



Fairfield Advancing Students
and Teaching Forward

Quarterly Report

October 30th, 2014



*Copyright © 2014 PAST Foundation
All Rights Reserved*

Fairfield Advancing Teachers and Students Forward
October 30th 2014 Quarterly Report
Table Contents

Section 1: Fast Forward Overview	4
Section 2: Synopsis of FAST Forward Activities	5
Appendices A-C.....	8
Section 3: P3 Participants and Planning	86
Appendices D-E.....	88
Section 4: FAST Forward 8 Districts Narrative Content.....	93
Section 5: Marketing.....	109
Section 6: FAST Forward Formative Evaluation	113
Knowledge Capture Appendix FAST Forward	118
Knowledge Capture Appendix FAST Forward IRB	136



FAST Forward Overview

Fairfield County Advancing Students and Teachers (FAST) Forward is a consortium effort led by the Fairfield County ESC and funded by the Straight A Grant Fund. This is a network centric approach **to transform the educational systems in Fairfield County.** Multiple service providers will partner with the county and develop plans for transformation across a variety of levels within the existing structures of schools today. The ultimate goal will be to TRANSFORM TEACHING and LEARNING across the 8 districts to increase student engagement, personalize learning, and support college and career ready skills for ALL STUDENTS.

The PAST Foundation is a partner in this process to help develop and design a strategic plan with 8 Fairfield County districts to transform education within their own systems. The 8 county districts participating include:

- Amanda Clearcreek Local School District
- Berne Union Local School District
- Bloom Carroll Local School District
- Fairfield Union Local School District
- Lancaster City Schools
- Liberty Union Thurston Local School District
- Pickerington Local Schools
- Walnut Township Schools (Millersport)

Each district has assembled a team to be part of the FAST Forward Transformational Design Planning. All teams are in the early planning stages and the work outlined below showcases the initial phases of their transformation.



Synopsis of FAST Forward Activities

Dates Ranging From September 1st, 2014 to October 25th, 2014

Event	Day and Time	Location	Major Objectives	Additional Notes/Process planning for FAST Forward design team Planning
FAST Design Team Orientation	Saturday Sept. 27 th , 2014 9AM-3PM	Fairfield ESC	<ul style="list-style-type: none"> • Overview of FAST Program • Exploring what does change/transformation mean for each district. • Getting their staffs introduced to P3 • What strengths already exist within your respective districts? What is still a need in our community? What type of transformation are your kids hoping for? • Calendar • Initiative map • Asset map 	<ol style="list-style-type: none"> 1) Rich Rosen gave a presentation to this group to explore transformation/opportunity for change and the message of early adopters. 2) The Design Cycle is used as a transformation model/process to structure each of our sessions so they can see the growth & process over time (i.e. Day 1 is the brainstorm for the teams) 3) Work with the Fairfield ESC to continue to develop their plan for strategic work-Working with our partners to develop a RUBRIC for transformation 4) What parameters exist on the funds that each district will get for their work? Can be articulated within the rubric.



FAST Quarter 2 PD	Friday October 3 rd , 2014	Pickerington Regional Board	<ul style="list-style-type: none"> Quarterly planning time for teachers who have successfully completed P3 	<ol style="list-style-type: none"> 4 Districts attended these planning meetings to discuss use of P3 and quarterly planning. Many district representatives expressed disconnect in the understanding of the FAST Forward grant. In response The PAST Foundation team developed a 1-page logic model to describe the program.
8 School District Site Charrettes	October 13 th - October 24 th , 2014 Time varies based on school district needs	At School District location	<ul style="list-style-type: none"> Grant Overview Status update with 8 FAST Design Teams Site Visit to explore possibilities of their transformation. 	<ol style="list-style-type: none"> Much of the meetings focused around giving the FAST Design Teams an Overview of the FAST Grant, many of the teams and teachers were new to the conversation and needed an overview of this process. All 8 districts are in the ideation phase of their work about how they will transform their schools and districts.





FAST Design Team Project Planning Meeting #1	Saturday October 25 th , 2014 9AM- 3PM	Pickerington Ridgeview Junior High School	<ul style="list-style-type: none">• What is their preliminary plan?• Strategic planning will explore the questions below:• Where are they at in reaching out to their community, and their staffs about the FAST program? What resources and/or expertise are you looking for to help support your FAST work?	<ol style="list-style-type: none">1) What are the parameters of their funds? (i.e. no salaries can be paid with the funds obtained)2) What needs are the communities identifying in these districts for what direction this transformation can take. How are communities being involved in these projects?2) How are school districts and Fairfield ESC exploring the idea of a sustainable idea?
			<ul style="list-style-type: none">•	3)



Appendices A-C

A: Agendas

- Event Calendar
- Important Deadlines
- Agendas
- Sign-In Sheets

B: Materials Developed for FAST Forward Teams and Program

- Initial Brainstorm
- Grant Information Flyer
- Big Picture Brainstorming Sheet
- Transformation Rubric
- Tangible Asset Map
- Initiatives Map
- Site Visit Form
- Participant Attendance

C: Professional Development Presentations

- Orientation Presentations from September 27th, 2014
- Quarterly PD from October 3rd, 2014 and
- Strategic Planning from October 25th, 2014



FAST Forward Program Events

Event	Day & Time	Major Goals
FAST Design Team Orientation	Saturday September 27 th , 2014 9AM-3PM	<ul style="list-style-type: none"> • Overview of FAST Program • Exploring what does change/transformation mean for each district. • Getting staffs introduced to P3 • Calendar • Initiative map • Asset map
FAST Quarter 2 PD	Friday October 3 rd	<ul style="list-style-type: none"> • Quarterly planning time for teachers who have successfully completed P3
FAST Design Team Project Planning Meeting #1	Saturday October 25 th , 2014 9AM-3PM	<ul style="list-style-type: none"> • Strategizing their preliminary plan. • Planning to build community partners in the process. Where are they at in reaching out to their community, and their staffs about the FAST program? • Developing a resource need/want list with the teams to develop a plan for their grant funding.
FAST Design Team Project Planning Meeting #2	Saturday November 8 th , 2014 9AM-3PM	<ul style="list-style-type: none"> • Using their resource needs ideas from October; bring in a variety of experts the school districts could connect with in their thinking to make their plans come to fruition. • Build their budgets; assess financial needs in their design. • Design a schedule for their implementation plan from January 2015-onward.
FAST Quarter 3 PD	Friday December 5 th , 2014	<ul style="list-style-type: none"> • Quarterly planning time for teachers who have successfully completed P3
FAST Design Team Presentation	Saturday December 6 th , 2014	<ul style="list-style-type: none"> • School Districts present their plan and ideas to be implemented in 2015 • Have plans ready to receive feedback for their plan and design. • Examine the schedule for implementation. • Mastery Rubric for their plan and presentation
FAST Design Team Implementation	Saturday January 17 th , 2015	<ul style="list-style-type: none"> • Present their plans to a board/audience/committee. • Awarded with first part of their grant monies to implement their plan.
FAST Quarter 4 PD	Friday March 6 th 2015	<ul style="list-style-type: none"> • Quarterly planning time for teachers who have successfully completed P3
FAST Program Presentations	Saturday May 30, 2015	<ul style="list-style-type: none"> • FAST Celebration of work and presentation of planning to design to implementation.
FAST Quarter 1 PD	Friday June TBD 2015	<ul style="list-style-type: none"> • Quarterly planning time for teachers who have successfully completed P3

FAST (Fairfield Advancing Students and Teaching) Forward Important Dates			
FAST Forward Orientation Workshop			
DATE	LOCATION	ATTENDEES	NOTES
Saturday, September 27th, 2014	Fairfield County ESC 955 Liberty Drive Lancaster, OH 43130	8 FAST Design Teams	Overview and Orientation for FAST Forward Program
FAST Design Team Meetings			
DATE	LOCATION	ATTENDEES	NOTES
Saturday October 25th, 2014	In Fairfield County	8 FAST Design Teams	Project Planning Meeting #1
Saturday November 8th, 2014	In Fairfield County	8 FAST Design Teams	Project Planning Meeting #2
Saturday December 6th, 2014	In Fairfield County	8 FAST Design Teams	FAST Design Teams Presentations and Preparation for funding proposal Day
Saturday January 17th, 2015	In Fairfield County	8 FAST Design Teams	FAST Design Teams Present to a panel for first round of funding.
Charrettes (Site Visits)			
DATE	LOCATION	ATTENDEES	NOTES
October (*Each school/district schedules individually)	Your School	Administrator, FAST Design Team, community partners	FAST staff visit your site to hear initial ideas and provide support.



FAST Forward Quarterly Planning Professional Development Days			
DATE	LOCATION	ATTENDEES	NOTES
Friday October 3rd, 2014	In Fairfield County	All teachers in the county who have completed the Online P3 modules	Teachers will create and complete a quarterly plan for their Trans-disciplinary Problem Based Learning(TPBL) work
Friday December 5th, 2014	In Fairfield County	All teachers in the county who have completed the Online P3 modules	Teachers will create and complete a quarterly plan for their Trans-disciplinary Problem Based Learning(TPBL) work
Friday March 6th, 2015	In Fairfield County	All teachers in the county who have completed the Online P3 modules	Teachers will create and complete a quarterly plan for their Trans-disciplinary Problem Based Learning(TPBL) work
Friday June date TBD, 2015	In Fairfield County	All teachers in the county who have completed the Online P3 modules	Teachers will create and complete a quarterly plan for their Trans-disciplinary Problem Based Learning(TPBL) work
FAST Forward Celebration Program			
DATE	LOCATION	ATTENDEES	NOTES
Saturday May 30th, 2015	In Fairfield County	8 FAST Design Teams	FAST Forward Design Challenge Celebration Program



FAST Forward Design Team Orientation Day

Date: September 27th, 2014

Time: 9:00 AM to 3:00 PM

Location: Fairfield County ESC • 955 Liberty Drive •
Lancaster, OH 43130



Fairfield Advancing
Students & Teachers
Forward

Time	Action Items	Deliverables	NOTES
9:00AM-9:15AM	<ul style="list-style-type: none"> Welcome Orientation/Overview Introduction to Basecamp 	Invited into Basecamp	
9:15AM-10:15AM	<ul style="list-style-type: none"> Rich Rosen Presentation on Change and Transformation in Organizations 	Activity with Rich	
10:15AM-10:25AM	<ul style="list-style-type: none"> BREAK 		
10:25AM-11:45AM	<ul style="list-style-type: none"> HABITS Brainstorm Habits Refine to top 6 Habits Define your chosen Habits Edit your descriptions 	Habits Poster Creation	
11:45AM-12:30PM	<ul style="list-style-type: none"> LUNCH & Gallery walk of Teams' Habit Posters 		
12:30PM-1:30PM	<ul style="list-style-type: none"> Tangible Assets Map 	Asset Mapping per district and/or school	
1:30PM-2:30PM	<ul style="list-style-type: none"> Initiatives Assets Map 	Current Initiative Map per district and/or school broken into: Instructional, Cultural, and Delivery System Assets	
2:30PM-3:00PM	<ul style="list-style-type: none"> Share our Asset Maps- <i>Know what we have, and begin to know what we want!</i> 		

THE PAST  FOUNDATION
access through innovation



**TPBL Quarterly Planning
Professional Development
Agenda for Fairfield County ESC
October 3rd, 2014**

9:00AM-9:15AM: Welcome and Introductions

9:15AM-10:15AM: Introducing the Design Cycle

10:15AM-12:00PM: Developing a Back map and designing problems→projects→products for your students.

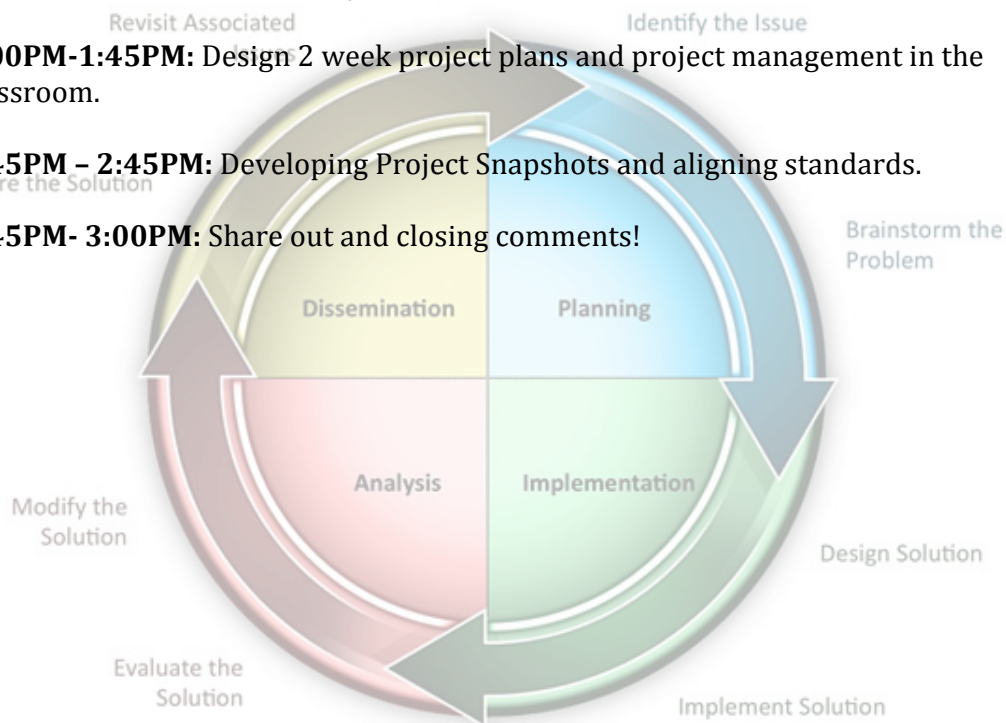
12:00PM-12:15PM: Sharing your big ideas and back map work.

12:15PM-1:00PM: Lunch on your own

1:00PM-1:45PM: Design 2 week project plans and project management in the classroom.

1:45PM – 2:45PM: Developing Project Snapshots and aligning standards.

2:45PM- 3:00PM: Share out and closing comments!



FAST Forward Design Team

Strategic Planning Day 1

Date: October 25th, 2014

Time: 9:00 AM to 3:00 PM

Location: Pickerington Ridgeview Junior HS • 130 Hill Road South • Pickerington, OH 43147



Fairfield Advancing
Students & Teachers
Forward

Time	Action Items	Deliverables	NOTES
9:00AM-9:15AM	<ul style="list-style-type: none"> Welcome Grant Overview Important Dates 	1) Grant Information 1 pager	
9:15AM-10:15AM	<ul style="list-style-type: none"> Engagement in our schools Knowledge Capture Survey 	1) Engagement Poster 2) Knowledge Capture Survey	
10:15AM-12:00PM	Strategic Planning <ul style="list-style-type: none"> What does transformation/innovation mean in your district/school? What changes can be made without a cost? And, what changes can be made with a cost associated? 	1) Big Picture Planning 2) Transforming into a Learning Organization.	
12:00PM-12:30PM	<ul style="list-style-type: none"> LUNCH 	Yay! Food!	
12:30PM-2:30PM	Strategic Planning <ul style="list-style-type: none"> 5 year plan for sustainable change. Strategic Plan Mapping and human capital impact. 	1) Strategic plan mapping sheet. 2) Basecamp uploads.	
2:30PM-3:00PM	<ul style="list-style-type: none"> Gallery Walk and FAST Forward Design Team Share out of planned transformation/innovations 	Completed Map and plan ready for sharing with 8 district teams as well as staff's back in their home district.	

THE PAST  FOUNDATION
access through innovation



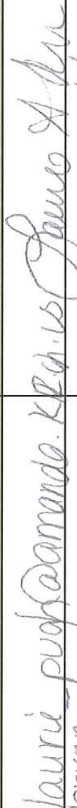
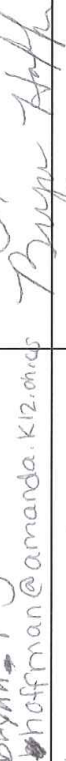
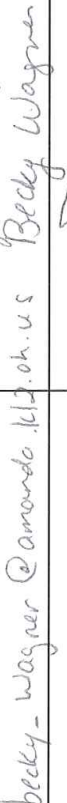



THE PAST FOUNDATION
access through innovation







FAST Forward Design Team Orientation

Date: Saturday, September 27, 2014

School District: Amanda Clearcreek LSD

Name	Title	Email	Signature
Laurie Pugh	K Teacher	laurie_pugh@amanda.k12.oh.us	
Brynn Hoffman	Special Ed/Luric Supervisor	brynnhoffman@amanda.k12.oh.us	
Becky Wagner	Principal	becky_wagner@amanda.k12.oh.us	
Andy Perkins	3rd Grade Teacher	aperkins@amanda.k12.oh.us	



 THE PAST FOUNDATION <i>access through innovation</i>			
FAST Forward Design Team Orientation			
Date: Saturday, September 27, 2014			
School District: Walnut Township			
Name	Title	Email	Signature
J.B. Dye	Curriculum Dir.	jdye@fairfield.esc.org	
Randy Götner	Supt	rgotner@walnuttsd.org	
Caitlin McClurg	Teacher	cmcclurg@walnuttsd.org	
Kim Yenni	Teacher	kyenni@walnuttsd.org	
Steve Harris	Teacher	sharris@walnuttsd.org	








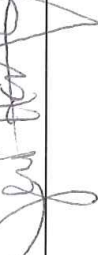
FAST Forward Design Team Orientation

Date: Saturday, September 27, 2014

School District: Fairfield Union LSD


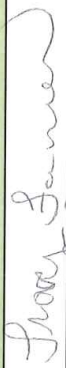



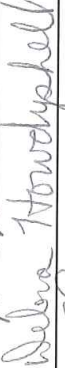


Name	Title	Email	Signature
Eydie Schilling	Curriculum	eydie.schilling@fairfieldunion.org	Eydie Schilling
Amanda King	Int. Spec	amanda.king@fairfieldunion.org	Amanda King
Chris Daston	Principal	chris.daston@fairfieldunion.org	Chris Daston
Stephanie McCoy	teacher	stephanie.mccoy@fairfieldunion.org	Stephanie McCoy
Kernie Kistler	teacher	kernie.kistler@fairfieldunion.org	Kernie Kistler



 THE PAST FOUNDATION <i>access through innovation</i>			
FAST Forward Design Team Orientation			
Date: Saturday, September 27, 2014			
School District: Lancaster LSD			
Name	Title	Email	Signature
Jeffrey Wells	Teacher	j_wells@lanaster.k12.oh.us	
Chad Rice	Secondary Curriculum	c_rice@lanaster.k12.oh.us	
Sarah Collins	School Counselor	s.collins@lanaster.k12.oh.us	
Steve Spangler	Dean	s-spangler	
Jeri Hartley	Teacher	j_hartley	










 THE PAST FOUNDATION <i>access through innovation</i>			
FAST Forward Design Team Orientation			
Date: Saturday, September 27, 2014			
School District: Liberty Union Thurston LSD			
Name	Title	Email	Signature
Tracy Farmer	Teacher	farment@libertyunion.org	
Wendy Buskirk	teacher	buskirk.w@libertyunion.org	
Keith Robinson	Teacher	robinsoke@libertyunion.org	
Tim Day	Teacher	day.t@libertyunion.org	
Debra Howdyshehl	Media Specialist	howdyshehl.d@libertyunion.org	
Jennifer Blackstone	Curriculum	jblackstone@libertyunion.org	
Ed Miller	Administrator	millere@libertyunion.org	





 THE PAST FOUNDATION <i>access through innovation</i>			
FAST Forward Design Team Orientation			
Date: Saturday, September 27, 2014			
School District: Pickerington LSD			
Name	Title	Email	Signature
Eileen McGarvey	School Counselor	eileen-mcgarvey@pilsd.us	
Susan Caudillo	Principal	susan-caudillo@pilsd.us	
Amy Warren	Asst Principal	amy-warren@pilsd.us	
Julie Novak	Tech	julie-novak@pilsd.us	







Quarterly Planning PD

Date: Friday, October 3, 2014

School District: Amanda Clearcreek LSD

Name	Title	Email	Signature
Becky Wagner	Principal	becky-wagner@amanda.k12.or.us	Becky Wagner
Brynn Hoffman	Curr. C. Supervisor	bhoffman@amanda.k12.or.us	Brynn Hoffman
Laurie Pugh	K Teacher	laurie.pugh@amanda.k12.or.us	Laurie Pugh
Andy Perkins	Gr. 3 Teacher	aperkins@amanda.k12.or.us	Andy Perkins
Jon Park	Principal	jpark@amanda.k12.or.us	Jon Park



THE PAST FOUNDATION
access through innovation

Quarterly Planning PD

Date: Friday, October 3, 2014

School District: Berne Union

Name	Title	Email	Signature
David McManis	Tech Coord	mcmanisd@buschools.com	David McManis
Tirso Valenzuela	Math Dept Chair	valenzuela@buschools.com	Tirso Valenzuela
Paul Alford	Curriculum	palford@buschools.com	Paul Alford
Don Parker	Principal	parkerj@buschools.com	Don Parker



THE PAST  FOUNDATION
access through innovation

Quarterly Planning PD

Date: Friday, October 3, 2014

School District: Lancaster LSD

Name	Title	Email	Signature
Jeffrey Wells	Teacher	j-wells@lanaster.k12.pa.us	Jeffrey Wells
Jeri Hartley	Teacher	j-hartley "	Jeri Hartley
Sarah Collins	School Counselor	s-collins "	Sarah Collins
Chad Rice	Secondary Counselor	c-rice@ "	Chad Rice





3







4/5

[illegible]

[illegible]





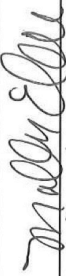

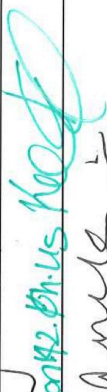



5

 THE PAST FOUNDATION <i>access through innovation</i>			
FAST Forward Strategic Planning			
Date: Saturday, October 25, 2014			
School District: Bloom Carroll LSD			
Name	Title	Email	Signature
Steve Rozek	Principal	Srozek@bloomcarroll.org	
Emily Bogart	4th Grade Teacher	ebogart@bloomcarroll.org	
Kari Kern ✓	3rd Grade Teacher 4th	kkern@bloomcarroll.org	
Abby Love ✓		alove@bloomcarroll.org	
Laura Varga ✓	3rd	lvarga@bloomcarroll.org	
	(sending credit to K. Valtun)		






1

<div>  THE PAST FOUNDATION access through innovation </div>			
FAST Forward Strategic Planning			
Date: Saturday, October 25, 2014			
School District: Fairfield Union LSD			
Name	Title	Email	Signature
April Totten ✓	math teacher	totten3bayse@gmail.com	
Molly Elder ✓	2 nd grade	mollyelder@fairfield-union.k12.oh.us	
Chris Watson ✓	Principal	ChrisWatson@fairfield-union.k12.oh.us	
Kerrie Kistner ✓	3 rd	kerriekistner@fairfield-union.k12.oh.us	
Annabel King	K-12		
Eydie Schilling ✓	curriculum	eydieschilling@fairfield-union.k12.oh.us	
Scott Burkke	Teacher	ScottBurk@fairfield-union.k12.oh.us	






6

 THE PAST FOUNDATION <i>access through innovation</i>			
FAST Forward Strategic Planning			
Date: Saturday, October 25, 2014			
School District: Lancaster LSD			
Name	Title	Email	Signature
Jeffrey Wells	Teacher	j-wells@lanaster.k12.sh.us	Jeffrey Wells
Steve Spangler	Dean	s-spangler	Steve Spangler
Chad Rice	Curr. Coord.	c-rice	Chad Rice
Jeri Hartley	Teacher	j-hartley	Jeri Hartley
Sarah Collins	School Counselor	s-collins	Sarah Collins
<i>M. Farad</i>	<i>Adm.</i>		





8


<div>  THE PAST FOUNDATION access through innovation </div>			
FAST Forward Strategic Planning			
Date: Saturday, October 25, 2014			
School District: Liberty Union Thurston LSD			
Name	Title	Email	Signature
Wendy Buskirk ✓	2 nd grade	buskirkw@libertyunion.org	W Buskirk
Tracy Farmer	4 th grade	farmertr@libertyunion.org	Tracy Farmer
Kerik Robinson	8 th Grade	robinsoke@libertyunion.org	Kerik Robinson
Jim Day	HJ	dayj@libertyunion.org	Jim Day
Ed Miller	Principal	millere@libertyunion.org	Ed Miller
Jennifer Blackstone	Curriculum	blackstonej@libertyunion.org	J Blackstone
Theresa Resman	Int. Spec.	resman@libertyunion.org	Theresa Resman
Debbie Howdyshell	Media Spec.	howdyshell@libertyunion.org	Debbie Howdyshell

for district's views.






16

 THE PAST FOUNDATION access through innovation			
FAST Forward Strategic Planning			
Date: Saturday, October 25, 2014			
School District: Pickerington LSD			
Name	Title	Email	Signature
Megan Croft ✓	teacher	megan-croft@plsd.us	Megan Croft
Susan Caudill ✓	Principal	susan-caudill@plsd.us	Susan Caudill
Eileen McGarvey ✓	School Counselor	eileen_mcgarvey@plsd.us	Eileen McGarvey
Amy Cowles ✓	School Counselor	amy_cowles@plsd.us	Amy Cowles
Chase Schneider ✓	Teacher	Chase_Schneider@plsd.us	Chase Schneider
J Clark	Principal	jeff-clark@staff.plsd.us	J Clark
Cheryl Knox ✓	VISUAL ART	cheryl-knox@plsd.us	Cheryl Knox
Amy Warren ✓	Asst Principal	amy-warren@plsd.us	Amy Warren
Sarah Geiger	School Counselor	sarah-geiger@plsd.us	Sarah Geiger
Julie Noel			Julie Noel





4

 THE PAST FOUNDATION <i>access through innovation</i>			
FAST Forward Strategic Planning			
Date: Saturday, October 25, 2014			
School District: Walnut Township			
Name	Title	Email	Signature
Carlin McClurg	HS Math Teacher	cmccclurg@walnuttsd.org	Carlin McClurg
J.B. Dyer	Curric.		J.B. Dyer
Kim Yenni	Teacher	kyenni@walnuttsd.org	Kim Yenni
Judy Cotner	Supt	rcotner@walnuttsd.org	Judy Cotner





FAST Program Initial Brainstorm for Events

Event	Day and Time	Location	Major Goals	Additional Notes	Professional Development Staff	Knowledge Capture Staff
FAST Design Team Orientation	Saturday September 27 th , 2014 9AM-3PM	Fairfield ESC	<ul style="list-style-type: none"> Overview of FAST Program Exploring what does change/transformation mean for each district. Getting their staffs introduced to P3 What strengths already exist within your respective districts? What is still a need in our community? What type of transformation are your kids hoping for? Calendar Initiative map Asset map 	<ol style="list-style-type: none"> 1) Can we have Rich Rosen give a presentation to this group to explore transformation/opportunity for change? 2) Is there a transformation model/process that we could use as a way to structure each of our sessions so they can see the growth over time? (We will also use each day as a way to go through the design cycle, i.e. Day 1 is the brainstorm for these folks) 3) What is the Fairfield ESC hoping for within this realm of PD? 4) What parameters exist on the funds that each district will get for their work? 	KP, SOS, Rich Rosen & COSI Staff –Robin Dungan	JH, MGC,
FAST Quarter 2 PD	Friday October 3rd	Fairfield ESC	<ul style="list-style-type: none"> Quarterly planning time for teachers who have successfully completed P3 		KP, SOS, KS & COSI Staff Chelsie Webster & Joe Wood	
8 School District Site	October 13 th - October 16 th	At School District location			KP, SOS, LT	



Charrettes	Time varies based on school district needs				
FAST Design Team Project Planning Meeting #1	Saturday October 25 th , 2014 9AM-3PM	Fairfield ESC	<ul style="list-style-type: none"> What is their preliminary plan? Where are they at in reaching out to their community, and their staffs about the FAST program? What resources and/or expertise are you looking for to help support your FAST work? 	1) What are the parameters of their funds? (i.e. no salaries can be paid with the funds obtained) 2) What needs are the communities identifying in these districts for what direction this transformation can take. How are communities being involved in these projects? 3) How are school districts and Fairfield ESC exploring the idea of a sustainable idea?	KP, SOS & COSI Staff - Kurt Huffman
FAST Design Team Project Planning Meeting #2	Saturday November 8 th , 2014 9AM-3PM	Fairfield ESC	<ul style="list-style-type: none"> Using their resource/experts needs ideas from October; bring in a variety of experts the school districts could connect with in their thinking to make their plans come to fruition. Solidify their plan and begin a process to get their staffs, students, & communities involved with their 	1) Have districts explore their own access to resources, and expand on what they already have.	SOS, KS(?) & COSI Staff - Robin Dungan

				work. <ul style="list-style-type: none"> Share their plan with all 8 districts to glean more ideas. 			
FAST Quarter 3 PD	Friday December 5 th , 2014	Fairfield ESC	<ul style="list-style-type: none"> Quarterly planning time for teachers who have successfully completed P3 	KP, SOS, KS & COSI Staff-Rebecca Kelly Leonard Sparks			
FAST Design Team Presentation	Saturday December 6 th , 2014	Fairfield ESC	<ul style="list-style-type: none"> School Districts present their plan and ideas to be implemented in 2015 Have plans ready for presentation and post their work on this day. Mastery Rubric for their plan and presentation 	KP, SOS & COSI Staff-Kurt Huffman	1) Give feedback to the teams. 2) Receive modifications prior to their final proposals on Jan 17 th , 2015		
FAST Design Team Implementation	Saturday January 17 th , 2015	Fairfield ESC	<ul style="list-style-type: none"> Schedule for their implementation plan. Present their plans to a board/committee. Awarded with first part of their grant monies to implement their plan. 	KP, SOS			
FAST Quarter 4 PD	Friday March 6 th 2015	Fairfield ESC	<ul style="list-style-type: none"> Quarterly planning time for teachers who have 	KP, SOS, KS			



			successfully completed P3			
FAST Site Visits	March 2015-April 2015	Various locations based on district plan	•		KP, SOS	
FAST Program Presentations	Saturday May 30, 2015	Fairfield ESC	• FAST Celebration of work and presentation of planning to implementation	1) Work with teams to discuss what they experienced in this first year of planning and implementation. 2) How have they built capacity in their schools/districts 3) What has changed within their districts and programs 4) What is planned next in their implementation of FAST	KP, SOS	
FAST Quarter 1 PD	Friday June TBD 2015	Fairfield ESC	• Quarterly planning time for teachers who have successfully completed P3		KP, SOS, KS	
			•			
			•			
			•			
			•			



FAST FORWARD

Fairfield Advancing
Students & Teachers
Forward

Project FAST Forward

This is a consortium effort led by the Fairfield County ESC and funded by the Straight A Grant Fund. This is a network centric approach to **transform the educational systems in Fairfield County**. The ultimate goal will be to TRANSFORM TEACHING and LEARNING across the 8 districts to increase student engagement, personalize learning, and support college and career ready skills for ALL STUDENTS.

The Consortium includes:

- Fairfield ESC
- Amanda-Clearcreek Local
- Berne-Union Local
- Bloom-Carroll Local
- Fairfield Union
- Lancaster City
- Liberty-Union
- Thurston Local
- Pickerington Local
- Walnut Township Local Schools
- Fairfield Co. Board of Developmental Disabilities
- Fairfield Career Center
- Fairfield Co. Juvenile Court

Transforming Leadership

The Schlechty Center will train, coach, and support district transformational leadership teams to SHIFT from bureaucratic institutions into LEARNING ORGANIZATIONS where continuous innovation, from the classroom to the boardroom, becomes the norm.

FAST Forward Design Teams

The 8 major districts in the consortium will make up the FAST Forward design teams. These design teams can be school administrators, lead teachers, curriculum coordinators, and/or community members vested in TRANSFORMING the educational programming within their district. Each district will design and implement a plan to answer the question "What will transformation look like in our community?" The PAST Foundation will be thinking partner in this process to help districts strategically plan their innovative designs.

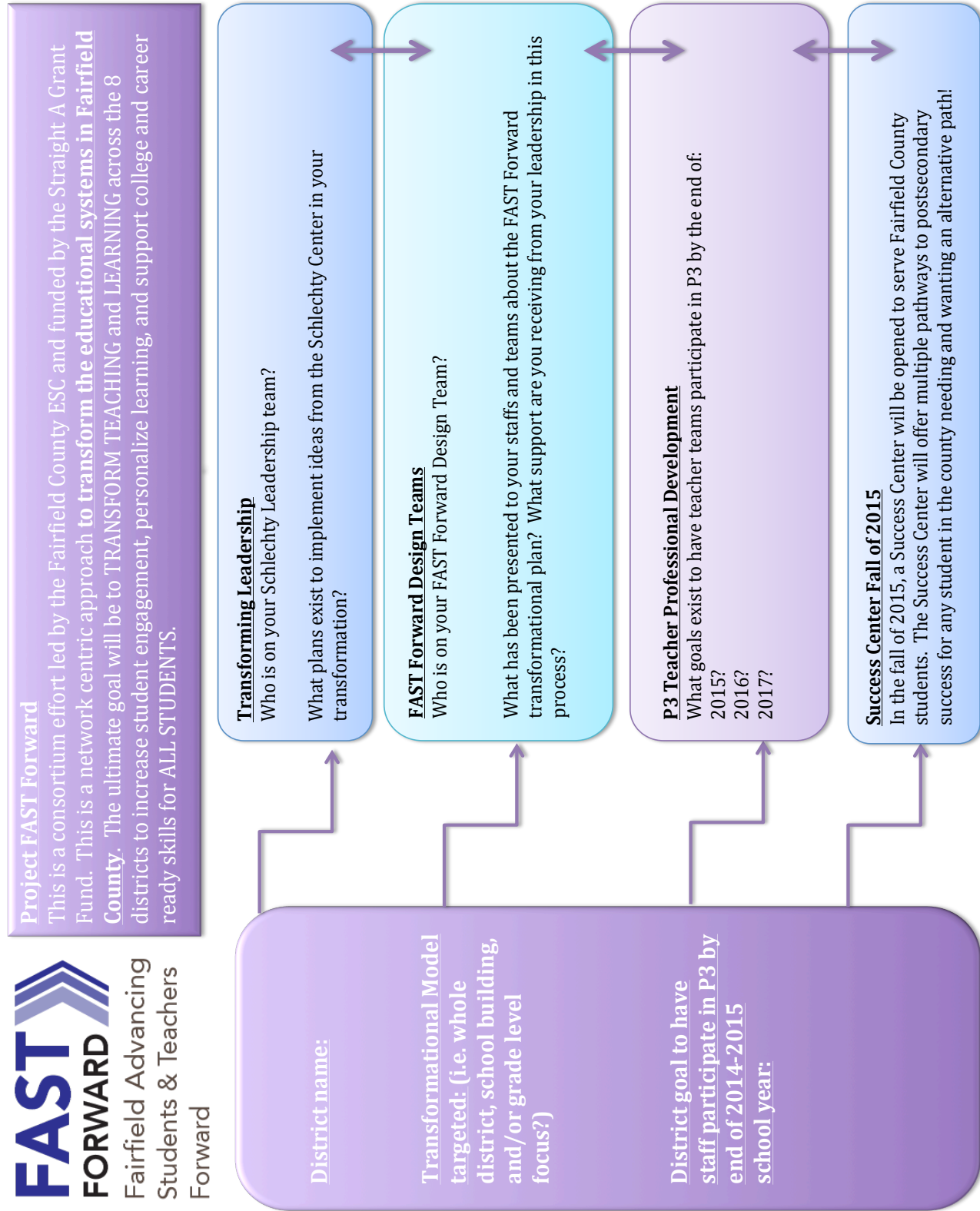
P3 Teacher Professional Development

PAST Innovation Lab will collaborate with teachers as they rethink instructional pedagogy and design, to develop high quality, TRANSDISCIPLINARY PROBLEM BASED LEARNING (TPBL) and STEM focused modules. By the end of year 2017, 1,200 teachers in Fairfield will have had the opportunity to engage in TPBL training and the end goal is as always to **Increase ACHIEVEMENT for all 25,018 Fairfield County Children.**

Success Center Fall of 2015

In the fall of 2015 a Success Center will be opened to serve Fairfield County students. The Success Center will offer multiple pathways to postsecondary success for any student in the county needing and wanting an alternative path!





FAST Forward Transformation Strategic Planning Rubric

	CRITERIA/ELEMENT OF CHANGE	TRANSFORMATIVE	NOTES/COMMENTS/IDEAS
Changes Planned for Transformation	2-3 No-cost CHANGE ELEMENTS CHANGE ELEMENT 1: CHANGE ELEMENT 2: CHANGE ELEMENT 3:	Change element impacts the school district, local community, and Fairfield county	
	2-3 CHANGE ELEMENTS with costs CHANGE ELEMENT 1: CHANGE ELEMENT 2: CHANGE ELEMENT 3:	Change element impacts the school district, local community, and Fairfield county	
Impact of Changes Planned	Student Engagement in Change Elements	Students lead change elements with the planning teams	
	Teacher Engagement in Change Elements	Non-Design team teachers lead the change element with the planning team	
	Community Engagement in Change Elements	Local community lead change elements planning teams includes Parents, Businesses, Government Officials and Agencies, Non-Profit Organizations, & Higher Ed.	
Sustainability of Change Elements	P3 implementation plan (current-December 2017)	Teacher quarterly plans from P3 and professional development are monitored and tracked for alignment with strategic plans	
	Strategic plan is designed with maximizing Fairfield County into a shared resource system. (i.e. 8 districts share, planning with The Success Center, etc.)	Partnerships formed and planned through the change elements designed and solidified.	
Logistical Planning of Transformation	Timeline	Change elements with milestones, design team report, and modification process are outlined and documented.	
	FISCALLY SUSTAINABLE solutions	Change elements don't include additional staffing/consultants. Change elements are sustainable >5 years beyond Straight A funding	
	MONITOR PROGRESS/MANAGE	Change elements progress is managed and monitored within project sub teams comprised of teachers, students, and community members	



FAST FORWARD

Fairfield Advancing
Students & Teachers
Forward

Tangible Asset Map

Assets	What We Have	What We Would Consider Adding
Number of Bldgs in FAST Project		
Faculty		
Number of Teachers		
Number of Specialists		
Number of Paras		
Innovation Coordinators		
Curriculum Coordinators		
Staff		
Admin		
Facilities		
Food		
Student Body		
Total Number of Students		
Average Class Size		
Classroom Configurations		
Number of large classrooms		
Number of expandable classrooms		
Number of small classrooms		
Number of large gathering areas		
External classrooms		
Technology		
WiFi		
Smart Boards		
Elmo's		
TV		
Internet Filter Used		
Computing Capabilities		
Ratio of laptops per school to students		
Number of computer labs		
Number of computer carts		
Number of tablets per students		
Number of iPods per students		
Ratio of Smart phones within student body		
Content Access		
Textbook usage		
Online class management with parental access		
conceptual homework		
Course types		
Direct Instruction		
Looping classes		
Blended classes		
Flex Instruction classes		
Asynchronous Distance Learning courses		
Hybrid courses		
Day Schedule		
Bell system Y/N		
Number of periods		
Block schedule system if applicable		
Buddy Schools		
Community Partnerships		
PTSO		
4-H		
Gardening Club		
FFA		
Reporting		
Letter Grade		
Mastery		
Instructional Strategy		
Cultural Strategy		
Delivery System		


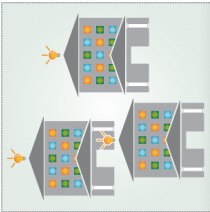

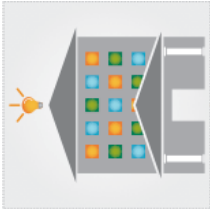





SETTING THE STAGE



Categorize Your School's Initiatives

			
Instructional Strategy	Cultural Strategy	Delivery Systems	Past the wall



FAST »	Fairfield Advancing Student & Teachers Forward	 THE PAST FOUNDATION
FAST Forward Initial Site Visit		
School:		
Address:		
Date:		
FAST Forward Design Team Members & Community Partners Present		
1) What are some initial ideas the design team has brainstormed for transformation?		
2) How has the FAST Forward Program been presented to the entire staff/larger audience? What was the feedback/response?		
3) What 2-3 changes can you implement that would have no cost associated?		
4) What 2-3 changes can you implement that would have a cost associated?		
5) What is the plan to begin having your teachers and staffs participate in the P3 program?		
6) Additional staff development needs:		
7) Notes, observations, attachments:		



[illegible]

[illegible]

[illegible]

Visit the PAST Innovation Lab web site | www.pastinnovationlab.org    

[illegible]

FAST Forward Participant Attendance Information: Pickerington									
Name	Title	Email	FAST Orient	Design Team Meetings				Charette	P3
			9/27/14	10/25/14	11/8/14	12/6/14	1/17/15	10/20/14	
Eileen McGarvey	School Counselor-Ridgeview	eileen_mcgarvey@plsd.us	x	x				x	
Susan Caudill	Principal-Ridgeview J	susan_caudill@plsd.us	x	x				x	
Amy Warren	Assistant Principal-Laurel	amy_warren@plsd.us	x	x				/	
Julie Novel	Director of Secondary	julie_novel@plsd.us	x	x				x	
Megan Croft	Teacher	megan_croft@plsd.us		x				x	
Amy Cowles	School Counselor	amy_cowles@plsd.us		x				/	
Chase Schneider	Teacher	chase_schneider@plsd.us		x				/	
Jeff Clark	Principal	jeff_clark@plsd.us		x				x	
Cheryl Knox	Visual Arts	cheryl_knox@plsd.us		x				/	
Sarah Geiger	school counselor	sarah_geiger@plsd.us		x				/	



[illegible]





The screenshot shows a Safari browser window with the address bar at `app.emaze.com/mypresentations#my`. The page title is "emaze-amazing presentations in minutes". The emaze interface includes a navigation bar with "UPGRADE" and a user profile "kpatel@pastfoundation.org". The main content area displays a presentation slide titled "Design Process-A plan for transformation and culture shift".

The slide features a central circular diagram titled "Design Principles that lead from Aspiration to Innovation". The diagram is divided into four quadrants, each representing a stage of the design process:

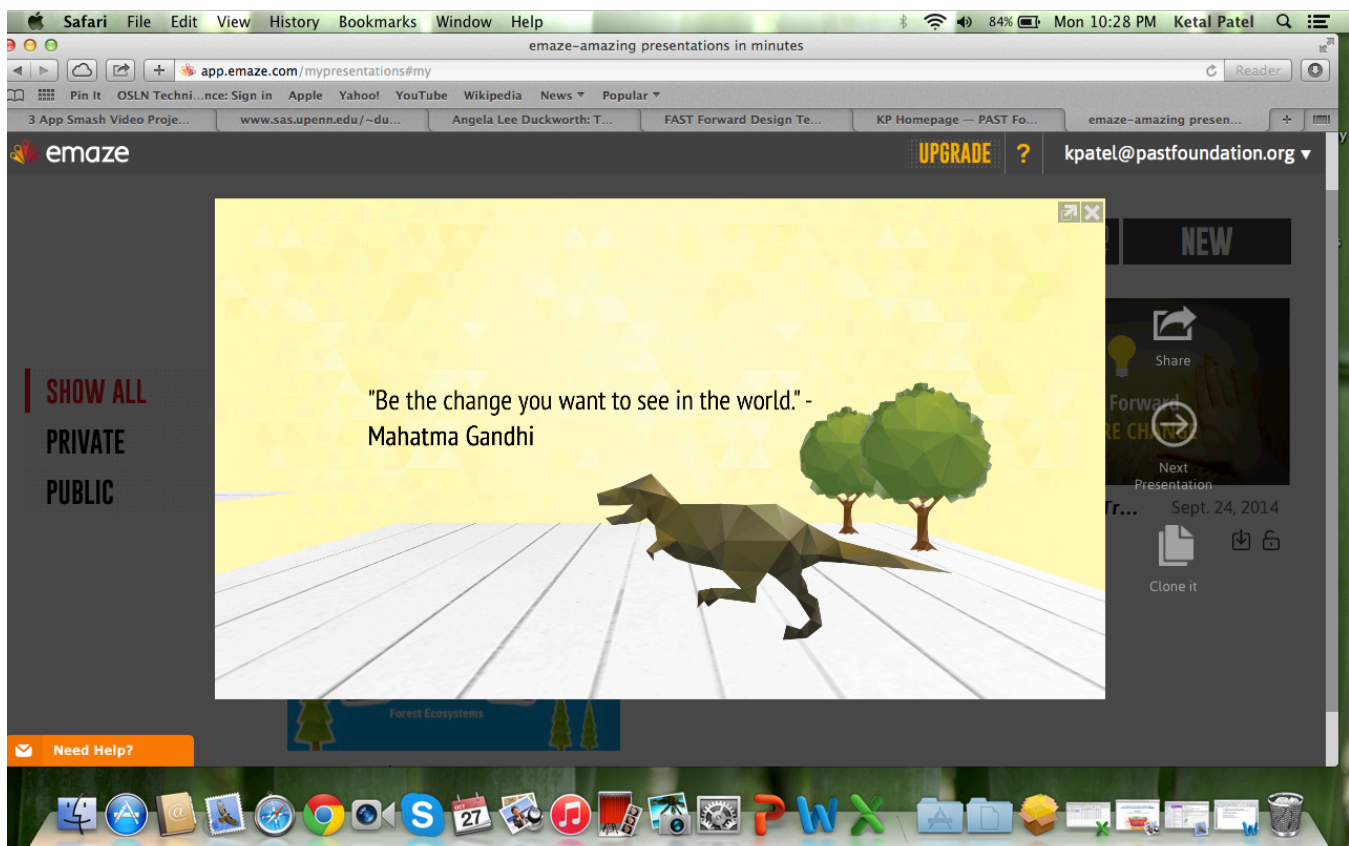
- Top (Blue):** Identify the Issue
- Right (Green):** Brainstorm the Problem
- Bottom (Red):** Implement Solution
- Left (Yellow):** Dissemination

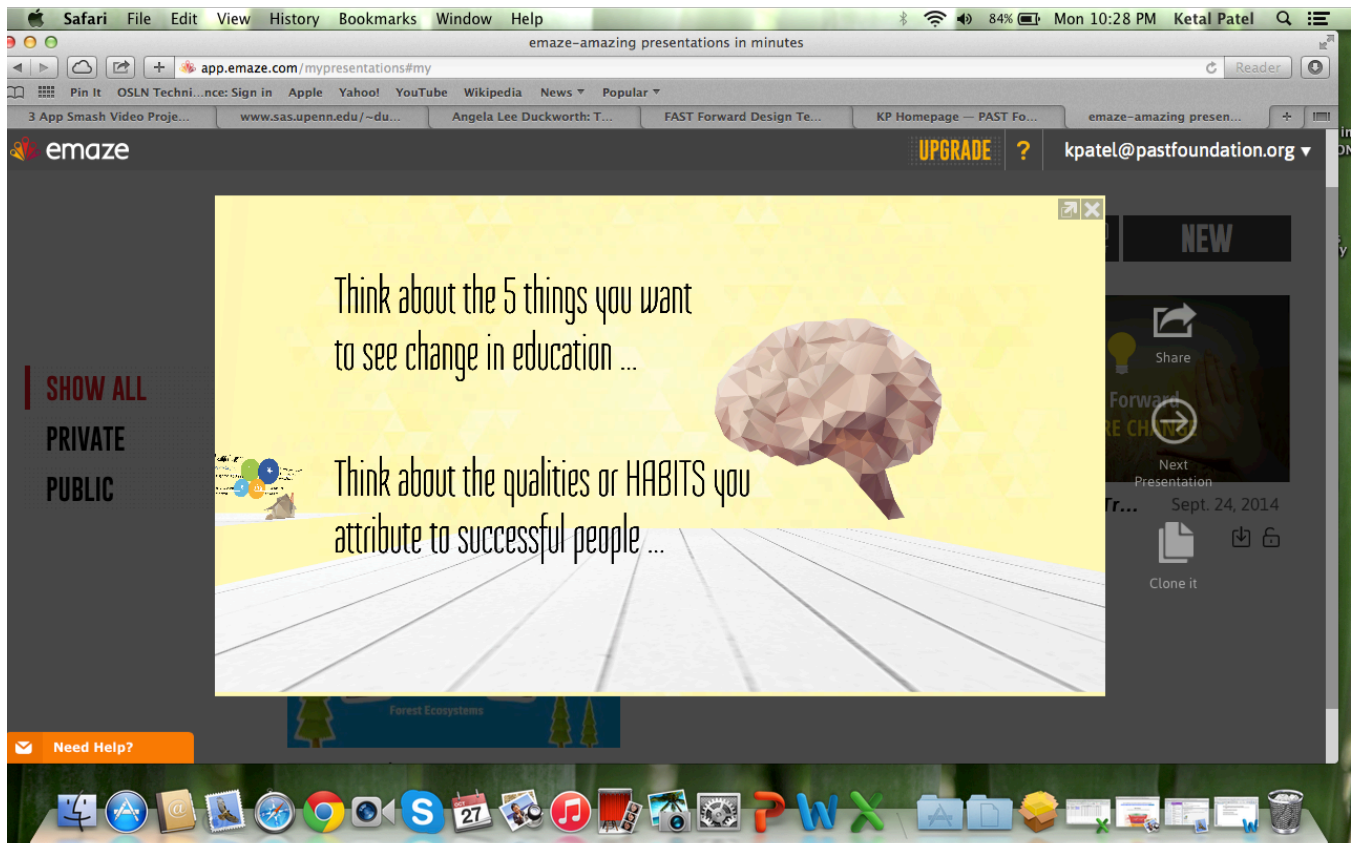
Surrounding the central circle are eight smaller labels indicating specific actions or outcomes:

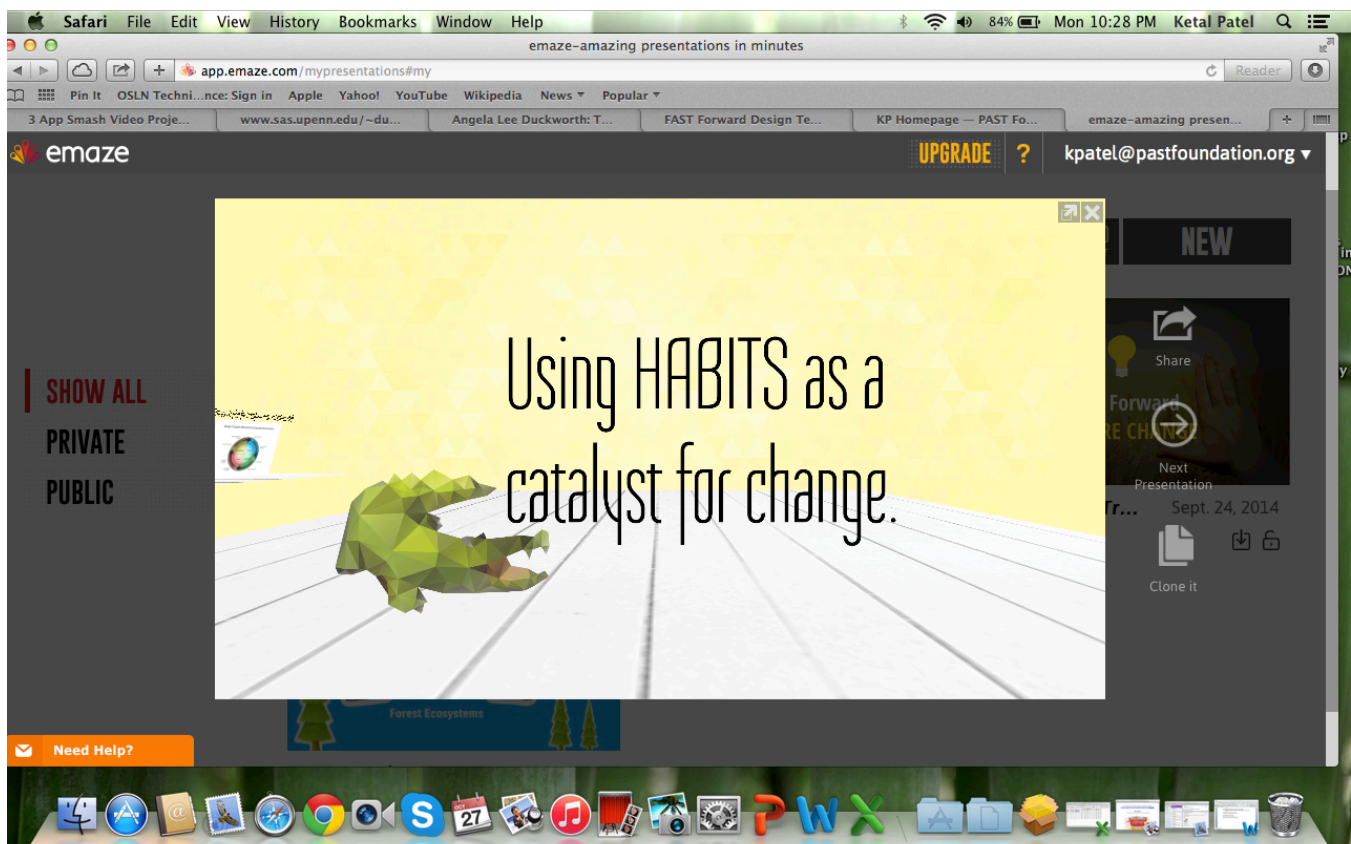
- Identify the Issue
- Brainstorm the Problem
- Design Solution
- Implement Solution
- Evaluate the Solution
- Modify the Solution
- Share the Solution
- Revisit Associated Issues

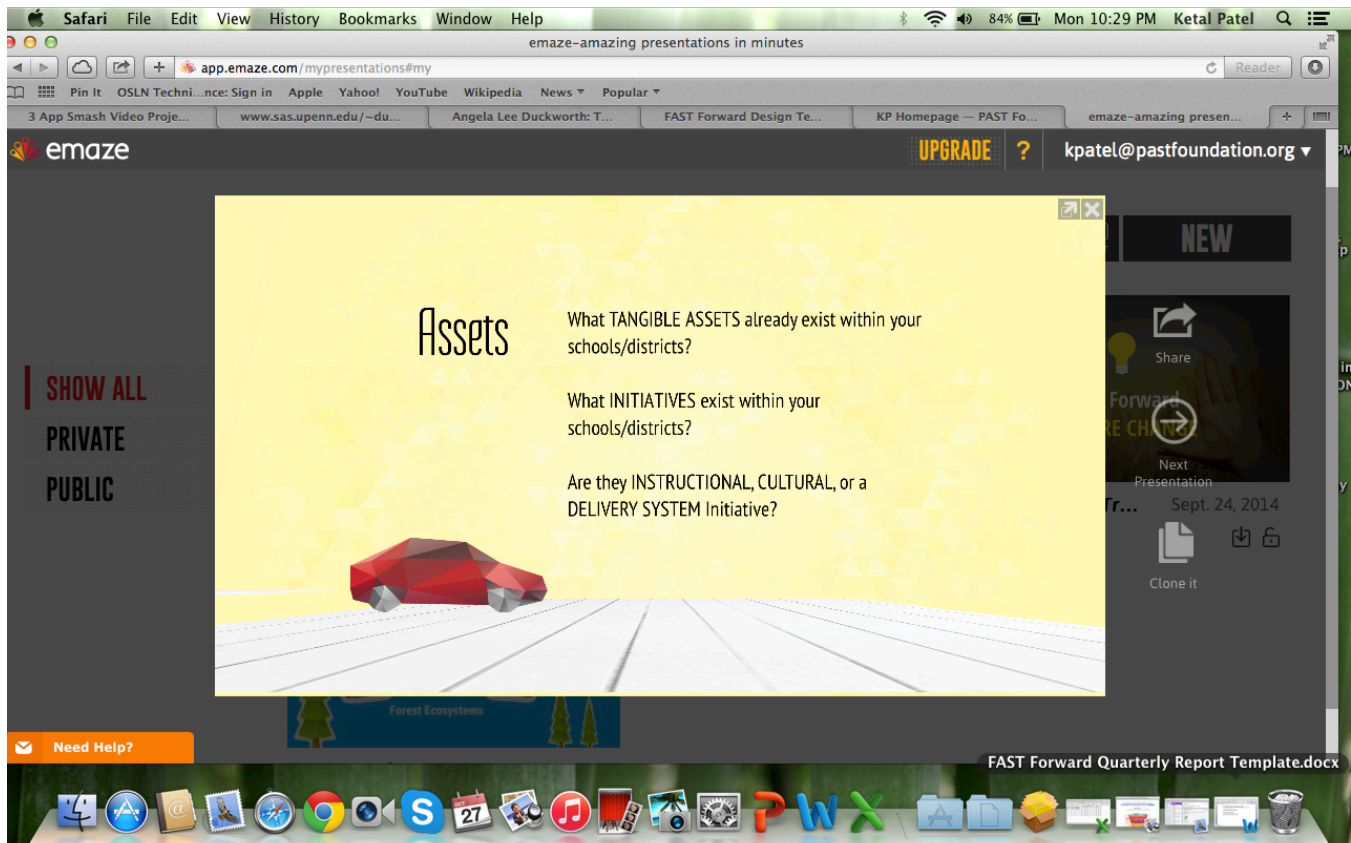
On the left side of the emaze interface, there are buttons for "SHOW ALL", "PRIVATE", and "PUBLIC". On the right, there is a "NEW" section with a "Share" button and a "Next Presentation" link dated "Sept. 24, 2014". The bottom of the browser window shows a dock with various application icons.

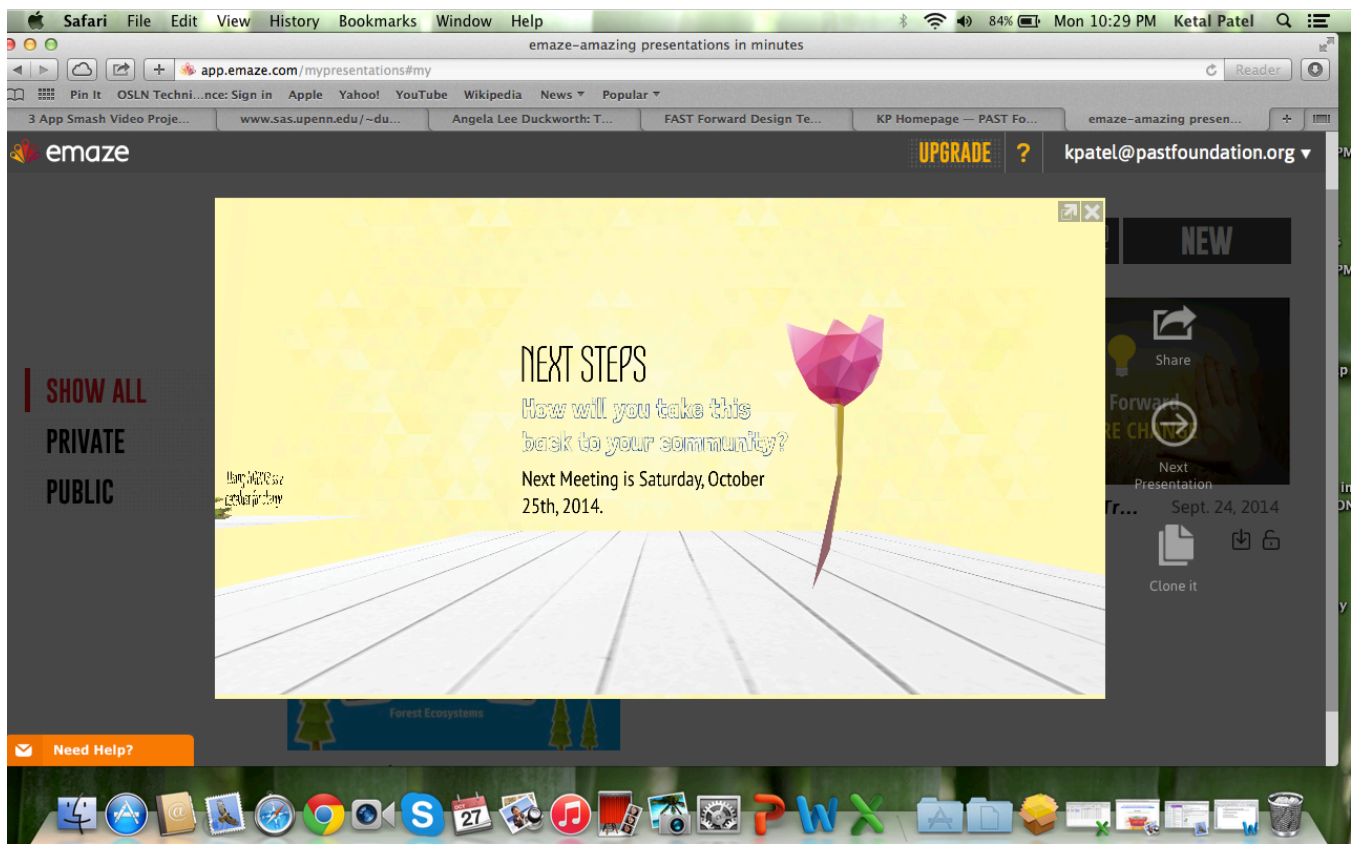


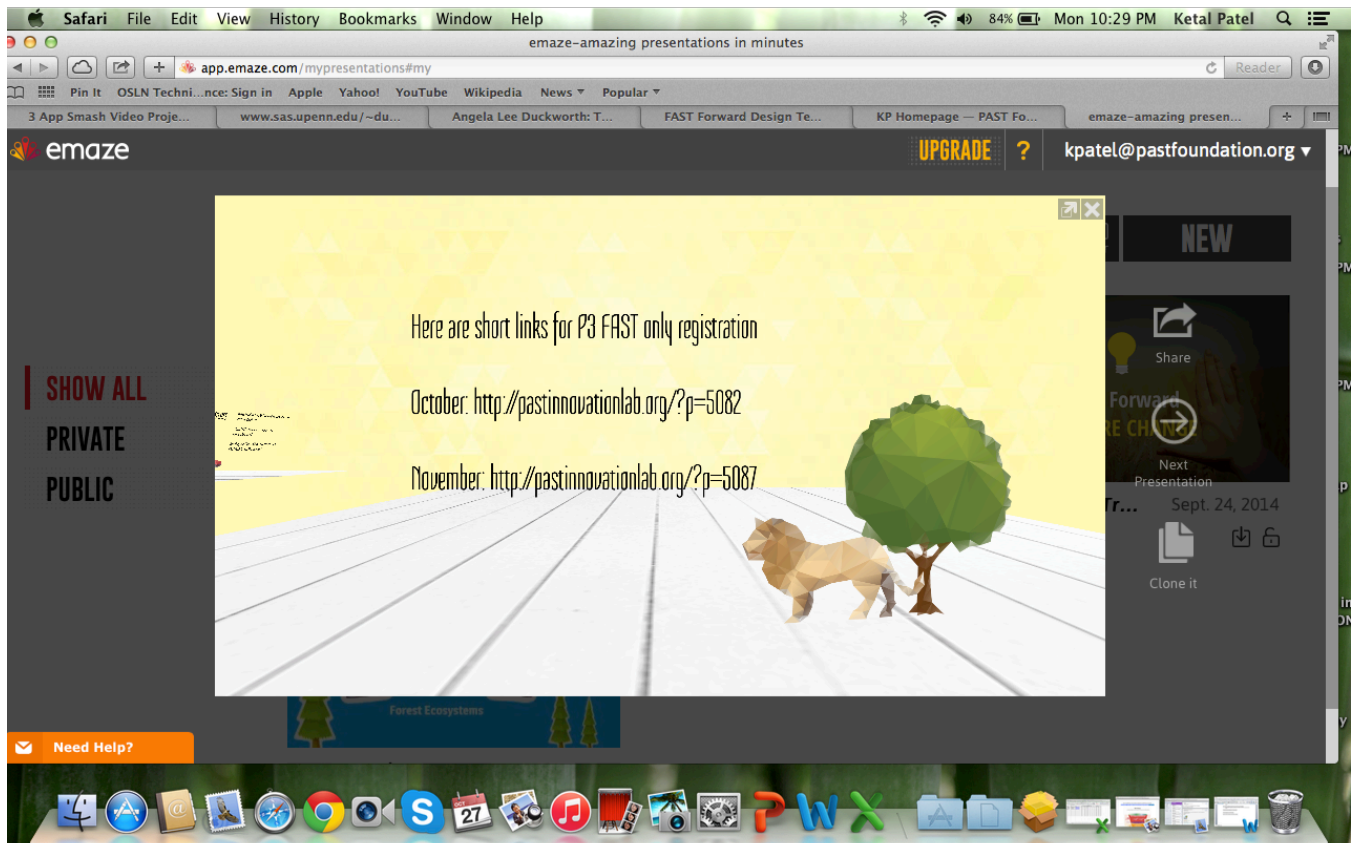








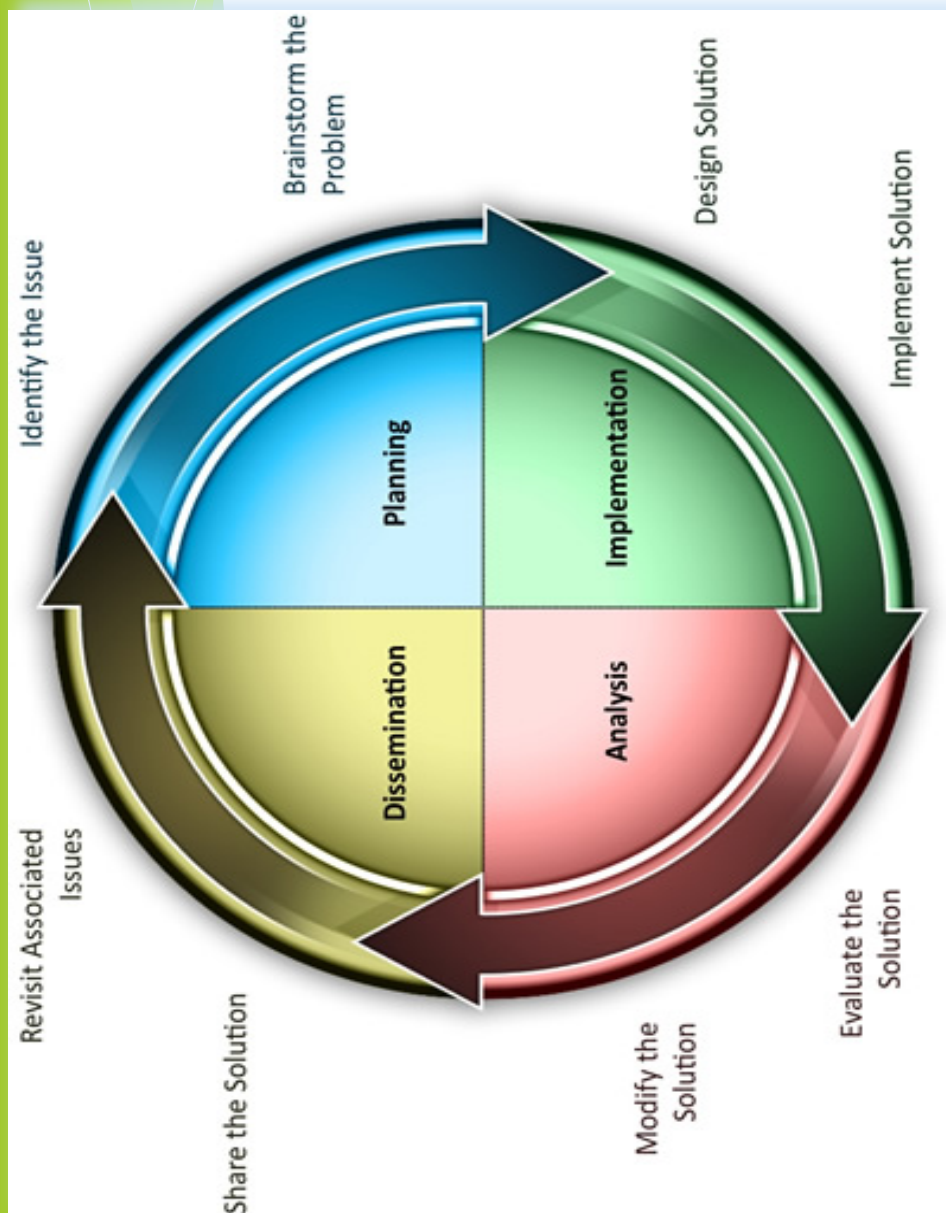




PAST Foundation Quarterly Planning PD October 3, 2014



Using the Design Cycle






Design Principles are a Cultural Universal Process – Everybody Does it!



GREATEST ENGINEERING ACHIEVEMENTS OF THE 20TH CENTURY

How many of the 20th century's greatest engineering achievements will you use today? A car? Computer? Telephone? Engineering shaped a century and changed the world.

	
ELECTRIFICATION	HIGHWAYS
	
AUTOMOBILE	SPACECRAFT
	
AIRPLANE	INTERNET
	
WATER SUPPLY & DISTRIBUTION	IMAGING
	
ELECTRONICS	HOUSEHOLD APPLIANCES
	
RADIO & TELEVISION	HEALTH TECHNOLOGIES
	
AGRICULTURAL MECHANIZATION	PETROLEUM & PETROCHEMICAL TECHNOLOGIES
	
COMPUTERS	LASER & FIBER OPTICS
	
TELEPHONY	NUCLEAR TECHNOLOGIES
	
AIR CONDITIONING & REFRIGERATION	HIGH-PERFORMANCE MATERIALS

 NATIONAL ACADEMY OF ENGINEERING
www.greatachievements.org



GREATEST ENGINEERING CHALLENGES OF THE 21ST CENTURY

The century ahead poses challenges as formidable as any from millennia past. These are the Grand Challenges for Engineering as determined by a committee of the National Academy of Engineering:



MAKE SOLAR ENERGY ECONOMICAL



ENGINEERING BETTER MEDICINES



PROVIDE ENERGY FROM FUSION



REVERSE-ENGINEER THE BRAIN



PREVENT NUCLEAR TERROR



DEVELOP CARBON SEQUESTRATION METHODS



MANAGE THE NITROGEN CYCLE



SECURE CYBERSPACE



PROVIDE ACCESS TO CLEAN WATER



ENHANCE VIRTUAL REALITY



RESTORE AND IMPROVE URBAN INFRASTRUCTURE



ADVANCE PERSONALIZED LEARNING



ADVANCE HEALTH INFORMATICS



ENGINEER THE TOOLS OF SCIENTIFIC DISCOVERY

WHAT CONTRIBUTION WILL **YOU** MAKE IN THE 21ST CENTURY?

NATIONAL ACADEMY OF ENGINEERING
www.engineeringchallenges.org





Problems: Real
world issues
guide learning

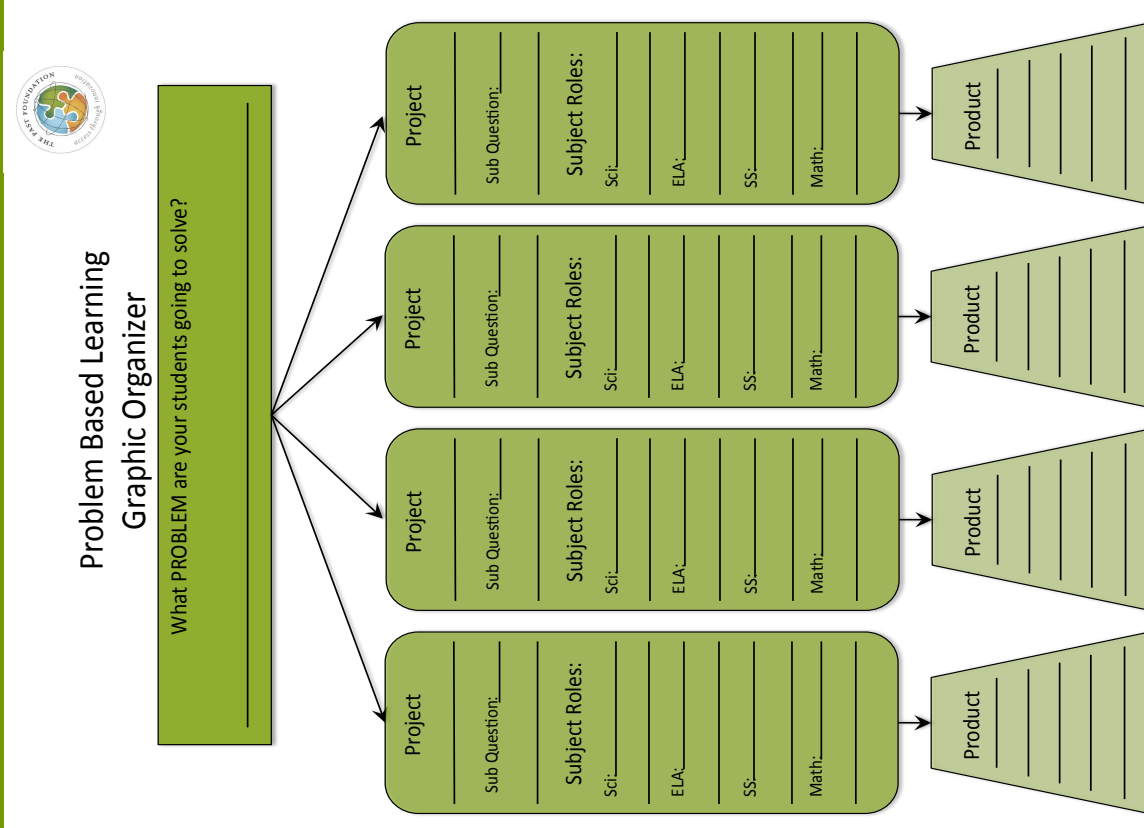


Transdisciplinary
Projects tackle
problems



Products display
evidence of
learning





BACKMAPPING PROGRAM/PROJECT SCHEDULES



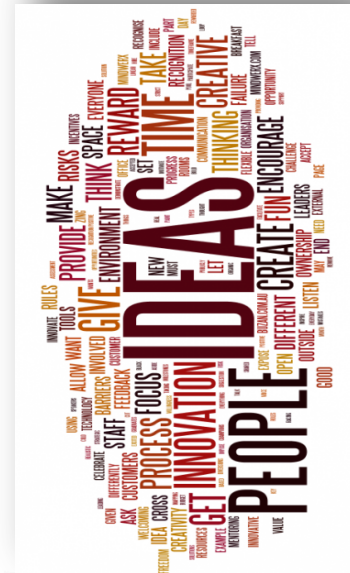
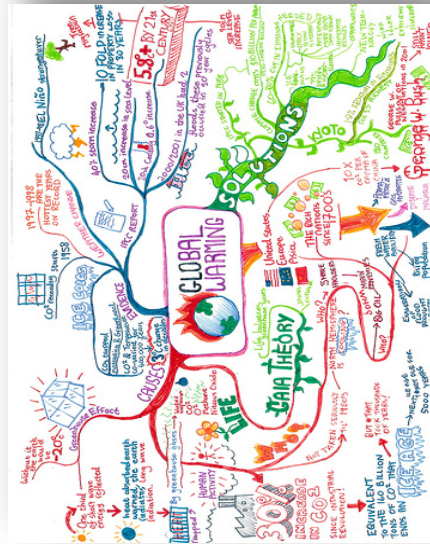
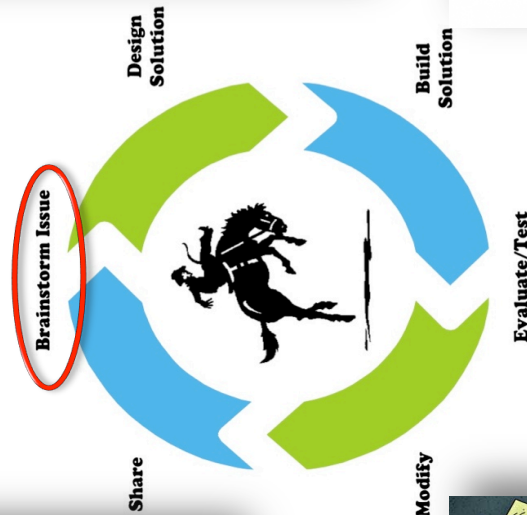
Day/Week 1: Start Date Project/Task/Subject:	Day/Week 2: Project/Task/Subject:	Day/Week 3: Project/Task/Subject:	Day/Week 4: Project/Task/Subject:	Day/Week 5: Project/Task/Subject:
Day/Week 6: Project/Task/Subject:	Day/Week 7: Project/Task/Subject:	Day/Week 8: Project/Task/Subject:	Day/Week 9: Project/Task/Subject:	Day/Week 10: Project/Task/Subject:

Designing Transdisciplinary Problem/Project-Based Learning

1



Brainstorm





BACKMAPPING PROGRAM/PROJECT SCHEDULES


Day/Week 1: Start Date Project/Task/Subject:	Day/Week 2: Project/Task/Subject:	Day/Week 3: Project/Task/Subject:	Day/Week 4: Project/Task/Subject:	Day/Week 5: Project/Task/Subject:																																																																																																																																																						
<div>Project Plan Template</div> <table border="1"> <tr><td>Project Name</td><td></td></tr> <tr><td>Project Manager</td><td></td></tr> <tr><td>Project Sponsor</td><td></td></tr> <tr><td>Project Start Date</td><td></td></tr> <tr><td>Project End Date</td><td></td></tr> <tr><td>Project Budget</td><td></td></tr> <tr><td>Project Status</td><td></td></tr> <tr><td>Project Description</td><td></td></tr> <tr><td>Project Objectives</td><td></td></tr> <tr><td>Project Deliverables</td><td></td></tr> <tr><td>Project Risks</td><td></td></tr> <tr><td>Project Communication Plan</td><td></td></tr> <tr><td>Project Stakeholders</td><td></td></tr> <tr><td>Project Approval</td><td></td></tr> <tr><td>Project Sign-off</td><td></td></tr> </table>	Project Name		Project Manager		Project Sponsor		Project Start Date		Project End Date		Project Budget		Project Status		Project Description		Project Objectives		Project Deliverables		Project Risks		Project Communication Plan		Project Stakeholders		Project Approval		Project Sign-off		<div>Project Plan Template</div> <table border="1"> <tr><td>Project Name</td><td></td></tr> <tr><td>Project Manager</td><td></td></tr> <tr><td>Project Sponsor</td><td></td></tr> <tr><td>Project Start Date</td><td></td></tr> <tr><td>Project End Date</td><td></td></tr> <tr><td>Project Budget</td><td></td></tr> <tr><td>Project Status</td><td></td></tr> <tr><td>Project Description</td><td></td></tr> <tr><td>Project Objectives</td><td></td></tr> <tr><td>Project Deliverables</td><td></td></tr> <tr><td>Project Risks</td><td></td></tr> <tr><td>Project Communication Plan</td><td></td></tr> <tr><td>Project Stakeholders</td><td></td></tr> <tr><td>Project Approval</td><td></td></tr> <tr><td>Project Sign-off</td><td></td></tr> </table>	Project Name		Project Manager		Project Sponsor		Project Start Date		Project End Date		Project Budget		Project Status		Project Description		Project Objectives		Project Deliverables		Project Risks		Project Communication Plan		Project Stakeholders		Project Approval		Project Sign-off		<div>Project Plan Template</div> <table border="1"> <tr><td>Project Name</td><td></td></tr> <tr><td>Project Manager</td><td></td></tr> <tr><td>Project Sponsor</td><td></td></tr> <tr><td>Project Start Date</td><td></td></tr> <tr><td>Project End Date</td><td></td></tr> <tr><td>Project Budget</td><td></td></tr> <tr><td>Project Status</td><td></td></tr> <tr><td>Project Description</td><td></td></tr> <tr><td>Project Objectives</td><td></td></tr> <tr><td>Project Deliverables</td><td></td></tr> <tr><td>Project Risks</td><td></td></tr> <tr><td>Project Communication Plan</td><td></td></tr> <tr><td>Project Stakeholders</td><td></td></tr> <tr><td>Project Approval</td><td></td></tr> <tr><td>Project Sign-off</td><td></td></tr> </table>	Project Name		Project Manager		Project Sponsor		Project Start Date		Project End Date		Project Budget		Project Status		Project Description		Project Objectives		Project Deliverables		Project Risks		Project Communication Plan		Project Stakeholders		Project Approval		Project Sign-off		<div>Project Plan Template</div> <table border="1"> <tr><td>Project Name</td><td></td></tr> <tr><td>Project Manager</td><td></td></tr> <tr><td>Project Sponsor</td><td></td></tr> <tr><td>Project Start Date</td><td></td></tr> <tr><td>Project End Date</td><td></td></tr> <tr><td>Project Budget</td><td></td></tr> <tr><td>Project Status</td><td></td></tr> <tr><td>Project Description</td><td></td></tr> <tr><td>Project Objectives</td><td></td></tr> <tr><td>Project Deliverables</td><td></td></tr> <tr><td>Project Risks</td><td></td></tr> <tr><td>Project Communication Plan</td><td></td></tr> <tr><td>Project Stakeholders</td><td></td></tr> <tr><td>Project Approval</td><td></td></tr> <tr><td>Project Sign-off</td><td></td></tr> </table>	Project Name		Project Manager		Project Sponsor		Project Start Date		Project End Date		Project Budget		Project Status		Project Description		Project Objectives		Project Deliverables		Project Risks		Project Communication Plan		Project Stakeholders		Project Approval		Project Sign-off		<div>Project Plan Template</div> <table border="1"> <tr><td>Project Name</td><td></td></tr> <tr><td>Project Manager</td><td></td></tr> <tr><td>Project Sponsor</td><td></td></tr> <tr><td>Project Start Date</td><td></td></tr> <tr><td>Project End Date</td><td></td></tr> <tr><td>Project Budget</td><td></td></tr> <tr><td>Project Status</td><td></td></tr> <tr><td>Project Description</td><td></td></tr> <tr><td>Project Objectives</td><td></td></tr> <tr><td>Project Deliverables</td><td></td></tr> <tr><td>Project Risks</td><td></td></tr> <tr><td>Project Communication Plan</td><td></td></tr> <tr><td>Project Stakeholders</td><td></td></tr> <tr><td>Project Approval</td><td></td></tr> <tr><td>Project Sign-off</td><td></td></tr> </table>	Project Name		Project Manager		Project Sponsor		Project Start Date		Project End Date		Project Budget		Project Status		Project Description		Project Objectives		Project Deliverables		Project Risks		Project Communication Plan		Project Stakeholders		Project Approval		Project Sign-off	
Project Name																																																																																																																																																										
Project Manager																																																																																																																																																										
Project Sponsor																																																																																																																																																										
Project Start Date																																																																																																																																																										
Project End Date																																																																																																																																																										
Project Budget																																																																																																																																																										
Project Status																																																																																																																																																										
Project Description																																																																																																																																																										
Project Objectives																																																																																																																																																										
Project Deliverables																																																																																																																																																										
Project Risks																																																																																																																																																										
Project Communication Plan																																																																																																																																																										
Project Stakeholders																																																																																																																																																										
Project Approval																																																																																																																																																										
Project Sign-off																																																																																																																																																										
Project Name																																																																																																																																																										
Project Manager																																																																																																																																																										
Project Sponsor																																																																																																																																																										
Project Start Date																																																																																																																																																										
Project End Date																																																																																																																																																										
Project Budget																																																																																																																																																										
Project Status																																																																																																																																																										
Project Description																																																																																																																																																										
Project Objectives																																																																																																																																																										
Project Deliverables																																																																																																																																																										
Project Risks																																																																																																																																																										
Project Communication Plan																																																																																																																																																										
Project Stakeholders																																																																																																																																																										
Project Approval																																																																																																																																																										
Project Sign-off																																																																																																																																																										
Project Name																																																																																																																																																										
Project Manager																																																																																																																																																										
Project Sponsor																																																																																																																																																										
Project Start Date																																																																																																																																																										
Project End Date																																																																																																																																																										
Project Budget																																																																																																																																																										
Project Status																																																																																																																																																										
Project Description																																																																																																																																																										
Project Objectives																																																																																																																																																										
Project Deliverables																																																																																																																																																										
Project Risks																																																																																																																																																										
Project Communication Plan																																																																																																																																																										
Project Stakeholders																																																																																																																																																										
Project Approval																																																																																																																																																										
Project Sign-off																																																																																																																																																										
Project Name																																																																																																																																																										
Project Manager																																																																																																																																																										
Project Sponsor																																																																																																																																																										
Project Start Date																																																																																																																																																										
Project End Date																																																																																																																																																										
Project Budget																																																																																																																																																										
Project Status																																																																																																																																																										
Project Description																																																																																																																																																										
Project Objectives																																																																																																																																																										
Project Deliverables																																																																																																																																																										
Project Risks																																																																																																																																																										
Project Communication Plan																																																																																																																																																										
Project Stakeholders																																																																																																																																																										
Project Approval																																																																																																																																																										
Project Sign-off																																																																																																																																																										
Project Name																																																																																																																																																										
Project Manager																																																																																																																																																										
Project Sponsor																																																																																																																																																										
Project Start Date																																																																																																																																																										
Project End Date																																																																																																																																																										
Project Budget																																																																																																																																																										
Project Status																																																																																																																																																										
Project Description																																																																																																																																																										
Project Objectives																																																																																																																																																										
Project Deliverables																																																																																																																																																										
Project Risks																																																																																																																																																										
Project Communication Plan																																																																																																																																																										
Project Stakeholders																																																																																																																																																										
Project Approval																																																																																																																																																										
Project Sign-off																																																																																																																																																										
<div>Project Plan Template</div> <table border="1"> <tr><td>Project Name</td><td></td></tr> <tr><td>Project Manager</td><td></td></tr> <tr><td>Project Sponsor</td><td></td></tr> <tr><td>Project Start Date</td><td></td></tr> <tr><td>Project End Date</td><td></td></tr> <tr><td>Project Budget</td><td></td></tr> <tr><td>Project Status</td><td></td></tr> <tr><td>Project Description</td><td></td></tr> <tr><td>Project Objectives</td><td></td></tr> <tr><td>Project Deliverables</td><td></td></tr> <tr><td>Project Risks</td><td></td></tr> <tr><td>Project Communication Plan</td><td></td></tr> <tr><td>Project Stakeholders</td><td></td></tr> <tr><td>Project Approval</td><td></td></tr> <tr><td>Project Sign-off</td><td></td></tr> </table>	Project Name		Project Manager		Project Sponsor		Project Start Date		Project End Date		Project Budget		Project Status		Project Description		Project Objectives		Project Deliverables		Project Risks		Project Communication Plan		Project Stakeholders		Project Approval		Project Sign-off		<div>Project Plan Template</div> <table border="1"> <tr><td>Project Name</td><td></td></tr> <tr><td>Project Manager</td><td></td></tr> <tr><td>Project Sponsor</td><td></td></tr> <tr><td>Project Start Date</td><td></td></tr> <tr><td>Project End Date</td><td></td></tr> <tr><td>Project Budget</td><td></td></tr> <tr><td>Project Status</td><td></td></tr> <tr><td>Project Description</td><td></td></tr> <tr><td>Project Objectives</td><td></td></tr> <tr><td>Project Deliverables</td><td></td></tr> <tr><td>Project Risks</td><td></td></tr> <tr><td>Project Communication Plan</td><td></td></tr> <tr><td>Project Stakeholders</td><td></td></tr> <tr><td>Project Approval</td><td></td></tr> <tr><td>Project Sign-off</td><td></td></tr> </table>	Project Name		Project Manager		Project Sponsor		Project Start Date		Project End Date		Project Budget		Project Status		Project Description		Project Objectives		Project Deliverables		Project Risks		Project Communication Plan		Project Stakeholders		Project Approval		Project Sign-off		<div>Project Plan Template</div> <table border="1"> <tr><td>Project Name</td><td></td></tr> <tr><td>Project Manager</td><td></td></tr> <tr><td>Project Sponsor</td><td></td></tr> <tr><td>Project Start Date</td><td></td></tr> <tr><td>Project End Date</td><td></td></tr> <tr><td>Project Budget</td><td></td></tr> <tr><td>Project Status</td><td></td></tr> <tr><td>Project Description</td><td></td></tr> <tr><td>Project Objectives</td><td></td></tr> <tr><td>Project Deliverables</td><td></td></tr> <tr><td>Project Risks</td><td></td></tr> <tr><td>Project Communication Plan</td><td></td></tr> <tr><td>Project Stakeholders</td><td></td></tr> <tr><td>Project Approval</td><td></td></tr> <tr><td>Project Sign-off</td><td></td></tr> </table>	Project Name		Project Manager		Project Sponsor		Project Start Date		Project End Date		Project Budget		Project Status		Project Description		Project Objectives		Project Deliverables		Project Risks		Project Communication Plan		Project Stakeholders		Project Approval		Project Sign-off		<div>Project Plan Template</div> <table border="1"> <tr><td>Project Name</td><td></td></tr> <tr><td>Project Manager</td><td></td></tr> <tr><td>Project Sponsor</td><td></td></tr> <tr><td>Project Start Date</td><td></td></tr> <tr><td>Project End Date</td><td></td></tr> <tr><td>Project Budget</td><td></td></tr> <tr><td>Project Status</td><td></td></tr> <tr><td>Project Description</td><td></td></tr> <tr><td>Project Objectives</td><td></td></tr> <tr><td>Project Deliverables</td><td></td></tr> <tr><td>Project Risks</td><td></td></tr> <tr><td>Project Communication Plan</td><td></td></tr> <tr><td>Project Stakeholders</td><td></td></tr> <tr><td>Project Approval</td><td></td></tr> <tr><td>Project Sign-off</td><td></td></tr> </table>	Project Name		Project Manager		Project Sponsor		Project Start Date		Project End Date		Project Budget		Project Status		Project Description		Project Objectives		Project Deliverables		Project Risks		Project Communication Plan		Project Stakeholders		Project Approval		Project Sign-off		<div>Project Plan Template</div> <table border="1"> <tr><td>Project Name</td><td></td></tr> <tr><td>Project Manager</td><td></td></tr> <tr><td>Project Sponsor</td><td></td></tr> <tr><td>Project Start Date</td><td></td></tr> <tr><td>Project End Date</td><td></td></tr> <tr><td>Project Budget</td><td></td></tr> <tr><td>Project Status</td><td></td></tr> <tr><td>Project Description</td><td></td></tr> <tr><td>Project Objectives</td><td></td></tr> <tr><td>Project Deliverables</td><td></td></tr> <tr><td>Project Risks</td><td></td></tr> <tr><td>Project Communication Plan</td><td></td></tr> <tr><td>Project Stakeholders</td><td></td></tr> <tr><td>Project Approval</td><td></td></tr> <tr><td>Project Sign-off</td><td></td></tr> </table>	Project Name		Project Manager		Project Sponsor		Project Start Date		Project End Date		Project Budget		Project Status		Project Description		Project Objectives		Project Deliverables		Project Risks		Project Communication Plan		Project Stakeholders		Project Approval		Project Sign-off	
Project Name																																																																																																																																																										
Project Manager																																																																																																																																																										
Project Sponsor																																																																																																																																																										
Project Start Date																																																																																																																																																										
Project End Date																																																																																																																																																										
Project Budget																																																																																																																																																										
Project Status																																																																																																																																																										
Project Description																																																																																																																																																										
Project Objectives																																																																																																																																																										
Project Deliverables																																																																																																																																																										
Project Risks																																																																																																																																																										
Project Communication Plan																																																																																																																																																										
Project Stakeholders																																																																																																																																																										
Project Approval																																																																																																																																																										
Project Sign-off																																																																																																																																																										
Project Name																																																																																																																																																										
Project Manager																																																																																																																																																										
Project Sponsor																																																																																																																																																										
Project Start Date																																																																																																																																																										
Project End Date																																																																																																																																																										
Project Budget																																																																																																																																																										
Project Status																																																																																																																																																										
Project Description																																																																																																																																																										
Project Objectives																																																																																																																																																										
Project Deliverables																																																																																																																																																										
Project Risks																																																																																																																																																										
Project Communication Plan																																																																																																																																																										
Project Stakeholders																																																																																																																																																										
Project Approval																																																																																																																																																										
Project Sign-off																																																																																																																																																										
Project Name																																																																																																																																																										
Project Manager																																																																																																																																																										
Project Sponsor																																																																																																																																																										
Project Start Date																																																																																																																																																										
Project End Date																																																																																																																																																										
Project Budget																																																																																																																																																										
Project Status																																																																																																																																																										
Project Description																																																																																																																																																										
Project Objectives																																																																																																																																																										
Project Deliverables																																																																																																																																																										
Project Risks																																																																																																																																																										
Project Communication Plan																																																																																																																																																										
Project Stakeholders																																																																																																																																																										
Project Approval																																																																																																																																																										
Project Sign-off																																																																																																																																																										
Project Name																																																																																																																																																										
Project Manager																																																																																																																																																										
Project Sponsor																																																																																																																																																										
Project Start Date																																																																																																																																																										
Project End Date																																																																																																																																																										
Project Budget																																																																																																																																																										
Project Status																																																																																																																																																										
Project Description																																																																																																																																																										
Project Objectives																																																																																																																																																										
Project Deliverables																																																																																																																																																										
Project Risks																																																																																																																																																										
Project Communication Plan																																																																																																																																																										
Project Stakeholders																																																																																																																																																										
Project Approval																																																																																																																																																										
Project Sign-off																																																																																																																																																										
Project Name																																																																																																																																																										
Project Manager																																																																																																																																																										
Project Sponsor																																																																																																																																																										
Project Start Date																																																																																																																																																										
Project End Date																																																																																																																																																										
Project Budget																																																																																																																																																										
Project Status																																																																																																																																																										
Project Description																																																																																																																																																										
Project Objectives																																																																																																																																																										
Project Deliverables																																																																																																																																																										
Project Risks																																																																																																																																																										
Project Communication Plan																																																																																																																																																										
Project Stakeholders																																																																																																																																																										
Project Approval																																																																																																																																																										
Project Sign-off																																																																																																																																																										

Designing Transdisciplinary Problem/Project-Based Learning



Project Planners Help Everyone Manage Time

Project Plan Template	
Problem or Question Students will examine:	ISSUE OR PROBLEM
Common Core Standards Addressed:	
Product Ideas:	
Student Activities throughout the project:	
Formative Assessment Ideas used throughout the project:	
Expected Timeline of Project:	
Day 1	
Day 2	
Day 3	
Day 4	
Day 5	
Day 6	
Day 7	
Day 8	
Day 9	
Day 10	Presentation of Learning



Transdisciplinary allows projects to touch multiple standards in numerous content areas

A product or products allow for differentiated learning styles

Activities that scaffold concepts, toward a culminating product

Observations that can be translated into Quantitative Data

Brainstorm the Problem, Define Products, Create Rubric, Outline types of research

Target Goals help Teachers manage projects, and retain a clear picture of the goals

Project Plan Template

Problem or Question Students will examine:	
Common Core Standards Addressed:	
Product Ideas:	
Student Activities throughout the project:	
Formative Assessment ideas used throughout the project:	
Expected Timeline of Project:	
Day 1	
Day 2	
Day 3	
Day 4	
Day 5	
Day 6	
Day 7	
Day 8	
Day 9	
Day 10	

Project Plan Template

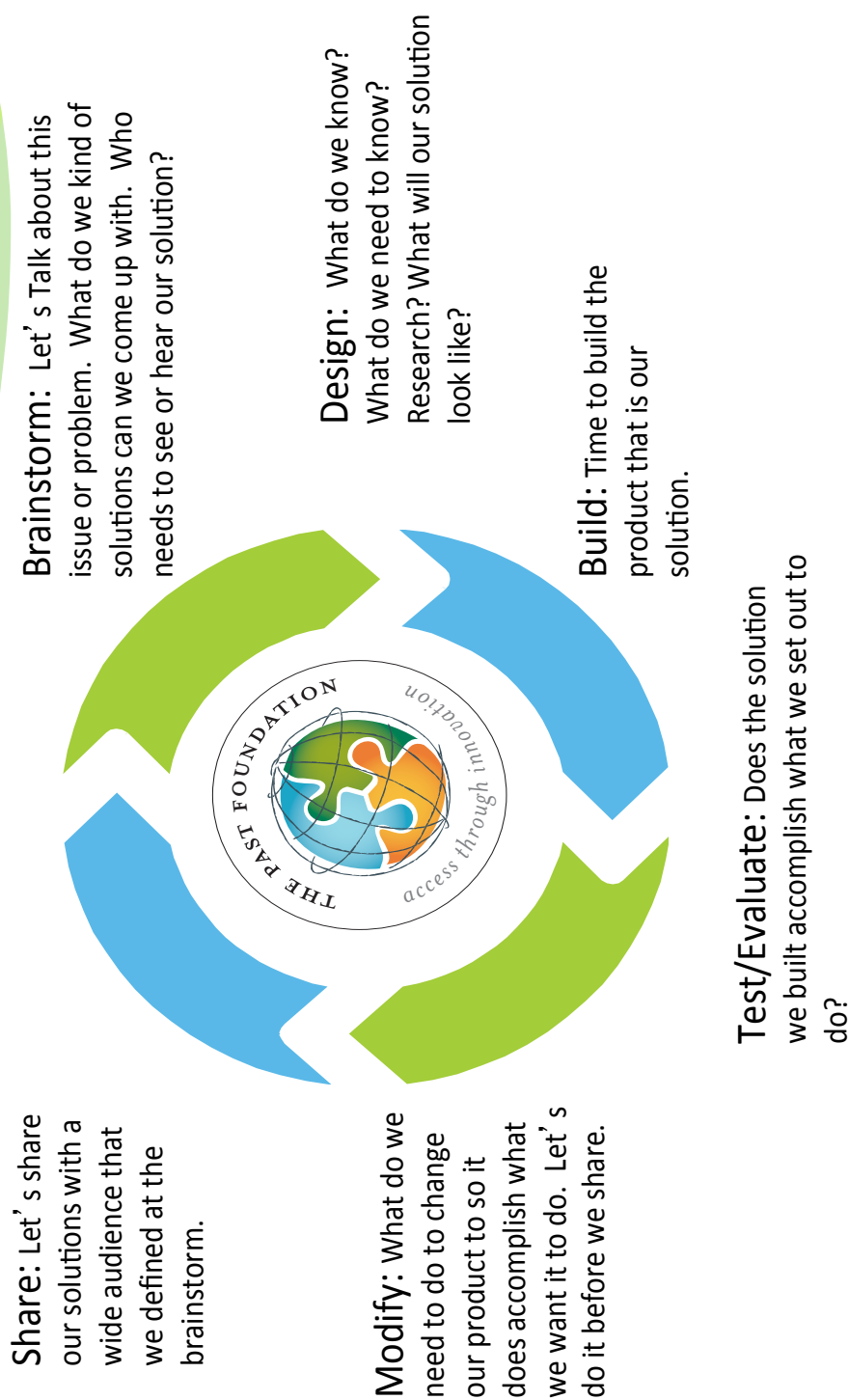
Problem or Question Students will examine:	
Common Core Standards Addressed:	
Product Ideas:	
Student Activities throughout the project:	
Formative Assessment ideas used throughout the project:	
Expected Timeline of Project:	
Day 1	
Day 2	
Day 3	
Day 4	
Day 5	
Day 6	
Day 7	
Day 8	
Day 9	
Day 10	

Project Plan Template

Problem or Question Students will examine:	
Common Core Standards Addressed:	
Product Ideas:	
Student Activities throughout the project:	
Formative Assessment ideas used throughout the project:	
Expected Timeline of Project:	
Day 1	
Day 2	
Day 3	
Day 4	
Day 5	
Day 6	
Day 7	
Day 8	
Day 9	
Day 10	



How do you make the Design Principles Your Own?



Problem Solving Steps Using the Design Cycle

Name: _____

State the Problem: _____

Brainstorm: How do we solve the problem?

Share: How will you share it with others?

Design the Solution: What information do we need to collect?

Modify: How will you change it to succeed?

Build: Draw or write what you will build

Evaluate: How do you know it solves the problem?





Problems: Real
world Issues
guide learning



Transdisciplinary
Projects tackle
problems



Products display
evidence of
learning





FAST Forward!
Transforming Fairfield County!
The PAST Foundation October 25th, 2014

FAST FORWARD
Fairfield Advancing
Students & Teachers
Forward

 FairfieldCounty
Educational Service Center

 THE PAST FOUNDATION
access through innovation





FAST Forward
Transforming Fairfield County!
The PAST Foundation October 25th, 2014

 **FairfieldCounty**
Educational Service Center

 **THE PAST FOUNDATION**
access through innovation

FAST FORWARD
Fairfield Advancing
Students & Teachers
Forward



The WHY:



- What is the purpose of SCHOOL?
- On post it notes write your most engaging memory while you were in school.
- http://www.ted.com/talks/diana_laufenberg_3_ways_to_teach



- o Permission Granted!
- o A DEMOCRATIC process
- o There is no ONE right answer, there are MULTIPLE solutions that are right for your kids and community.
- o Some ideas will fail, but people who MODIFY & FIX never fail.



The “Lone” Dancer Brainstorming

- Remember our video of the “lone” dancer
- Brainstorm as many ideas as possible on ways to change school (one idea per post-it note)
- The wackier the better 😊 (it’s ok to be the lone dancer with these ideas)
- Divide your post it into the ideas that will cost money and those that will not cost money



TedTalk: Design for Change

- http://www.ted.com/talks/ramsey_musallam_3_rules_to_spark_learning
- http://www.ted.com/talks/emily_pilloton_teaching_design_for_change





What comes first?

- **Prioritize your list of ideas based on when you can accomplish these ideas**
- **Immediate (implemented this school year)**
- **Future(implemented Fall 2015 and beyond)**
- **Indicate when you will be able to implement them**



Developing your strategy Map

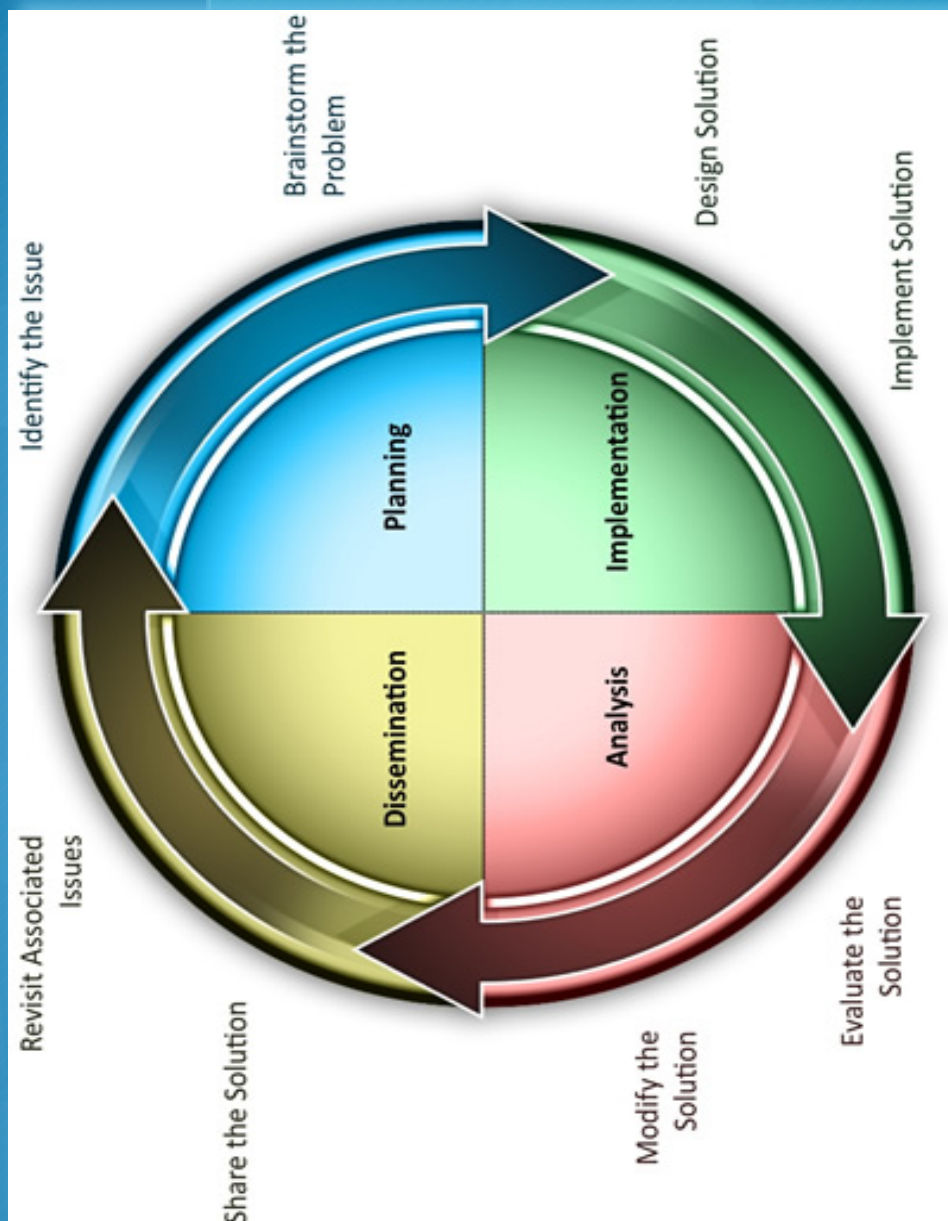
- On your large strategy map, lay out a timeline of when your ideas will be implemented
- Identify who will be the lead for implemented the ideas (think beyond your design team)

Change bell schedule (Scheduling planning committee led by Ms. Smith)
Cost: FREE

Install wifi around town (Wifi installation team led by Mrs. Jones, Technical Director of Time Warner Cable) Cost: \$10,000

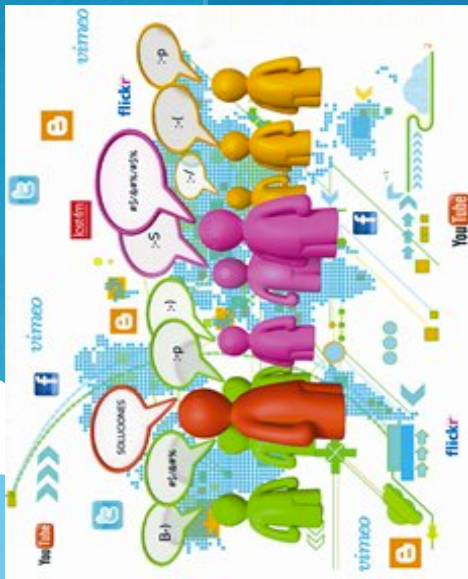


Using the Design Cycle



Homework

- Share out Strategy Map to staff, administrators, students, and community.
- In your own classrooms w/ students, parent meetings, a community town hall, social media, informal chats....



P3 Participations and Planning

For the FAST Forward Design Teams, the launch and announcement of the grant was rolled out on September 3rd, 2014. At this time, partners of the Fairfield County ESC were announced and introduced to the 8 districts. For our FAST Forward teams, there was a concerted effort to give them at least a baseline vocabulary to begin working with The PAST Foundation through the process of transformation. This baseline vocabulary and process was assembled for the Fairfield County school districts via The PAST Foundation P3 modules. The 8 modules were compiled and developed onto a USB drive for all of the teams. A key person was identified from each of the 8 districts and offered a chance to view the P3 modules and help distribute the information to their fellow FAST Forward Design Team members.

Major opportunities and constraints exist with sharing the modules via the USB method. Some constraints that existed in using this model were that teams experienced technical difficulty in using the USB and viewing the 8 modules. Unintentionally this created frustration for the Administrators and teachers who were trying to access the content. In addition to the technical difficulties districts faced, some administrators and teachers were never able to view the modules prior to the September 27th, 2014 FAST Forward Orientation Meeting for a variety of reasons, from unable to access via their existing technologies in districts and/or information not being transferred/shared with members of the teams. The PAST Foundation staff has been working diligently to provide technical support and/or offer alternative solutions and strategies to access P3 when it can be most appropriately supported and implemented within the individual districts.

The P3 Orientation on the USB and daylong Orientation helped start the necessary dialogue for change. By developing the P3 modules on the USB, there have been opportunities experienced thus far. In addition, we meet with teams individually prior to their first FAST Orientation meeting to discuss the many opportunities that exist within this grant to develop systems and programs that are culturally relevant to students and communities. The P3 content via USB allowed FAST Forward Design Team Administrators a chance to view and assess the content in order to tap key change makers for their faculty and teams. Although we offered P3 in both September and October, we expect the first large group of early adopters to register for the P3 online course in November of 2014. It is anticipated that 20-25 teachers and administrators will be participating this upcoming November of 2014.



School District	P3 Modules USB Received on:	Initial Meeting Date	Had at least 1 member of FAST Design Team View the USB	Has an intention to participate in the November Course offering of P3	Is planning to utilize the resource of P3 in their transformation planning at some point up to 2017
Amanda Clearcreek LSD	09/19/2014	09/19/2014	No	No	Yes
Berne Union LSD	9/16/2014	Not Applicable	Yes	No	No
Bloom Carroll LSD	09/03/2014	09/23/2014	Yes	No	No
Fairfield Union LSD	09/03/2014	09/15/2014	Yes	Yes	Yes
Lancaster City Schools	09/12/2014	09/12/2014	No	Yes	Yes
Liberty Union Thurston LSD	09/22/2014	09/22/2014	Yes	No	Yes
Pickerington LSD	09/03/2014	9/22/2014	Yes	No	Yes
Walnut Township Schools (Millersport)	09/03/2014	09/11/2014	No	No	Yes



Appendices D-E

D: P3 Information

- Syllabus
- Credit Options Flyer
- Information Sheet

E: P3 Course Schedule 2014-2015



P3: Introduction to Transdisciplinary Problem-Based Learning Course Overview

Dates: Four Weeks

Delivery: Online

Instructor: Kat Deaner, PAST STEM Coordinator
Kdeaner@pastfoundation.org

Overview: This introductory course provides an overview of the instructional strategies associated with Transdisciplinary Problem-Based Learning, a 21st century model used to deliver instruction. This course covers the antecedents of the process as well as the innovative system used to develop a culture of learning that resonates with the specific community in which the instruction is delivered. The process explores all components of building TPBL from establishing school habits which impact a school's instructional climate to demonstrating gained knowledge, to benchmarking progress, which defines success for students and teachers.

Format: We will use Basecamp™ as our online platform and each of you will be invited to join. If you do not have an account, it is free and easy to create. Directions to create a Basecamp™ account will be emailed to you along with the invitation to join. Each weekly module includes the following: 1) watch podcasts, 2) complete extension activities which will include viewing additional videos and answering 2-3 discussion questions, 3) complete the corresponding templates/deliverables, and 4) participate in a live weekly virtual discussion.

Schedule: Links to the modules and extension activities will be posted on Basecamp™. You will have one week to watch the podcasts and extension videos and complete the deliverables. We will have a virtual orientation meeting via Zoom™ for an overview of the course. Additionally, there will be four weekly virtual discussions using the same Zoom™ link (see link and schedule below). During the weekly virtual discussions, we will have discussion topics and each participant will present their work.

Login to Virtual Weekly Brainstorm Meetings via Zoom™

Time:

Link:

Join by phone:

Meeting ID:





Credit Options through P3

CEU (Ohio Continuing Education Unit) Option

2 CEUs [Free]

- Reviewing the specified modules and resources in the time allotted
- Participating in the weekly Virtual Brainstorms
- Completing the specified deliverables plus 1 Backmap, 1 2wk Planner & 1 Snapshot

Must apply for CEUs at beginning of course

Collegiate Credit: Ashland University Option

1-3 Credits @ \$185/credit

- Reviewing the specified modules and resources in the time allotted
- Participating in the weekly Virtual Brainstorms
- Completing the specified deliverables associated with number of credit hours

Must register and pay for course in the first week of course

Contact Ellen Cahill Ph.D. - ecahill@fairfielddesc.org

Collegiate Credit: Dakota Wesleyan University Option

2 Credits @ \$70/credit (total \$140) [599 TPBL Course for Accreditation Renewal]

- Reviewing the specified modules and resources in the time allotted
- Participating in the weekly Virtual Brainstorms
- Completing the specified deliverables throughout plus 1 Backmap, 4 2wk Planners, & 4 Snapshots.

Must register and pay for course in the first week of course

Contact Kat Deaner - kdeaner@pastfoundation.org



Looking to Engage Your Students?

Need Ideas to Designing 21st Century Curriculum?

Want to Bring Passion to Your Classroom?

PAST's Online Professional Development for Educators



Introduction to
Transdisciplinary
Problem-Based Learning



This **four** week, online introductory course provides an overview of the instructional strategies associated with TPBL, a 21st century model used to deliver instruction that engages students and develops a culture of learning that resonates with your community.

Delivered through a combination of podcasts, virtual synchronous discussions, and conception homework, P3: Introduction to TPBL prepares teachers to begin implementing TPBL in your classrooms.

Topics covered:

- Habits of Mind
- Principles of Design
- Building TPBL Modules
- Rubrics for Today's Classroom
- Short Cycle Assessments

Enroll Today!! Courses run monthly. **FAST and Growing SOIL participants**, to register and for additional information please visit: <http://pastinnovationlab.org/?p=5304>



Visit the PAST Innovation Lab web site | www.pastinnovationlab.org



Visit the PAST Innovation Lab web site | www.pastinnovationlab.org





P3 Flex

A hybrid, 4 week course online that combines the flexibility of exploring pre-set modules at your convenience as well as allowing you to participate in real time, online, weekly discussions with a Master TPBL STEM Instructor.

Current Course Schedule 2014-2015

- November 3 – November 27th, 2014
- January 5 – January 30, 2015
- February 2 – February 27, 2015
- March 2 – March 27, 2015
- March 30 – May 1, 2015
- May 4 – May 29, 2015

Summer Schedule Posted in March

Register online for courses: <http://pastinnovationlab.org/?p=5304>



FAST Forward 8 District Narrative Content

The 8 districts involved with the FAST Forward program are at different stages in their consideration of transformation. Each district is engaged in the process of assembling a team, initiating one-on-one meetings, attending PAST Foundation Professional Development Sessions, and hosting site visits. The 8 districts are engaging at varying levels in the transformation process as they begin to explore the concept of change for the students and communities.

Much of the work in this first quarter is around ideation of change and envisioning around innovative new programming, many of the school districts are developing preliminary ideas to utilize within their communities. These ideas will be further developed through the FAST Forward process so that Design Teams can build a concrete strategy and plan so that they are able to implement real changes that benefit students and community. Ultimately, through FAST Forward each district will develop a unique pilot that has innovation and sustainability built into the process.

The PAST Foundation Team has been working with all 8 districts individually as well as in groups to empower brainstorming around designing change that fuels transformation. The FAST Forward Design Teams have been tasked with answering the question “What will transformation look like in your individual districts?” This coupled with our strategic process of having educator teams develop culturally relevant solutions for the students and communities has been integral in moving the FAST Forward Teams into a discussion of change opportunities versus systemic barriers in school districts today. There has been a heavy emphasis placed on having teams develop change elements that will have no cost associated to create a lasting impact for their students, alongside change that only requires initial stimulus funding to get started. As teams solidify their plans, they will invite community partners to the conversation, as well as share their plans with an authentic community, FAST Forward, audience in January of 2015.

All of the FAST Forward Design Teams are in their initial planning stages of work. The goals of 1st quarter have been to develop a team, brainstorm various innovative solutions for each districts, and to begin envisioning the transformation process and goals. To highlight the work and describe the process, the district narratives will outline the following:

- FAST Forward Design Team Members
- Participation in Transformation work through meeting and events
- Engagement in the Ideation Phase of Transformation through their preliminary planning.



Amanda Clearcreek Local School District

FAST Forward Design Team Members		
Name	Title	Date Added to the Team
Becky Wagoner	K-2 Principal	09/27/2014
Laurie Pugh	Kindergarten Teacher	09/27/2014
Andy Perkins	3 rd Grade Teacher	09/27/2014
Brynn Hoffman	Curriculum Coordinator	09/27/2014
Sarah Milam	1 st Grade Teacher	10/24/2014
	Total Team Members	5

Participation in Transformation Process Work:

Event	Date	FAST Forward Design Team Participants	Meeting Outcomes
Initial Meeting to discuss FAST Forward Program	Friday September 19 th , 2014	1 Administrator Present	<ul style="list-style-type: none"> Able to share FAST Grant information with Administrator Offer ideas to build a FAST Forward Design Team
FAST Design Team Orientation	Saturday Sept. 27 th , 2014	4 FAST Forward Team members present	<ul style="list-style-type: none"> Meet Design team for the first time. Initial Brainstorm of change
FAST Quarter 2 PD	Friday October 3 rd , 2014	4 FAST Forward Team members present	<ul style="list-style-type: none"> Introduction to Transdisciplinary Problem Based Learning Work
Amanda Clearcreek Site Visit	Friday October 24 th , 2014	3 FAST Forward Team members present	<ul style="list-style-type: none"> Sharing of some opportunities & constraints the Amanda Clearcreek Team views in this process. Would like more Admin and Central Office Support
FAST Design Team Project Planning Meeting #1	Saturday October 25 th , 2014	3 FAST Forward Team members present	<ul style="list-style-type: none"> Teachers from the team worked to develop a strategic plan to implement change within their district. Brainstormed possibilities to bring more 6-12 participation into the conversation



Engagement in the Ideation Phase of Transformation

- Initial meeting was to explore the creation of a FAST Forward Design Team.
- Teachers participating with the FAST Forward Design Team feel very enthusiastic and see numerous possibilities to engage students and their community through this transformation.
- Teachers on the Design Team have expressed a lack of support from Administration to implement, are still moving forward and would like to develop a plan that will engage their community and 6-12 programming in Amanda Clearcreek Schools.



Berne Union Local School District

FAST Forward Design Team Members		
Name	Title	Date Added to the Team
David McManis	Tech Coordinator	10/03/2014
Tirso Valenzuela	Math Dept. Chair	10/03/2014
Paul Alford	Curriculum Coordinator	10/03/2014
Jon Parker	Principal- HS	10/03/2014
	Total Team Members	4

Participation in Transformation Process Work:

Event	Date	FAST Forward Design Team Participants	Meeting Outcomes
Initial Meeting to discuss FAST Forward Program	Not applicable		
FAST Design Team Orientation	Saturday Sept. 27 th , 2014	No FAST Forward Team members present	
FAST Quarter 2 PD	Friday October 3 rd , 2014	4 FAST Forward Team members present	<ul style="list-style-type: none"> • Introduction to Transdisciplinary Problem Based Learning Work • Also provided background information of FAST Forward Program distributed at the orientation.
Berne Union Site Visit	Thursday October 16 th , 2014	3 FAST Forward Team members t & Guidance Counselor presen	<ul style="list-style-type: none"> • Would like to use funds to purchase technology • Are still brainstorming how to involve more teachers and students in this process.
FAST Design Team Project Planning Meeting #1	Saturday October 25 th , 2014	2 FAST Forward Team members present	<ul style="list-style-type: none"> • Teachers from the team worked to develop a strategic plan to implement change within their district. • Are very hesitant to share information with their whole staff & community



Engagement in the Ideation Phase of Transformation:

- Berne Union team engaged at the start of October for the FAST Forward Design Planning.
- A heavy emphasis in their planning has been to purchase more technology for their k-12 programming.
- Teacher and Technology Coordinator on the team are beginning the brainstorming, hesitant to share the process and information with staff and community.
- Team needs more support to develop how the students will engage with any purchased materials in a meaningful manner.



Bloom Carroll Local School District

FAST Forward Design Team Members		
Name	Title	Date Added to the Team
Steve Rozeski	Principal	09/27/2014
Jodi Ranegar	Curriculum	09/27/2014
Emily Bogart	4th Grade Teacher	10/24/2014
Kari Kern	3rd Grade Teacher	10/24/2014
Abby Love	4th Grade Teacher	10/24/2014
Laura Varga	3rd Grade Teacher	10/24/2014
	Total Team Members	6

Participation in Transformation Process Work:

Event	Date	FAST Forward Design Team Participants	Meeting Outcomes
Initial Meeting to discuss FAST Forward Program	Tuesday September 23 rd , 2014	2 FAST Forward Team members present & Superintendent	<ul style="list-style-type: none"> • Able to share FAST Grant information with Administrator & Curriculum Coordinator • Offer ideas to build a FAST Forward Design Team
FAST Design Team Orientation	Saturday Sept. 27 th , 2014	2 FAST Forward Team members present	<ul style="list-style-type: none"> • Still developing a Design Team • Initial Brainstorm of change
FAST Quarter 2 PD	Friday October 3 rd , 2014	Not Present	
Bloom Carroll Site Visit	Friday October 24 th , 2014	6 FAST Forward Team members present	<ul style="list-style-type: none"> • Gave a grant overview for the newly assembled team • Newly assembled team have not explored transformation and change by this date.
FAST Design Team Project Planning Meeting #1	Saturday October 25 th , 2014	5 FAST Forward Team members present	<ul style="list-style-type: none"> • First time team has worked together to vision transformation for Bloom Carroll • Brainstormed possibilities for a Math Lab at the 3rd and 4th grade level.



Engagement in the Ideation Phase of Transformation:

- Bloom Carroll has not developed a team at the start of quarter 1, they have identified a Curriculum Coordinator and a Principal to participate in the process.
- The Bloom Carroll site visit was the first contact for the FAST Design Team; time was utilized to give an overview of the goals of the grant and transformation.
- The Bloom Carroll team to begin brainstorming utilized the October 25th Strategy session. This initial meeting for the team lead to brainstorming of surface changes, the team will need time and support to develop these into truly substantial changes for transformation.



Fairfield Union Local School District

FAST Forward Design Team Members		
Name	Title	Date Added to the Team
Eydie Schilling	Curriculum Coordinator	09/27/2014
Amanda King	Intervention Specialist	09/27/2014
Chris Walton	Principal- Rushville Middle School	09/27/2014
Stephanie McCoy	5th Grade Teacher-Rushville	09/27/2014
Kernie Kistler	Teacher	09/27/2014
April Totten	Math Teacher	10/25/2014
Molly Elder	2nd grade teacher	10/25/2014
Scott Burke	Teacher	10/25/2014
	Total Team Members	8

Participation in Transformation Process Work:

Event	Date	FAST Forward Design Team Participants	Meeting Outcomes
Initial Meeting to discuss FAST Forward Program	Monday September 15 th , 2014	Administrator Meeting	<ul style="list-style-type: none"> • Able to share FAST Grant information with Administrators • Discussed stipend information
FAST Design Team Orientation	Saturday Sept. 27 th , 2014	5 FAST Forward Team members present	<ul style="list-style-type: none"> • Meet Design team for the first time. • Initial Brainstorm of change
FAST Quarter 2 PD	Friday October 3 rd , 2014	Not Present	
Fairfield Union Site Visit	Wednesday October 22 nd , 2014	2 FAST Forward Team members present	<ul style="list-style-type: none"> • Sharing of some opportunities & constraints the Fairfield Union Team views in this process. • Would like to share the FAST program properly with their school teams
FAST Design Team Project Planning Meeting #1	Saturday October 25 th , 2014	7 FAST Forward Team members present	<ul style="list-style-type: none"> • Whole team worked to develop a strategic plan to implement change within their district. • Brainstormed possibilities to implement no cost changes



Engagement in the Ideation Phase of Transformation:

- Fairfield Union has large support from administration and central office.
- The Fairfield Union FAST Forward Design Team sees the possibility and opportunity to connect the FAST and Growing SOIL Program.
- The site visit was a candid conversation with the MS Principal and a teacher from the design team to be strategic and meaningful in their presentation to their larger staff, students, and community.
- Utilized the Strategic planning session to plan and design a k-12 roll out that would begin with their team taking advantage of the P3 programming available to the county.



Lancaster City School District

FAST Forward Design Team Members		
Name	Title	Date Added to the Team
Jeffrey Wells	Teacher	09/27/2014
Chad Rice	Secondary Curriculum	09/27/2014
Sarah Collins	School Counselor	09/27/2014
Steve Spangler	Dean of Students	09/27/2014
Jeri Hartley	Teacher- HS	09/27/2014
Nathan Conrad	Assistant Principal- High School	09/27/2014
	Total Team Members	6

Participation in Transformation Process Work:

Event	Date	FAST Forward Design Team Participants	Meeting Outcomes
Initial Meeting to discuss FAST Forward Program	Friday September 12 th , 2014	Administrator Meeting	<ul style="list-style-type: none"> • Able to share FAST Grant information with Administrators • Discussed FAST Team construction
FAST Design Team Orientation	Saturday Sept. 27 th , 2014	6 FAST Forward Team members present	<ul style="list-style-type: none"> • Meet Design team for the first time. • Initial Brainstorm of change
FAST Quarter 2 PD	Friday October 3 rd , 2014	4 FAST Forward Team members present	<ul style="list-style-type: none"> • Introduction to Transdisciplinary Problem Based Learning Work
Lancaster Site Visit	Tuesday October 21 st , 2014	2 FAST Forward Team members present	<ul style="list-style-type: none"> • Sharing of Lancaster site and status of FAST Program • Very little sharing of FAST program with other staff or community
FAST Design Team Project Planning Meeting #1	Saturday October 25 th , 2014	6 FAST Forward Team members present	<ul style="list-style-type: none"> • Whole team worked to develop a strategic plan to implement change within their district. • Brainstormed possibilities for 7-12 implementation



Engagement in the Ideation Phase of Transformation:

- Lancaster City Schools FAST Forward Design Team is beginning their planning to include a new pathway design for their High School programs; there is a heavy interest and emphasis to become a STEM school.
- The team has made a concerted effort to participate at various levels of this process.
- The team needs support to gain community partners as well as explore avenues to share plans with their staffs, students, and communities.



Liberty Union Thurston Local School District

FAST Forward Design Team Members		
Name	Title	Date Added to the Team
Tracy Farmer	4th Grade Teacher	09/27/2014
Wendy Buskirk	Teacher- Elementary	09/27/2014
Keith Robinson	8th Grade Teacher	09/27/2014
Jim Day	Teacher	09/27/2014
Debra Howdysshell	Media Specialist	09/27/2014
Jennifer Blackstone	Curriculum Director	09/27/2014
Ed Miller	High School Principal	09/27/2014
Theresa Roszman	Media Specialist	10/23/2014
	Total Team Members	8

Participation in Transformation Process Work:

Event	Date	FAST Forward Design Team Participants	Meeting Outcomes
Initial Meeting to discuss FAST Forward Program	Monday September 22 nd , 2014	2 FAST Forward Team members present and Superintendent	<ul style="list-style-type: none"> • Able to share FAST Grant information with initial team • Discussed FAST Team construction
FAST Design Team Orientation	Saturday Sept. 27 th , 2014	7 FAST Forward Team members present	<ul style="list-style-type: none"> • Meet Design team for the first time. • Initial Brainstorm of change
FAST Quarter 2 PD	Friday October 3 rd , 2014	Not Present	
Liberty Union Thurston Site Visit	Thursday October 23 rd , 2014	7 FAST Forward Team members present	<ul style="list-style-type: none"> • Sharing of Liberty Union Thurston Status update • Community partners identified • Plan includes k-12 implementation
FAST Design Team Project Planning Meeting #1	Saturday October 25 th , 2014	8 FAST Forward Team members present	<ul style="list-style-type: none"> • Whole team worked to develop a strategic plan to implement change within their district. • Brainstormed possibilities for community involvement



Engagement in the Ideation Phase of Transformation:

- Liberty Union Thurston has a strong team and support from their superintendent and central office.
- Their team has k-12 representation, and the team utilizes planning sessions as problem solving sessions to disperse information back to all levels.
- The preliminary goals is to engage their community in a substantial manner by implementing no cost changes that will help their k-12 programming become more service learning oriented.



Pickerington Local School District

FAST Forward Design Team Members		
Name	Title	Date Added to the Team
Eileen McGarvey	School Counselor-Ridgeview Junior High	09/27/2014
Susan Caudill	Principal-Ridgeview Junior High	09/27/2014
Amy Warren	Assistant Principal-Lakeview Junior High	09/27/2014
Julie Novel	Director of Secondary Instruction- Teaching & Learning	09/27/2014
Megan Croft	Teacher	10/20/2014
Amy Cowles	School Counselor	10/25/2014
Chase Schneider	Teacher	10/25/2014
Jeff Clark	Principal	10/20/2014
Cheryl Knox	Visual Arts	10/25/2014
Sarah Geiger	School counselor	10/25/2014
Total Team Members		10

Participation in Transformation Process Work:

Event	Date	FAST Forward Design Team Participants	Meeting Outcomes
Initial Meeting to discuss FAST Forward Program	Monday September 22 nd , 2014	3 FAST Forward Team members present	<ul style="list-style-type: none"> Able to share FAST Grant information with initial team Discussed FAST Team construction
FAST Design Team Orientation	Saturday Sept. 27 th , 2014	4 FAST Forward Team members present	<ul style="list-style-type: none"> Meet initial Design team for the orientation. Initial Brainstorm of change
FAST Quarter 2 PD	Friday October 3 rd , 2014	Not Present	
Pickerington Site Visit	Monday October 20 th , 2014	5 FAST Forward Team members present	<ul style="list-style-type: none"> Sharing of Pickerington Status update Growing of Pickerington Team shared during visit



FAST Design Team Project Planning Meeting #1	Saturday October 25 th , 2014	10 FAST Forward Team members present	<ul style="list-style-type: none"> • Team worked to develop a strategic plan to implement change within their district. • Fear of Central office not supporting this transformation is shared • Working to make sure they are supported in this process through a variety of methods is brainstormed.
--	--	--------------------------------------	--

Engagement in the Ideation Phase of Transformation:

- Pickerington's FAST Forward Design Team is focusing on the Junior High School level.
- Both Junior High School Principals have an enthusiasm and willingness to design and create a unique pilot for their students.
- There is a large disconnect amongst the Pickerington FAST Design Team and the district central office representative that has been placed on the team. The central office representative is directing the teams to follow one plan versus allowing the ideation process to develop over time.
- The need to comply with the district official is leading to compliance versus creativity, the next steps are to reinitiate conversation with the Superintendent and Junior High School Teams to promote the conversation for innovation and sustainability are key to the success of this programming.



Walnut Township (Millersport) Local School District

FAST Forward Design Team Members		
Name	Title	Date Added to the Team
J.B. Dick	Curriculum Coordinator	09/27/2014
Randy Cotner	Superintendent	09/27/2014
Caitlin McClurg	Teacher-Math	09/27/2014
Kim Yenni	Teacher- Title 1 Reading, K-4	09/27/2014
Steve Harris	Teacher- Science	09/27/2014
	Total Team Members	5

Participation in Transformation Process Work:

Event	Date	FAST Forward Design Team Participants	Meeting Outcomes
Initial Meeting to discuss FAST Forward Program	Thursday September 11 th , 2014	1 Administrator and 1 Team Member present with Superintendent	<ul style="list-style-type: none"> • Able to share FAST Grant information with initial team • Discussed FAST Team construction
FAST Design Team Orientation	Saturday Sept. 27 th , 2014	5 FAST Forward Team members present	<ul style="list-style-type: none"> • Meet Design team for the first time. • Initial Brainstorm of change
FAST Quarter 2 PD	Friday October 3 rd , 2014	3 FAST Forward Team members present	<ul style="list-style-type: none"> • Introduction to Transdisciplinary Problem Based Learning Work
Walnut Township Site Visit	Wednesday September 22 nd , 2014	3 FAST Forward Team members present	<ul style="list-style-type: none"> • Sharing of Millersport plan and goal to utilize lake in some way for transformation • Plan lacks staff and community support
FAST Design Team Project Planning Meeting #1	Saturday October 25 th , 2014	4 FAST Forward Team members present	<ul style="list-style-type: none"> • Team came together to create a strategic plan to implement change within their use of media center in a new way.



Engagement in the Ideation Phase of Transformation:

- The Walnut Township Superintendent is very supportive of this process and is part of the FAST Forward design team. His enthusiasm is a large driver of the process; he will continually need support to make sure his team and community are included in the transformation process.
- The team has members who are open to change and making a concerted effort to take advantage of the P3 course as well as planning sessions.
- As of the Strategic planning session the Walnut Township FAST forward team had begun developing a plan for a Laker Learning Center to redesign and vision around a new media center space for their students.



Marketing

FAST Forward initiated Marketing with an introductory marketing flyer. PR will be built around the upcoming presentations to invite partners and community participants to the presentations.





For Immediate Release

Fairfield County ESC and PAST Innovation Lab Partnership Awarded 3 Straight A Grants

Fairfield County ESC was recently awarded three grants from the Ohio Department of Education Straight A Fund, and is collaborating with PAST Innovation Lab to develop and implement programming for all three projects. These grants will bring over \$17 million to Fairfield County ESC to improve educational services in their communities by bringing innovative, cost-effective student learning approaches to the classroom. With just 37 of 340 grant requests approved, the Fairfield County ESC and PAST team is a leader in the number of grants awarded in this round of funding.

The grants will provide funding for 3 specific projects:

Growing SOIL

The PAST Foundation's Growing Soil grant responds to the need to increase students' applied learning and critical thinking skills. STEM Outdoor Innovation Labs (SOIL) capitalize on school property to expand learning without expanding the physical school building.

Growing SOIL builds on the program SOIL, a partnership between PAST and Kelleys Island first implemented in Spring 2014 in nine Ohio schools and funded by a first round Straight A grant. Based on SOIL's success and measured by meaningful educational outcomes, experience and engagement of students, Growing SOIL will expand the reach of the first nine labs to 30 additional Ohio schools.

Project FAST Forward: Fairfield Advancing Students and Teaching

Project FAST Forward will transform the educational systems in Fairfield County by providing multiple college and career pathways to students while significantly reducing district costs. Among other initiatives, the project will convert a closing school building to become the Fairfield County Student Success Center, which will provide rigorous STEM education to 300 at-risk youth to prepare them to enter high-demand careers such as IT and construction.

page 1 of 2



PAST will provide professional development in STEM education for teachers in eight school districts, teaching transdisciplinary problem-based learning concepts for classroom instruction. The PAST Knowledge Capture team will conduct initial and on-going evaluation, ensuring reporting on training and measuring program results.

Math Matters: Transforming Math Education for 21st Century Success

Math Matters will involve a consortium of nine school districts in two counties to transform math education. The project will use a tool that personalizes math instruction through online and in-person instruction. Students receive immediate feedback that deepens problem-solving and reasoning skills. Through professional development, ongoing partner collaboration and digital tools, teachers will build skills to help students have a greater understanding of math concepts. The program to be used is proven to engage students, particularly those with low reading proficiency or for whom English is a second language

The PAST Knowledge Capture team is charged with initial and on-going evaluation, ensuring reporting on training, and measuring other critical program outcomes.

Learn more about the our work with Fairfield County ESC right here!

#####

About PAST

PAST Innovation Lab is a leader in redesigning and improving education for grades K thru 16, sharing transdisciplinary problem-based learning (TPBL) with educators and experiential programs for students.

PAST professional development online courses and in-person workshops offer teachers exciting ways to bring TPBL to their classrooms. Student programs and workshops link STEM education and life-long learning to prepare students for 21st century careers.

PAST Innovation Lab is a part of PAST Foundation, a 501(c)3 organization. PAST Foundation's work includes extensive Knowledge Capture within schools and districts, research, educational resources and publications.

Learn more about PAST Innovation Lab at www.pastinnovationlab.org, call 614/ 340-1208 or email publications@pastinnovationlab.org.

page 2 of 2





FAST FORWARD FORMATIVE EVALUATION

The Knowledge Capture (KC) Program has engaged with the first quarter of implementation for the FAST Forward Project in completing the following work. Formative evaluation activities conducted through October 17th are presented in this report. A Knowledge Capture Formative Evaluation Plan is presented in the Appendix based on the current schedule for implementation through June 30, 2015. A table of KC fieldwork chronology for all work conducted is also presented in the Knowledge Capture Appendix.

FAST Forward activities initiated by the PAST Implementation Team center on conducting a planning process for envisioning a design for transformation of the education systems in eight districts. The context for the launch of the FAST Forward Design Team process is intended to build upon the broader set of components of the FAST Forward Project, including the Schlechty Leadership Training Program (the first two-day training was held on September 25th-26th) and the P3 Professional Development for teachers. The following discussion demonstrates the potential for integrating these grant program resources. The support and training provided by the suite of grant components are intended to develop an enriched environment for collaboration and innovation in attaining outcomes that meet grant goals for innovation in education. Primary objectives for transforming schools are targeted to recapturing community involvement, as well as encouraging new forms of leadership among administrators and teachers in a process of redefining critical factors that are essential to student success.

FAST Forward Design Team Planning Process

Structured observation conducted by the KC team of the first Design Team planning session (September 27th, 2014) is presented in a bullet point report in the Knowledge Capture Appendix. The groups represented seven of the eight districts. The issues addressed throughout the day's discussions were framed by the opening remarks and presentation of the PAST Foundation Implementation Team and guest speaker, Richard Rosen.

Each of the teams were given the opportunity to work on a range of issues during the course of the day organized by three breakout sessions to focus on the following topics:

- 1) Habits
- 2) Tangible Assets Map
- 3) Initiative Assets Map





The bullet report presents eight key themes that were explored by the district design teams during their breakout session as well as during the course of open discussion across the district design teams.

- Students and Student Engagement
- Parent Expectations
- Failure and Persistence
- Sustaining Involvement (partnerships, teacher buy-in)
- Building Enthusiasm
- Support for Classroom Teachers
- School Resources
- State Level Issues

The PAST Implementation Team together with the KC Team conducted a debrief at the close of the day identifying key recommended actions to build on the outcomes of the first planning workshop. Recommendations include the following:

- Foster engagement and buy-in within the district, including administrators, teachers and students, as well as the community
 - Get leadership involved in shifting the focus to the students
 - Engage students as the ambassadors in the community for FAST Forward
 - Continue to reinforce the value of the Design Cycle for the planning process
 - Give teams examples of what learning looks like in theory and practice
 - Provide mini-challenges
 - Encourage teams to conduct brainstorming within their school team process
 - Encourage teams to continue to work at developing habits of mind to support engaged learning
- Explore opportunities with the issuance grant funding to provide incentives for an effective process targeted to deliverables at key points in time
- Consider ways to support how the team will evolve over time; recognize that new team members, including administrators and teachers, may be unclear about the grants; provide sufficient review of the overarching goals of the grant and work to date at the beginning of the PD sessions to ensure everyone is on the same page throughout the planning process as it evolves toward a final plan for each district





- At the beginning of the day, briefly state the agenda and the plan for the next few sessions (and review previous sessions) so participants have a clearer view of the sequence of PD sessions that will occur during different phases of the planning process
- Many participants appeared to be engaged in the brainstorming activities
 - More teams were engaged with listing tangible assets than some of the other activities
 - Many members of district groups were not aware of certain assets and resources
 - Develop new strategies to review assets, including re-envisioning the role of non-teaching staff to help shift focus to a broader view
- Enhance the strategy for teams to create habits; shift the focus to habits that help to define students/school/community and ways of engaging new relationships, partnerships and increased collaboration in a new enterprise for student success in education
 - Some of the participants were unclear about the goal of habits brainstorming, and were thinking about working in their teams and not in terms of students and the school community
- Debrief with the participants at the end of the day to remind them about the take-away of the PD activities
- Consider the idea of organizing breakouts into different groupings that will allow cross district dialogue, e.g., as opposed to breakouts by distinct district groupings

SCHLECHTY LEADERSHIP TRAINING

As part of the formative evaluation design for the FAST Forward Project, the KC Team is also conducting structured observation of the Leadership Training Program. The first two-day session held on September 25th-26th was observed by a member of the PAST Implementation Team and a KC team member to further enhance a collaborative approach to building on this component of FAST Forward, and assure continuity and integration of concepts. The bullet point report is presented in the Knowledge Capture Appendix.

The Schlechty Leadership Training Program (SLTP) involves primarily district administrators across (12) Fairfield County districts and education-related agencies. However there is some overlap of involvement by participants who are also on the district Design Teams engaged in





the Design Team planning process conducted by the PAST Foundation. The SLTP approach to building a new vision of transforming education to a student-centered approach to learning is highly aligned to the PAST Foundation's Design process for innovation in education systems. A key goal will develop through continued observation and dialogues among the lead entities in the FAST Forward Program in order to coordinate integrated application of the different resources offered through the suite of concurrent program training supported by the Straight A Funds grant.

Of particular importance is the link between the Design Teams and district superintendents during the second quarter of the grant, from November 1, 2014 to January 30, 2015. During this period it will be critical for the Design Teams to have access to administrative level review and feedback to guide final innovation plans that will be supported district-wide with endorsement by all leadership, including district boards and community leaders in the various districts.

P3 QUARTERLY PROFESSIONAL DEVELOPMENT

The first P3 Professional Development daylong session was held on October 3, 2014. Structured observation by the KC Team was conducted and the bullet point report is presented in the Knowledge Capture Appendix. Four of the eight districts participated in the first P3 on-site session. This session was conducted for those who had received the P3 modules for review and preparation to attend the first P3 session. The workshop was also intended to offer the first opportunity for a post-P3 training teacher survey. However, the final assessment for the best and most productive approach to conducting the first session was changed to better meet the needs of the participants, including many administrators.

Much of the work of formative evaluation is conducted in an iterative process engaging with participants at different stages of program implementation to gain insight on the goals and objectives they bring to the process through their involvement. This process often engages participants in previewing and commenting on survey instruments. The proposed P3 Survey questions are presented in the Knowledge Capture Appendix. The participants in the October 3 session were asked to review and select the survey questions they felt were most important for informing their program goals for teacher professional development in STEM transdisciplinary problem based learning.





The following table shows the outcome of the P3 group review:

KC Proposed Post PD Teacher Survey Questions	Number of respondents (n=10)
Q1. What is the purpose of a problem?	4
Q2. Is there a difference between a project and a product?	8
Q3. Does pre and post assessment drive real time course correction?	3
Q4. Were there concepts presented in P3 that you were immediately able to put into practice in your classroom?	3
Q5. Do you intend to implement TPBL in your classroom?	8
Q6. Does presentation of learning to an authentic audience affect project mgmt.?	3
Q7. What are the main benefits of TPBL?	4
Q8. Do you think the P3 podcasts helped you build your TPBL skills?	3
Q9. Please rate the importance of resources	4
Q10. What is the most useful tool for your work? (rate following)	4

The complete survey question set can be reviewed in the Knowledge Capture Appendix in this section of the report. The numbers indicate two high priority questions of value to the STEM PD outcomes as shown above in Question 2 and Question 5. Of particular interest related to Question 5 is the idea that while teachers may be exposed to STEM PD, they may not see the possibilities or feel enabled to implement STEM in their classrooms, signaling the need for potential follow-up that may be explored through various modes of engagement with other teachers involved in the P3 training.





Knowledge Capture APPENDIX FAST Forward

1.1 Formative Evaluation Work Plan

2.1 Fieldwork Chronologies

3.1 Fieldwork Observation BP Report - September 27, 2014 FAST Forward Design Team Orientation Day

4.1 Fieldwork Observation BP Report – September 30, 2014 Schlechty Leadership Conference Debrief

5.1 Fieldwork Observation BP Report – October 3, 2014 FAST Forward P3 Quarterly Planning PD Draft Survey Questions For Review Group Comments on Draft Survey Questions

6.1 Fieldwork Observation BP Report - October 16, 2014 FAST Forward On-site Charrette





FAST FORWARD Project - Implementation Plan 9/2014 to 6/2015

KNOWLEDGE CAPTURE (KC) Formative Evaluation Work Plan

Activity	Projected Date	Location	KC Evaluation	Product
DESIGN TEAMS (8 School Districts)				
Design Team Orientation	Sept. 27 [Sat.]	Fairfield ESC	Observation	Bullet Point Report
8 School District Site Visits	Oct. 16, 20-24	At school location	Observation	8 Bullet Point Reports
Design Team Project Planning Meeting #1	Oct. 25 [Sat.]	Fairfield ESC	Observation & Pre-Survey	Bullet Point Report
Design Team Project Planning Meeting #2	Nov. 8 [Sat.]	TBD	Observation	Bullet Point Report
KC Site Visit Follow-up Virtual Discussions	Nov.-Dec.	[Zoom mtgs.]	Interviews	Bullet Point Report
FAST Design Team Presentation	Dec. 6 [Sat.]	Fairfield ESC	TBD	TBD
FAST Design Team Implementation	Jan.17 [Sat.]	Fairfield ESC	Observation & Focus Groups	Bullet Point Report
8 School District Site Visits	March-May 2015	At various locations	Observation	8 Bullet Point Reports
FAST Design Team Presentation	May 30 [Sat.]	Fairfield ESC	Observation & Post-Survey	Bullet Point Report

FAST FORWARD: Teacher Professional Development Workshops (P3 completion)				
PD: Quarter 2-2014 Planning	Oct. 3 [Fri.]	Fairfield ESC	Observation & Post-PD Survey	Bullet Point Report
PD: Quarter 3-2014 Planning	Dec. 5 [Fri.]	Fairfield ESC	Observation & Post-PD Survey	Bullet Point Report
PD: Quarter 4-2014 Planning	March 6 [Fri.]	Fairfield ESC	Observation & Post-PD Survey	Bullet Point Report
PD: Quarter 1-2015 Planning	June TBD [Fri.]	Fairfield ESC	Observation & Post-PD Survey	Bullet Point Report



FAST Fieldwork Chronology 2014

KC Staff	Date	Event Observed	Participants	MGC NOTES
MGC/MM	9.3.14	Kick off at FC ESC	Marie Ward; Dr. Matthew Peterson; Samsung; admin and curriculum specialists from Fairfield County	SAG introduced to administrators and curriculum specialists at FC ESC; Marie Ward described the 3 grants; Samsung made presentation re tech; M. Peterson presented ST Math
MGC/LB	9.27.14	FAST Design team orientation	Team members from Amanda Clearcreek; Bloom Carroll; Fairfield; Lancaster; Libery Union; Pickerington; Walnut Township [Berne Union did not show]	Orientation and overview of FAST Forward; teams present consisted of some superintendents; some principals; curriculum coordinators; counselors; and classroom teachers. One team sent 7 [LU]; one team sent 2 [BC] and was down to 1 before lunch. RR presented on change in organizations; breakout sessions included: Habits brainstorm; Tangible Assets Map; Initiatives Assets Map and share outs for all breakout sessions. PF team debrief with EC followed.
MM	10.3.14	Q2 onsite P3 PAST PD	Ellen Chaill, Ketal Patel, Sheli Smith, Meghan Matta	Overview of the grant, TPBL and discussions of wicked problems by PF staff. Districts sat together by table and did back-mapping and two week planning sessions. Ideas were shared out at the end of the day. Most Ts were engaged in the process, with a few exceptions, most schools are still searching for the 'right answer' and having a difficulty narrowing down ideas. All in early stages
MM	10.16.14	Berne-Union Charrette	Ketal Patel, Meghan Matta, and Ellen Cahill from PF, Jon Parker (HS Prn) Craig Heath (Guidance Counselor) and David McManis (K-12 tech coordinator)	Meeting with all parties in conference room to go over how the project is going so far. We discussed constraints, teacher buy-in and money allocation. The school wants Chromebooks as it's top priority, as the tech has been geared up already (Adobe Suit, Google Docs frequently used already in classroom). Flexible admin is willing to give power to the teachers. Want to create an auditorium for movie nights and student showcase to the cmty
MM	10.20.14	Pickerington Charrette	Ketal Patel, Meghan Matta, and Keisha Slaughter from PF	Meeting with design teams from two schools. Both schools have a teacher buy-in issue, as teachers of overwhelmed with competing initiative.

FAST Fieldwork Chronology 2014

MM	10.21.14	Lancaster City Charrette	Ketal Patel, Meghan Matta, Ellen Cahill	Met with 3 staff and PRN came in to meeting late. KP phoned in for meeting. Staff has ideas about career tech, and civil engineering focus. deciding whether to focus on "high" performing students or "low" performing students. Still trying to narrow and decide direction for project. While presented idea of merging with SOIL, was not receptive to that.
MH	10.21.14	Liberty Union Thurston Charrette	Ketal Patel, Ellen Cahill, Monica Hunter	
MM	10.22.14	Fairfield Union Charrette	Ketal Patel, Meghan Matta, Ellen Cahill, Beth Witte, Jim Dvorsky, Herb Rhoda	Met with Assistant PRN, PRN, and 3 Ts in conference room. Side meeting with PRN and Math T with KP and MM. Ts have not been informed of grant, or P3, PRNs staff is very disengaged and nervous about any form of PD, so hurdle to overcome. PRN is nervous on \$ size, and does not want to 'waste' it. Still in initial stages
MM	10.22.14	Walnut Township Charrette	Ketal Patel, Meghan Matta, Ellen Cahill, Beth Witte, Jim Dvorsky, Herb Rhoda	Admin staff do not have a clear connection, met with Superintendent, and originally had not planned to have us meet with students. Seems to be SPR project, and leads to low teacher engagement. Very strongly wants to merge FAST and SOIL money for a structure on the Lake, teachers and community not engaged, included, or empowered
MM	10.24.14	Amanda-Clearcreek Charette	Ketal Patel, Keisha Slaughter, Meghan Matta	Lead T has a high level of buy in and confidence in students which admin is receptive of, this gives Ts a sense of agency for the project and the building. The focus will be to use the Primary as a pilot early adopter model for the district. They are looking into sustainability with their project model (selling spades to cmtty partners)
MM	10.24.14	Bloom-Carrol Charette	Ketal Patel, Keisha Slaughter, Meghan Matta	Focus on 7th grad math, in a school bld that is 3-5 gr for early adopter pilot building. Admin is highly engaged (and new). Focus on cmtty partnership with a local library (Wagnels). Still in early stages of planning, thinking of bringing in ST Math

FAST Fieldwork Chronology 2014

FAST Forward Design Team Orientation Day [BP-LB/MGC] September 27, 2014

PF Participants: Sheli Smith, Ketel Patel, Keisha Slaughter, Maria Green Cohen, Janet Hinds, Lisa Beiswenger, Robin Dugan [COSI], Rich Rosen [morning presentation only]

FAST Participants: 7 of 8 districts were present, with a range in the number of participants: Amanda Clearcreek [4], Bloom Carroll [2 for first two hours; 1 for remainder of the program], Fairfield [5], Lancaster [5], Liberty Union [7], Pickerington [4], Walnut [5]. Byrne Township was not present.

Knowledge Capture staff observed presentations, questions from participants, with close attention to issues discussed during breakout brainstorm sessions at each table. Districts grouped themselves at distinct tables; Bloom Carroll participant joined the Pickerington group after her teammate left. Three breakout sessions were conducted during the day on the following topics: 1) Habits; 2) Tangible Assets Map; and, 3) Initiative Assets Map. The report below thematically organizes Orientation Day participants' comments and questions shared throughout the day's program.

Students and Student Engagement:

- Emphasize to the students why this is relevant
- Teachers would like to give more opportunities for real world experiences, but they are nervous about sacrificing teaching time
 - Some teachers are overwhelmed by the quantity of standards to cover that they feel they do not have time to “delve into real world learning”
- There is a lack of relationships between teachers and students
 - There is a lot of focus on the top performing students and the bottom performing students, with little emphasis on the majority of students who reside in the middle
 - Building a curriculum to suit the needs of the individual students - not every student needs Algebra II or college prep
- Education needs to relate with students and how they learn
 - One district stated much time is spent on remediation
 - Some students are not developmentally ready to learn the standards
 - Gaps keep expanding because the state consistently raises the bar on what needs to be taught
- Some schools have an intervention specialist, now they need a gifted specialist
- Teachers and schools need to redefine engagement
 - Too great a focus on grades, not enough focus on what students are learning
- More opportunities need to be available for smaller schools
- Figure out ways to give students ownership in their learning
 - Do not crush creativity
 - Create better problem solvers
- Technology and students
 - Along with a “bring your own device” program initiated at one of the schools, teachers and students created “10 Commandments of Computing”
 - The kids defined the rules of etiquette and were more likely to have ownership over that etiquette
 - Teaching students to use technology as a tool and not just as a toy

- Some schools lack a concrete plan for intervention. What is a teacher supposed to do with the rest of the students when only one or two students need intervention?
 - Each school needs to come up with an intervention plan
 - One has a concrete plan for math, and is working on a plan for English
 - The plan is to have the duty aide take some of the math/reading students to the gym, so that there's more time to work strategically with the kids who need help
- One school created universal rubrics, which could be used to grade writing assignments across the disciplines
- Because of tight staffing in one district, some teachers were afraid to do creative, hands-on activities because they couldn't ensure student safety

Parent expectations:

- Parents expect a worksheet and not conceptual homework, so it can be difficult for teachers to buy in

Failure and Persistence:

- Teachers need to be able to admit failure to students because failure is part of the learning process
 - Use failure as a learning opportunity
- Educators who care about their students need to be able to recognize when things aren't working and fix them
- Build trust for the process

Sustaining involvement (partnerships new + old, teacher buy-in):

- Trust is a theme that was mentioned repeatedly throughout the day. Many of the educators felt that they are not trusted by the district and administration
 - Teachers should not feel afraid to be a leader in initiatives, but they often are
 - As trust builds, and as other teachers begin to see the effectiveness of initiatives, their attitudes can change
 - There is a fear of failure because teachers are afraid that their jobs are on the line if the initiatives fail
 - Figure out ways of making the team members feel safe
 - Give early adopters a sense of what to expect for the first few weeks
 - Let them know what the project entails
 - The districts need to state a plan and stick to it
 - It can be hard to do anything without the district's approval
- Respect
 - Some of the teachers feel like their ideas and opinions haven't been respected and that may make them hesitant to try new things
 - Conversely, a leader who is not confident may "over push" and force people into things that they are not confident doing
 - This lack of trust and over push can make teachers hesitant to try new programs and initiatives
 - Sometimes respect can be as simple as thanking team members for their time and giving them a moment of recognition
- Followers need to be able to question the leader, and the leader needs to listen to their feedback and correct things which may not be going right

- Building enthusiasm
 - Some teachers are hesitant to try something new because they do not know if what they are doing is effective
 - They need to be able to see the effectiveness of the initiatives before they are willing to join
 - Other teachers need to see details of the project before they're willing to take part – conditional participation
 - Some teachers need initiatives to be willing to take part
 - Take care of the early adopters
- Support
 - Some teachers felt as though there was a lack of support within their district
 - Build time into the day for teachers to work on paperwork
 - Some teachers give worksheets to students just to have enough time for their paperwork
 - Teachers feel as though they need more time to collaborate and work together
 - Without sacrificing time with the students
 - Teachers need better preparation programs at all levels (support for new teachers and old)
 - Learning how to teach in their particular school's environment as well as teaching in new ways

School resources:

- Many districts expressed a need to expand staff
 - Innovation coordinators
- One district has limited smart rooms, few TVs, limited laptops (especially at the elementary school)
- A lot of participants were not sure about what resources they had available at their schools
- One building had limited knowledge about which staff they might be able to tap within the school
- One school initiated a “bring your own device” program which helped to increase student access to technology in the classroom
- Teachers need professional development to help them learn how to use technology more effectively in the classroom
- Recently, the curriculum coordinator at one district invited teachers to complete a survey about which initiatives they're involved in and which programs they use in their classroom
 - Some teachers were using programs that had ended years ago, but stuck with it because it was working
 - Some teachers were paying for programs out of pocket, and didn't know that other teachers in the school were also paying for the same program
 - The curriculum coordinator was evaluating the list to figure out what the school could pay for but also wanted to connect teachers using the same programs to help minimize their out of pocket costs so that the teachers could share the cost of one school license rather than each teacher buying their own license
 - Trying to increase communication within the school and across the buildings
- Communication with other departments and communication with other buildings within the district can be limited

State Level:

- Legislators need to know what teachers are doing
 - Need to understand that educators are not the enemy
 - Throwing more test and initiatives does not solve the problem
 - Would benefit from a realistic grasp on student needs
 - Not all students need to take Algebra II
- Schools, districts, and legislators need to value more than just math and reading
- Tech schools are marginalized

Recommendations:

- Fostering engagement and buy-in within the district and the community
 - Get leadership involved in shifting the focus to the students
 - Make students the ambassadors for FAST Forward
 - Keep taking design team through the design cycle
 - Show them what learning looks like in theory and practice
 - Provide mini-challenges
 - Taking brainstorming back to the schools
 - Develop habits
- EC to work with ESC treasurer to restructure the issuing of funds so that there is incentive to produce at key points in time
- Because new teachers can be brought into the teams at a moment's notice, and often administrators and team members can be unclear about the grants, it would be helpful to give a quick run-down of the grant at the beginning of the PD sessions just so that everyone is on the same page
- At the beginning of the day, briefly state the plan for the day and the plan for the next few sessions (and even review previous sessions) so that the participants have a clearer view of how this PD session fits in with the other sessions
- Many participants appeared to be engaged in the brainstorming activities
 - More teams were engaged with listing tangible assets than some of the other activities
 - Communication about what is available at the schools needs to be built on
 - Many members of district groups not aware of certain assets and resources
 - Tangible assets was largely approached as a concrete task by most groups
 - Offering up new ways to review assets—such as non-teaching staff—could be helpful in shifting focus
- Some of the participants were unclear about the objective of the activities and were unable to follow the shift from the discussion on working in groups [RR] to discussion of habits [KP]
 - When talking about the habits, shift the focus to students/school community
 - Some of the participants were thinking about working in their teams and not thinking in terms of students and the school community
- Debrief with the participants at the end of the day to remind them about the take-away of the PD activities
- Clearly identify tables by district with placards
- Consider the idea of conducting some breakouts by job description/title as opposed to breakouts by district

Schlechty Leadership Conference Debrief [BP-AJ] September 30, 2014

PF Participants: Janet Hinds, Ketel Patel, Monica Hunter, Maria Green Cohen

FAST Participants: [12 school districts] North Olmsted City Schools, Amanda Clear Creek Schools, Berne Union Local Schools, Bloom Carroll Local Schools, Eastland Fairfield Career Tech Schools, Fairfield County Board of Developmental Disabilities, Fairfield County ESC, Fairfield Union Local Schools, Lancaster City Schools, Liberty Union Schools, Pickerington Local Schools, Walnut Township Local Schools

Participants organized themselves by district, and throughout the course of the Day One heard from coordinators from the Schlechty Center. At the end of Day One, conference participants took a survey about their engagement via Edmodo. During Day Two, participants were organized by roles in the district. Day Two was more interactive. Participants had a Q&A session with Phil Schlechty, watched videos and engaged in brainstorming activities.

Day One of Conference (September 25, 2014)

- Districts were allocated space for up to four people
 - Participants were expected to read four books before conference
 - Participants signed up for Edmodo during the conference to provide feedback, answer questions
 - Teams were expected to create a portfolio and plan to work on completing it during sessions
- Focal discussion point of the day was the Importance of Transformation
 - Reform vs. Transformation
 - Used the ideas of education from Thomas Jefferson (Factory schooling, knowledge workers, elite), W.E. Dubois (talented 10) to discuss the need for transformation
 - Digital Imperative
 - Using software and technology to engage students with interactivity, collaboration, ownership and authority
 - Stressed how reform is not enough, how transformation will aid in the organization/structure for learning
- Strategies to implement transformation
 - Designing, learning and guiding instruction
 - Giving students the ability to own the design
 - Move from using standards as a source of control to using students as sources of direction
 - The importance of community involvement, moving from a bureaucratic/governmental model to giving accountability back to the public
- Student engagement as a major component in the process of transformation
 - The difference between compliance from a student [student sitting and reading a book, doing as told] to keeping the student active and engaged [asking questions, conversations]
 - Moving from classroom management strategies to engaging with knowledge and expertise in the classroom with students

- The importance of an emotional response, value, relevance, commitment to the work, conversations between peers and parents from students
- The importance of leadership: empowering leadership to accept a transformation in modality and the structure of governance
 - Moving away from the idea of the principal being the source of leadership to giving teachers the ability to lead [teacher leadership]
 - Inquiry model
 - Principals should know how to work with teachers; teachers should know how to work with students in the classroom
 - All levels of leadership should be involved in the process [board of directors, superintendent, principals, teachers, etc.]
 - The importance of knowing who is following you as a leader, establishing trust among your team
 - Necessities to change the system of leadership
 - Capacity, clarity of purpose and value, sense of direction, assessment, leadership commitment, infrastructure for taking action, resource allocation, flexibility

Day Two of Conference [September 26, 2014]

- Levels of engagement survey results
 - Leaders did not feel very engaged during the first day
 - There was a “talking head” for the majority of the session
 - Day Two was redesigned to keep the leaders more engaged
 - Mixed up teams, movement, videos, book study, etc.
- Types of leadership tactics to use
 - Cleverness vs. Kindness
 - Encourage collaboration and positive conversation to reach a goal, instead of focusing all work on the end product
 - Locus of control
 - Understanding the people you supervise and their locus of control
 - Stressors, engagement, staff engagement
 - Used role-alike activity to understand the levels of bureaucracy
- Q&A's with Phil Schlechty
 - Loss sense of community: How to engage the board of education
 - The pressure superintendents feel from the board
 - How to put the board to work
 - The affects of charter schools on the community
 - Several different types of schools in the community can cause issues [charter and private schools]
 - Effect of older people in the community on school funding
 - Older people do not vote for levies because they do not have students at home
 - At one point in the community, 60-70% of a community had children enrolled in school
 - Currently student population has lowered to 20-30% of a community

- Schools need to move away from functioning as government agencies and towards becoming community centers
- The need for a systematic induction program where veteran teachers share their expertise with new teachers
 - Pre-service vs. teaching programs
 - Where you still learn the same old way, but there is no great induction system
 - Pair new teachers with older teachers
 - Older teachers certified with system vs. new teachers may be more excited by the learning process
- Student and Teacher Engagement
 - Student has the responsibility to be engaged, but teachers have the responsibility to provide the engagement
 - Students do not owe teacher their attention
 - Engaging students intellectually arrives from intrinsic motivation, not extrinsic
 - Fast learners vs. Slow learners
 - The ability to tackle tasks quickly instead of truly learning the material
- Standardized tests measure failure, not success
 - Students are unable to understand and absorb the work they are completing
 - Teachers feel that mandated testing is a huge barrier
 - When students get the questions on the test correct, new ones are created to replace old ones
 - No longer measureable
 - Students need to learn content at a proficiency level and must be engaged with the work

FAST Forward P3 Quarterly Planning PD [MM] October 3, 2014

Facilitators: Sheli Smith, Ketal Patel, Meghan Matta

FAST Participants: 4 of 8 districts were present, with a range in the number of participants: Amanda Clearcreek [4], Lancaster [4], Walnut Township [3], and Berne Union Local [4].

Districts grouped themselves at distinct tables. See attached agenda for additional details on the presentations. Knowledge Capture staff observed presentations, questions from participants, with close attention to issues discussed during breakout brainstorm sessions at each table. The report below thematically organizes Quarterly Planning PD day participants' comments and questions shared throughout the day's program.

Administrative Engagement:

- Some administrators allowed teachers to lead discussion and brainstorming

Teachers and Teacher Engagement:

- Groups worked well together, often electing "scripter" early on to expedite brainstorming process
- Active engagement shown in body language of participants
- Districts who were not able to attend orientation were not discouraged by abundance of information, and were highly engaged in the process
- Teachers felt comfortable with the design cycle
- Teachers utilizing collaboration as a method of transformation in their school
 - One team, "divide and conquer"
 - Focusing collaboration across content area
- Focus on cross-curricular implementation

Students and Student Engagement:

- Teachers emphasized making the design cycle relevant to students "Does that matter to our students?"
- Teachers in many districts had a strong focus on student buy-in
- Teachers focused on creating a common language for students
- Teachers had a deep understand of targeted needs for their student population
- One group wanted to utilize student surveys to get information on students interests for projects/problems
- Students from rural districts struggle with 'small worldview'

Failure and Persistence:

- Teachers can get stuck in trying to "find the right answer" as opposed to finding what works best for their school
- Teachers and Admins felt overwhelmed after initial orientation
- Some P3 thumb drives had technical issues and were unable to be reviewed before meeting by participants
- Teachers concerned about having to 'teach to the test'

- Some districts are showing resistance and pushback to transformation process due to administrator resistance
- Some districts are narrowing problems too specifically and need to look for more broad examples

School resources:

- Schools are looking into block schedule or schedule changes to facilitate collaboration and transformation
- Electronic clickers could be more utilized
- Specialists are available at schools to be utilized as a standard touch-point

Recommendations:

- Pushback from administrators could be resolved with through Schlechty work, and showing connection between Schlechty leadership and FAST Forward work
- Teachers who have lost engagement in process should look into allowing alternative teachers to fill in for the design team
- Facilitators to spend more time on “products and problems” session, as many teams needed more examples, and a deeper understanding of “what makes a good problem”

KNOWLEDGE CAPTURE PROPOSED POST-PD TEACHER SURVEY QUESTIONS

DRAFT Version 2: please review and comment (10/3/14)		
School District:		
		Please write down any comments or suggested revisions in the space below each question.
Check the box for each question that should be included in a teacher survey .		
<input type="checkbox"/>	1	What is the purpose of a problem?
<input type="checkbox"/>	2	Is there a difference between a project and a product? (Yes/No)
	2A	If yes, briefly describe:
<input type="checkbox"/>	3	Does pre- and post-assessment drive real time course correction? (Yes/No)
	3A	If yes, briefly describe:
<input type="checkbox"/>	4	Were there concepts presented in the P3 podcasts that you were immediately able to put into practice in your classroom? (Yes/No)
	4A	If so, briefly describe.
<input type="checkbox"/>	5	Do you intend to implement transdisciplinary problem based learning (TPBL) in your classroom? (Yes/No)
<input type="checkbox"/>	6	Does presentation of learning to an authentic audience affect project management? (Yes/No)
<input type="checkbox"/>	7	What are the main benefits of TPBL?
<input type="checkbox"/>	8	Do you think the P3 podcasts helped you build your TPBL skills? (Yes/No)
	8A	If yes, briefly describe:
<input type="checkbox"/>	9	Please rate the importance of the following resources for your work where 1=not at all important; 2=somewhat important; 3=important; 4=very important; 5=I don't know yet if it helped me in my work
		P3 Workbook (check the box 1-5)
		P3 Podcasts (check the box 1-5)
		Both the podcasts and the workbook (check the box 1-5)
<input type="checkbox"/>	10	What is the most useful tool for your work? Rate the following where 1=not at all useful; 2=somewhat useful; 3=useful; 4=very useful; and, 5=I don't know yet if it helped me in my work
		Backmap (check the box 1-5)
		Two-week planner (check the box 1-5)
		Snapshot (check the box 1-5)
		Lewis Rubric (check the box 1-5)
<input type="checkbox"/>	Other suggested questions?	Please use the space below to write down other questions that could provide essential information to your district in transitioning to TPBL.

**FAST Forward Quarterly Planning Professional Development
Survey Review
October 3rd 2014 [BP-MM]**

A survey draft was circulated among the district teams attending professional development for Q2 On site P3 PD. Four of the eight FAST districts participated: Amanda Clearcreek Local, Berne Union Local, Walnut Township Local, and Lancaster City. Due to limited time in the professional development schedule, a paper copy was given to each participant to be reviewed individually rather than discussed as a group as planned. The participants were asked to those select questions they found useful on the copy of the survey, and hand it back in to the KC staff (Meghen Matta). These survey question sheets were anonymous and were intended to obtain informative feedback from the districts on which questions to move forward in the FAST evaluation process. Some districts worked in groups to review the survey questions, and others worked individually.

Below is the survey question sheet circulated among the participants in addition to a table, indicating question 'popularity'. The table includes question numbers with the corresponding 'popularity' of the question. The number indicates the number of respondents who selected the question as 'useful'.

In the following table, the 'Number of respondents' represents the number of participants who selected each question.

KC Proposed Post PD Teacher Survey Questions	Number of respondents (n=10)
Q1. What is the purpose of a problem?	4
Q2. Is there a difference between a project and a product?	8
Q3. Does pre and post assessment drive real time course correction?	3
Q4. Were there concepts presented in P3 that you were immediately able to put into practice in your classroom?	3
Q5. Do you intend to implement TPBL in your classroom?	8
Q6. Does presentation of learning to an authentic audience affect project mgmt.?	3
Q7. What are the main benefits of TPBL?	4
Q8. Do you think the P3 podcasts helped you build your TPBL skills?	3
Q9. Please rate the importance of resources	4
Q10. What is the most useful tool for your work? (rate following)	4
Q11. Other suggested questions?	1*

*Respondent selected box adjacent to 'Other Suggested Questions?' but did not include additional questions.

FAST Charrette [BP-MM]
October 16, 2014

Berne Union School District

PF Participants: Ketel Patel, Meghan Matta, Ellen Cahill (ESC)

Berne Union Participants: Jon Parker (HS Principal), Craig Heath (Guidance Counselor), and David MacManis (K-12 Tech coordinator). The layout of the buildings for Berne Union are unique in that the district offices, high school, and elementary school are in the same building.

Grant Goals:

- To build up common language and definitions among staff, “create a dominant discourse”
- Auditorium for video and audio, which can be used to screen movies for community, utilizing ‘preview’ time to showcase student work
- Creating greater access to technology for K-12 system

Collaboration:

- Principal is in communication with staff and Superintendent regarding space relocation for teachers

Teacher Engagement:

- Teachers have a ‘limited awareness’ of PD opportunities, they will be made available to them in the future (via 1 pager from PF)
- Teachers have a general overview of FAST grant

Student Engagement:

- Students have voiced need for new technology
- Students are currently working in a student led system for many classes as well as utilizing projects

Administration/District Level Engagement:

- Curriculum coordinator has already plotted testing map to help alleviate pressure on teaching staff and facilitate ‘time to play’ with TPBL and projects
- Staff feels fully supported by Principal
- Teachers are currently given ‘autonomy’ and freedom to innovate

Community and Partnerships:

- Understanding of community partnership opportunities is low
- Possible partnership with local hospital, and Columbia gas, and the Shelly Company

Resources and Sustainability:

- The school currently has a wireless network that extends to grounds outside of the building
- The school is stocked with full Adobe Suite for tech usage
- Students are ‘paperless’ in the building and both students and teachers utilize Google docs for assignments

- Chemistry /physics teacher is allowing students to review content online prior to and following lesson, utilizing class time for labs and projects
- All staff have an interactive white board, currently one teachers 'screenshots' her notes throughout the lesson and posts them online for students
- Current tech coordinator pushes useful apps to early adopter teachers for use
 - These early adopters are then approached by other staff, until apps circulate throughout all staff in the building

Constraints:

- Space in the building is an issue
- State testing is also high on teacher priorities and concerns
- Only one tech lab that is locate in the HS (lab is used by both HS and MS) and is 'always booked'



Knowledge Capture APPENDIX FAST Forward IRB

The Knowledge Capture Program initiated preparation for work to support implementation of three Straight A Grant Projects awarded to the Fairfield Educational Service Center in August 2014, including FAST Forward, Growing SOIL, and Math Matters. A major component of preparation to engage in formative evaluation activities consisted of submitting a research application seeking approval for human subjects research. Three separate applications were submitted and approved by the PAST Foundation Internal Review Board. Additionally, a document providing basic information about the Knowledge Capture formative evaluation process was also prepared and submitted to each of the participating districts involved in the Straight A Projects. The IRB Application and the Knowledge Capture document, "Formative Evaluation for Districts," are both included in this appendix.





PAST FOUNDATION – KNOWLEDGE CAPTURE (KC) PROGRAM

The PAST FOUNDATION works with schools and districts to support school transformation in a range of ways. A key component of the work is conducted by the Knowledge Capture team, who document the unique challenges and successes of program implementation. The KC team works with educators within schools from district-level administration to the classroom. KC provides insight about implementation processes from the experience of program participants. KC data supports effective models of change for use within the educational system.

THE KNOWLEDGE CAPTURE PROGRAM

Tasked with supporting
implementation

FAIRFIELD EDUCATION
SERVICE CENTER
STRAIGHT A GRANTS

GROWING SOIL

FAST FORWARD

MATH MATTERS

Knowledge Capture (KC) Field Observations

The field team will conduct observation of initial meetings, workshops and training sessions held during fall 2014 for all three projects. Through observation of the implementation process, the KC team will provide important feedback to the implementation team as work is underway. This feedback identifies effective processes to advance implementation that meets all aspects of program goals. Feedback empowers modification to better meet the needs of individual schools or districts in achieving strategic outcomes that fully maximize the success of the STRAIGHT A Grant Program.

Knowledge Capture (KC) Interviews, Focus Groups and Surveys

Assessing effectiveness of each grant's implementation design, the KC team will conduct focus groups and surveys with project teams at strategic points during the 2014-15 academic year. Additionally, one-on-one interviews may be conducted with administrators and others from within the district to gain insight on first-hand experiences with the implementation process. This type of 'formative evaluation' helps shape essential modification of implementation strategies in ways that better meet the needs of individual districts and schools involved in each project.

Knowledge Capture Protocols

Your district has received a packet of information regarding confidentiality protocols for conducting interviews, focus groups, and surveys. The packet includes essential information about the KC Program, 'informed consent' documents, a description of the purpose of the implementation evaluation, constraints on use of data, as well as important details about voluntary participation.

PAST Foundation – September 5, 2014

IRB Application: FAST

Project Title:

Project FAST Forward (Fairfield Advancing Students and Teaching)

LIST OF DOCUMENTS

- A. Cover Letter
- B. PAST Foundation IRB Protocol
- C. IRB Application: September 5, 2014
- D. Knowledge Capture Bibliography
- E. Knowledge Capture Data Management Protocol
- F. Written Consent Adults: Audio, Video, Observation, and Written Notes
- G. Written Consent Adults: Observation and Written Notes
- H. Informed Consent Adults: Online Survey Anonymity Protocols
(www.pastfoundation.org/xxx)
- I. Informed Consent Adults: Website Statement on Participation in Anonymous Online Survey
- J. Informed Consent Adults: Online Confirmation and Statement of Agreement to Participate in an Anonymous Online Survey
- K. Verbal Consent Adults: Audio, Video, Observation and Written Notes
- L. Appendix: Sample Interview, Focus Group, and Survey Questions
 - 1. Sample Interview/Focus Group Questions: Administrative Staff
 - 2. Sample Interview/Focus Group Questions: Teachers
 - 3. Proposed Schedule of Survey Questions: Teachers

PAST Foundation IRB Application


Submitted September 5, 2014

Project Name: *FAST Forward (Fairfield Advancing Students and Teaching)*

IRB Approval Number: 2014-09-0010ETH

I have reviewed the application for the *FAST Forward* IRB and supporting consent documents, and approve submittal to the PAST Foundation IRB Committee. Please let us know if you would like any clarification.

We look forward to your speedy approval. Thank you for your time and consideration



Sheli O. Smith, Ph.D.
PAST Foundation IRB Compliance Officer

PAST Foundation Human Subjects Institutional Review Board
 Application For Review

1. Project Title

FAST Forward (Fairfield Advancing Students and Teachers)

2. Principle Investigator

Name: Monica S. Hunter
 Degree and Date: Ph.D. 2003
 E-Mail: mhunter@pastfoundation.org
 Phone: 614-340-1208

Co-Investigators

Name	Title	Degree and Date
Maria Green Cohen	Senior Research Associate	M.A. 1990
Meghen Matta	Research Associate	B.A. 2012

4. Key Personnel

Name	Title	Degree and Date
Ellen Cahill	Grant Consultant	Ph.D. 2009
Josh Federer	Tech Support	B.S. 2007
Vincent Blake	Tech Support	B.S. 2009

5. Financial Conflict of Interest

☐ Yes ☒ No

6. Funding Sources for Study

Source	Contact	Percentage of Overall Budget
Straight A Grant	Marie Ward, Ph.D., Superintendent, Fairfield County Educational Service Center, 955 Liberty Drive, Lancaster, Ohio 43130, 740-653-4053	10%

7. Location of Research

Institution or Organization Name	Address
Amanda Clearcreek Local Schools	328 East Main St., Amanda, OH 43102, various
Berne Union Local	506 North Main St., Sugar Grove, OH 43155
Bloom-Carroll Local School District	5240 Plum Rd., Carroll, OH 43112
Fairfield Union Local Schools	6417 Cincinnati-Zanesville Rd. NE, Lancaster, OH 43130
Lancaster City School District	345 East Mulberry St., Lancaster, OH 43130, various
Liberty Union-Thurston Local Schools	1108 South Main St., Baltimore, OH 43105, various
Pickerington Local Schools	90 East St., Pickerington, OH 43147, various
Walnut Township Local Schools	11850 Lancaster St., Millersport, OH 43046, various

8. Expedited Review

☒ Yes ☐ No

9. Project Summary

Conduct formative evaluation of program implementation for *FAST Forward: (Fairfield Advancing Students and Teachers)*. The research team will work collaboratively with key program implementation staff to document challenges and achievements during implementation of STEM transdisciplinary problem based learning. Program evaluation will focus on analysis of the implementation design, informing successive phases of implementation during the 2014-15 academic year through ongoing review of program goals and objectives.

10. Research Objectives

Develop qualitative and quantitative ethnographic analysis of the experience of school administrators, classroom teachers, and others engaged in *FAST Forward* to systematically document the experience of program participants including understanding fundamental aspects of the program identified by administrators and program partners as key to meeting program goals and objectives. Research may involve defining characteristics of a range of elements of the program that may include: 1) factors associated with adapting to use of STEM TPBL learning strategies; 2) factors associated with teacher success and challenges in transitioning to STEM TPBL; 3) factors associated with developing teacher networks that support collaboration in establishing best practices; and, 4) underlying cultural shifts that occur among teachers and their students in a STEM learning environment.

11. Research Methods and Activities

Primary ethnographic data will be collected utilizing standard ethnographic methodology that may include open-ended, one-on-one interviews; written and online surveys (e.g., www.surveymethods.com or www.surveymonkey.com) or questionnaires; group discussions in the form of focus groups or facilitated “breakout” groups; or structured observation of various activities such as school site visits, program strategy meetings, teacher training, and school staff meetings. Primary research may also be developed utilizing web-based interactive communication modes such as GoToMeeting™ or Zoom™ that support one-on-one or group discussions with key program implementers. Research may also include graduate and undergraduate student researchers from college programs in the social sciences including anthropology, folklore, or in education that may be recruited to join the PAST Foundation research team to participate in specific phases of field research. All observations will be documented with written notes taken at the time of the observation (utilizing a notebook and pen, smartpen, or laptop) and may also involve audio and/or video recording. Analysis of ethnographic data will provide a systematic evaluation of program implementation, and identify significant benchmarks associated with comparative changes in instruction during the 2014-15 academic year.

12. Types of Data Collection

- ☒ Audio Recordings
- ☒ Video Recording
- ☐ Still Images
- ☒ Data not publically available

Repository	Contact Number
PAST Foundation	614-340-1208

- ☒ Data, publically available
- ☐ Deception (if yes, explain in attachment)
- ☒ Focus Groups
- ☒ Internet or e-mail data collection
- ☐ Material that may be considered sensitive, offensive, threatening or degrading
- ☒ Observation of participants

- ☐ Oral history
- ☒ Surveys, questionnaires or interviews (one-on-one)
- ☒ Surveys, questionnaires or interviews (group)
- ☒ Other: Please specify: Web-based meeting platforms that are designed for interactive one-on-one, or group discussion.

13. Describe Precautions for Anonymity

Study participants will be assigned an identity code number at the onset of research (at the initial participation point). Once assigned a code number, study participants will only be identified by that code number and not by name or affiliation to a specific institution by name in any study documents including transcribed notes, reports or publications. All original research data will be managed by the PAST Foundation ethnographic Knowledge Capture Program staff, and will remain secured under lock and key. In the case of digital data, all electronic files will be maintained by the PAST Foundation and archived in passcode protected files. Access to primary data records will be restricted to the PAST Knowledge Capture Program research staff that includes the Senior Research Associate and Research Associate.

14. Duration of Project

September 15, 2014 to January 30, 2020

15. Date for destruction of private information

All private information on paper and all audio- or video-recorded private information will be destroyed three years from completion of the study and final report publication.

16. Number of Participants

Up to 3500 individuals.

17. Participant population

Age Range: 20 - 70

- ☒ Adults
- ☐ Minors
- ☐ Non-English Speaking

☐ Students

☐ Unknown

18. Are participants likely to be vulnerable to coercion or undue influence?

☐ Yes ☒ No

19. Describe Participant Recruitment Techniques

Ethnographic study participants will be invited through a voluntary self-selection process based on engagement with the *FAST Forward* program. Study participants will include K-12 school administrators, teachers, and others engaged in program implementation activities. Other study participants may be invited to participate through a self-selection process to include STEM partners from the surrounding community or region. The research design will follow the protocol for engaging a minimum of three participants (“rule of three”) requiring that at least three individuals participate in an ethnographic study from each group or sub-group of individuals involved with STEM TPBL education implementation (e.g., teachers, administrators, community partners, etc.)

20. Incentives for Participation

Study participants will be invited to contribute their views and experiences on STEM TPBL program implementation in ways that will help to define critical benchmarks that demonstrate achieving program goals and objectives, and to identify barriers to successful implementation in ways that will improve successive phases of implementation design based upon feedback to the ethnographic research team. The value of this research is intrinsic to the collaborative nature of STEM program and network development and implementation.

21. Procedures for withdrawing from Study

Participants will be provided with information in writing describing a procedure to request withdrawal at any time from the research study while the project is underway, including the option to request removal and destruction of all ethnographic documentation for that specific individual. Appropriate contact information for direct request to withdraw from the study will be included in the written information provided. The PAST Foundation IRB Officer will be the main contact person for requests to withdraw from the ethnographic study at any point in the project.

22. Type of Informed Consent

- ☒ Informed Consent Form; signature required (please attach)
- ☒ Informed Consent Verbal Script; verbal consent required (please attach)
- ☒ Informed Consent to Participate in Research, Online Survey (please attach)
- ☒ Online Survey Anonymity Protocols (please attach)

23. Describe Consent Protocol

Participants will be given written consent for ethnographic observation and documentation, as well as for participation in audio and video recorded interviews, discussions and classroom activities. Study participants may also be provided the opportunity to complete pre- and post-training online surveys. All study participants will be provided with a scope of work and objectives of the study in a written descriptive statement provided to them. The information provided will include a description of the use of any primary data developed, and restrictions on use of the data for the stated goals and objectives of the ethnographic research study for this project. The document will also include the IRB approval number and effective study period and will provide contact information of the PAST IRB Officer for study participants should questions or concerns arise.

When audio or video recording is involved, study participants will be informed prior to initiating recording and will be asked to give their consent prior to initiating recording. Once recording commences, study participants will be asked to repeat their consent at the onset of recording so that the recorded information includes each participant stating their verbal consent for the use of recording equipment.

Protocols for online survey participation will be provided in written format prior to survey administration to all potential survey participants via an online link to the PAST Foundation website (www.pastfoundation.org). As with all components of the research, potential survey participants will have the option to consent or decline participation in anonymous surveys conducted by the research team. The online survey process will require each participant to confirm their voluntary participation and that they have reviewed the research protocols and information regarding the purpose of the research, restrictions on use of the data collected, and anonymity protocols, prior to completing the online survey.

No other uses of primary ethnographic data will be permitted unless specific permission is sought from a project manager or from a study participant. In either event, all

ethnographic study participants involved would be contacted and informed of the request for use of the data, and each individual would be required to agree to a different use of the data beyond the original consent given by each ethnographic study participant.

24. Describe Provisions for Insuring Participant Privacy

All research information will be coded for anonymity, and will be held under lock and key for the purpose of completing this project. No information will be provided regarding study participant identity for any reason at any time during the study or at any period following conclusion of the study except as required by law pertaining to human subjects research. If a study participant wishes to release a transcript of their one-on-one interview for use by another entity, the study participant will be required to submit a written request to the PAST Foundation for release of the specific data, and identify the entity or researcher that should receive the original interview transcript. In this case, no other data other than that of the individual study participant would be released and the data would only be released to the individual or institution specified in the written request.

25. Describe Confidentiality Procedures

All research information will be coded for anonymity, and will be held under lock and key. Only the PI, research associate, and research assistant will have access to primary data. Core project staff will have access to the research materials developed and presented in aggregate form for the period of the study. Additionally, all project research staff will be required to review and follow a written protocol for data management and will observe the confidentiality protocols including maintaining assigned code identities during all phases of research. (See attached document, "Ethnographic Data Management Protocol.")

26. Does this research require HIPAA authorization?

No.

27. Describe Anticipated Benefits of the Project

Documentation of STEM program development and implementation of those engaged in the *FAST Forward* program implementation will provide critical understanding of successful and evolving design and implementation processes that can inform others on best practices to support administrator, teacher, student and community transition to STEM education. This research can also inform best strategies for broader stakeholder involvement, including parents and community members.

28. Describe Risks or Harms for Project Participants

None.

29. Does this research involve greater than minimal risks to participants?

☐ Yes ☒ No (If yes, please describe how research will be monitored to insure low as possible risk or harm)

30. Will there be any reimbursements to participants?

No reimbursement will be issued to study participants by the PAST Foundation.

31. Dates for Interim and Final Reports

Final Report due by October 30, 2015.

32. List all Appendices by Title

Appendices will include: 1) a copy of the the written and online consent forms; 2) sample questions for interviews, focus groups and surveys.

33. List Synergistic Projects

PROJECT 1 TITLE: PAST Foundation, Kelleys Island Schools, Straight A Grant 2014 STEM Outdoor Innovation Lab Report (247p.)

PROJECT 1 LOCATION: Columbus, Akron, Reynoldsburg, and Rootstown, Ohio.

PROJECT 1 RESEARCH FOCUS: STEM Outdoor Innovation Lab [SOIL] program evaluation and ethnographic study of teacher and student program achievements during SOIL program implementation.

PROJECT 2 TITLE: 2012-2013 Africentric, Linden, and West Feeder System Transformation (189p.)

PROJECT 2 LOCATIONS: Columbus, Ohio.

PROJECT 2 RESEARCH FOCUS: Teacher professional development program evaluation and ethnographic study of teacher and administrator views on STEM transition program achievements for the 2011-2012 and 2012-2013 school years.

PROJECT 3 TITLE: The Linden Feeder System Transformation Report 2011 (95p.)

PROJECT 3 LOCATION: Columbus, Ohio.

PROJECT 3 RESEARCH FOCUS: Teacher professional development program evaluation and ethnographic study of teacher and administrator views on STEM transition program achievements for the 2010-2011 school year.

PROJECT 4 TITLE: Knowledge Capture: Documenting “College Ready” Concepts and Goals at Two Ohio STEM Schools

PROJECT 4 LOCATIONS: Dayton and Columbus, Ohio.

PROJECT 4 RESEARCH FOCUS: Gathered data on perceptions of what college readiness involves from the perspective of students and adults engaged in various ways with the schools.

PROJECT 5 TITLE: Metro High School: An Emerging STEM School Community

PROJECT 5 LOCATION: Columbus, Ohio.

PROJECT 5 RESEARCH FOCUS: Systematically explored principles, processes and expectations associated with the Metro High School networked community.

PROJECT 6 TITLE: Morriss Math And Engineering Elementary School: A Case Study of K-5 STEM Education Program Development

PROJECT 6 LOCATION: Texarkana, Texas.

PROJECT 6 RESEARCH FOCUS: Focused on development process of STEM school program with attention to professional development and partnership with higher education.

34. Bibliography (please attach)

35. Assurances

I agree to follow all applicable policies and procedures of the PAST Foundation, local, state and federal laws that guide and protect human subjects in research, as well as professional protocols, standards and ethics that are accepted by anthropologists and Human Services as good research practices including but not limited to the following:

1. Perform the research as approved by the PAST IRB under the direction of the Principal Investigator (or Advisor) utilizing trained and/or qualified personnel with adequate resources.
2. Initiate the research only after written notification of IRB approval.
3. Obtain and document (unless waived) informed consent from human subjects or their legal guardians prior to their involvement in the research using the currently approved IRB consent form and/or informed consent procedures.
4. Inform all key research staff and students assisting in the research of their obligations in meeting all the policies and protocols of the IRB approved research.
5. Promptly report to the IRB events that may represent unanticipated problems involving risk to subjects or others.
6. Provide significant new findings to IRB as an addendum for decision as to revising the informed consent for subjects.

7. Inform IRB of all changes in the project before implementing changes.
8. Provide regular reporting to IRB (at minimal annually), including but not limited to a final report of the research.
9. Maintain all research related documents in a secure location for the specified IRB amount of time, so that the validity of research and the confidentiality of the subjects are maintained.
10. At the end of the specified time for document retention (not to exceed three years) all documents containing confidential data are destroyed.

I verify that the information provided in this review of human subject research is accurate and complete.

Monica S. Hunter, Ph.D.

Signature of Principle Investigator Date: September 5, 2014

Monica Hunter, Ph.D.

Printed Name of Principle Investigator

Knowledge Capture Program Bibliography

(2014)

1. (2014) PAST Foundation, Kelleys Island Schools, Straight A Grant 2014 STEM Outdoor Innovation Lab Report. PI, Sheli Smith; Co-PIs, Monica Hunter and Annalies Corbin; Research Associate, Maria Green Cohen; Research Assistant, Meghan Matta; PAST Team, Kat Deaner, Beth Witte, Herb Broda, Jim Bruner.
2. (2014) Clean Technologies Early College High School Program Design for Ninth-Grade Enrollment, Fall 2014. PI, Monica Hunter; Co-PI, Maria Green Cohen; Research Assistant, Meghan Matta.
3. (2013) Africentric, Linden, and West Feeder Systems Transformation. PI, Sheli Smith; Co-PIs, Monica Hunter and Annalies Corbin; Research Associate, Maria Green Cohen; Research Assistant, Meghan Matta; PAST Team, Kat Deaner, Elliot Mork, Brian Coffey, Beth Witte, Lori Trent.
4. (2013) Clean Energy Sustainable Industries Early College High School [ECHS] Summary Overview Year Two. PI, Monica Hunter; Research Associate, Maria Green Cohen; Research Assistant, Meghan Matta.
5. (2013) Transforming the Schoolhouse: Roadmap to Community Engagement. PI, Monica Hunter; Co-PIs, Annalies Corbin and Sheli Smith; Research Associate, Maria Green Cohen; Research Assistant, Meghan Matta.
6. (2012) Ballston Spa Central School District Clean Technologies and Sustainable Industries Early College High School Program (ECHS) Ethnographic Study. PI, Monica Hunter; Research Associate, Maria Green Cohen; Research Assistant, Meghan Matta.
7. (2012) RAMPING UP: Action Lab 1 STEM Guaranteed Transfer Student Program Partnerships Interim Report. PI, Monica Hunter; Research Associate, Maria Green Cohen.
8. (2011) The Linden Feeder System Transformation Report. Lead Author, Sheli Smith; PI, Ethnographic Research, Monica Hunter, Research Associate, Maria Green Cohen.

9. (2011) Learn and Earn: Lessons Learned Report. PI, Monica Hunter; Co-PI, Annalies Corbin, Research Associate, Maria Green Cohen.
10. (2011) College Readiness: Documenting “College Ready” Concepts and Goals at Two Ohio STEM Schools. PI, Monica Hunter; Co-PI, Sheli Smith; Research Associate Maria Green Cohen.
11. (2010) Executive Summary: California STEM Innovation Network Summit. PI, Monica Hunter; Co-PI, Sheli Smith.
12. (2010) Dayton Regional STEM School 2010 Knowledge Capture Project: Social Science Observation & Ethnographic Knowledge Capture of the 9th Grade Global Climate Change Project. PI, Monica Hunter; Co-PI, Sheli Smith; Research Associate, Maria Green Cohen.
13. (2009) Ethnographic Analysis of the 2009 Empire State STEM Educational Initiative: Engaging Communities in a 21st Century Approach to Learning in New York State. PI, Monica Hunter; and Co-PIs, Annalies Corbin and Sheli Smith.
14. (2009) Morriss Math and Engineering Elementary School: A Case Study of K-5 STEM Education Program Development. PI, Monica Hunter; Research Associate, Maria Green Cohen.
15. (2008) Metro High School: An Emerging STEM Community, Volumes I and II: Research Data. Co-PIs, Monica Hunter, Robert Agranoff, Michael McGuire, Jill Greenbaum: Research Associates, Maria Green Cohen and Jing Liu.

PAST FOUNDATION KNOWLEDGE CAPTURE PROGRAM ETHNOGRAPHIC DATA MANAGEMENT PROTOCOLS

The following information provides detailed instructions for data management of all transcribed interviews and observations for the Knowledge Capture Program. Remember that anonymity of study participants is the highest priority and the following measures are intended to assure that all information is systematically recorded and coded as required by *human subjects* guidance. The following information also provides a method for uniform identification of primary data files and transcripts.

At all times, refrain from speaking about interviews or observations among the Knowledge Capture staff in areas where others **may** be present. This includes the PAST office and the common meeting areas within the PAST office where discussions may be overheard by visitors or others not associated with a given research project.

Project work sessions that involve discussion and review of interview data or observation data will be held in a closed session open only to the core ethnographic research staff. Discussions that include review of the content of interviews and observations may also need to be scheduled offsite in order to assure that working sessions are conducted in such a way that no information about specific interviews or observations of research activities are inadvertently discussed where others may overhear specific comments about a student, teacher or other individual participants who are involved in a PAST Knowledge Capture ethnographic study.

This guidance is intended to assure that the *human subjects protocols* are met in every instance and in every way possible. Please direct questions to the Knowledge Capture Program Director, or to the Project PI regarding *human subjects* concerns.

B. STUDY PARTICIPANT CODES

All study participants will be assigned a multiple-digit code that will identify interviews and observations associated with a particular individual. The code categories will be developed as a unique set of identity codes for each individual research project. As an example, codes may be assigned that reflect distinct stakeholder groups or STEM program group codes as in the following example:

Code Categories (example)

Key Informant Interviews	101-199
Administrators and staff	201-299
Teachers	301-399
Parents	401-499
Community Partners	501-599

C. INTERVIEW AND OBSERVATION TRANSCRIPTS - commonly used words

The following abbreviations can be used in transcribed notes:

ABBREVIATIONS	
ADV	Advisory
C	Counselor
G	Graduate Student
KI	Key Informant
LP	Learning Partner
MT	Mentor
P	Parent
PG	Parent group
ST	Staff
S	Student
T	Teacher
T1	Teacher 1
T2	Teacher 2
TU	Tutor
V	Visitor

Revised 11.8.11

Other abbreviations may be developed as necessary to meet research priorities for maintaining privacy and anonymity of all individuals represented in interview transcripts, including those individuals who are referred to by name, but who may not be directly involved as a participant in the ethnographic research study.

D. FILE NAME FORMAT

Please use the following format to name electronic interview transcription files. This will facilitate retrieval of information and specific files during the course of the study.

File names should appear as follows:

(EXAMPLE) "OH 1001 KI INTV 2/08/08 JL"

State Code (e.g., Ohio)	Informant Code Number	Key Informant	Type of transcript INTV – Interview OSV – Classroom Observation ADV - Advisory CLUB FM – Faculty Meeting TH – Town Hall Meeting WKSHOP –Workshop FT – Field Trip		Transcript produced by KC staff or other project team member
OH	1001	KI	INTV	DATE	INITIALS

E. Archival file system description:

1. All electronic files will be named following the format above.
2. The original interview transcript file will be generated and reviewed for identifying information (e.g., individuals named in the interview, school or organization name) and codes will be assigned, removing all identifying references to specific individuals by name.
3. If an observation of a class or a club involves two different teachers, create one transcript file for each teacher. The header in the transcript document should identify the code number for T1 and T2, etc., as "T1=3001" and "T2=3015"
4. The final archival interview files will be kept on the PAST server in a passcode protected master file accessible only by the Knowledge Capture Program staff.
5. All records except the FINAL Archival PAST electronic files will be destroyed at the completion of the project at a point in time determined by PAST policies.

F. Transcribed Interview/observation documents

Please follow the format below in providing identifying information for all transcription documents:

INTERV TEAM (identify interviewer, note taker, observer)

DATE

INFORMANT CODE NUMBER (ALSO ID any student or teacher entering the scene by designating as T1, T2, or C1, C2, etc. see list of abbreviations for terms).

BEGINNING AND ENDING TIME

LOCATION

PAST Foundation Consent to Participate in Research
(Adult Audio Recording, Observation and Written Documentation)

Study Title: FAST Forward (Fairfield Advancing Students and Teachers)
Researchers: Monica S. Hunter, Ph.D., Maria Cohen, M.A. and Meghan Matta, B.A.
Research Organization: PAST Foundation, Columbus, Ohio
Sponsor: Fairfield County Educational Service Center, Lancaster, Ohio

This is a consent form for research participation. It contains important information about this study and what to expect if you decide to participate.

Your participation is voluntary.

Please consider the information carefully. Feel free to ask questions before making your decision whether or not to participate. If you decide to participate, you will be asked to sign this form and will receive a copy of the form.

Purpose:

The study is intended to provide an understanding of the development of STEM education in the school districts participating in **FAST Forward**. The school districts, which will begin transitioning to STEM in September 2014, provide an excellent opportunity to conduct research that will document and analyze key factors associated with goals for STEM education for K-12 students. The study may also explore aspects of the school and/or community development and partnerships that support networks working collaboratively to develop STEM education. This project will combine the expertise of a team of anthropological ethnographers and educators to insure that variable components of the study are included. The information generated by this study will inform future STEM education studies and will help identify key factors associated with academic excellence, as well as critical information for policy makers and educators engaged in creating new STEM based educational opportunities.

Procedures/Tasks:

The study will involve several methods to gain information about **FAST Forward** schools, including one-on-one interviews, group discussions, and observations of school activities. Study participants will include teachers, students and others engaged in the **FAST Forward** schools transition to systematically document the experience of first-year program participants and organizational partners. Ethnographic Research Team members conducting interviews, group discussions, or observations will record these activities by **audio recording and/or hand-written notes**. You may be asked to complete a written questionnaire or survey

as part of the study. The information gathered for this study will not be utilized for any purpose other than to contribute to the completion of this research project.

Duration:

The study will be conducted **during the 2014-2015** school year and will **conclude at the close of the 2019-2020 school year**. If you agree to participate in the study, you may elect to leave the study at any time. If you decide to stop participating in the study, there will be no penalty to you, and you will not lose any benefits to which you are otherwise entitled. Your decision will not affect your future relationship with the PAST Foundation, the participating **FAST Forward schools**, or any other organization involved with the study.

Risks and Benefits:

You will not benefit directly from participating in the study.

There are no risks associated with participation in this study.

Confidentiality:

All study records will be maintained by the Ethnographic Research Team in a secure location, and access to research files will be strictly limited to the Ethnographic Research Team. All data provided to the Project will be coded utilizing a system that will assure anonymity of study participants and will not carry identifying information including the names of individuals participating in the study. While the results of the research may be presented at conferences and/or in published papers, all individual responses will remain confidential. Following completion of the study, all original hard copies of study records will be destroyed after three years. A single copy of all study materials will be maintained in electronic format by the PAST Foundation. If at any time there is a request to utilize this data as part of a following study, such as use as part of a larger research project to compare STEM education implementation activities with other schools, you will be contacted and asked to give specific permission for use associated with the data request at that time.

The PAST Foundation will observe strict protocols to keep your study-related information confidential. However, there may be circumstances where this information must be released. For example, personal information regarding your participation in this study may be disclosed if required by *state law or federal law*.

Incentives:

You will not be compensated in any way to participate in the study.

Participant Rights:

You may refuse to participate in this study without penalty or loss of benefits to which you are otherwise entitled. If you are an employee at the PAST Foundation or at the **participating FAST Forward schools**, your decision will not affect your employment status.

If you choose to participate in the study, you may discontinue participation at any time without penalty or loss of benefits. By signing this form, you do not give up any personal legal rights you may have as a participant in this study.

An Institutional Review Board responsible for human subjects research at The PAST Foundation reviewed this research project and found it to be acceptable, according to applicable state and federal regulations and PAST's policies designed to protect the rights and welfare of participants in research.

Contacts and Questions:

For questions, concerns, or complaints about the study you may contact the Human Subjects Institutional Review Board at the PAST Foundation at 614-340-1208 and the appropriate person will respond to your questions and/or concerns.

Signing the consent form

I have read (or someone has read to me) this form and I am aware that I am being asked to participate in a research study. I have had the opportunity to ask questions and have had them answered to my satisfaction. I voluntarily agree to participate in this study.

I am not giving up any legal rights by signing this form. I will be given a copy of this form.

Printed name of subject

Signature of subject

Date and time AM/PM

Printed name of person authorized to consent for subject
(when applicable)

Signature of person authorized to consent for subject
(when applicable)

Relationship to the subject

Date and time AM/PM

Investigator/Researcher

I have explained the research to the participant or his/her representative before requesting the signature(s) above. There are no blanks in this document. A copy of this form has been given to the participant or his/her representative.

Printed name of person obtaining consent

Signature of person obtaining consent

Date and time AM/PM

PAST Foundation Consent to Participate in Research
(Adult Observation and Written Documentation)

Study Title: FAST Forward (Fairfield Advancing Students and Teachers)

Researchers: Monica S. Hunter, Ph.D., Maria Cohen, M.A. and Meghan Matta, B.A.

Research Organization: PAST Foundation, Columbus, Ohio

Sponsor: Fairfield County Educational Service Center, Lancaster, Ohio

This is a consent form for research participation. It contains important information about this study and what to expect if you decide to participate.

Your participation is voluntary.

Please consider the information carefully. Feel free to ask questions before making your decision whether or not to participate. If you decide to participate, you will be asked to sign this form and will receive a copy of the form.

Purpose:

The study is intended to provide an understanding of the development of STEM education in the school districts participating in **FAST Forward**. The school districts, which will begin transitioning to STEM in September 2014, provide an excellent opportunity to conduct research that will document and analyze key factors associated with goals for STEM education for K-12 students. The study may also explore aspects of the school and/or community development and partnerships that support networks working collaboratively to develop STEM education. This project will combine the expertise of a team of anthropological ethnographers and educators to insure that variable components of the study are included. The information generated by this study will inform future STEM education studies and will help identify key factors associated with academic excellence, as well as critical information for policy makers and educators engaged in creating new STEM based educational opportunities.

Procedures/Tasks:

The study will involve several methods to gain information about **FAST Forward** schools, including one-on-one interviews, group discussions, and observations of school activities. Study participants will include teachers, students and others engaged in the **FAST Forward** schools to systematically document the experience of program participants and organizational partners. Ethnographic Research Team members conducting interviews, group discussions, or observations will record these activities by **hand-written notes only**. You may be asked to complete a written questionnaire or survey as part of the study. The information gathered for

this study will not be utilized for any purpose other than to contribute to the completion of this research project.

Duration:

The study will be conducted **during the 2014-2015 school year** and will **conclude at the close of the 2019-2020 school year**. If you agree to participate in the study, you may elect to leave the study at any time. If you decide to stop participating in the study, there will be no penalty to you, and you will not lose any benefits to which you are otherwise entitled. Your decision will not affect your future relationship with the PAST Foundation, the participating **FAST Forward schools**, or any other organization involved with the study.

Risks and Benefits:

You will not benefit directly from participating in the study.

There are no known risks associated with participation in this study.

Confidentiality:

All study records will be maintained by the Ethnographic Research Team in a secure location, and access to research files will be strictly limited to the Ethnographic Research Team. All data provided to the Project will be coded utilizing a system that will assure anonymity of study participants and will not carry identifying information including the names of individuals participating in the study. While the results of the research may be presented at conferences and/or in published papers, all individual responses will remain confidential. Following completion of the study, all original hard copies of study records will be destroyed after three years. A single copy of all study materials will be maintained in electronic format by the PAST Foundation. If at any time there is a request to utilize this data as part of a following study, such as use as part of a larger research project to compare STEM education implementation activities with other schools, you will be contacted and asked to give specific permission for use associated with the data request at that time.

The PAST Foundation will observe strict protocols to keep your study-related information confidential. However, there may be circumstances where this information must be released. For example, personal information regarding your participation in this study may be disclosed if required by *state law or federal law*.

Incentives:

You will not be compensated in any way to participate in the study.

Participant Rights:

You may refuse to participate in this study without penalty or loss of benefits to which you are otherwise entitled. If you are an employee at the PAST Foundation or at the participating **FAST Forward schools**, your decision will not affect your employment status.

If you choose to participate in the study, you may discontinue participation at any time without penalty or loss of benefits. By signing this form, you do not give up any personal legal rights you may have as a participant in this study.

An Institutional Review Board responsible for human subjects research at The PAST Foundation reviewed this research project and found it to be acceptable, according to applicable state and federal regulations and PAST's policies designed to protect the rights and welfare of participants in research.

Contacts and Questions:

For questions, concerns, or complaints about the study you may contact the Human Subjects Institutional Review Board at the PAST Foundation at 614-340-1208 and the appropriate person will respond to your questions and/or concerns.

Signing the consent form

I have read (or someone has read to me) this form and I am aware that I am being asked to participate in a research study. I have had the opportunity to ask questions and have had them answered to my satisfaction. I voluntarily agree to participate in this study.

I am not giving up any legal rights by signing this form. I will be given a copy of this form.

Printed name of subject

Signature of subject

Date and time

AM/PM

Printed name of person authorized to consent for subject
(when applicable)

Signature of person authorized to consent for subject
(when applicable)

Date and time

AM/PM

Relationship to the subject

Investigator/Researcher

I have explained the research to the participant or his/her representative before requesting the signature(s) above. There are no blanks in this document. A copy of this form has been given to the participant or his/her representative.

Printed name of person obtaining consent

Signature of person obtaining consent

Date and time

AM/PM

PAST Foundation Informed Consent to Participate in Research (Adult Online Survey)

Study Title: FAST Forward (Fairfield Advancing Students and Teachers)

Researchers: Monica S. Hunter, Ph.D., Maria Cohen, M.A. and Meghan Matta, B.A.

Research Organization: PAST Foundation, Columbus, Ohio

Sponsor: Fairfield County Educational Service Center, Lancaster, Ohio

Purpose:

The survey is intended to assess professional development needs for teachers engaged in the transition to STEM TPBL education, as well as to provide an understanding of the development of STEM education in the participating **FAST Forward schools**. The school districts, which will begin transitioning to STEM in September 2014, provide an excellent opportunity to conduct research that will document and analyze key factors associated with goals for STEM education for K-12 students. The information generated by this study will inform future STEM education studies and will help identify key factors associated with academic excellence, as well as critical information for policy makers and educators engaged in creating new STEM based educational opportunities.

Procedures/Tasks:

You will be asked to complete a survey, which should take approximately 10-15 minutes to complete; however, you will have the opportunity to respond to open-ended questions and you will have the option to take more time to respond these questions if you so desire. You will be answering questions about your experience as an educator, challenges you have faced during the transition, and your opinions on areas of additional training that you feel would enhance the transition process for you, or for your school as whole.

Duration:

Surveys will be conducted **during the 2014-2015** school year and may continue through **the close of the 2019-2020 school year**. If you agree to participate in the study, you may elect to leave the study at any time. If you decide to stop participating in the study, there will be no penalty to you, and you will not lose any benefits to which you are otherwise entitled. Your decision will not affect your future relationship with the PAST Foundation, the participating **FAST Forward schools**, or any other organization involved with the study.

Risks and Benefits:

You will not benefit directly from participating in the study.

There are no risks associated with participation in this study.

Confidentiality:

Your responses will be completely anonymous and confidential. The survey will be administered online through a SurveyMethods© link in a **SurveyMethods.com Certified Anonymous Survey**. This means that your email ID and IP address associated with your survey response are not visible to PAST Foundation researchers. All survey records will be maintained by the Ethnographic Research Team in a secure location, and access to research files will be strictly limited to the Ethnographic Research Team. While the results of the research analysis may be presented at conferences and/or in published papers, all individual responses will remain confidential.

Incentives:

You will not be compensated in any way to participate in the study.

Participant Rights:

You may refuse to participate in this survey without penalty or loss of benefits to which you are otherwise entitled. If you are an employee at the PAST Foundation or at the participating **FAST Forward schools**, your decision will not affect your employment status.

Once you initiate the online survey, you will be asked to confirm that you have read the information provided in this document and understand the anonymity protocols, with the knowledge that you are free to withdraw your participation at any time without penalty. You will be able to take the online survey once you check the box that states, "I agree to participate in this anonymous survey."

An Institutional Review Board responsible for human subjects research at The PAST Foundation reviewed this research project and found it to meet strict requirements to protect confidentiality of the data collected for this study, and is consistent with applicable state and federal regulations and PAST's policies designed to protect the rights and welfare of participants in research.

Contacts and Questions:

You may review information about these protocols on the PAST Foundation website. You may also direct your questions, concerns, or complaints about the study to the Human Subjects Institutional Review Board at the PAST Foundation at 614-340-1208 and the appropriate person will respond to your questions and/or concerns.



PAST InnovationLab

access through education

Welcome to our PAST Foundation FAST Forward Teacher Survey

This survey has been designed to help us understand your views about transdisciplinary problem based learning (TPBL) and the professional development that has been taking place at your school. Information disclosed in this survey will be anonymous, and has been certified for anonymity by SurveyMethods®, which means that your email ID and IP address associated with your survey response are not visible to the PAST Foundation. You can click on the "lock" icon below for more details about Survey Methods Certification for Anonymity.

There are 13 questions. Some of the questions are open-ended and you may respond with 1-5 sentences, though feel free to answer more fully as needed. You should be able to complete this survey in approximately 10-15 minutes, but have the option to take longer if you so desire. Your completed survey will help inform our professional development efforts during this school year, and also contribute to ethnographic analysis conducted by our Knowledge Capture team to help identify important program achievements and challenges you have encountered in the transition to TPBL.

Please click on the link below to the PAST Foundation website to review the anonymity protocols that describe the confidentiality of all research data. The password is "consent". This information will be available to you on the PAST Foundation website at any time you wish to review our research protocols. Should you have any questions concerning your participation in this study, please contact Monica Hunter directly at mhunter@pastfoundation.org or at 614-340-1208.

[CLICK HERE](#)

Next



Certified Anonymous Survey - [Learn More](#)



PAST
InnovationLab
access through education

FAST Forward Teachers Survey

- * 1. **This is an anonymous survey. The PAST Foundation uses survey data to assess professional development needs in the transition to STEM TPBL education. Completing this survey will give you the opportunity to share your insights and concerns anonymously.**

Your participation in this research is voluntary. You may choose not to participate. By checking the response below that states you agree to participate in this survey, you confirm that you have read and understand the PAST Foundation's Online Survey Anonymity Protocols provided for your review on the PAST Foundation website. You may review these protocols at any time on the PAST Foundation website (<http://pastinnovationlab.org/?p=2310>)

☐ I agree to participate in this anonymous survey

2. **How long have you been an educator?**

- ☐ Student teacher
☐ Less than 1 year
☐ 1 to 5 years
☐ 6 to 10 years
☐ 11-15 years
☐ 16-20 years
☐ More than 20 years
☐ If other, please describe
-

3. **Are you a grade level teacher?**

- ☐ Yes
☐ No
-

4. **Have you had experience working with other teachers collaboratively in grade level teams, or in content area teams?**

- ☐ I have experience working collaboratively in grade level teams
☐ I have no experience working collaboratively in grade level teams
☐ I have experience working collaboratively in content area teams
☐ I have no experience working collaboratively in content area teams
☐ If other, please describe
-

5. **How comfortable are you working in teams?**

- ☐ I am very comfortable
☐ I am comfortable
☐ I am uncomfortable

PAST FOUNDATION
Knowledge Capture Program
Verbal Consent for Audio Recording
Key Informant Interview Questions

Project Title:

FAST Forward (Fairfield Advancing Students and Teachers)

We appreciate your interest in supporting the PAST Foundation's effort to provide an ethnographic understanding of the critical transition period of the STEM TPBL *FAST Forward* Program. The following questions are provided as a guide for discussing your role and perspective on the STEM TPBL *FAST Forward* Program. The interview will be conducted in a one-hour session that is designed to allow us to explore your views on the program including current goals and objectives of the program, as well as observations about important goals for future years. The information we gain through this interview process will be used as background to prepare for conducting ethnographic research with faculty and others that may be invited to participate from the community.

All key informant interviewees will not be identified by name or affiliation with any specific program, school or department within participating *FAST Forward* schools, and will be identified only by code number assigned to each interviewee to preserve anonymity. If you have any questions, or if you wish to withdraw from the study at any time, you may contact the IRB Officer at the PAST Foundation, 614-340-1208.

1. Please describe the STEM TPBL *FAST Forward* Program from your perspective.
2. What is your current role or interest in the STEM TPBL *FAST Forward* Program?
3. How long have you been involved with the STEM TPBL *FAST Forward* Program planning and implementation process?
4. In your view, what are the goals for the STEM TPBL *FAST Forward* Program?
5. What achievements do you believe will be essential to the success in the transition to STEM TPBL?
6. What are the primary challenges to implementation of the STEM TPBL *FAST Forward* Program in your view?
7. From your perspective, what are the goals and objectives of the STEM TPBL *FAST Forward* Program over the next several years?
8. Who else needs to be involved to achieve long-term goals and objectives?
9. How would you characterize the strategy for growing and sustaining the STEM TPBL *FAST Forward* Program to include essential resources and partnerships?



PAST FOUNDATION

APPENDIX A:

FAST Forward (Fairfield Advancing Students and Teachers)

Potential Interview, Focus Group, and Survey Questions and Discussion Themes

1. Sample Interview/Focus Group Questions: Administrative Staff
2. Sample Interview/Focus Group Questions: Teachers
3. Proposed Schedule of Survey Questions: Teachers

**Proposed Schedule of Interview Questions:
Superintendent/Principal**

1. How long have you been principal/superintendent in your district?
 - a. For principal: How many teachers do you work with by grade?
 - b. For superintendent: How many schools are in your district?
2. Tell us briefly about your school/district and any preparations or actions to support the shift to STEM education. What do you perceive your role to be in the process?
3. In your view, what are the essential steps that need to be taken to support the transition to STEM education and transdisciplinary problem based learning (TPBL)?
 - a. What should the role be of the superintendent?
 - b. What should the role be of the principal?
 - c. What should the role be of the teachers?
 - d. What should the role be of parents?
 - e. Are there others who should play a role?
4. Have you been introduced in the past to TPBL in your training and experience as an educator and leader?
5. Inherent in STEM is access to technology and introducing both students and teachers to the benefits of online resources including distance learning, virtual mentoring and other virtual learning environments. What is your vision for your school and what is the timeframe in which you think you can implement steps toward achieving that vision?
6. Have changes occurred in this year of transition to STEM TPBL in the way that you work with:
 - a. Teachers?
 - b. Parents?
 - c. Community members?
7. What challenges have you encountered in this year of transition to STEM TPBL?
 - a. Were you able to address those challenges?
 - b. If not, how do you think you might address those challenges in the future?
8. What type of outreach has the district conducted for the students and parents about TPBL and STEM education?
 - a. How would you characterize the response?
9. What type of outreach has the district conducted with others in the community?
 - a. How would you characterize the response?
10. What are the strongest aspects of STEM TPBL in your view?
11. What are the weakest aspects of STEM TPBL in your view?
12. What are the main achievements of this year for STEM TPBL in your view?

**Proposed Schedule of Interview/Focus Group Questions:
Teachers**

1. How long have you been a teacher?
 - a. Is this your first teaching assignment?
 - b. If not, what grade(s)/subjects have you taught?
 - c. Have you worked with students in other learning environments?
2. Prior to joining the faculty of your current school, where did you teach?
 - a. What grade(s) and subjects did you teach?
3. How many classes/subjects do you teach at your school?
 - a. Do you have assistance in the classroom?
 - b. How so?
 - c. Do you work in a grade level or content cohort with other teachers?
 - d. Do you work with a curriculum specialist, and if so, how often?
 - e. Do you work with others in the school district?
 - f. Do you work with others outside the school district?
4. What was your idea of STEM and transdisciplinary problem based learning (TPBL) before you came here to teach?
5. What is your idea now of STEM TPBL?
6. What is your role during this year of implementation of STEM TPBL?
7. What is the role of others in this year of implementation of STEM TPBL?
 - a. The principal?
 - b. The superintendent?
 - c. Students?
 - d. Parents?
 - e. Community partners?
8. What are the strongest aspects of STEM TPBL in your view?
9. What are the weakest aspects of STEM TPBL in your view?
10. What are some of the key differences between STEM TPBL and other learning environments where you have taught?
11. What are the main challenges that you have encountered in this year of transition?
12. Were you able to address those challenges:
 - a. On your own?
 - b. In collaboration with others?
 - c. If so, who did you find helpful to you in developing solutions or strategies to meet challenges or solve problems that may have occurred?
13. In your view, what are the main achievements of this year of transition to STEM TPBL?

Proposed Schedule of Survey Questions: Teachers

1. How long have you been an educator?
 - a. How long have you been a teacher at your school?
 - b. What grade level(s) do you teach?
2. What content area(s) do you currently teach?
 - a. What content areas have you taught in your career?
3. Do you work in teams with other teachers?
 - a. If yes, how many teachers do you work with, and do you work in a grade-level team?
4. Do you work with a content area specialist(s), such as Special Education, Music, Art, etc., and if so, how often?
 - a. Who else do you work with in your school?
5. Have you had any prior exposure to or experience with transdisciplinary problem based learning [TPBL]? If so, please describe briefly.
6. Have you had experience working with other teachers collaboratively in grade level teams, or in content area teams? If yes, please describe briefly.
 - a. How comfortable are you working in teams?
7. How do you currently communicate with other teachers?
 - a. What are the most effective ways of communicating with others in the building?
8. How comfortable are you making the shift to transdisciplinary problem based learning (TPBL)?
9. Please describe your top three priorities for implementing TPBL in your classroom this year?
10. What do you anticipate to be the top three challenges in making the shift to TPBL?
11. Please tell us briefly about any preparations or actions that have occurred at your school to support the shift to TPBL education. You may simply list actions taken as a way to keep your response brief.