



(Synthesizing Teacher Action Research)

**Knowledge * Application * Impact
Continuing Education Homework Form**

Registration for continuing education is to be completed online, using the link provided by your service center. Credit is granted based on the time spent in a given session (e.g. 7.5 hrs. = 0.5, 15 hrs. = 1 credit) and additional credit is earned based on the time spent applying that knowledge in one's job setting. This additional credit (application to impact credit) may be gained by applying what is learned in a session over a broader course of time (no more than 12 months). To gain college credit for a continuing education session, complete part one of the template below. To gain application to impact credit, complete parts two through five below, which follow a type of action research format. It is the teacher's responsibility to confirm his/her professional development council approves of each step of the STAR process in order to use the credit earned for relicensure.

Questions regarding the processing of continuing education registration and homework forms should be sent to med@mnu.edu or go to <http://www.mnu.edu/continuing-education> for more information. Transcripts are usually available three weeks after the conclusion of a workshop or the submission of a homework form. Information regarding requesting transcripts may be found at <https://www.mnu.edu/resources/registrar>.

STAR REFLECTIONS ASSIGNMENT INSTRUCTIONS

- 1. Only part one is required for the initial workshop. Additionally, the assignment must be completed by the stated deadline, before application to impact credit may be earned.***
- 2. Completed forms, in PDF or Word ATTACHED document only, should be sent to med@mnu.edu. We do not accept Google shared docs or links. You can download Google docs as either a PDF or Word doc by going to File → Download → Microsoft Word (or) PDF Document.***
- 3. Reflections should be written in Times New Roman, 12-point font and composed in complete sentences with proper grammar. Any references should be cited following APA guidelines. For assistance with APA formatting, go to <https://owl.english.purdue.edu/owl/>***
- 4. Only register for a credit portion of STAR when you are ready to submit the corresponding assignment. Please email med@mnu.edu to request a registration link for parts 2-5; you need to provide your name, course title, and course number in the body of the email. Each part of the application to impact credit must be completed in order but not all five parts are required.***
- 5. Part Two should be submitted with Part One as a running document. This is applicable to Parts Two through Five.***
- 6. Parts 2-5 must be completed within one calendar year of the workshop conclusion. Parts 2-5 must be completed with the same student population within one academic year.***

Name of Participant:	
Course/Workshop Title:	
Workshop Credit Hour(s) Offering:	Workshop Date:

Part One Knowledge: Basic Reflection

Course Number	Course Title
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*Part One is designed to guide an educator through the basic reflection process after attending a continuing education workshop. To receive an "A" for this workshop, complete all sections below accurately and thoughtfully. Completing three of the four sections below or providing incomplete responses, results in an official grade of a "B." Reflection forms with fewer than three sections complete will result in a non-grade. Grades C and below will not be issued. For part one only, **each response should be a minimum of 250 words, 1,000 total.***

1. Describe the key content presented in the workshop.
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2. Explain why this information is important to the field of education.

3. Explain the potential impact of this methodology, philosophy, information, or the influence it will have on students and/or communities.

4. If you are or were a classroom teacher or specialist, articulate how you will implement this new knowledge in the classroom. For teachers, lesson plans are acceptable in this section. If you are an administrator, describe how this new information will impact your building or learning community.
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Parts 2-5 are **OPTIONAL** and may only be completed **AFTER** you have submitted part one.
Please review all instructions before continuing to parts two through five.

Part Two Knowledge: Context & the Learner (0.5 Credits)

Course Number	Course Title
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*Credit Hour Allocation: .5 hours (designed to take seven and a half hours of analysis and recording)
Part Two of the application to impact credit form is designed to guide the educator through a study of a contextual analysis and forming a hypothesis stating how the new learned knowledge from a workshop will impact student and teacher achievement. To receive an "A" for this portion of the form, complete all sections below thoroughly and thoughtfully. Completing four to seven sections below or providing incomplete responses, results in an official grade of a "B." Reflection forms with fewer than four sections complete will result in a non-grade. Grades C and below will not be issued.*

1. List below the goals you've established for your own professional development and indicate if the goals *1. raise student academic performance, 2. raise student academic growth, 3. reduce the proficiency gap between student subgroups, or 4. reduce the percentage of students scoring below proficiency*¹.

2. What prompted your enrollment in this session?

3. Describe your students as individuals and as learners. Your response should summarize learner profile data (history/background information, basic demographics, learning style preferences, multiple intelligences, current level of development, priority of learning needs, and any diagnostic/assessment information regarding content readiness).

4. Describe the learning environment of your classroom. How do you incorporate knowledge of student diversity to create a positive culture of respect and rapport?

5. What evidence would one see in your classroom indicating your classroom has consistently and effectively established a safe, respectful, and academically challenging environment for all students? Provide an explanation for each piece of evidence presented.

6. Of the variables described above, which three do you believe will most impact the effectiveness of your application of this new knowledge gained through this workshop?

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7. How do you *anticipate* the workshop you attended will help you achieve your professional goals or raise student achievement?

8. Create a hypothesis stating what you believe will be the result of implementing the knowledge gained in this workshop into your classroom. **(required item)** For assistance in writing a hypothesis, go to: http://wikieducator.org/Formulation_of_action_hypothesis

For office only

Grader Comments:

Part Three Application: Instructional Planning, Assessment, and Implementation (1 Credit)

Course Number	Course Title
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Credit Hour Allocation: 1 hour (designed to take 15 hours of preparation and recording)
Expanding on item 4 of Part One found on page two, Part Three of the application to impact credit form is the stage at which the educator creates the instructional plan for a unit of study based on the information gained in the workshop and in part two above. To receive an “A” for this portion of the form, thoughtfully and thoroughly complete all sections below. Completing six to nine sections below or providing incomplete responses, results in an official grade of a “B.” Reflection forms with five or fewer sections complete will result in a non-grade. Grades C and below will not be issued.

Table 2, below, may be used to address items 1-3 below (add rows as needed).

1. Provide a list of the unit objectives and next to each state the district, KSDE, and/or national standards to which your objectives align. Justify your selection by stating how they are rigorous and will lead to challenging activities.

2. Describe the unit assessment plan by identifying the formative, summative, informal, and/or formal assessments. Pre and post assessments are required.

3. Describe the adaptations, modifications, or differentiation of assessment plans and instruction that addressed student’s learning needs.

Table 2

<i>Lesson</i>	<i>Objective(s)</i>	<i>Assessment</i>	<i>Instructional Plan (Summary)</i>	<i>Differentiation/Modifications/ Accommodations</i>
1				
2				
3				
4				
5				

4. List the variety of teaching approaches and resources used throughout this unit of study.

5. To demonstrate your knowledge of the important content in the discipline, use of multiple representations and explanations, understanding of how these relate to each other, and his/her anticipation or identification of student misconceptions provide lesson plans used to teach this unit. When you submit this form, you may simply upload the lesson plans as well. Please state you will be doing so in the space provided for item 5. If preferred, a description of each lesson can be provided in the space below to provide evidence of your content knowledge, use of multiple representations/explanations, understanding of how these relate to each other, and identification of student misconceptions.

6. Describe how you regularly provide opportunities to students for authentic application of content.

7. Describe how you used some strategies and available technology to engage and challenge students.

8. Describe how you used strategies to differentiate and scaffold information, so it is accessible to all students.

9. Describe how you regularly engaged students in higher order thinking skills.

10. Describe how you regularly collaborated with students to promote student ownership of the learning.

For office only

Grader Comments:

Part Four Impact: Data and the Student (0.5 Credits)

Course Number	Course Title
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*Credit Hour Allocation: .5 hours (designed to take seven and a half hours of preparation and recording)
 Part Four of the application to impact credit form is the stage at which the educator analyzes the effectiveness of the unit of study in terms of the hypothesis stated in part two and student data results for each assessment. To receive an "A" for this portion of the form, thoughtfully and thoroughly complete all sections below. Completing five to six sections below or providing incomplete responses, results in an official grade of a "B." Reflection forms with four or fewer sections complete will result in a non-grade. Grades C and below will not be issued.*

1. Describe how you used student data to inform future instruction.

2. Describe how you consistently and effectively provided timely feedback to encourage students to take responsibility for their own learning.

3. Present student pre/post assessment data in Table 3 (add rows as needed). Begin by including a table with 4 columns and a row per student. Starting from the left column, include the identification number or letter of the student (e.g. student "A", etc.). One column to the right, place pre assessment scores, next post assessment scores, and in the final right column place the students' gains or losses. This might look like "+3" for a gain of 3 or "-3" for a loss of 3. Make sure to choose between reporting either percentages or raw scores—they cannot be mixed or gains and losses can't be calculated.

Table 3

<i>Student ID</i>		<i>Pre Test (% or raw score)</i>	<i>Post Test (% or raw score)</i>	<i>Gains/Losses (+/-)</i>
1				
2				
3				
4				
5				
6				
7				

4. Present assessment data for each objective in Table 4. This can be presented in terms of a class average or the percentage of students meeting your proficiency goal. Column headings in Table 4 may be adapted and additional rows and columns should be added as needed.

Table 4:

<i>Student ID</i>	<i>Assessment 1 Objectives 1 and 2</i>	<i>Assessment 2 Objective 3</i>	<i>Assessment 3 Objectives 4 & 5</i>
1			
2			
3			
4			
5			
6			
7			

5. When reflecting on the student subgroups identified when analyzing learner profiles, were accommodations/modifications/differentiation strategies effective? Why or why not.

6. Based on the data results, was your hypothesis (stated in Part Two) correct? How do you know this to be true? (Remember, the hypothesis is gleaned from the new learning gained in a workshop.)

7. To what do you attribute the success or failure of these results as it relates to the application of your new learning (from the workshop mentioned on page one)?

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Grader Comments:

Part Five Impact: Reflection & Leadership (0.5 Credits)

Course Number

Course Title

*Credit Hour Allocation: .5 hours (designed to take seven and a half hours of preparation and recording)
Part Five of the application to impact credit form is the stage at which the educator reflects on the analysis process and synthesizes findings related to his/her own growth, how he/she might share new found knowledge with the broader professional community, and determine how this experience changes the professional development goals of his/her future. To receive an "A" for this portion of the form, thoughtfully and thoroughly complete all sections below. Completing five to six sections below or providing incomplete responses, results in an official grade of a "B." Reflection forms with four or fewer sections complete will result in a non-grade. Grades C and below will not be issued.*

1. Describe how you collaborated with colleagues to provide purposeful cross-curricular learning opportunities in this unit? If you did not, describe how you could do this in the future.

2. Hypothesize how collaboration might impact the implementation of new learning from your workshop if the workshop did not include cross-curricular learning topics.

3. Describe the strengths and weaknesses of your implementation of new learning in this unit.

4. Identify three areas for improvement as brought to light during this process and explain why each was selected to be one of the three.

5. How did you or how can you communicate with colleagues and stakeholders in leadership, school, and professional activities to share your findings? If you have done this, provide a sample of this communication.

6. In light of your district's or school's AMOs and your professional development goals listed in Part Two, how might this application-credit experience allow you to demonstrate leadership skills by initiating, advocating, and/or leading activities to improve and support student learning?

7. Create new professional development goals in light of this experience. If you choose to keep the goals listed in Part Two, justify this selection as supported by data and evidence referenced in Parts Two through Five.

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Grader Comments:

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