangulation of data collected. The capstone project requires participants to develop a purpose statement, provide a rationale for the selection of strategies, review relevant research, develop an action plan, collect and analyze data, and reflect on the results. All participants post their capstone project on the [CADRE website](#) which allows for stakeholder review of the results.

UNO gathers P-12 learning and development impact data through the implementation of CADRE participants' action research projects since the Nebraska Department of Education does not release student impact data specific to teacher education programs or specific teachers. Each

CADRE participant completes an action research study with impact data gathered specifically on an implemented action research project. UNO will annually collect data from CADRE participants in the program who completed an initial level UNO program. CADRE participants are from multiple school districts and subject areas, which annually provides case study data from a range of programs to assess our completers' impact on PK12 student learning and development.

CADRE projects reported in the impact report include teachers who completed an initial educator preparation program at UNO in 2017-2018 (N = 8), 2018-2019 (N = 13), and 2019-2020 (N = 14). To facilitate data collection, all projects included at least one pre and post-test assessment that allowed candidates to report a percentage of change on selected measures.

CADRE Impact on Student Learning Research

2019-2020

N = 14

| Purpose Statement | Grade Level/ Endorsement | Class Context | t-Test Write Up |
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| <p><u>Teacher 1: The purpose of my study was to determine if building phonemic awareness through word work would increase student achievement in guided reading levels.</u></p> | <p>1st Grade Elementary</p> | <p>21 Students in the 1st grade class; 4 participated in the project</p> | <p>A paired-samples t-test was conducted to determine the effect building phonemic awareness through word work will increase student achievement in guided reading levels. There was a significant difference in the scores prior to implementing word work ($M = 3, SD = 2.16$) and after implementing the word work ($M = 11.75, SD = 2.62$); $t(4) = 3.888889, p = 0.0150719$. The observed standardized effect size is large (1.94). That indicates that the magnitude of the difference between the average and μ_0 is large. These results suggest that building phonemic awareness had a positive effect on increasing student achievement in guided reading. Specifically, the results suggest that the use of word work increased guided reading level achievement.</p> |
| <p><u>Teacher 2: The purpose of my study is to determine if student goal setting will increase student achievement of males in writing as measured by district CFAs and CSAs.</u></p> | <p>5th Grade Elementary</p> | <p>25 students in the class; 13 male students</p> | <p>A paired-samples t-test was conducted to determine the effect of the using student goal setting with males will increase students' achievement in writing. There was a significant difference in the scores prior to implementing summarizing strategies ($M = 9.45, SD = 2.02$) and after implementing ($M = 10.45, SD = 1.67$) the goal setting strategies; $t(11) = 1.80, p = 0.05$. The observed standardized effect size is medium (.54). That indicates that the magnitude of the difference between the average and μ_0 is medium. These results suggest that student goal setting with males had a medium effect on students' achievement in writing. Specifically, the results suggest that the use of goal setting strategies with males had a medium effect on increasing overall writing achievement.</p> |

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| <p><u>Teacher 3: The purpose of my study is to determine if implementing the math workshop model will increase students' overall achievement and engagement.</u></p> | <p>2nd Grade Elementary</p> | <p>17 students in a 2nd grade class</p> | <p>A paired-samples t-test was conducted to determine the effect of implementing the math workshop model will increase students' overall achievement. There was a significant difference in the scores prior to implementing summarizing strategies ($M = 53.88$, $SD = 31.25$) and after implementing ($M = 85.53$, $SD = 13.59$) the summarizing strategies; $t(17) = 3.71$, $p = 9.58430 \text{ e-}4$. The observed standardized effect size is large (0.90). That indicates that the magnitude of the difference between the average and μ_0 is large. These results suggest that implementing the math workshop model had a positive effect on students' overall achievement, math fluency and engagement. Specifically, the results suggest that the use of math workshop models increased mathematical achievement.</p> |
| <p><u>Teacher 4: The purpose of my study is to determine if the use of kinesthetic literacy activities will increase students' letter recognition abilities.</u></p> | <p>Preschool Special Education</p> | <p>24 preschool students (ages 3-5 years old), half in special education, half serving as peer role models</p> | <p>A paired-samples t-test was conducted to determine the effect of kinesthetic literacy activities will increase students' letter recognition abilities. There was a significant difference in the scores prior to implementing kinesthetic literacy activities ($M = 0.33$, $SD = 0.51$) and after implementing ($M = 3.66$, $SD = 1.86$) the kinesthetic literacy activities; $t(6) = 5.42$, $p = 1.44 \text{ e-}3$ The observed standardized effect size is large (2.21). That indicates that the magnitude of the difference between the average and μ_0 is large. These results suggest that kinesthetic literacy activities had a positive effect on students' letter recognition abilities. Specifically, the results suggest that the use of summarizing strategies to identify the main idea increased reading achievement.</p> |
| <p><u>Teacher 5: The purpose of my study is to determine if social-emotional skills instruction would improve competencies in social-emotional development and self-</u></p> | <p>6th Grade Elementary</p> | <p>21 students in a 6th grade classroom, 5 students participated</p> | <p>A paired-samples t-test was conducted to determine the effect of the use of social-emotional skills instruction to improve competencies in social-emotional development and self-regulation during peer interactions. There was not a significant difference in the scores prior to implementing summarizing strategies ($M = 17.25$, $SD = 2.63$) and after implementing ($M = 17.79$, $SD = 2.51$) the</p> |

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| <p>regulation during peer interactions.</p> | | | <p>social-emotional learning strategies; $t(21) = 0.5, p = 0.31$. The observed standardized effect size is small (0.13). That indicates that the magnitude of the difference between the average and μ_0 is small. These results suggest that the use of social-emotional skills instruction had a small effect on competencies in social-emotional development and self-regulation during peer interactions. Specifically, the results suggest that the use of social-emotional skills instruction improved competencies in social-emotional development and self-regulation during peer interactions.</p> |
| <p>Teacher 6: The purpose of my study is to determine if implementing growth mindset strategies in a writer's workshop model will impact students' ability to persevere in writing tasks and improve achievement for students in the subject area of writing.</p> | <p>2nd Grade Elementary</p> | <p>Instruction was delivered to the whole class, 4 students participated in study</p> | <p>A paired-samples t-test was conducted to determine the effect implementing growth mindset strategies in a writer's workshop model would impact students' ability to persevere in writing tasks and improve achievement for students in the subject area of writing. There was a significant difference in the scores prior to implementing summarizing strategies ($M = 9.57, SD = 2.61$) and after implementing ($M = 12.14, SD = 1.64$) the summarizing strategies; $t(16) = 3.99, p = 7.00 \times 10^{-4}$. The observed standardized effect size is large (1.07). That indicates that the magnitude of the difference between the average and μ_0 is large. These results suggest that the use of growth mindset strategies had a positive effect on students' ability to persevere in writing tasks and improve writing achievement. Specifically, the results suggest that the implementation of growth mindset strategies increased student's achievement.</p> |
| <p>Teacher 7: The purpose of this study is to determine if the use of peer conferencing will increase student achievement in writing.</p> | <p>1st Grade Elementary</p> | <p>21 students in a 1st grade classroom</p> | <p>A paired-samples t-test was conducted to determine the effect of the use of peer conferencing will increase student achievement in writing. There was a significant difference in the scores prior to implementing summarizing strategies ($M = 15.66, SD = 1.92$) and after implementing ($M = 20.23, SD = 1.74$) the summarizing strategies; $t(21) = 14.03295, p = 4.085 \times 10^{-12}$. The observed standardized effect size is large (3.06). That indicates that the</p> |

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| | | | <p>magnitude of the difference between the average and μ_0 is large. These results suggest that the use of peer conferencing in writing had a positive effect on student achievement in writing. Specifically, the results suggest that the use of peer conferencing increased writing achievement.</p> |
| <p>Teacher 8: The purpose of my study is to determine if using math talk moves will increase student achievement in their number sense skills.</p> | <p>9th and 10th Grade Secondary Math</p> | <p>124 students in five different freshman geometry classes</p> | <p>A paired-samples t-test was conducted to determine the effect of the use of math talk moves on students' ability to increase their number sense skills. There was a significant difference in the scores prior to implementing math talk moves ($M = 1.63, SD = 0.85$) and after implementing ($M = 2.64, SD = 1.15$) the math talk moves; $t(72) = 7.43, p = 9.0 \text{ e-}11$. The observed standardized effect size is large (0.88). That indicates that the magnitude of the difference between the average and μ_0 is large. These results suggest that if using math talk moves had a positive effect on students' ability to increase their number sense skills. Specifically, the results suggest that the use of math talk moves to determine the validity of their answers.</p> |
| <p>Teacher 9: The purpose of my study is to determine if the use of summarizing strategies will increase student ability in determining the main idea of a text.</p> | <p>2nd Grade Elementary</p> | <p>33 students in a freshman English class, 25 who have been exited from the EL program</p> | <p>A paired-samples t-test was conducted to determine the effect of implementing small group differentiated instruction paired with reteaching strategies and its impact on student achievement in mathematics. There was a significant difference in the scores prior to implementing summarizing strategies ($M = 3.67, SD = 2.43$) and after implementing ($M = 10.5, SD = 1.95$) the summarizing strategies; $t(18) = 13.67, p = 6.72 \text{ e-}11$. The observed standardized effect size is large (3.22). That indicates that the magnitude of the difference between the average and μ_0 is large. These results suggest that the implementation of small group differentiated instruction paired with reteaching strategies had a positive effect on students' achievement in mathematics. Specifically, the results suggest that the use of small group differentiated instruction paired with reteaching strategies increased reading achievement.</p> |

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| <p><u>Teacher 10: The purpose of my study is to determine if the implementation of small group differentiated instruction paired with reteaching strategies will increase student achievement in math.</u></p> | <p>2nd Grade Elementary</p> | <p>21 students in a 2nd grade classroom, 10 participated</p> | <p>A paired-samples t-test was conducted to determine the effect of implementing small group differentiated instruction paired with reteaching strategies and its impact on student achievement in mathematics. There was a significant difference in the scores prior to implementing summarizing strategies ($M = 3.67, SD = 2.43$) and after implementing ($M = 10.5, SD = 1.95$) the summarizing strategies; $t(18) = 13.67, p = 6.72 \text{ e-}11$. The observed standardized effect size is large (3.22). That indicates that the magnitude of the difference between the average and μ_0 is large. These results suggest that the implementation of small group differentiated instruction paired with reteaching strategies had a positive effect on students' achievement in mathematics. Specifically, the results suggest that the use of small group differentiated instruction paired with reteaching strategies increased reading achievement.</p> |
| <p><u>Teacher 11: The purpose of my study is to determine if the using strategies to improve reciprocity will increase student's reading and writing achievement.</u></p> | <p>2nd Grade Elementary</p> | <p>9 students in 2nd grade</p> | <p>A paired-samples t-test was conducted to determine the effect if the use of strategies to improve reciprocity will increase student's reading and writing achievement. There was a significant difference in the scores prior to implementing summarizing strategies ($M = 30.55, SD = 16.83$) and after implementing ($M = 54.22, SD = 23.85$) the summarizing strategies; $t(9) = 4.91, p = 5.0 \text{ e-}4$. The observed standardized effect size is large (1.64). That indicates that the magnitude of the difference between the average and μ_0 is large. These results suggest that the use of strategies to improve reciprocity had a positive effect on students' reading and writing achievement. Specifically, the results suggest that the use of strategies will increase student's reading and writing achievement.</p> |

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| <p><u>Teacher 12: The purpose of my study is to determine if the use of purposeful accountability tasks will increase student motivation and reading engagement and achievement during independent reading time.</u></p> | <p>6th Grade Elementary</p> | <p>18 students in a kindergarten classroom</p> | <p>A paired-samples t-test was conducted to determine the effect of the use of purposeful accountability tasks will increase student motivation, engagement, and achievement during independent reading time. There was a significant difference in the scores prior to implementing summarizing strategies ($M = 15.00$, $SD = 12.91$) and after implementing ($M = 77.50$, $SD = 12.58$) the summarizing strategies; $t(4) = 25$, $p = 7.0 \text{ e-}5$. The observed standardized effect size is large (12.50). That indicates that the magnitude of the difference between the average and μ_0 is large. These results suggest that the use of purposeful accountability tasks had a positive effect on students' motivation, engagement, and achievement during independent reading time. Specifically, the results suggest that the use of goal setting and personalized, independent tasks increased reading motivation, engagement, and achievement.</p> |
| <p><u>Teacher 13: The purpose of my study is to determine if the inclusion of verbal and written communication strategies will increase students' ability to communicate their mathematical understanding.</u></p> | <p>3rd Grade Elementary</p> | <p>22 students in 3rd grade</p> | <p>A paired-samples t-test was conducted to determine if the inclusion of verbal and written communication strategies will increase students' ability to communicate their mathematical understanding. There was a significant difference in the scores prior to implementing verbal and written communication strategies ($M = 47.73$, $SD = 21.53$) and after implementing ($M = 76.59$, $SD = 9.46$) the verbal and written communication strategies; $t(22) = 6.73$, $p = 5.90 \text{ e-}7$. The observed standardized effect size is large (1.43). That indicates that the magnitude of the difference between the average and μ_0 is large. These results suggest that the inclusion of verbal and written communication strategies had a positive effect on students' ability to communicate their mathematical understanding. Specifically, the results suggest that the use of verbal and written communication strategies increased students' mathematical understanding.</p> |
| <p><u>Teacher 14: The purpose of my study is to determine if guided</u></p> | <p>5th Grade Elementary</p> | <p>17 students in 3rd grade</p> | <p>A paired-samples t-test was conducted to determine the effect guided math rotations would increase overall academic</p> |

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| <p>math rotations would increase fact fluency, student engagement, and overall academic achievement in math.</p> | | | <p>achievement in math. After analyzing pre-test and post-test data for Topic 6, there was a significant difference in the scores prior to implementing math rotations ($M = 39.23$, $SD = 23.44$) and after implementing math rotations ($M = 94.88$, $SD = 6.51$); $t(17) = 8.54$, $p = 1.16 \text{ e-}8$. The observed standardized effect size is large (2.07). That indicates that the magnitude of the difference between the average and μ_0 is large. These results suggest that implementing math rotations had a positive effect on academic achievement in math. Specifically, the results suggest that the use of math rotations increased achievement in math.</p> <p>A paired-samples t-test was conducted to determine the effect guided math rotations would increase overall academic achievement in math. After analyzing pre-test and post-test data for Topic 15, there was a significant difference in the scores prior to implementing math rotations ($M = 52.13$, $SD = 26.84$) and after implementing math rotations ($M = 100$, $SD = < .001$); $t(17) = 8.54$, $p = 1.16 \text{ e-}8$. The observed standardized effect size is large (2.07). That indicates that the magnitude of the difference between the average and μ_0 is large. These results suggest that implementing math rotations had a positive effect on academic achievement in math. Specifically, the results suggest that the use of math rotations increased achievement in math.</p> <p>A paired-samples t-test was conducted to determine the effect guided math rotations would increase overall academic achievement in math. After analyzing pre-test and post-test data for Topic 17 there was a significant difference in the scores prior to implementing math rotations ($M = 60.32$, $SD = 26.84$) and after implementing math rotations ($M = 98$, $SD = < .001$); $t(17) = 8.54$, $p = 1.16 \text{ e-}7$. The observed standardized effect size is large (2.07). That indicates that the magnitude of the difference between the average and μ_0 is large. These results suggest that implementing</p> |
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| | | | math rotations had a positive effect on academic achievement in math. Specifically, the results suggest that the use of math rotations increased achievement in math. |
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| CADRE Research Projects: Impact on P-12 Student Learning 2018-2019 (N = 13) | | | |
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| Purpose Statement | Grade Level | Class Context | Pre / Post Test Results |
| Teacher 6: The purpose of this study was to determine if the use of word study activities in guided reading would increase reading achievement. | Kindergarten | 25 Students 8 Students with IEPs | Pretests showed that 15 students were below grade level. Posttests showed that 7 students were below grade level. A total of 14 students increased at least one reading level. |
| Teacher 7: The purpose of this study was to determine if the use of research based writing process strategies would improve the quality of student writing as evaluated with the ACT Writing Test scoring rubric. | 10th Grade | 26 Students 12 Students with IEPs | Pretest average was 5.23 compared to a posttest average of 6.87. This was an increase of 1.64. |
| Teacher 8: The purpose of this study is to determine if the implementation of study and test-taking strategies will help improve student test scores. | 7th Grade | 50 Students 12 Students with IEPs or 504 plans 5 ELL Students | First period's class average increased 13% after being taught test-taking skills. All students' test scores increased, with the exception of one student. Sixth period's class average increased 15.5% since implementing test-taking strategies, and all individual student test scores increased, besides two. Lastly, the eighth hour's test averages increased a total of 17.5%. Individual scores increased besides one student. In totaling all the data, 99.96% of my students' scores increased from their previous unit test. |
| Teacher 9: The purpose of this study was to determine if a flexible seating arrangement in a foreign language classroom would increase engagement and increase the quality of instruction. | High School French | 40 Students | Preference in Seating Pre and Post Survey +18% change in preference for flexible seating. Students' attitudes towards the class as well as the classroom environment created a positive culture for learning where students felt comfortable taking risks and stayed engaged. Students were stable in their comprehension of the text and thus flexible seating did not have a negative impact on the students' academics. |

| <p>Teacher 10: The purpose of this study was to determine if targeted reading strategies (vocabulary, main idea, supporting details, and summarizing) would increase students' reading comprehension.</p> | 10th Grade | 12 Students | <p>Eight students achieved growth from pre to post-test. The average pretest score was 41%, with individual scores ranging from 10%-90%, demonstrating the diverse abilities in this student group. The parallel form posttest was administered after two curricular units during the research period. The average score was 44% with a range of 13%-91%.</p> |
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| CADRE Research Projects: Impact on P-12 Student Learning 2018-2019 (N = 13) | | | |
| Purpose Statement | Grade Level | Class Context | Pre / Post Test Results |
| <p>Teacher 11: The purpose of this study was to determine if explicit math instruction in the area of number sense would increase student achievement.</p> | 2nd Grade | 2 Students with IEPs | <p>When analyzing the total accuracy of the pre- and post-tests for Students B and C (no time-limit constraint), it was clear that growth was made for each student within the six weeks of number sense instruction. Student B's pretest score was 15 out of 50 points equates to 30% accuracy. After six-weeks Student B's posttest score was 20 out of 50 points which equates to 40% accuracy. This student, who had a verified learning disability in math, gained 10% accuracy with six-weeks of number sense instruction. This data shows that the number sense intervention was beneficial for Student B. Student C scored 19 out of 50 points on his pre-test, which equates to 38% accuracy. On the posttest, he scored 23 out of 50 points, which equates to 46% accuracy. Student C gained 8% accuracy in six-weeks of intervention. This data indicated that the interventions implemented were also helpful to Student C.</p> |
| <p>Teacher 12: The purpose of this study was to determine if the direct instruction of letter-sound relationships and decoding strategies such as visual imagery exercises, word collecting, and reading strategy cards would increase word decoding accuracy.</p> | 3rd Grade | 3 Students with IEPs | <p>Student A showed the most growth with a 121% increase, Student B had a 44% increase, and Student C had a 65% increase. All students showed significant growth. As a result of the posttest, Students A and C were close to reaching the average score for a third-grade student.</p> |
| <p>Teacher 13: The purpose of this study is to determine if increased, targeted short answer response questioning will increase students' on-demand writing proficiency.</p> | 9th Grade | 46 Students | <p>In reviewing the final data for the pre-test, students in the 1st hour class averaged a score of 1.88 and the 9th hour class averaged a score of 1.76. The final mean for posttest from 1st hour increased to 2.82 and 9th hour increased to 2.45. In comparison, both classes increased their on-demand writing proficiency. In further reviewing the pre and</p> |

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| | | | post test data, only two students' scores remained the same. The rest of the students showed between a .5 to 1.5 increase from their previous score. No students' score decreased in comparison to their first writing assessment. |
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| CADRE Research Projects: Impact on P-12 Student Learning 2017-2018 (N = 8) | | | |
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| Purpose Statement | Grade Level | Class Context | Pre / Post Test Results |
| <u>Teacher 1: The purpose of this study was to determine if the use of decoding strategies such as explicit decoding instruction, Elkonin boxes, and repeated reads will increase students' oral reading fluency.</u> | 1 st Grade | 17 Students 4 Students with an IEP | <ol style="list-style-type: none"> 1. AIMSweb Plus Oral reading fluency: Percentage of students who did not meet the goal of 70 wpm decreased from 82% in the Fall, 53% in the Winter to 24% in the Spring. 2. Students showed a 72% increase in the use of decoding strategies. 3. Students showed an 87% increase in the naming of decoding strategies. |
| <u>Teacher 2: The purpose of this study was to determine if inference making strategies increase reading comprehension.</u> | 9 th Grade | | <ol style="list-style-type: none"> 1. Correct answers on the teacher-made assessment increased from pre-test = 39.5% to post-test = 67.3%. 2. The number of students who initially felt uncomfortable finding the main idea dropped from 15% to 8% from the pre-test to the post-test. |
| <u>Teacher 3: The purpose of this study was to determine if the use of beyond the text strategies including annotating, identifying signposts, and text dependent questioning would increase student ability to comprehend text.</u> | 6 th Grade | 19 Students 4 Students with an IEP | <ol style="list-style-type: none"> 1. Weekly formative tests: Initially, student average steadily increased, but then seemed to follow no pattern from week to week. 2. Summative benchmark tests: Class average increased from 67% on the pretest to 85% on the post-test. 3. 53% of students said they enjoyed reading on the post-test (pre-test = 46%). |

| Teacher 4: The purpose of this study was to determine if flash card drilling methods and reading racetracks will increase students' ability to fluently read sight words. | Kindergarten | 23 Students | <ol style="list-style-type: none"> 1. On the pre-test, 21.74% students were above grade level, 21.74% were 1 level below, and 56.5% students were below grade level. 2. On the post-test, 30.43% students were above grade level, 13.04% were 1 level below, and 56.52% students were below grade level. |
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| Teacher 5: The purpose of this study was to determine if the implementation of choice novel units, choice projects, and a student paced unit will decrease inappropriate cell phone use and increase assignment completion in a Sophomore English class. | 10 th Grade | 30 Students | <ol style="list-style-type: none"> 1. The number of cellphones used increased as the unit progressed into week 2 and then drastically jumped to 23 cell phones during week 3. 2. The percentage of assignments completed decreased from 83% in week 2 to 62% in week 6. 3. In week 2, 34% of students scored above average, and 14% of students scored below average. In week 6, 27% of students scored above average, and 21% of students scored below average. |
| CADRE Research Projects: Impact on P-12 Student Learning 2017-2018 (N = 8) | | | |
| Purpose Statement | Grade Level | Class Context | Pre / Post Test Results |
| Teacher 7: The purpose of this study was to determine if reviewing vocabulary, breaking down the structure of word problems, and the use of schematic diagrams would increase my students' ability to solve word problems. | 9 th and 10 th Grade | 16 Students | <ol style="list-style-type: none"> 1. Between Test 1 (Equations) and Test 2 (Square roots), the combined percentage of students who answered ideally rose from 15.38% to 25% while the combined percentage of students who answered most unfavorably dropped from 38.46% to 33.33%. After Test 3 (Equations) the ideal responses rose again slightly to 27.27%. 2. Unit Test Word Problems: From Test 1 to Test 3, the mean number of problems attempted decreased, and the mean number of word problems correct neither increased nor decreased. |
| Teacher 8: The purpose of this study was to determine if the use of conferencing, mentor texts, and rubrics within a writer's workshop model will improve student achievement in the area of writing. | 2 nd Grade | 19 Students 2 Students with Behavior Plans | <ol style="list-style-type: none"> 1. District Common Summative Assessments: 67% scored below proficient for second grade on the informative writing pre-test, leaving only 34% who were on grade level or above. The number of students who scored proficient or above on the post-test increased substantially to 83% of students, 17% writing below a second-grade level. The data from the posttest showed growth for 100% of my students. 2. In the first week, 100% of conferencing conversations were focused on choosing focused ideas that could give their reader information. The second week's conferences progressed to conversations about focusing on those topics, finding facts, and organizing those facts in a way that |

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| | | | <p>helps the reader. The third week showed conversations surrounding all four traits as students were far into their research reports. The last week's conferencing conversations had more focus on conventions due to students editing and revising.</p> <p>3. Students' writing identities positively increased in each writing trait except for organization.</p> |
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