

January 18 PEP



Review of ELEOT Data & Evidence of Learning

SIGN-IN



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Internal Review Timeline

Self
Assessment



Executive
Summary



Standard
Narrative



Presentation
of Evidence

- December

- identify STEM Cert Leadership Team
- begin identifying evidence by indicator

- January/February

- complete self assessment, executive summary, and standard narrative
- Review alignment with ELOET & STEM Indicators and other STEM PD
- Collect evidence

- Late February

- submit evidence for feedback

- March

- final prep for STEM Certification Visit on March 27 & 28

STEM Certification

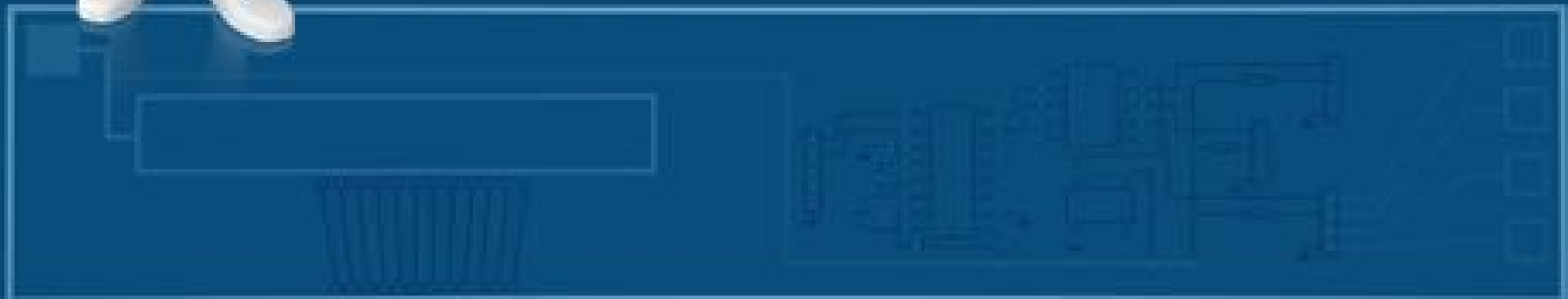
STEM Indicators →

- Learners (5)

Focused on equal access, student-centered classrooms, rigorous learning, and technology integration.

- Educators (4)

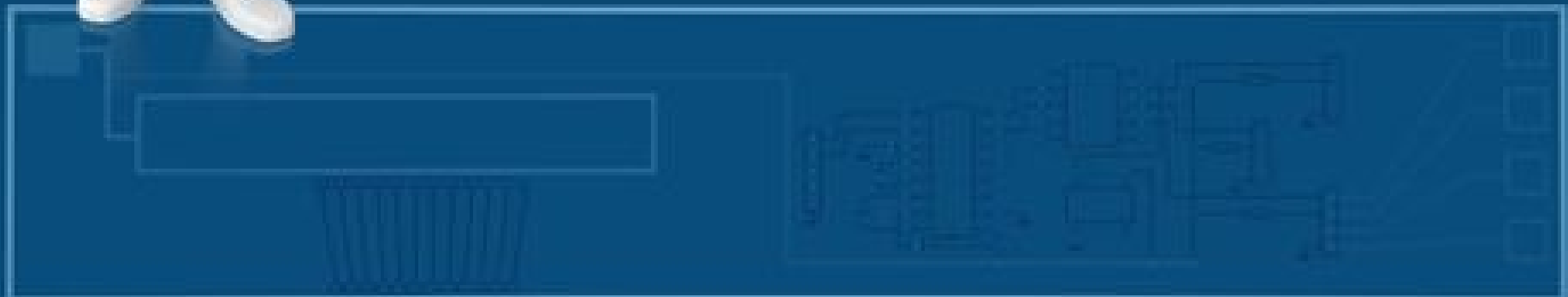
Focused on real world application, content integration, professional collaboration, and improvement in instructional practices for STEM-specific disciplines.





- Experiences (2)

Focused on stakeholder engagement, authentic connections, and extended day opportunities.



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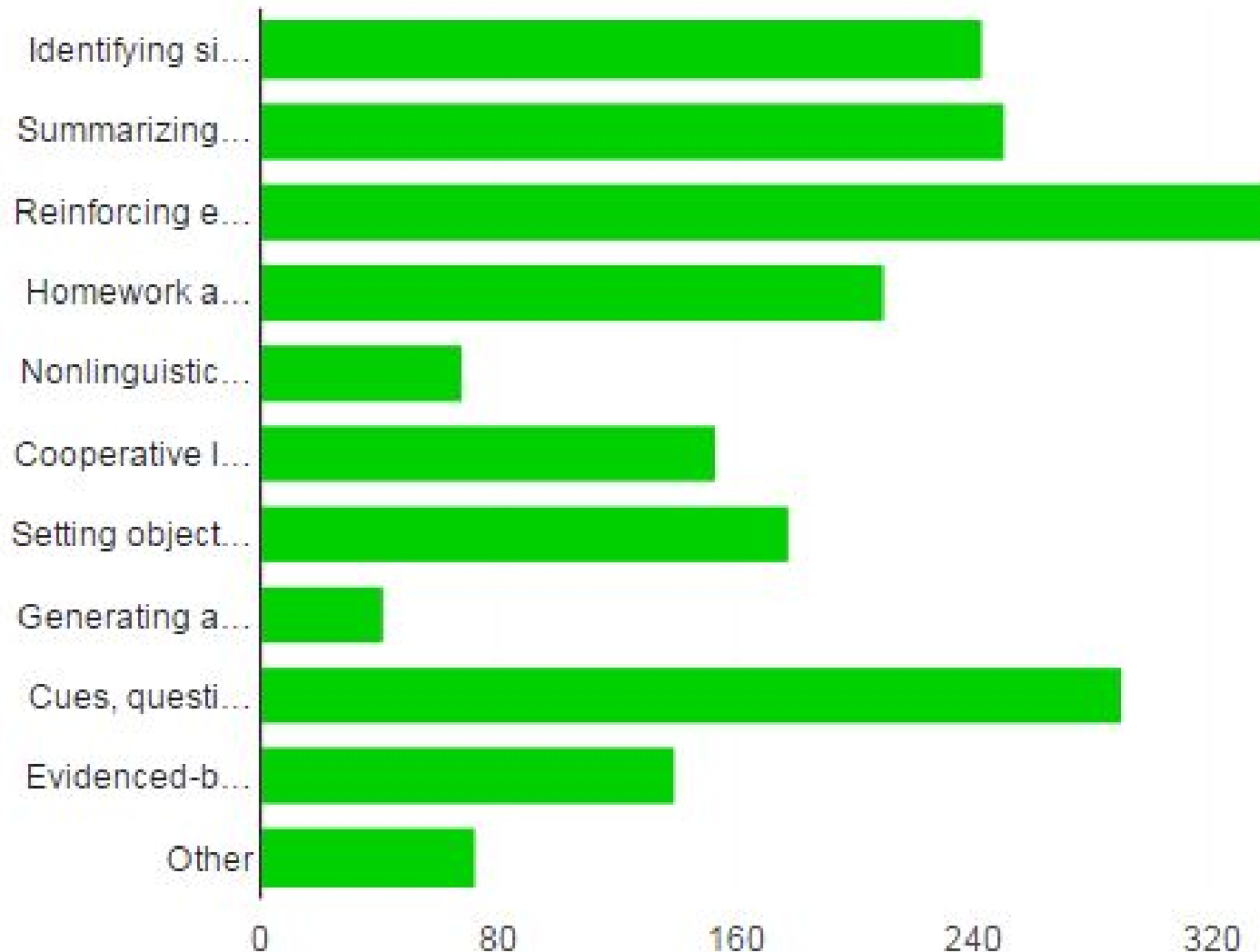
SV ELEOT Data



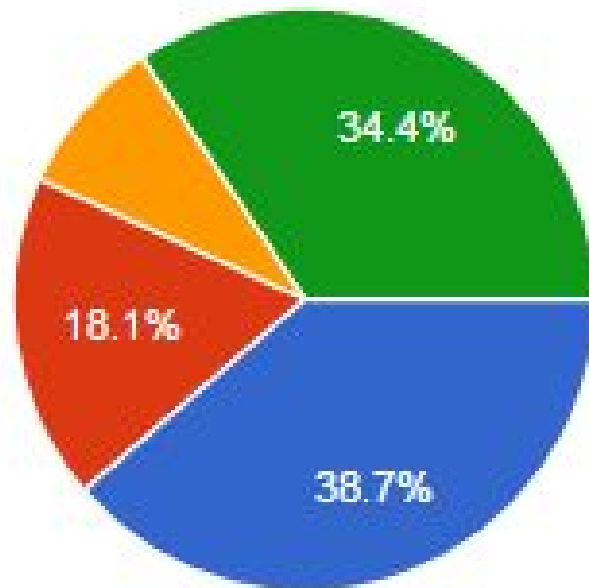
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Observed Instructional Strategies

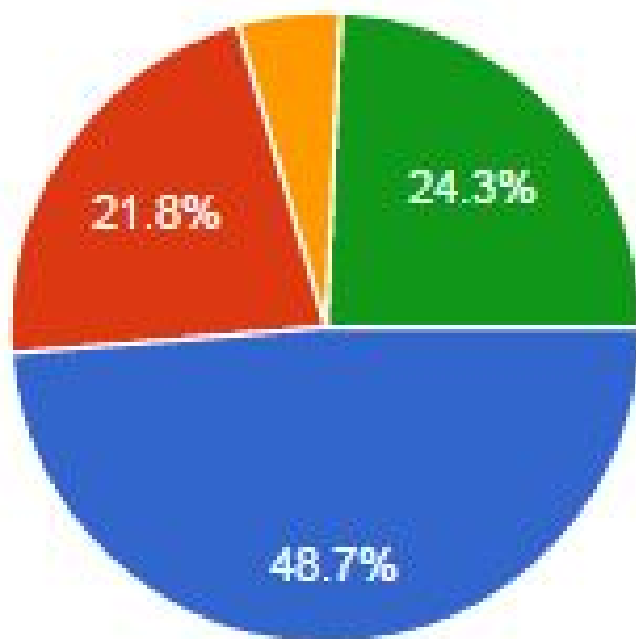


Each student has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences. (Equitable Learning Environment)



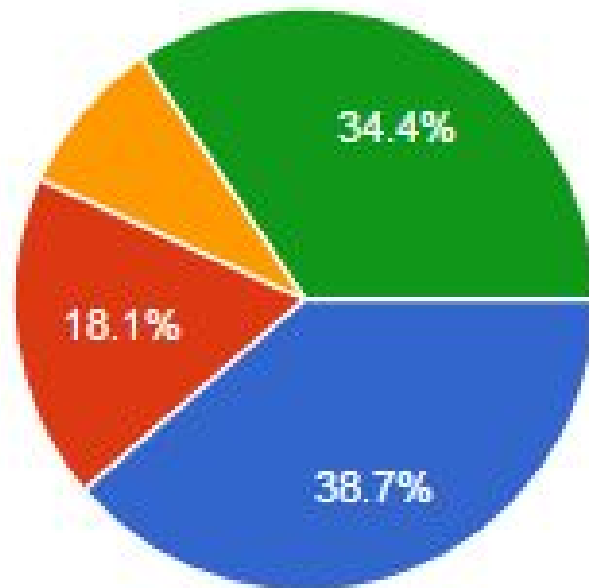
4 (Very Evident)	220	38.7%
3 (Evident)	103	18.1%
2 (Somewhat Evident)	50	8.8%
1 (Not Observed)	196	34.4%

Each student is provided exemplars of high quality work. (High Expectations Environment)



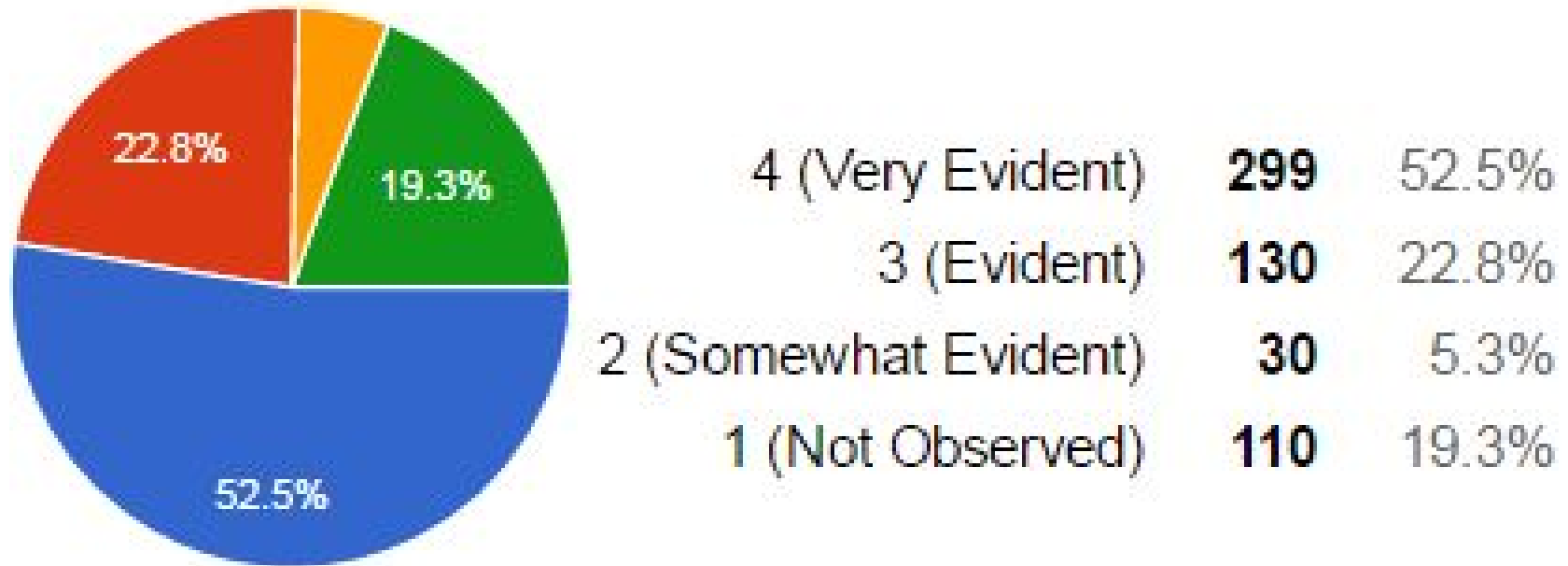
4 (Very Evident)	277	48.7%
3 (Evident)	124	21.8%
2 (Somewhat Evident)	30	5.3%
1 (Not Observed)	138	24.3%

Each student has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences. (Equitable Learning Environment)

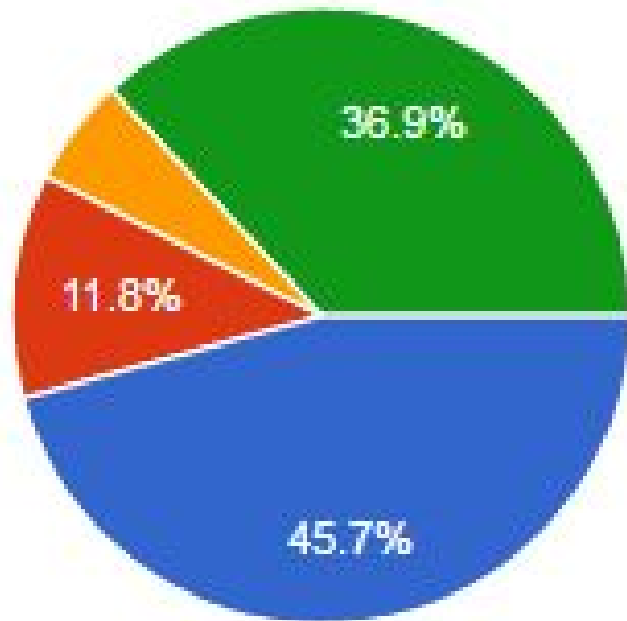


4 (Very Evident)	220	38.7%
3 (Evident)	103	18.1%
2 (Somewhat Evident)	50	8.8%
1 (Not Observed)	196	34.4%

**Each student is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs.
(Supportive Learning Environment)**

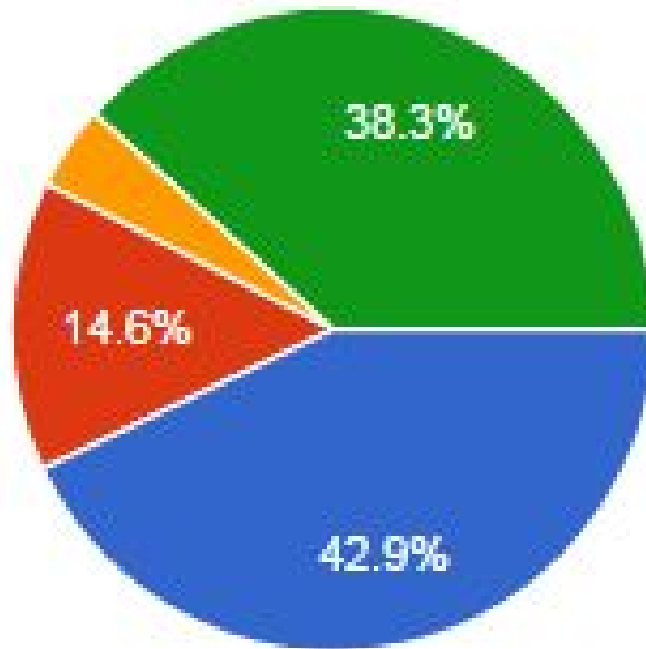


Each student collaborates with other students during student-centered activities. (Well-Managed Learning Environment)



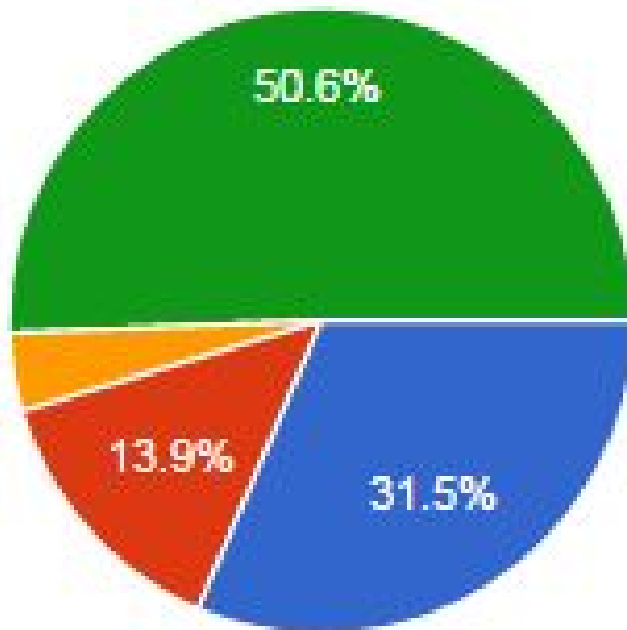
4 (Very Evident)	260	45.7%
3 (Evident)	67	11.8%
2 (Somewhat Evident)	32	5.6%
1 (Not Observed)	210	36.9%

Each student uses digital tools/technology to gather, evaluate, and/or use information for learning. (Digital Learning Environment)



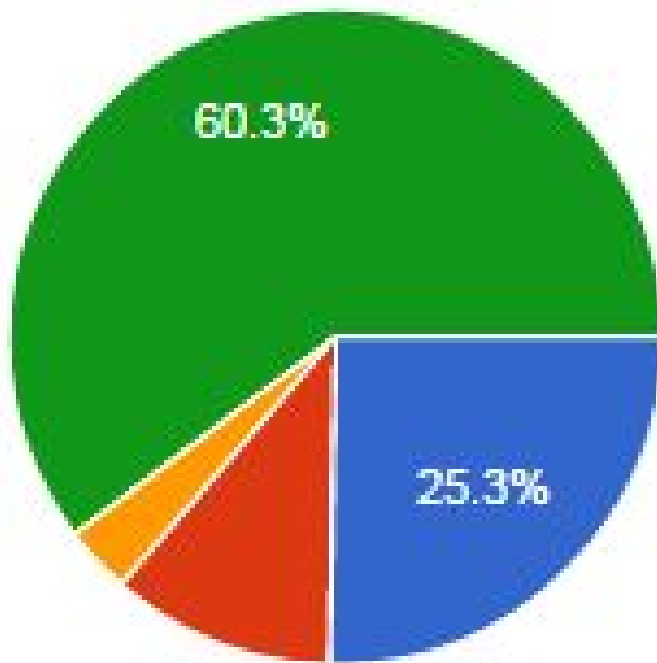
4 (Very Evident)	244	42.9%
3 (Evident)	83	14.6%
2 (Somewhat Evident)	24	4.2%
1 (Not Observed)	218	38.3%

Each student uses digital tools/technology to conduct research, solve problems, and/or create original works for learning. (Digital Learning Environment)



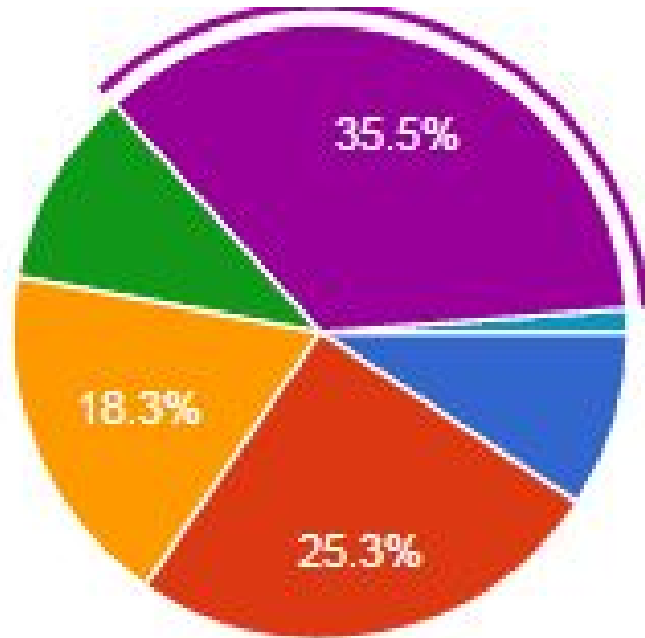
4 (Very Evident)	179	31.5%
3 (Evident)	79	13.9%
2 (Somewhat Evident)	23	4%
1 (Not Observed)	288	50.6%

Each student uses digital tools/technology to communicate and work collaboratively for learning. (Digital Learning Environment)



4 (Very Evident)	144	25.3%
3 (Evident)	63	11.1%
2 (Somewhat Evident)	19	3.3%
1 (Not Observed)	343	60.3%

Technology used in the classroom



Redefinition -- technology allows for new tasks previously inconceivable	53	9.3%
Modification -- technology allows for significant task redesign	144	25.3%
Augmentation -- technology acts as a direct tool substitute with functional improvement	104	18.3%
Substitution -- technology acts as a direct tool substitute with no functional change	59	10.4%
N/A	202	35.5%
Other	7	1.2%

Collaborative Work

- **Choose a Table Leader to fill in the group's answers on the [ELEOT Data Feedback](#) Google form – ONE (1) response per table.**
- **For each indicator identified in the presentation, please list all the ways your group can suggest that would clearly communicate to an observer that the indicator is being met.**



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