

## College Access Study Checklist

- \_\_\_\_\_ Select a college preparatory class that meets the “a-g” requirements
- \_\_\_\_\_ Send home a Permission Form Letter explaining the College Access Study and requests permission to use student data and work samples.

### PRE-INSTRUCTION PHASE

- \_\_\_ 1. Collect and record School Data (see school data sheet)
- \_\_\_ 2. Administer Student Questionnaire and Reading Autobiography to all students in focal class.
- \_\_\_ 3. Administer Pre-Assessments:
  - \_\_\_\_\_ a) Reading and Composing Skills Pre-test (RCST), and
  - \_\_\_\_\_ b) EPT-Type Writing Topic.
- \_\_\_ 4. Summarize and reflect on the information you have collected. Based on your reflection, identify target competencies that will be the focus of instruction. (Guided reflection – Pre-Instruction Phase is available)

### INSTRUCTION PHASE

- \_\_\_ 5. Instructional Module: Use the ERWC Assignment Template to create and teach a 10-day instructional module using expository text. Make TWO copies of the module, one copy for yourself and one copy to submit as part of your final project.
  - \_\_\_\_\_ a. Identify goals and target competencies for module from data you have collected
  - \_\_\_\_\_ b. Write module to address these goals and competencies using appropriate strategies
  - \_\_\_\_\_ c. Plan and teach the module
  - \_\_\_\_\_ d. Collect student evidence or progress during module (student work)
- \_\_\_ 6. Summarize the information you have collected and reflect on the experience of creating and teaching the module as well as the instruction that occurred over the 75 days between assessments. (Guided reflection – Instruction Phase is available)

### POST-INSTRUCTION PHASE

- \_\_\_ 7. Administer Post-Assessments to determine progress: 1) Reading and Composing Skills Post-test (RCST), and 2) EPT-Type Writing Topic.
  - \_\_\_\_\_ a. at least 75 days after giving the pretest
  - \_\_\_\_\_ b. Give: Reading and Composing Skills Post-test (RCST)
  - \_\_\_\_\_ c. Give : EPT-Type Writing Topic.
  - \_\_\_\_\_ d. Students reflect on what they have learned about their reading and writing
  - \_\_\_\_\_ e Discuss results and instructional/learning implications with class.
  - \_\_\_\_\_ f. Keep record of all scores and samples of student work as they will be turned in with the final study

- \_\_\_ 8. Based on the information collected about your school and your experiences to date, identify steps you feel comfortable enacting on your campus to improve academic literacy and college preparation for your school's students. Then start to carry out these Personal Action Steps. (What have you added to or changed with your School Literacy Plans)
- \_\_\_ 9. Reflect and Analyze: Write a two-three page reflection in which you:
- \_\_\_ a) Analyze the impact of the teaching strategies on the students' academic preparation in your focal class;
  - \_\_\_ b) Summarize your professional growth (i.e., what you have learned and how your practice has changed as a result of your RIAP participation and teaching experiences)
  - \_\_\_ c) Summarize the Personal Action Steps you identified (School Literacy Plan).
- \_\_\_ 10. Organize and submit DATED materials in a College Access Study Folder in the following order:
- \_\_\_ a. Permission Forms for students in the study class
  - \_\_\_ b. School Data Summary
  - \_\_\_ c. Student Questionnaires and Autobiographies
  - \_\_\_ d. RCST Pre-and Post-Test Class Summary (one page form available)
  - \_\_\_ e. EPT-Type Writing Topic Pre- and Post-Test Class Summary (one page form available)
  - \_\_\_ f. Instructional Module, including target competencies, sample student work, and sample student reflections (sorted by paper with and without permission slips)
  - \_\_\_ g. Personal Action Steps
  - \_\_\_ h. Reflection and Analysis Paper