Keys of Problem Solving (KoPS)
Implementation Summary-Activity 3 – Example
Protocol Standards and Evidence Indicator 1.4.4

Share your KoPS implementation by completing this summary. Along with your summary, please include a copy of your assessment tools and analysis of your data.

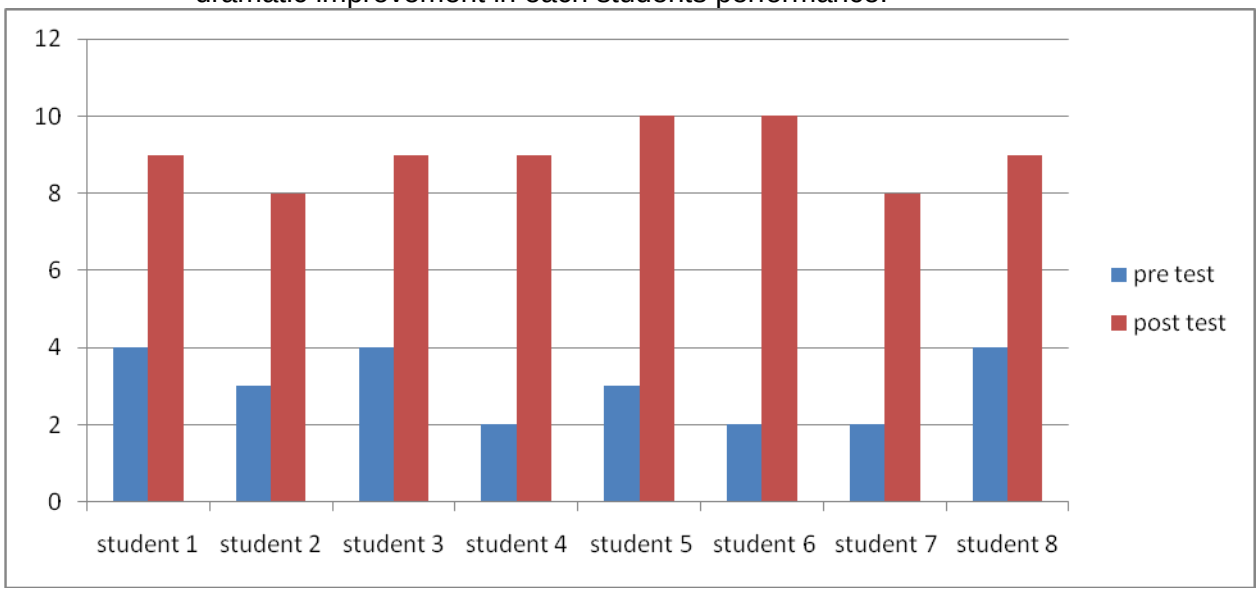
1. **My Students:**
   - **a.** Grade Level, # of Students Participating, Students' Strengths, and Students' Areas of Need, and other demographic information (ie: inclusion classroom, ESOL students, ESE students, etc.)
     4th grade, 8 students participating, they need help pulling out information from a problem and determining the steps to solve it. Students are all level 1 0r 2 on the previous years math FCAT and they are all black and on free/reduced lunch status.

2. **KoPS Instructional Focus (c-g if applicable):**
   - **a.** Instructional goal for improvement – use a graphic organizer to pull information accurately from a problem.
   - **b.** Curriculum used – no specific curriculum, just presenting problems and supporting them while they use the organizer.
   - **c.** Problem solving and/or metacognitive strategies implemented – using an organizer similar to a Freyer model to pull out facts and move through the problem solving process.
   - **d.** Levels of learning used – concrete and representational.
   - **e.** Accommodations used
   - **f.** Technology tools used
   - **g.** Grouping (whole, small, individual) – small group pull out support.

3. **Our Data Collection Process**
   - **a.** Assessment tools used (please include examples of the assessment tools used or if using NCTM Mathematics Handbook indicate the title of the assessment tool and page number) I used story problems from FCAT Test Maker to pre test and post test.
   - **b.** Timing of assessments (how frequent) – pre test followed by 8 weeks of tutoring and then a post test.

4. **Our Results**
   - **a.** Provide a narrative summary of your data analysis including a table or chart. How did your students perform? Did they meet your instructional goal for improvement?
     Students struggled with the pretest, they couldn't pull out the important information from the problem. Most students couldn't get past the reading part of solving the problem and could never get to the actual math that was involved in the problem. After 8 weeks of support using manipulatives and a graphic

organizer, the students in the group were much more successful solving these problems. On my chart, I have data from the pretest and post test showing dramatic improvement in each students performance.



5. **Possible Next Steps**
   - **a.** Based on your data, did you notice other instructional concerns? Did your students make progress, but did not meet your expectation?
     I would say that the group met my expectations, I just wonder if they would have been able to be this successful with less than 8 weeks; which would allow me to work with a new group of students.
   - **b.** What are your next steps, professionally, related to KoPS? What did you learn about your teaching?
     My next steps are to repeat this process with another group of students. I really appreciate the use of learning levels and graphic organizers to support the growth with problem solving.