**G. Nicole Magee**

**Educational Leadership Internship Overview**

**University of St. Thomas**

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| Project | Reason for Concern | Needs Assessment | Plan of Action | Evaluation | Artifacts | Reflections |
| SIOP and  Lesson Preparation | The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based instructional model that has proven effective in addressing the academic needs of English learners. Though trained in every component of SIOP, consistent implementation of the strategies remains a campus concern. | Teacher interviews:  Teachers expressed having different levels of comfort with the various components, needed assistance identifying their areas of weakness and required additional training to target those deficiencies. | Instructional coaches will use a SIOP observation checklist to evaluate the level of implementation of the 30 features. Teachers will use the same form during peer observations. | The frequency of each feature will be quantified to determine which areas are not addressed during the regular instructional day. Decisions would be made to provide training for that feature or the entire component. | **SIOP Observation Data**  **SIOP Observation Analysis**  **SIOP Training PPT** | The components that were not evident or in the early stages of development were lesson preparation, building background, and review and assessment. Teachers identified in need of Component 1 (Lesson Preparation) received additional training. Training in the other two components is forthcoming. Teachers also have the option of requesting classroom modeling to improve their practice. |
| Teach Like a Champion Campus | Classroom management on campus lacks a common language that reinforces desirable behaviors for all classrooms. | The number of discipline referrals for minor infractions such as talking in class increased significantly over the past two years. There is no consistent plan for engaging and managing students that has parity across all core content areas and classrooms. | All teachers will participate in the Teach Like a Champion Book Study with modeling of strategies during departmental time. | Teachers will give feedback on student progress with regard to meeting expectations outlined in selected instructional and management strategies. | **Teach Like a Champion Observation Checklist and Data**  **Teach Like a Champion Survey**  **Teach Like a Champion Survey Reflections** | Teachers reported that student time on task increased due to the clear expectations for routine classroom procedures. These procedures were consistent from class to class creating a common language that each teacher was able to reinforce. Student participation in class discussions also increased due to cold call, stretch it, and no opt strategies. |
| S.T.E.M. and Literacy | Many of the skills that are critical for growing strong readers are also core skills in the study of science and math. Predicting, understanding cause and effect, understanding sequence, building background knowledge, and developing the ability to read and write informational text are some of these skills. | STEM demands that we teach lessons and pursue projects that connect all the subjects represented in its acronym. In this day of narrowed curriculum, that is a very important distinction. Our current instructional program lacks this level of integration. | Improve student engagement by making connections between math and science through engaging and rigorous learning experiences. The JASON project, with its integrated STEM approach will be foundational to instruction. Supplemental STEM resources will be budgeted and allocated based on student needs. | Year to date assessment data will be compared for the last two school years to determine if the JASON modules had an impact on student achievement. | **JASON Project Post Assessment Data**  **JASON Project Skills Data**  **JASON Project Reflections** | Assessment scores after JASON modules averaged 10% or higher in 7th and 8th grade. Students showed significant gains in vocabulary retention and written expression of science concepts. Student satisfaction with lessons and class structure also improved resulting in an increase in time on task; number of assignments completed and reduced number of discipline referrals during the JASON modules. |
| Keep Kids in Class | Students who are excluded from the school setting lose ground during the academic school year and perpetuate the achievement gap. | Teachers report that students returning from extended ISS, OSS, or alternative school placement are not able to perform on the same level as their peers who have had an uninterrupted grading cycle or school year. | Incident data from the last three school years will be gathered. Incident data is the individual record for each incident during the school year that resulted in school suspension or referral to an alternative setting. | Documentation of existing numbers and exclusions of students excluded from school will be discussed and analyzed to make necessary revision to the discipline plan. | **Discipline Data**  **Discipline Data Analysis**  **Discipline Plan**  **Discipline Intervention**  **/Behavior Contract** | Despite our preventative efforts, there will be times when suspension or alternative placement occurs. As our discipline referrals and alternative placements continue to rise, my hope is that these decisions will be made by a team of teachers, counselors and administrators who know the students after evaluating the individual student’s circumstances and incident details. |