Note: This form can be used for both the on and off-campus summer sections of the Math Institute

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Final Draft of HQT Institute Impact Sheet (hard copy distributed in summer session)

Please note: an on-line version will be available in the “downloadable forms” by going to http://www.muskingum.edu/home/gradstudies/formsliterature.html. The downloadable version should be completed and sent by mail to Ky Davis, Office of Graduate and Continuing Studies, Muskingum College, New Concord, Ohio 43762 by 9/30/05 or e-mailed as an attachment to kDavis@muskingum.edu. (E-mail is preferred format.) ALL participants in the seminar should complete relevant sections of this Impact Form. However, for those participants who took this seminar for credit, failure to submit this form will result in a change of letter grade for the course by ½ grade, e.g., A to A- or A- to B+. You will receive a reminder of the 9/30/05 due date early in September IF you have submitted a current e-mail address to the instructor.

If you are teaching math, fall, 2005, this lesson should be one taught to students between the beginning of the 2005-06 school year and September 25, 2005, preferably students in grades 7-12, some of whom are provided with special education services. If your paid position for the 2005-06 school year does NOT include teaching math content to students in grades 7-12, please check here, PLAN a lesson and only complete Sections I, II, and IV of the Impact Form.

_______ I am not teaching math content to students in grades 7-12. (Only complete Sections I, II, and IV.)

I. Lesson Plan: Please check one of the following:

_____ This is a new plan I developed. _____ This is an adaptation of an IMS plan
_____ This is an adaptation of a ________ plan I found (where) _______________________.

Background information (required):

If taught, date that lesson was taught ________ How many students? _________

To whom was this lesson taught? (Please note age, grade, range of skills and abilities, etc. Please indicate in what setting it was taught?)

II. IMS Lesson Plan Template:

Lesson Summary (required):
Briefly describe the procedures and purposes of the lesson.

Estimated Duration (required):
Include an estimate of the time needed for instruction.

Commentary: (Required IF you chose to “adapt” an existing plan. In this section please describe in detail how you adapted it.)
Pre-Assessment (required):
Identify strategies to pre-assess student knowledge of the selected standard(s), benchmark(s) and indicator(s). Data from pre-assessment helps educators select specific instructional strategies and determine appropriate complexity and pacing for the lesson. Pre-assessments may be as informal as a reflection on students’ prior learning, a conversation about concepts or warm-up problems at the beginning of class that are not scored. They may be more formally structured, such as a quiz or an assigned writing topic.

Scoring Guidelines (required):
Define scoring guidelines for the pre-assessment, which may take the form of teacher judgment, a checklist or another scoring format. Scoring guidelines should reveal whether or not student has met the indicator or benchmark so that instruction can be modified and targeted to learners accordingly. Teachers should conduct ongoing teacher assessment and student self assessment throughout instruction. These can be planned or conducted as opportunities for observation or reflection arise. If planned, describe here.

Post-Assessment (required):
Identify strategies to assess student learning as a result of the lesson. Data that results should help to plan subsequent instruction.

Scoring Guidelines (required):
Define scoring criteria for the post-assessment, which may take the form of a rubric or another scoring format. Scoring criteria should reveal whether or not student has met the indicator or benchmark so that instruction can be targeted accordingly. If possible, assessment and scoring criteria should be developed to reflect student process as well as product.

Instructional Procedures (required):
Describe the instructional steps that will be taken to implement the lesson.

Differentiated Instructional Support (required):
Describe how instruction can be differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).

Extension (optional):
These are ideas for all students to continue learning on this topic -- in class or outside of class.

Homework Options and Home Connections (optional):
Describe work that will be assigned to students outside of the classroom.

Interdisciplinary Connections (optional):

Materials and Resources (required):
For teachers
List the materials needed for the teacher.

For students
List the materials needed for the students.

Key Vocabulary (required):
List key terms that need to be defined prior to or as part of instruction.

Technology Connections (optional):
Suggest ideas for integrating technology into the lesson.

Research Connections (optional):
Include research that supports the content or methods of instruction within the lesson.
General Tips (optional, since, if you taught this lesson, you are completing section III below): Record observations and suggested modifications to facilitate instruction and student learning in the lesson.

Attachments (REQUIRED): List and attach any additional materials created for the lesson, including student handouts, blackline masters, overheads, etc.

III.  Post Instruction Reflection

Were your learning goals/outcomes met and/or did the students meet the intent of the indicator(s)?

Note: Please include a brief analysis of student data to support your statements.

What were the strengths of your lesson?

What would you do differently next time you teach this lesson?

How did you use what you learned in the Institute to teach this lesson?

IV.  HQT Institute IMPACT  (Please circle one answer for each of the following:)

1.  As a result of this HQT Institute, my competence in teaching math content changed

   0%  20%  40%  60%  80%  100%

2.  As a result of this HQT Institute, my confidence in teaching math content changed

   0%  20%  40%  60%  80%  100%

3.  As a result of this HQT Institute, the instructional methods I use changed

   0%  20%  40%  60%  80%  100%

4.  As a result of this HQT Institute, my use of instructional assessments changed

   0%  20%  40%  60%  80%  100%

5.  As a result of this HQT Institute, my use of student assessment data changed

   0%  20%  40%  60%  80%  100%