South Dakota Teacher Quality Partnership

Pre-Service and Mentor Professional Development

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THE PAST FOUNDATION

SOUTH DAKOTA TEACHER QUALITY PARTNERSHIP

Pre-Service and Mentor Professional Development

Submitted to:

South Dakota Teacher Quality Partnership

University of South Dakota

Submitted by

THE PAST FOUNDATION

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South Dakota Teacher Quality Partnership
Pre-Service and Mentor Professional Development

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South Dakota Teacher Quality Partnership

Pre Service and Mentor Professional Development

Through a grant from the Bush Foundation, University of South Dakota and a consortium of partners from across South Dakota, these organizations undertook a seven-year project of redesigning post-secondary programs and opportunities for young professionals entering the field, and mentor teachers with the ultimate goal of creating a corps of highly qualified teachers for South Dakota high needs Local Educational Agencies (LEA). The South Dakota Teacher Quality Partnership (SDTQP) is the nexus of a statewide collaboration between Higher Education and high need LEAs in rural communities. The ultimate goal of the project is to increase the preparedness of teachers to work in high needs schools, thereby increasing the academic performance of the students in those schools.

The PAST Foundation through its South Dakota Innovation Labs collaborative program provided opportunities for post secondary faculty, mentor teachers, and pre-service teachers to gain experience in STEM Problem Based Learning instructional strategies, cultural relevance strategies, and transdisciplinary systems approach to content delivery. These opportunities started in 2014 and have run each spring and summer for two years.

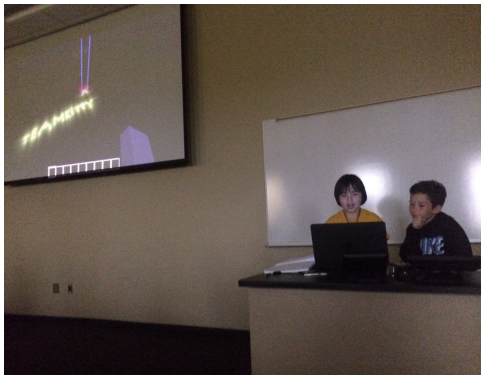
Methodology

PAST focuses on method with the intent of taking theory to practice. Over 15 years of research and trials, *Problems, Projects, Products: Designing Transdisciplinary Problem-Based Learning*, simply known now as *P3*, is a workbook that empowers teachers to conceive and plan modules that promote good practice and align to the theoretical constructs promoted by leaders in the field of education. P3 methods scaffold teachers through the process from identifying a real world problem through which concepts can be delivered, to building quarter long backmaps, two-week planners, product criteria, mastery rubric, snapshots for aligning standards and short cycle assessments, as well as producing evidence of learning through the visual representation of the process as it unfolds in the classroom (Smith and Corbin 2013 edition 3). By providing a set of forms, both teachers and administrators can benchmark progress and rapidly modify content so that students engage and learn.

Teachers working alongside students in the bridge programs.

Transitioning to TPBL as an instructional strategy requires a shift in planning and delivery. TPBL is a front loaded instructional strategy, where teachers define problems and create projects that search out solutions. The projects in TPBL follow a two-week or ten-day cycle, which can be adjusted down but are discouraged from adjusting to longer projects. However, projects can be linked together under an overarching problem or issue. This works well for quarter planning, where four projects each address a different aspect of a problem, and the solutions build on one another ultimately creating a culminating presentation.

Focusing on problems that are real and relevant is key to engaging students, teachers and community partners. For example building a bridge is a great project for imparting concepts in physics but we must ask the question, *"Why?"*. When couched in a real world situation, building a walking bridge that may benefit students or the community has relevance along with the power to impart concepts, and creates a lasting product that demonstrates learning. By focusing on the problem initially instead of the standards, projects work toward solutions and have the ability to both expand and be transdisciplinary. Using the example of the community bridge, physics, math, science, engineering, language arts, civics, and design can all be worked into a set of projects that reflect the real world process of undertaking a problem and finding a solution. The design of the bridge, the permits and persuasive arguments needed to get permissions to build the bridge, and the materials and costs associated with construction can all be used to impart rich and robust content. In addition these types of real world projects speak to multiple modalities of learning, self-directed learning, and 21st century skills. These real world projects hit many more standards than a project that is designed to address a narrow set of standards.



Students present their products in a demonstration of learning to an authentic audience building content knowledge and skills.

The process of on boarding teachers to TPBL instructional and culturally relevant strategies with a systems delivery varies dependent on the needs of the individual communities being served. PAST and SDIL offer teachers intensive bootcamps and online courses as introductions to the process and deliverables of TPBL. Bootcamps cover a period of 4 days, and the online courses are extended across 4 weeks with weekly virtual sessions. These two formats set the stage for ongoing professional development intended to ramp up the use of TPBL ultimately creating a corps of teachers who are highly effective, and along with their students, produce evidence of their effectiveness.

The forms are intended to help build habits and keep project management under control. Changing instructional strategy and delivery requires both understanding of the process and practice. One of the more frequent statements teachers make is that it is hard to imagine how

a TPBL class works when one is used to a textbook/lecture strategy and delivery. Thus, following the design cycle of problem solving, the PAST team modified the professional development sequence of delivery offering teachers, once they have mastered the vocabulary of TPBL, an opportunity to see a TPBL classroom in action and then use the gained knowledge immediately to build TPBL modules for their own classrooms.

In 2012, PAST created a new hybrid bridge program that is intended to give teachers a low risk experience in TPBL backed up with intensive professional development. Bridge programs for youth have been a foundational division of PAST since its inception. The short, immersive bridge programs target grades 5 through adult and reflect the guiding methodologies of PAST. All programs include four vital components: 1) Real World Issues, 2) Real Partnerships, 3) A Transdisciplinary Approach, and 4) Presentation of Learning. These four components resonate in each and every program from Level 1 to Hybrid. Each program identifies the grade level audience and the type of transitioning or bridging the program intends to tackle.

- Level 1 targets students transitioning from traditional learning environments to problem-based environments.
- Level 2 targets students familiar with problem-based learning and ramps up the intensity of the experience.
- Level 3 provides advanced students leadership opportunities in addition to the applied learning they are immersed in.
- Level 4 programs target collegiate students providing robust, content rich immersive learning.
- Level 5 is the newest bridge program that immerses students and teachers together in applied learning and adds professional development then in context.

The SDTQP Program

They Hybrid Program coupled with the online *P3* introductory course was selected for the delivery method for SDTQP. Preservice teachers from GoTeach and the various collegiate programs across South Dakota were invited to participate in the SDTQP TPBL programs.

Mentor teachers from the original 19 high needs LEAs listed in the grant proposal were also invited to participate. All extra slots were then offered out widely across South Dakota to teachers and pre-service teachers.

Each year in May, teachers were enrolled in the online professional development course *P3*. Once completed the teachers attended a week of summer Bridge immersion programs hosted by Dakota Wesleyan University. The immersion programs

Participating LEAs

Andes Central School District 11-1
Bennett County School District 03-1
Burke School District 26-2
Clark School District 12-2
Colome School District 59-1
Henry School District 14-2
Iroquois School District 02-3
Lyman School District 42-1
Montrose School District 43-2
Plankinton School District 01-1
Roslyn School District 18-2
Shannon County School District 65-1
Sisseton School District 54-2
Smee School District 15-3
Summit School District 54-6
Todd County School District 66-1
Wagner Community School District 11-4
White River School District 47-1
Wolsey-Wessington School District 02-6

targeted middle school students with the intent that content associated with these programs could be scaled vertically either up to high school, or down into the lower elementary grades (Professional Development Appendix-Program Schedules).

Offered to students from the surrounding Mitchell communities were programs in Robotics, Minecraft®, Art in STEM, and Medicinal Herbs(Professional Development Appendix-Advertisements and Flyers). The students were teamed in each of the programs, and teachers were assigned to teams as well. Each program had a director who was familiar with problem based learning and a systems delivery approach. The week-long programs are set up on a five-day cycle using the same process and methods introduced in *P3*. The student program is half day. The teachers move from being immersed in the learning, to professional development in the afternoon. During the professional development the experienced STEM Coordinators of PAST/SDIL work with the teachers reviewing content, delivery and methodology.

By having the freedom to enjoy the Bridge Programs alongside the students, teachers had the opportunity to engineer robots, use Minecraft® to explore spatial math and famous structures, create art that requires spatial math, design and incorporate cultural relevancy, and collect medicinal herbs learning about cultural knowledge and botany. The morning immersion programs were immediately followed by afternoon professional development that challenged teachers to deconstruct what they had experienced and reconfigure the knowledge into TPBL modules appropriate for their grade level or a grade level they hoped to teach. By the end of the week student teams presented their products and explained their understanding of how they arrived at the solution, presenting to standing-room-only crowds. The teachers also presented their modules and how they expected to implement them in the classroom, explaining standards alignment and standards based short cycle assessments that they planned to use. In this manner, bridge program delivery that follows the principles of design — brainstorm, design, build, evaluate, modify, and share, was mirrored in the professional development deliverables of the teachers. This intentional format is intended to reinforce that all problem solving follows the same universal sequence. The modules constructed by the teachers in 2015 are presented in Professional Development Appendix- Created TPBL Modules.

Metrics

In fall of 2012 GoTeach pre-service teachers and their faculty advisor were invited to a quarterly planning workshop on TPBL hosted at one of the Mid-Central Alliance SDIL schools in central South Dakota. They were also invited to participate in the weekly virtual brainstorm professional development sessions that are open to all participating SDIL schools across the state.

In spring 2013, an introductory *P3* online course with follow-up professional development sessions were offered to the faculty of the University of South Dakota to set the stage in terms of shared vocabulary and familiarity with problem based instructional strategies.

Year	USD Faculty	USD GoTeach Pre-Service	Other Pre-Service	Mentor Teacher Participants	Students
2012	1	6			
2013	0				
2014	0	0	0	1	30
2015	0	1	12	1	21

Advertisements for the SDTQP TPBL program were circulated in 2014 to University of South Dakota (USD) Education Department and Dakota Wesleyan University (DWU) Education Department soliciting pre-service teacher participation. In addition, mentor teachers were solicited from the identified existing high needs LEAs as well as the school districts around mid central South Dakota. The grant covered the cost of *P3* for all participating teachers. The grant also provided food and lodging for the week-long Bridge Program for GoTeach pre-service and mentor teachers. Student participation was sought throughout the local schools of Mitchell, South Dakota and the surrounding communities (Professional Development Appendix- Advertisements and Flyers).

In spring of 2015 advertisements for the SDTQ TPBL program were circulated to University of South Dakota Education Department, Dakota Wesleyan University Education Department, and South Dakota State University (SDSU) Education Department soliciting pre-service teacher participation. Mentor teachers were sought from the grant designated LEAs, and broadly across the state. Student participation was sought through the Parks and Recreation advertising to expand the reach into the surrounding communities of Mitchell (Professional Development Appendix- Advertisements and Flyers).

Although the program advertisements were made available through USD and DWU in 2014, a survey of pre-service teachers revealed that the opportunity was not widely distributed or promoted. Moreover, the majority of GoTeach pre-service teachers participate in GearUP in Rapid City which started immediately after the Bridge Programs in 2014, and thus even if they had seen the advertisement for the Bridge Program, chose not to participate. Therefore, no GoTeach pre-service teachers participated. Repeated outreach to the designated LEAs garnered a single mentor teacher in 2014.

In 2015, advertisements were once again distributed in February. In its second year, the program attracted attention from SDSU and the teachers of surrounding Mitchell communities. One GoTeach pre-service teacher also contacted the program team and arranged to participate in the hybrid program at GearUp that mirrors the hybrid programs of SDTQP. This

student however, did not participate in *P3* prior to the Bridge Program, but fully participated in the program and professional development at GearUP.

In 2015, six modules were completed by participating teachers (Professional Development Appendix-Created TPBL Modules). The modules were produced during the week-long professional development that accompanied the bridge programs.

In addition to quantitative data collection on participation and deliverables, the PAST Foundation Knowledge Capture team conducted internal qualitative observations on the work of the teachers and the students participating in the project under the South Dakota Innovation Lab IRB. The SDIL IRB is a broad scope expedited review that examines the emerging landscape of problem based learning among teachers and students in South Dakota. Qualitative data coupled with quantitative data enables PAST/SDIL to track benchmarks of change, engagement in the immersive experience, and challenges perceived by teachers as potential constraints toward attaining changes essential to transition to TPBL. The totality of the data sets suggests real time course corrections for the program, and identifies definitive benchmarks along the pathway to support meaningful change strategies. The following section reviews the knowledge capture data and makes actionable recommendations for future modification.

Knowledge Capture

Introduction

The Knowledge Capture (KC) Team conducted observations of the South Dakota Teacher Quality Partnership (SDTQP) during the 5-day summer professional development in June 2015. Focus groups were conducted on June 11th with a total of (13) teachers. The morning focus group session included K-12 classroom teachers (n=5), and the afternoon session included K-12 classroom teachers, and two pre-service teachers (n=8). Focus group questions are included in the Appendix to this report. Focus group discussion was audio recorded and transcribed for analysis by the KC Team.

Thematic analysis of the focus group discussion is organized into five categories:

- **Transition to Transdisciplinary Problem Based Learning (TPBL)**
- **Summer Professional Development (PD) Experience**
- **Achievements/Best Practices**
- **Challenges for Teachers in Creating a TPBL Classroom**
- **Teacher Recommendations for Future PD**

The following discussion reflects issues identified by teachers in reflecting on their experience in TPBL professional development, as well as their views in projecting their strategies for implementing TPBL in their classroom in the 2015-16 academic year. Note that in discussion of their views on TPBL, teachers consistently referred to 'problem based learning' (PBL). This reflects a benchmark and stage of transition for these teachers that will be discussed further in the final section of this report.

Transitioning to TPBL

Five teachers reported positive views of integrating PBL in their classrooms and stated that they felt that PBL provides an effective learning environment for students (644-1-37;514-5-109). Two teachers reported that they had experience with integrating PBL in the prior year (514-5-12, 34; 514-3-75,129). Of those two, one teacher stated that PBL has proven to be an instructional approach that the teacher will continue because student improvement is evident, and in particular noted [he/she] would not revert to traditional teaching methods because PBL is more effective in working with students (514-3-115). PBL committees were reported to have been formed, meeting on a monthly basis in the schools that began implementing PBL in the 2014-15 academic year (644-1-105).

Teachers commented on their observations that others were less comfortable shifting to PBL, as it is a very different approach from the traditional classroom teaching model (514-7-6; 514-6-7; 514-4-33), with one teacher stating that timing for integration of TPBL into classroom instruction was a challenge (644-3-36). Another teacher stated that more support will be needed to make the transition (644-3-36).

Professional Development Summer Experience

Collaborating with other teachers in building PBL skills and developing understanding of instructional methods was described as a good experience (644-2-136; 644-4-137; 514-4-140; 514-5-168; 514-7-167). In particular, teachers expressed confidence in their ability to design and implement curriculum during the coming year (514-5-2; 514-4-8), and found the PBL two-week planning unit effective in structuring an outline for instruction (514-3-56; 514-4-55, 58; 514-5-12, 54; 514-6-57). Additionally teachers felt that the 5-day summer training program provided substantive strategies for incorporating grade level standards into problems/projects (514-4-55). Teachers stated that instruction in PBL methods conducted during the summer PD program provided them with improved PBL skills for classroom instruction (514-1-191, 197; 514-3-141, 191). Teachers did state that they had initial difficulty in using BASECAMP® (514-1-203; 514-3-201; 514-4-211; 514-5-210).

Of the teachers that commented on the *P3* modules that were offered to teachers as preparation for the summer PD program, two thought that the online learning modules helped them to better understand TPBL concepts (514-6-7), and also allowed them to better prepare for the coming school year in ways that shifted their perspective from the

traditional day-to-day preparation, to envisioning a plan for the year as a whole (514-4-8; 514-6-7).

Achievements/Best Practices

Overall teachers discussed specific changes occurring within their buildings related to TPBL. Among these teachers, increased collaboration and sharing of PBL learning materials developed in the prior year (2014-15) was noted as a positive change (644-1-84) leading to a sense of giving support to other teachers who are gaining in their integration of PBL in their classrooms (644-2-85; 514-4-116). Co-teaching across disciplines is also an important development structured through PBL (514-5-109). Teachers across elementary to high school grade levels also commented on their experience in creating collaborative experiences for students within their classrooms (644-1-66; 644-3-63, 65; 644-4-71), and in designing group work that fosters student independence in pursuing learning objectives (514-1-89, 91; 514-5-95; 514-7-90). One teacher commented that although there is initial resistance by students who are accustomed to "worksheet" exercises, the teacher believed that the difference in improved student achievement is worth the effort to support students in making the transition to PBL (514-5-44), as well as increase confidence in their ability to succeed as students in independent learning (514-5-381). Gaining support of instructional leaders (including principals) increased as teachers signaled buy-in to integrating PBL in classroom learning strategies (514-2-27). Administrative support in one school resulted in shifting from a single PBL block period daily, to full integration into instruction in all content areas throughout the school day (514-2-27).

Challenges for Teachers in Creating a TPBL Classroom

Although teacher participants in the summer PD TPBL program were enthusiastic and confident of the effectiveness of creating PBL curriculum and learning experiences for their students, most acknowledged that not all teachers and administrators are willing to shift to PBL. This is especially true among highly experienced educators who are reluctant to move from traditional classroom instruction (514-2-111; 514-3-26, 112; 514-4-28,113, 116). Teachers are also concerned about student buy-in to a problems/project approach to learning (514-3-26; 514-4-28; 514-5-34, 38; 514-7-90, 106), and are anticipating that student input to problems/projects will be essential to gain student buy-in. Teachers believe this may make it difficult for them to lock in to a particular project plan, requiring that they implement a flexible strategy for project design that provides students with the opportunity to help shape the focus of projects (514-1-10, 13; 514-2-11, 13; 514-3-9, 59, 65; 514-4-65).

Teachers observed that elementary teachers may have an easier path to shifting to PBL when compared with traditional high school schedule design for individual content area instruction (514-3-14; 514-7-68). Issues related to scheduling and lack of opportunity for

common planning and communication about PBL were also noted as important aspects of collaborative work among teachers during the school year (514-3-115; 514-7-110).

Constraints Identified through the SDTQP Grant

Through the implementation of the SDTQP grant's professional development, SDIL/PAST recognized a number of constraints that continue to plague the South Dakota teaching profession. These include post-secondary programs for teachers, access to pre-service teachers, and the percentage of unfilled teaching positions.

Observed Constraint: Although there are a number of post-secondary institutions in South Dakota that offer teaching degrees, programs exploring new strategies and delivery were lacking.
Potential Solution: During the course of the SDTQP grant, Dakota Wesleyan University created an online masters in STEM Instruction, offering teachers across the state foundational courses in transdisciplinary problem based learning and its implementation.

Observed Constraint: The lack of pre-service teachers placed in remote rural communities is apparent throughout the state. In surveying placement of pre-service teachers the number of placements dwindles in direct proportion to the distance from the post-secondary campuses. This constraint thus diminishes the impact of highly effective teachers reaching the high needs school districts.
Potential Solution: The use technology to observe student teachers in classroom settings remotely widens the reach of each post-secondary institution's pre-service population. Currently, this solution is being piloted by South Dakota State University in partnership with SDIL/PAST.

Observed Constraint: Shortages in unfilled teaching positions especially in the middle school and high school grade levels continues to grow in South Dakota. At the beginning of the 2014 academic year 20% went unfilled, and the number was conservative since over 10% of the school districts had not responded to the survey. By the beginning of the 2015 academic school year, the Association of School Boards reported that 30% of the state's teaching positions were unfilled. At only 70% the state schools struggle to cover all core content areas in middle and high school grade levels.
Potential Solution: SDIL is piloting a Hybrid Teaching Corps. The hybrid teaching model employs the TPBL instructional strategy and systems delivery drawing on the expertise of three teachers simultaneously (Math, Science, and Humanities) to impart all four core content areas.

Recommendations

Teacher Recommendations for Future PD

Teachers identified a number of ways to improve their experience, including ideas to increase the pace of gaining PBL instructional skills for the classroom. The following list includes particular strategies that reflect preferences that teachers expressed for approaching the transition to PBL. This set of issues and suggested changes proposed by the teachers for future PD also reflects important benchmarks in teacher's awareness and incomplete understanding of fundamental aspects of transdisciplinary problem based learning, evidenced by the fact that teachers consistently referred to their training as PD in *problem based learning*, and had not yet made the shift to distinguishing the differences between *transdisciplinary problem based learning* and *problem based learning*.

- Include more examples and modeling of PBL classroom instruction (644-3-147), including ways to show how community-based problems can be addressed through PBL (644-3-159)
- Include examples of poorly executed PBL modules (514-3-145)
- Explore what other schools are doing within the region (514-3-214)
- Clearly show how group work and student team roles should be integrated into the teachers' planning backmap (644-2-80; 644-3-76), and how to implement strategies to advance from planning to working directly with students.
- Invite local, experienced teachers to share their PBL instructional strategies and best practices (514-1-128; 514-3-196), including teachers in art and other content areas to show a wider range of PBL application (514-6-161; 644-3-167, 178; 644-3-167)
- Increase opportunities for teachers to observe/experience student orientation to the PBL learning camp (514-4-180)
- Involve students from all grade levels in order for teachers to see how students respond to PBL during their PD training in PBL (514-7-162; 644-3-149)
- Structure teacher cohorts based on grade level (514-2-132, 137; 514-5-129), or by content area (514-4-131, 138)

Recommendations for future program enhancement and modifications

Both the teacher recommendations and what is known of transformative benchmarking provide SDTQP with a number of actionable recommendations. These recommendations represent suggested solutions to recognized barriers and constraints to the success of transformation. The following bullet points highlight the full spectrum of improving the processes and mechanisms associated with the project.

- **Shared Vocabulary**: It is important that faculty at the collegiate level and K-12 administrators adopt the same vocabulary as the new and pre service for the TPBL instructional strategies, cultural relevancy strategies, and transdisciplinary systems delivery so that robust and ongoing discussion is available to young professionals and mentor teachers. Without this foundational component, a schism between teacher delivery and theory will continue to expand, exacerbating any attempts to build a corps of highly effective teachers. Shared vocabulary is the foundational step in transformation of paradigms and pedagogy.

- **Articulation of Strategies & Delivery**: It is important that in the pursuit of highly effective teachers, definitive articulation of strategies and delivery is embedded in all applied experiences so that teachers can more readily understand roles, and integration of content. Without these experiences such as the hybrid bridge programs, teachers will continue to fall back on the more traditional textbook/ lecture strategy and delivery that alienates all but a small percentage of today's students, and disenfranchising them from being able to direct their own learning and demonstrate their learning in meaningful ways. Shared understanding of the two foundational strategies, instructional and cultural, along with the delivery system of education is integral to building pathways of change.

- **Advertisement for Opportunities**: It is important that the opportunities provided through the SDTQP be advertised widely. Without adequate knowledge of the opportunities of all this program brings to a young person's professional career potential, it is understandable that these opportunities will be passed over by both faculty and students. Post-secondary institutions must take the lead on promoting these opportunities since they have the greatest access to young professionals.. This requires a collaborative, concerted effort among the post-secondary programs across South Dakota. Transformative change requires collaboration.

- **Partnerships**: The Hybrid Bridge Program requires multiple partnerships. Hybrid Bridge must attract experienced teachers, pre-service teachers, and students. No single agency or institution has the capability to market to all of these audiences. Partnering with programs such as Community Parks & Recreation, South Dakota Department of Education, alongside the post secondary institutions creates a broader footprint for delivery and involvement. Partnerships create a broad footprint that addresses cultural strategies and makes learning meaningful.

- **Opportunities to immerse in the strategy and delivery**: By continuing to build the Hybrid Bridge Programs, the opportunities to see TPBL in action across a broader spectrum of grade levels will occur. Vertical rise of standards continues to be one of the top challenges among teachers in interpreting content appropriate to grade bands. Understanding on a visceral level that problem based learning is

an instructional strategy and not an add-on to another type of instructional design, and that the transdisciplinary systems approach to delivery encourages student directed learning and mastery is fundamental to the transformative change among teachers.

- **Increased experience in developing TPBL:** Singular experiences are important as a means of creating disruptive change. However, to insure that the transformation continues and grows, it is vital that ongoing professional development be made available to teachers and encouraged. Ongoing professional development takes theory to practice, and practice transforms world views.

- **Opportunities to Demonstrate Effectiveness of TPBL:** The majority of today's grant funding is intended as stimulus for change. The SDTQP grant was intended as an accelerant for change among teaching practices and effectiveness in South Dakota, especially among high needs school districts. One possible legacy for this stimulus that would empower teachers, both new service and mentor to demonstrate their work, would be an annual forum that showcases exemplary work that can be widely disseminated and shared.

South Dakota Teacher Quality Partnership
Pre-Service and Mentor Professional Development

Appendix

Professional Development

Advertisements and Flyers

- Go Teach Teacher Flyer
- Go Teach Student/Parent Flyer
- SDIL Mitchell Parks and Recreation Advertisement
- SDIL 2015 Summer Camp Flyer

Program Schedules

- Schedule for the Minecraft Program
- Schedule for the Medicinal Herbs Program

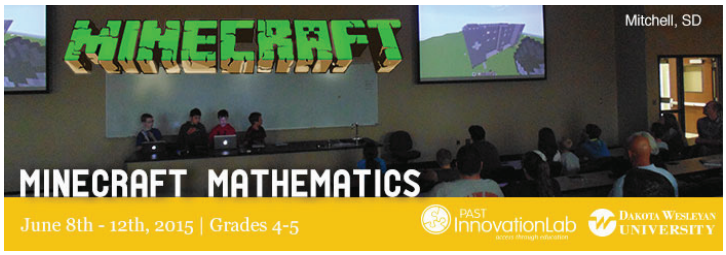
Created TPBL Modules

Knowledge Capture

- South Dakota Teacher Quality Partnership Program Focus Group Questions
- SDIL Focus Group Session 1 (AM) Bullet Point Report- June 11th, 2015
- SDIL Focus Group Session 1 (PM) Bullet Point Report- June 11th, 2015

South Dakota Go Teach Teachers!

Summer Professional Development Opportunities



Held at DWU during the week of June 8th in Mitchell, SD

Earn PD Credit!

Join us at Dakota Wesleyan University with the PAST Foundation and SDIL to participate in an exciting summer professional development opportunity for **Science Camps in Mitchell, SD**! Interested teachers will learn about STEM and Transdiciplinary Problem Based Learning (TPBL) Strategies. With a partnership through the Go Teach Grant and DWU, students and participating teachers will be a part of a hands on approach to STEM programming! With the guidance of content directors, teachers will lead student teams in the morning and participate in professional development in the afternoon. Teachers participating int he program will gain experience, tangible skills, and leave with lesson and activities they can use in their STEM TPBL classroom next year.

Options for Participation:

- If you have never attended an SDIL Summer Boot Camp, receive 4 weeks of online course work for free—P3 Introduction to Transdisciplinary Problem Based Learning. This course prepares you for the the summer Science Camp at DWU to participate in as a mentor teacher with the students and plan for implementation in your own classroom.

- If you have attended SDIL Summer Boot Camps in the past, you are invited to participate in the DWU Science Camps. Work along side students in these unique STEM environments then plan how to apply that learning in your own classroom.

REGISTER NOW!

midcentral-coop.org/registrations/sdilsummerprogrammitchellteachers/

For more information, please feel free to contact Ketal Patel at kpatel@pastfoundation.org

South Dakota Innovation Lab

P3 Problems Projects Products

goteach South Dakota

Dakota Wesleyan University

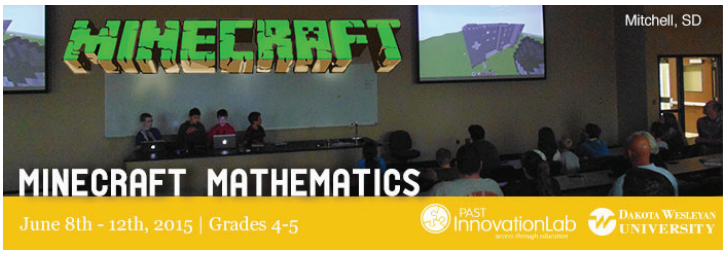
South Dakota Parents and Students!

Summer Bridge Program Opportunities

Join us at Dakota Wesleyan University with the PAST Foundation and South Dakota Innovation Labs to participate in this year's Science camps in Mitchell, SD! Camps will run in the morning for students interested in Minecraft, Birding, Plants, or Art!

Art & STEM is designed to give students real hands on experience in problem-based learning. Students work through the design process to complete a artwork utilizing a variety of math and science principles. Through creating artwork they develop a deeper understanding of the role humanities play in a true STEM environment. Team work and collaboration reinforce and utilize life skills necessary to succeed in the 21st century. The program concludes with a gallery opening featuring their completed projects.

Medicinal Plants program will focus on gaining a deeper knowledge about native plant species in South Dakota through the lens of Lakota cultures. Students will explore different plant uses and ultimately create a product(soap, lotion,etc) of their own!



Minecraft Mathematics is an after school enrichment program that uses the Minecraft video game. Minecraft not only engages students but helps develop many desirable skill sets including teaching math, engineering and programming as an added benefit. Students collaborate with one another by solving various problem scenarios and creating wonderful, imaginative structures and worlds. Also, this program utilizes the design cycle steps of brainstorm, design, build, evaluate, modify, and share which supports our commitment to helping students develop 21st Century Skills.

June 8-12, 2015 | 8:30 AM to 12:00 PM | Corrigan Health Sciences Center, DWU Campus
Cost: $100 per student; all supplies & snacks provided

Space is limited!

REGISTER NOW!

midcentral-coop.org/registrations/sdilsummermitchell/

For more information, please feel free to contact Ketal Patel at kpatel@pastfoundation.org

SOUTH DAKOTA Innovation Lab
PAST InnovationLab
Dakota Wesleyan University

SDIL Summer Day-Camps

Dakota Wesleyan Campus • June 8 – 12, 2015
Daily 8:30am until Noon

- **The Great Bird Count for South Dakota (*Middle School*)**
- **Medicinal Plants in Our Backyard (*Middle School*)**
- **Art in STEM (*4th & 5th graders*)**
- **Monuments & Minecraft (*4th & 5th graders*)**

Register NOW!!! Spaces limited for each camp

$100/student/camp

www.sdinnovationlab.org

SCIENCE CAMP

at Dakota Wesleyan University

SOUTH DAKOTA Innovation Lab

June 8-12 • 8:30 a.m.-Noon
Space is limited.
Corrigan Health Sciences Center
COST: $100 per student; all supplies and snacks are furnished
REGISTER: www.sdinnovationlab.org

Four camp options, all run simultaneously:

The Great Bird Count for South Dakota (Grades 6-8)

Do you ever wish you could fly? Ever wonder why you cannot? Come to our day camp and learn and experience what it would be like to become a bird. We will spend the week learning about bird adaptations, behaviors and habitats by exploring their natural environments.

Medicinal Plants in Our Backyard (Grades 6-8)

This camp will focus on gaining a deeper knowledge about native plant species in South Dakota through the lens of Lakota cultures. Students will explore different plant uses and ultimately create a product (soap, lotion, etc.) of their own.

Art in STEM (Grades 4-5)

Create a sculpture that represents your school or community. Art in STEM focuses on creating sculpture using visual arts to represent solid understandings of design, scale and community symbols.

Monuments and Minecraft (Grades 4-5)

This camp will use the Minecraft video game as students collaborate with one another by solving various problem scenarios and creating wonderful, imaginative structures and worlds. Also, this program uses the design cycle steps of brainstorm, design, build, evaluate, modify and share which supports our commitment to helping students develop 21st century skills.

Possible Schedule June 8th – June 12th, 2014
PAST Foundation & DWU Summer Programming
Minecraft

	Sunday June 7th, 2015	Monday June 8th, 2015	Tuesday June 9th, 2015	Wednesday June 10th, 2015	Thursday June 11th, 2015	Friday June 12th, 2015
7:45AM-8:25AM	**BREAKFAST**	**BREAKFAST**	**BREAKFAST**	**BREAKFAST**	**BREAKFAST**	**BREAKFAST**
8:30AM-12:30PM	PAST Team Travels to Mitchell, SD	**AM Activities with Students and Teachers**	**AM Activities with Students and Teachers**	**AM Activities with Students and Teachers**	**AM Activities with Students and Teachers**	**AM Activities with Students and Teachers** **11:30AM-12:30PM** **Final Presentations**
12:30PM-1:30PM		**LUNCH**	**LUNCH**	**LUNCH**	**LUNCH**	**LUNCH**
1:30PM-4:30PM	PAST Team Prep for students and teacher PD	***Teacher Professional Development***	***Teacher Professional Development***	***Teacher Professional Development***	***Teacher Professional Development***	***Teacher Professional Development***

PAST InnovationLab
access through education

DAKOTA WESLEYAN UNIVERSITY

Possible Schedule June 8th – June 12th, 2014
PAST Foundation & DWU Summer Programming

Medicinal Plants

	Sunday June 7th, 2015	Monday June 8th, 2015	Tuesday June 9th, 2015	Wednesday June 10th, 2015	Thursday June 11th, 2015	Friday June 12th, 2015
7:45AM-8:25AM	**BREAKFAST**	**BREAKFAST**	**BREAKFAST**	**BREAKFAST**	**BREAKFAST**	**BREAKFAST**
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1:30PM-4:30PM	PAST Team Prep for students and teacher PD	***Teacher Professional Development***	***Teacher Professional Development***	***Teacher Professional Development***	***Teacher Professional Development***	***Teacher Professional Development***

PAST InnovationLab
access through education

DAKOTA WESLEYAN UNIVERSITY

BACKMAP

THE PAST FOUNDATION

QUARTER: TEACHER(s): Amy Christensen SUBJECT(s): All (Kindergarten)

PROBLEM / ISSUE: What impact does humans have on animals?

PROJECT: Research animals habitats and the impact humans have on it	PROJECT: Research food animals eat and if we affect their food source	PROJECT: Determine if we impact the well being of an animal	PROJECT: Conclude with our results and determine if we impact an animal
this week *DATE/WEEK*	*DATE/WEEK*	*DATE/WEEK*	*DATE/WEEK*
Brainstorm all the different kinds of animals Discuss animal habitats Research the different types of habitats	Create a list of food your animal eats Do they eat other animals? Discuss the food cycle and debate is this good or bad for our environment	Define what well being means? What determines if we are happy, healthy and comfortable Create a character web of things that controls our well being	Determine if our impacts on animals is positive, negative or both Sort the impacts they found from the past week as negative or positive
DATE/WEEK	*DATE/WEEK*	*DATE/WEEK*	*DATE/WEEK*
Choose an animal and determine their habitat Identify who created their habitat - the animal or person Discuss seasons and how habitats may change Do we impact their habitat	Define herbivores, carnivores and omnivores Classify our animals by what they eat - herbivores, omnivores and carnivores	Do animals have feelings? Cause and Effect - what influences your animals behavior Is your animal healthy and happy and comfortable in their current environment?	Create a presentation of how humans impact their animal considering both their habitat, food and well being.

TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

INSTRUCTOR: Amy Christense GRADE LEVEL: Kinderegarten OTHER TEACHERS/SUBJECTS: START DATE:

SUBJECT: All PRESENTATION:

Theme: Animals
Overarching Question: Do humans impact animals?

Problem / Issue: Do we impact the habitat of animals?

PROJECT OVERVIEW

PROJECT *Activities:*

Brainstorm or list animals
Define what a habitat is
Create a diorama of an animals habitat

PRODUCTS *Evidence of Learning:*

List of animals
Diorama of animal habitats

ALIGNED STANDARDS

Engage in group reading activities

Describe connection between 2 pieces of information from a text

Participate in shared research

Express thoughts clearly

Compare with measurable attributes

Model shapes in the world

FORMATIVE ASSESSMENT TOOLS	CHOOSE SHORT CYCLE ASSESSMENT	SHORT CYCLE ASSESSMENT

- ☐ Exit tickets
- ☐ Think, Pair, and Share
- ☐ Concept or Web Maps
- ☐ One Sentence Summary
- ☐ Observation
- ☐ Turn to Your Partner
- ☐ Journal Entry
- ☐ Hand Signals
- ☐ Defend / Justify Answer
- ☐ Other: diorama
- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____

Fold Here

VOCABULARY
Tests basic understanding of a concept.

COMPARE & CONTRAST
Assesses real-world application of knowledge.

EXTENDED ANSWER
Requires synthesis of knowledge in multiple applications.

What is a habitat?

What is your animal's habitat?

Does your animal's habitat change?

If so, who or what causes it to change?

STEP 1: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Amy Christensen SUBJECT(s): All (Kindergarten)

Problem or Issue Students Will Examine:	Do we impact animal habitats?
Student Activities Throughout the Project:	Design a rubric for dioramas Brainstorm habitats Match animals to habitats Create a diorama of their animals habitat
Expected Timeline of Project:	2 weeks
Materials Needed:	Boxes Paint Art supplies for dioramas Ipads/Computer Habitat Videos
Formative Assessment Ideas Used Throughout the Project:	Presentation of dioramas (rubric) Animal Match Conversations/Observations Define habitat
Product Ideas:	What impact do animals, weather and/or people have on their animals habitat?

STEP 2: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Amy Christensen SUBJECT(s): All (Kindergarten)

Day 1	Read nonfiction animal books Brainstorm / list names of animals Define animal Create rubric for habitat dioramas
Day 2	Choose their favorite animal Find a picture of their favorite animal - print a picture for future displays and activities
Day 3	Define habitat - www.skyenimals.com Research their animal habitats Save pictures for future use
Day 4	Brainstorm all the elements of their animal habitats Create a diorama of the animal's habitat
Day 5	Continue working on their dioramas Discussion questions as they work - Who creates this environment - people or animals; Does the habitat ever change?
Day 6	Finish their dioramas Write or practice explaining their animals diorama Possibly use a summary sentence
Day 7	Present their dioramas to class Evaluate their habitats
Day 8	Discussion on changes in habitats Cause and Effect with changes (seasons, weather, people)
Day 9	Modify their dioramas with the new changes Discuss changes that happen to animal's habitats
Day 10	Present their habitat's changes and why they change

TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

INSTRUCTOR: Amy Christense GRADE LEVEL: Kindergarten OTHER TEACHERS/SUBJECTS: START DATE:

SUBJECT: All PRESENTATION:

Theme: Animals
Overarching Question: Do we impact animals?

Problem / Issue: Do we impact the animal's food

PROJECT OVERVIEW

PROJECT *Activities:*

Research food animals eat
Read about food chains
Create a drawing of a food chain
Make a representation of a paper link food chain

PRODUCTS *Evidence of Learning:*

Drawing of food chain
Paper food chain with labels

ALIGNED STANDARDS

Identify key details in text

Relationship between illustrations and text

draw to compose informative text

draw to provide additional detail

Confirm understanding by answering and asking questions

FORMATIVE ASSESSMENT TOOLS → CHOOSE SHORT CYCLE ASSESSMENT → SHORT CYCLE ASSESSMENT

- [ ] Exit tickets
- [ ] Think, Pair, and Share
- [ ] Concept or Web Maps
- [ ] One Sentence Summary
- [ ] Observation
- [ ] Turn to Your Partner
- [ ] Journal Entry
- [ ] Hand Signals
- [ ] Defend / Justify Answer
- [ ] Other: Food chain
- [ ] Other: _____
- [ ] Other: _____
- [ ] Other: _____

Fold Here

VOCABULARY
Tests basic understanding of a concept.

COMPARE & CONTRAST
Assesses real-world application of knowledge.

EXTENDED ANSWER
Requires synthesis of knowledge in multiple applications.

What does your animal eat? Where does it come from?

Who or what impacts the food your animal receives?

Does your animal participate in a food chain?

STEP 1: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Amy Christensen SUBJECT(s): All (Kindergarten)

Problem or Issue Students Will Examine:	Do humans have an impact on their animal's food?
Student Activities Throughout the Project:	Research what their animal eats Read about food chains Determine if your animal participates in a food chain Create a paper chain with food
Expected Timeline of Project:	2 weeks
Materials Needed:	Books about food chains Paper strips Pictures of food iPad or computer
Formative Assessment Ideas Used Throughout the Project:	Vocab usage - herbivores, omnivores, carnivores Food Chain drawing Paper food chain with labels Presentation of food chains
Product Ideas:	Who or what impacts the food their animal receives?

STEP 2: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Amy Christensen SUBJECT(s): All (Kindergarten)

Day 1	Brainstorm food that animals eat Discuss where does that food come from Build rubric for completing food chain
Day 2	Research the food your animal eats Draw or print pictures of the different kinds of food your animal eats
Day 3	Introduce new vocabulary - herbivores, omnivores and carnivores Sort their animals into these 3 categories by what they eat Sheppardssoftware.com
Day 4	Small group discussions - What happens if your animal eats another animal in your class?
Day 5	Read books about the food chain Relate the food chain to different animals in your classroom What kind of animal does not participate in food chains
Day 6	Draw a food chain for your animal (may have more than one chain)
Day 7	Make a food chain using paper strips and label each link with the animal that it represents from you drawing of your animal's food chain
Day 8	Break in food chain! Discuss if the chain is missing a link - tear a link out of a chain Small groups to determine when and why this may happen
Day 9	Modify your food chain and discuss what can impact the food chain (weather, people, other animals, etc...)
Day 10	Share your animal's food chain and include what causes a break in the chain

TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

INSTRUCTOR: Amy Christense GRADE LEVEL: Kindergarten OTHER TEACHERS/SUBJECTS: START DATE:

SUBJECT: All PRESENTATION:

Theme: Animals

Overarching Question: Do we impact animals?

Problem / Issue: Determine if we impact the well being of our animal

PROJECT OVERVIEW

PROJECT *Activities:*

Collages of feelings
Roll Play positive and negative feelings
Draw/Journal causes of feelings
Word Webs
Create an ad/commercial how to keep your animal happy

PRODUCTS *Evidence of Learning:*

Collage
Journal/Drawings
Webs
Commercial/Ad

ALIGNED STANDARDS

Classify objects into categories

Dictating opinion about a topic

Participate in collaborative conversations

Relating opposites

Using digital tools

FORMATIVE ASSESSMENT TOOLS	CHOOSE SHORT CYCLE ASSESSMENT	SHORT CYCLE ASSESSMENT

- ☐ Exit tickets
- ☐ Think, Pair, and Share
- ☐ Concept or Web Maps
- ☐ One Sentence Summary
- ☐ Observation
- ☐ Turn to Your Partner
- ☐ Journal Entry
- ☐ Hand Signals
- ☐ Defend / Justify Answer
- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____

Fold Here

VOCABULARY
Tests basic understanding of a concept.

COMPARE & CONTRAST
Assesses real-world application of knowledge.

EXTENDED ANSWER
Requires synthesis of knowledge in multiple applications.

Does their ad or commercial demonstrate realistic ways to keep their animal happy?

Do the causes for different feelings match in their journal?

Can the student describe the well being of their animal?

STEP 1: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Amy Christensen SUBJECT(s): All (Kindergarten)

Problem or Issue Students Will Examine:	Determine if we impact the well being of animals
Student Activities Throughout the Project:	Collages of feelings Roll play positive and negative feelings Draw/journal causes of feelings Word Web Create an Ad how to keep your animal happy
Expected Timeline of Project:	2 weeks
Materials Needed:	Animal magazines Poster Paper Ipad, Green screen or similar app YouTube video
Formative Assessment Ideas Used Throughout the Project:	Journal Word Webs on feelings Roll play participation Commercial/Ad Participation
Product Ideas:	Do animals have feelings and who or what causes them?

STEP 2: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Amy Christensen SUBJECT(s): All (kindergarten)

Day 1	Brainstorm feelings Create a rubric for commercial/ad
Day 2	Make a picture collage of different feelings from magazines
Day 3	Review the collages and share with small groups what causes those feelings Journal/Draw each feeling and their causes
Day 4	Define the vocab - well being (happy, healthy, comfortable) Include the opposite feeling
Day 5	Create a word web with well being of things that control that feeling Create a word web with ill being of things that control that type of feeling Roll play situations to show one feeling or another and have the class decide positive or negative
Day 6	Transition the previous discussions to their animals Do animals have feelings? YouTube videos to help explain animals with feelings
Day 7	Find pics of your animal and label if they are happy or sad Discuss looking at clues in the background
Day 8	Cause and Effect - Using the pictures from yesterday to share in small groups how your animal is feeling and why
Day 9	List three ways you can maintain your animals well being Turn them into a short commercial or advertisement
Day 10	Share your commercial or advertisement with class

TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

INSTRUCTOR: Amy Christense GRADE LEVEL: Kindergarten OTHER TEACHERS/SUBJECTS: START DATE:

SUBJECT: All PRESENTATION:

Theme: Animals
Overarching Question: Do we impact animals?

Problem / Issue: Do we impact the animal's food, habitat or well being? Is or impact positive or negative

PROJECT OVERVIEW

PROJECT *Activities:*

Critique presentation videos
Determine if impacts are positive or negative
Analyze classmates final projects

PRODUCTS *Evidence of Learning:*

Rubric
Final presentation

ALIGNED STANDARDS

Conventions of standard grammar when speaking

Relating adjectives to their opposite

Speak audibly and ideas clearly

Gather information from sources to answer questions

FORMATIVE ASSESSMENT TOOLS	CHOOSE SHORT CYCLE ASSESSMENT	SHORT CYCLE ASSESSMENT

- ☐ Exit tickets
- ☐ Think, Pair, and Share
- ☐ Concept or Web Maps
- ☐ One Sentence Summary
- ☐ Observation
- ☐ Turn to Your Partner
- ☐ Journal Entry
- ☐ Hand Signals
- ☐ Defend / Justify Answer
- ☐ Other: Presentation
- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____

Fold Here

VOCABULARY
Tests basic understanding of a concept.

COMPARE & CONTRAST
Assesses real-world application of knowledge.

EXTENDED ANSWER
Requires synthesis of knowledge in multiple applications.

What is positive?

What is negative?

Do we impact animals positively? Do we impact animals in a negative way?

Could we impact other things besides animals? (friends, grades, health)

STEP 1: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Amy Christensen SUBJECT(s): All (Kindergarten)

Problem or Issue Students Will Examine:	Do we impact animals in the 3 studied areas (food, habitat and well being)? Is our impact positive or negative?
Student Activities Throughout the Project:	Create a rubric for presentation Analyze other type of presentations Define negative and postive Determine if the impact is positive or negative
Expected Timeline of Project:	2 weeks
Materials Needed:	chart paper iPads post-it notes
Formative Assessment Ideas Used Throughout the Project:	Participation of sorting impacts as negative or positive Final Presentation
Product Ideas:	Do humans impact an animal's food, habitat and/or well being?

STEP 2: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Amy Christensen SUBJECT(s): All (Kindergarten)

Day 1	Create a rubric for their final presentation What does a good presentation look like?
Day 2	Watch other kid videos on presentation skills and practice using the rubric they created
Day 3	Write the impacts they discovered during the past activities on post-it notes Place them under what they impact - food, habitat or well being
Day 4	Define positive and negative Discuss their charts - determine if each post-it note is a positive impact or a negative impact
Day 5	Start working on final presentations Review Rubric of expectations
Day 6	Meet with students as they work on final presentation
Day 7	Present to small groups and practice using the rubric
Day 8	Modify their presentations from the feedback they received
Day 9	Present their final project
Day 10	Present their final project

BACKMAP

THE PAST FOUNDATION

QUARTER: 4th quarter TEACHER(s): Donna Ripp SUBJECT(s): Science/Language Arts/Math

PROBLEM / ISSUE: What animals are on the endangered animal list? Why are they there? What can we do to help them?

PROJECT:	PROJECT:	PROJECT:	PROJECT:
-Distinguish between extinct and endangered animals -Define endangered animals -Create mural of endangered animals	-Research endangered animals -Create awareness posters -Create informational/persuasive/ promotional videos or books	-Present endangered animal movie or project	-Research and find ways to support our endangered animal
Week 1 *DATE/WEEK*	**Week 3** *DATE/WEEK*	**Week 5** *DATE/WEEK*	**Week 7** *DATE/WEEK*
-Discuss how dinosaurs became extinct and have a discussion about animals today are in danger of becoming extinct. -Discuss and define endangered animals -Brainstorm animals that kids think are endangered	-Research endangered animals -Create posters to hang around the school to let other students become aware that animals are endangered	-Students will present information to other classrooms -Create ballot for each student to vote on the best animal/video	-Brainstorm ideas to raise money to support animal -Work on fund raiser idea
Week 2 *DATE/WEEK*	**Week 4** *DATE/WEEK*	**Week 6** *DATE/WEEK*	**Week 8** *DATE/WEEK*
-Find and show proof that the animals that were brainstormed are really endangered -Create mural of animals	-Groups will create a informational/persuasive/ promotional video or book to share with the other classrooms in the school. The classes will vote on an animal to try and save.	-Count votes--give each group a bunch of ballots and have each group count the ballets and make a graph or chart to show how many votes each animal received. -Combine each groups results to find the animal/video with the most votes	-Send money to adopt an animal and/or visit the zoo and go on behind the scene tour -Share what we learned

TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

INSTRUCTOR: Donna Ripp

GRADE LEVEL: First Grade

SUBJECT: Endangered Animals

OTHER TEACHERS/SUBJECTS: Science/Language Arts/Math

START DATE: Foourth Quarte

PRESENTATION:

Theme: Endangered Animals

Overarching Question: What animals are endangered

Problem / Issue: How can I help endangered animals

PROJECT OVERVIEW

PROJECT *Activities:*

-Read and discuss books about extinct and endangered animals.
-Class made mural of endangered animals and facts about the animals
-Chart or graph on endangered animals

PRODUCTS *Evidence of Learning:*

-Mural of endangered animals
-Charts or graphs

ALIGNED STANDARDS

Analyze how organisms are linked to one a

Key Ideas and Details

Integration of Knowledge & Ideas

Presentation of Knowledge and Ideas

Apply the skills necessary to conduct scier

FORMATIVE ASSESSMENT TOOLS	CHOOSE SHORT CYCLE ASSESSMENT	SHORT CYCLE ASSESSMENT

- ☐ Exit tickets
- ☐ Think, Pair, and Share
- ☐ Concept or Web Maps
- ☐ One Sentence Summary
- ☐ Observation
- ☐ Turn to Your Partner
- ☐ Journal Entry
- ☐ Hand Signals
- ☐ Defend / Justify Answer
- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____

Fold Here

VOCABULARY
Tests basic understanding of a concept.

COMPARE & CONTRAST
Assesses real-world application of knowledge.

EXTENDED ANSWER
Requires synthesis of knowledge in multiple applications.

-Observations and questions

-The charts and/or graphs

-Student made mural

STEP 1: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Donna Ripp SUBJECT(s): Science/Language Arts/Math

Problem or Issue Students Will Examine:	-Distinguish between extinct and endangered animals -Define endangered animals and why the animal is endangered
Student Activities Throughout the Project:	-Read and discuss books about extinct and endangered animals -Internet searches -Class made mural of endangered animals and facts about the animals -Chart or graph on endangered animals
Expected Timeline of Project:	-First week define and compare extinct and endangered animals -Chart and graph similarities of animals -Second week research animals and create class mural about the animals
Materials Needed:	-Books "Why Did the Dinosaur Become Extinct?" by Marian B. Jacobs and Nancy Ellwood, "Why Do Animals Become Extinct? by Bobbie Kalman and various nonfiction books about endangered animals -Mural paper, poster paper, magazines, markers, colors
Formative Assessment Ideas Used Throughout the Project:	-Observations and questions -Student made mural -The charts and/or graphs
Product Ideas:	-Mural of endangered animals -Charts or graphs

STEP 2: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Donna Ripp SUBJECT(s): Science/Language Arts/Math

Day 1	-Read the book "Why Did the Dinosaur Become Extinct?" by Marian B. Jacobs and Nancy Ellwood--Discuss why and how dinosaurs became extinct. Chart reasons -Begin discussion about other animals that may become extinct
Day 2	-Review yesterday's discussion and see if kids know what animals that are about to become extinct are called. Define endangered species -Read "Why Do Animals Become Extinct? by Bobbie Kalman
Day 3	-Brainstorm animals that we think might be endangered -Discuss and chart animals that we think may be endangered and why they may endangered and how we could help them
Day 4	-Have students find proof that animals on our chart are endangered -If the animals are really endangered put a picture and facts on a chart paper with sticky notes
Day 5	-Sort and graph types of animals from chart paper. Sort and graph them by species, where they live, and why they are becoming endangered. Compare the data and see if any conclusions can be made.
Day 6	-Continue day 5 activity
Day 7	-Using the chart from the last 2 days, locate and pin on a world map where the animals that are endangered live. Are there any in South Dakota or are they from other parts of the world. Can we find any in South Dakota? How can we find out?
Day 8	-Take the day and evaluate the animals on the chart and make any needed changes
Day 9	-Using all of the charts and data that was created this week students will create some type of mural to show animals that are endangered.
Day 10	-Present the final mural to another first grade classroom

TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

INSTRUCTOR: Donna Ripp

GRADE LEVEL: First Grade

SUBJECT: Endangered Animals

OTHER TEACHERS/SUBJECTS: Science/Language Arts/Math

START DATE: Forurth Quarte

PRESENTATION:

Theme: Endangered Animals
Overarching Question: Why are animals endangerd

Problem / Issue: How can I help endangered animals?

PROJECT OVERVIEW

PROJECT *Activities:*

-Research--read books, watch videos, search internet
-Create awareness posters
-Create informational/persuasive videos

PRODUCTS *Evidence of Learning:*

-Awareness Posters
-Informational/persuasive videos or books

ALIGNED STANDARDS

Research to Build and Present Knowledge

Key Ideas and Details

Analyze how organisms are linked to one a

Integration of Knowledge & Ideas

Presentation of Knowledge and Ideas

Understand the fundamental structures, fu

FORMATIVE ASSESSMENT TOOLS	CHOOSE SHORT CYCLE ASSESSMENT	SHORT CYCLE ASSESSMENT
☐ Exit tickets ☐ Think, Pair, and Share ☐ Concept or Web Maps ☐ One Sentence Summary ☐ Observation ☐ Turn to Your Partner ☐ Journal Entry ☐ Hand Signals ☐ Defend / Justify Answer ☐ Other: _____ ☐ Other: _____ ☐ Other: _____ ☐ Other: _____	**VOCABULARY** Tests basic understanding of a concept. **COMPARE & CONTRAST** Assesses real-world application of knowledge. **EXTENDED ANSWER** Requires synthesis of knowledge in multiple applications.	-Observations and questions -Research Journal -Student made posters -Student made videos

Fold Here

STEP 1: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Donna Ripp SUBJECT(s): Science/Language Arts/Math

Problem or Issue Students Will Examine:	-Research an endangered animal -Find out why the animal is endangered, where it lives, and how we could help it survive
Student Activities Throughout the Project:	-Research--read books, watch videos, search internet -Create awareness posters -Create video or book that contains information but is persuasive
Expected Timeline of Project:	-First week, select an endangered animal, research the animal and create an awareness poster -Second week, use information from research and poster to create an informational/ persuasive video for the whole school to use
Materials Needed:	-Books about endangered animals -Journals to record information -Computers and IPADS for research -Poster and materials to make posters -IPADS to make videos or books -National Geographic videos on endangered animals http://education.nationalgeographic.com/education/topics/endangered-species/?ar_a=1
Formative Assessment Ideas Used Throughout the Project:	-Observations and questions -Research journals -Student made posters -Student made videos or books
Product Ideas:	-Awareness Posters -Informational/persuasive videos or books

STEP 2: TWO-WEEK PROJECT PLAN TEMPLATE

THE PAST FOUNDATION

NAME(s): Donna Ripp SUBJECT(s): Science/Language Arts/Math

Day 1	-Students will be put in groups and select an animal from the mural to research deeper
Day 2	-Groups of students will read books, watch videos and search the internet for information about the animal they selected -Students will record information in their journals
Day 3	-Continue research from day 2
Day 4	- Use information from research to create poster about the animal -The posters will be hung around the school to give other students awareness of the endangered animals
Day 5	-Groups will first share their posters with classmates and make any modifications that are needed -Groups will hang the posters around the school
Day 6	-Students with the help of their fourth grade mentor will create a video. The video will be like an advertisement for their animal. I will include information about the endangered animal. The video will also be promotional and persuasive. It will be shown to the other classrooms to try and get them to vote on the best video/animal to have the
Day 7	-Work on video presentation
Day 8	-Work on video presentation
Day 9	-Present video to classmates so the classmates can help evaluate the video and give suggestions for modifications.
Day 10	-Students will make modifications to videos and present the finished video to our class and possibly the other first grade classrooms for a final evaluation.

TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

INSTRUCTOR: Donna Ripp

GRADE LEVEL: First Grade

SUBJECT: Endangered Animals

OTHER TEACHERS/SUBJECTS: Science/Language Arts/Math

START DATE:

PRESENTATION:

Theme: Endangered Animals
Overarching Question: Why are animals endangered

Problem / Issue: How can we help endangered animals

PROJECT OVERVIEW

PROJECT *Activities:*

-Create individual ballots
-Present video or book information to other classrooms
-Count ballots
-Create way to present data

PRODUCTS *Evidence of Learning:*

-Ballots
-Final data presentations

ALIGNED STANDARDS

Research to Build and Present Knowledge

Presentation of Knowledge and Ideas

Represent and Interpret Data

Extend Counting Sequence

FORMATIVE ASSESSMENT TOOLS	CHOOSE SHORT CYCLE ASSESSMENT	SHORT CYCLE ASSESSMENT

- ☐ Exit tickets
- ☐ Think, Pair, and Share
- ☐ Concept or Web Maps
- ☐ One Sentence Summary
- ☐ Observation
- ☐ Turn to Your Partner
- ☐ Journal Entry
- ☐ Hand Signals
- ☐ Defend / Justify Answer
- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____

Fold Here

VOCABULARY
Tests basic understanding of a concept.

COMPARE & CONTRAST
Assesses real-world application of knowledge.

EXTENDED ANSWER
Requires synthesis of knowledge in multiple applications.

-Observations and questions

-Journal entries

-Final project

STEP 1: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Donna Ripp SUBJECT(s): Science/Language Arts/Math

Problem or Issue Students Will Examine:	-Collecting data and finding a way to present it to the classroom
Student Activities Throughout the Project:	-Create individual ballots -Present video information to other classrooms -Count ballots -Create way to present data
Expected Timeline of Project:	-Week one, create ballots and present video information -Week two collect and count ballots and develop a way to present the data to classmates
Materials Needed:	-Ballots -Videos -Charts or paper to create project-whatever the kids need
Formative Assessment Ideas Used Throughout the Project:	-Observations and questions -Journals that contain ballot ideas -Student made projects
Product Ideas:	-Ballots -Final data presentations

STEP 2: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Donna Ripp SUBJECT(s): Science/Language Arts/Math

Day 1	-Create a ballot for other classrooms to use to vote on the best video -Upload videos to server and email each classroom asking them to watch the video or read the book and vote on the best (their favorite) video using the ballots in the teachers mailbox asking when a student can visit their class to share about the
Day 2	-Groups of students will go to classrooms to present about videos or books
Day 3	-Groups of students will go to classrooms to present about videos or books
Day 4	-Groups of students will go to classrooms to present about videos books
Day 5	-Groups of students will go to classrooms to present about videos or books
Day 6	-Each group of students will be given 3-4 classrooms ballots -Each group will be asked to count the ballots and find a way to present the data to the rest of the class. They can use charts, graphs or anyway they can dream up so that the data shows how many votes each animal received
Day 7	-Work on ballot data projects
Day 8	-Work on ballot data projects
Day 9	-Have each group share their ideas and have other groups evaluate and give ideas so the students can modify projects
Day 10	-Modify projects -Present final projects to classmates

TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

INSTRUCTOR: Donna Ripp

GRADE LEVEL: First Grade

SUBJECT: Endangered Animals

OTHER TEACHERS/SUBJECTS: Science/Language Arts/Math

START DATE: Fourth Quarter

PRESENTATION:

Theme: Endangered Animals
Overarching Question: Why are animals endangered

Problem / Issue:

PROJECT OVERVIEW

PROJECT *Activities:*

-Brainstorm ideas to help the selected endangered animals
-Project or fund raiser the kids select
-Zoo trip
-Final presentation

PRODUCTS *Evidence of Learning:*

-Selling trail mix or bake sale
-Oral presentations
-Posters
-Stories or books

ALIGNED STANDARDS

Presentation of Knowledge and Ideas

Comprehension and Collaboration

Key Ideas and Details

Analyze how organisms are linked to one a

Integration of Knowledge & Ideas

FORMATIVE ASSESSMENT TOOLS	CHOOSE SHORT CYCLE ASSESSMENT	SHORT CYCLE ASSESSMENT

- ☐ Exit tickets
- ☐ Think, Pair, and Share
- ☐ Concept or Web Maps
- ☐ One Sentence Summary
- ☐ Observation
- ☐ Turn to Your Partner
- ☐ Journal Entry
- ☐ Hand Signals
- ☐ Defend / Justify Answer
- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____

Fold Here

VOCABULARY
Tests basic understanding of a concept.

COMPARE & CONTRAST
Assesses real-world application of knowledge.

EXTENDED ANSWER
Requires synthesis of knowledge in multiple applications.

-Observations and questions

-Student final presentations

-Journals with ideas for final project

STEP 1: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

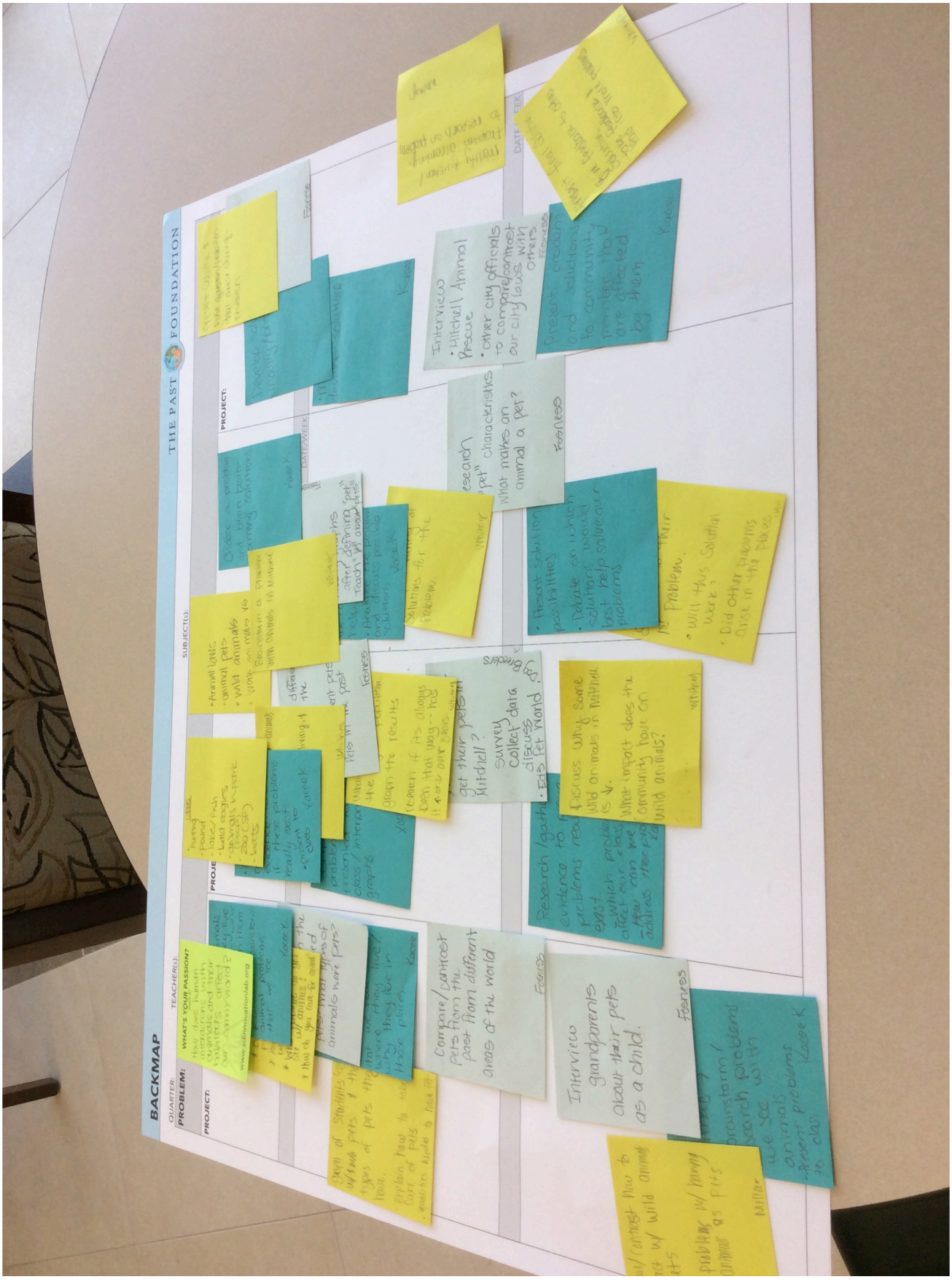
NAME(s): Donna Ripp SUBJECT(s): Science/Language Arts/Math

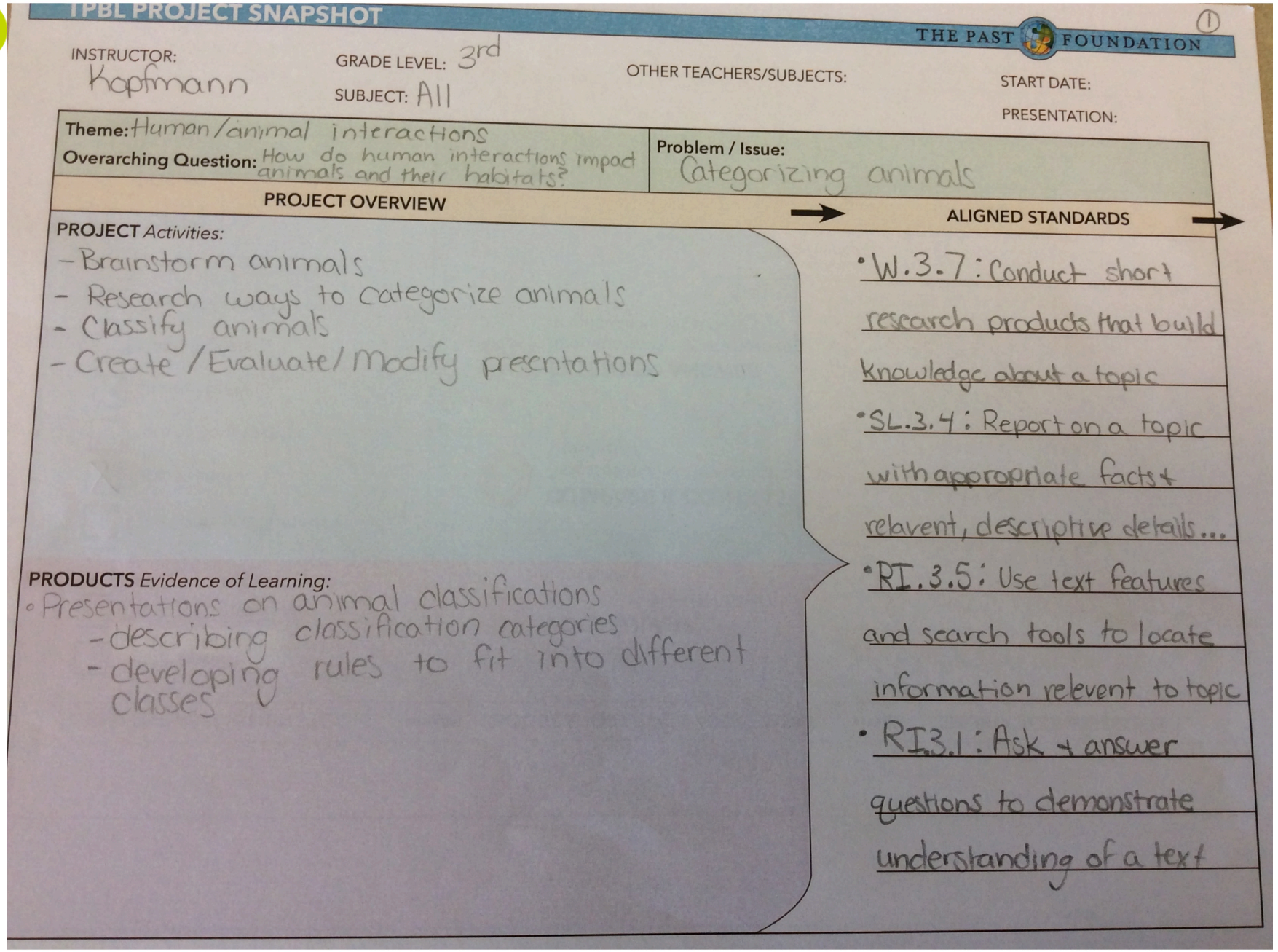
Problem or Issue Students Will Examine:	-How can we help the endangered animal that the school selected?
Student Activities Throughout the Project:	-Brainstorm ideas to help the selected endangered animals -Project or fund raiser the kids select -Zoo trip -Final presentation
Expected Timeline of Project:	Week one- Create fund raising project or way that the students choose to help endangered animal Week two- Visit zoo and create final presentation
Materials Needed:	-Chart paper for brainstorming ideas -Materials need for fund raising project or way students choose to help endangered animals -Materials request by students for final presentation
Formative Assessment Ideas Used Throughout the Project:	-Observations and questions -Journals with ideas for final project -Student final presentations
Product Ideas:	-Selling trail mix or bake sale -Oral presentations -Posters -Stories or books

STEP 2: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Donna Ripp SUBJECT(s): Science/Language Arts/Math

Day 1	-Brainstorm ways to support our chosen animals -Discuss how many of these are ideas are possible
Day 2	-Work on ideas that children brainstormed -If a fund raiser such as bake sale or selling trail mix is suggested work on how to get the project started
Day 3	-Work on fund raiser or idea and advertisement
Day 4	-Work on fund raiser or idea
Day 5	-Complete fund raiser or idea
Day 6	-Brainstorm what we can do with the money ***Adopt an endangered animal ***Take a behind the scenes tour of the zoo when we go on our zoo field trip
Day 7	-Take field trip to the zoo look for endangered animals
Day 8	-Brainstorm ideas for kids to have a final share of everything they learned throughout the whole project. They can do it orally or use any projects they created. They can use pictures and ideas from the zoo. Whatever they choose to share what they learned.
Day 9	-Work on final project and modify needed changes
Day 10	Present to other students


BACKMAP
THE PAST FOUNDATION
QUARTER:
TEACHER(S):
SUBJECT(S):
PROBLEM:
WHAT'S YOUR PASSION?
PROJECT:
PROJECT:
DATE/WEEK
Interview
• Mitchell Animal Rescue
• Other city officials to compare/contrast our city laws with others
Present problem and solutions to community members that are affected by them
Research "pet" characteristics
What makes an animal a pet?
Compare/contrast pets from the past from different areas of the world.
Interview grandparents about their pets as a child.



TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

INSTRUCTOR: Kopfmann

GRADE LEVEL: 3rd

SUBJECT: All

OTHER TEACHERS/SUBJECTS:

START DATE:

PRESENTATION:

Theme: Human/animal interactions

Overarching Question: How do human interactions impact animals and their habitats?

Problem / Issue: Categorizing animals

PROJECT OVERVIEW

PROJECT *Activities:*

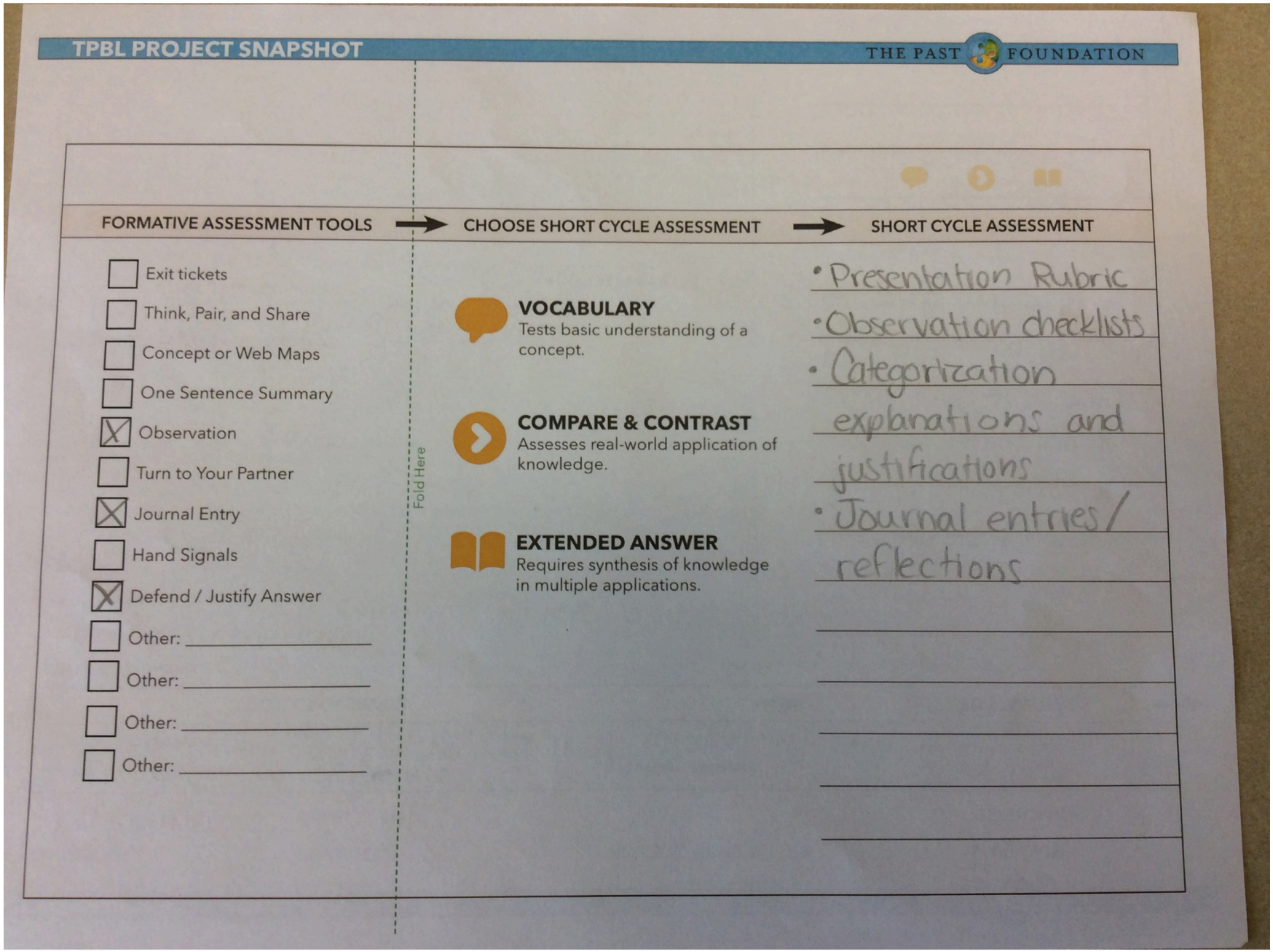
- Brainstorm animals
- Research ways to categorize animals
- Classify animals
- Create/Evaluate/Modify presentations

PRODUCTS *Evidence of Learning:*

- Presentations on animal classifications
  - describing classification categories
  - developing rules to fit into different classes

ALIGNED STANDARDS

- W.3.7: Conduct short research products that build knowledge about a topic
- SL.3.4: Report on a topic with appropriate facts & relavent, descriptive details...
- RI.3.5: Use text features and search tools to locate information relevent to topic
- RI3.1: Ask & answer questions to demonstrate understanding of a text



TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

FORMATIVE ASSESSMENT TOOLS →	CHOOSE SHORT CYCLE ASSESSMENT →	SHORT CYCLE ASSESSMENT

- [ ] Exit tickets
- [ ] Think, Pair, and Share
- [ ] Concept or Web Maps
- [ ] One Sentence Summary
- [x] Observation
- [ ] Turn to Your Partner
- [x] Journal Entry
- [ ] Hand Signals
- [x] Defend / Justify Answer
- [ ] Other: _____
- [ ] Other: _____
- [ ] Other: _____
- [ ] Other: _____

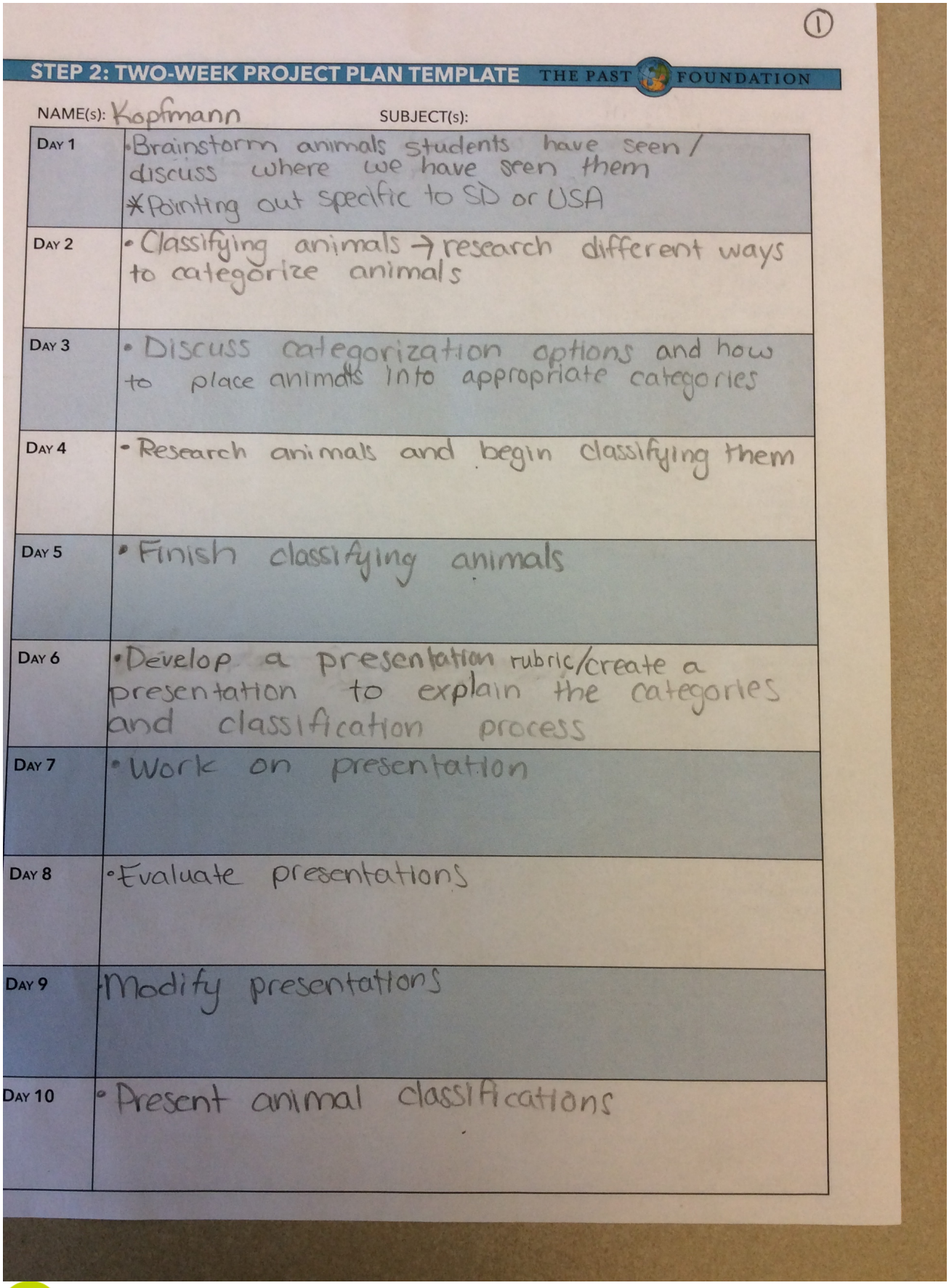
Fold Here

VOCABULARY
Tests basic understanding of a concept.

COMPARE & CONTRAST
Assesses real-world application of knowledge.

EXTENDED ANSWER
Requires synthesis of knowledge in multiple applications.

- Presentation Rubric
- Observation checklists
- Categorization explanations and justifications
- Journal entries / reflections

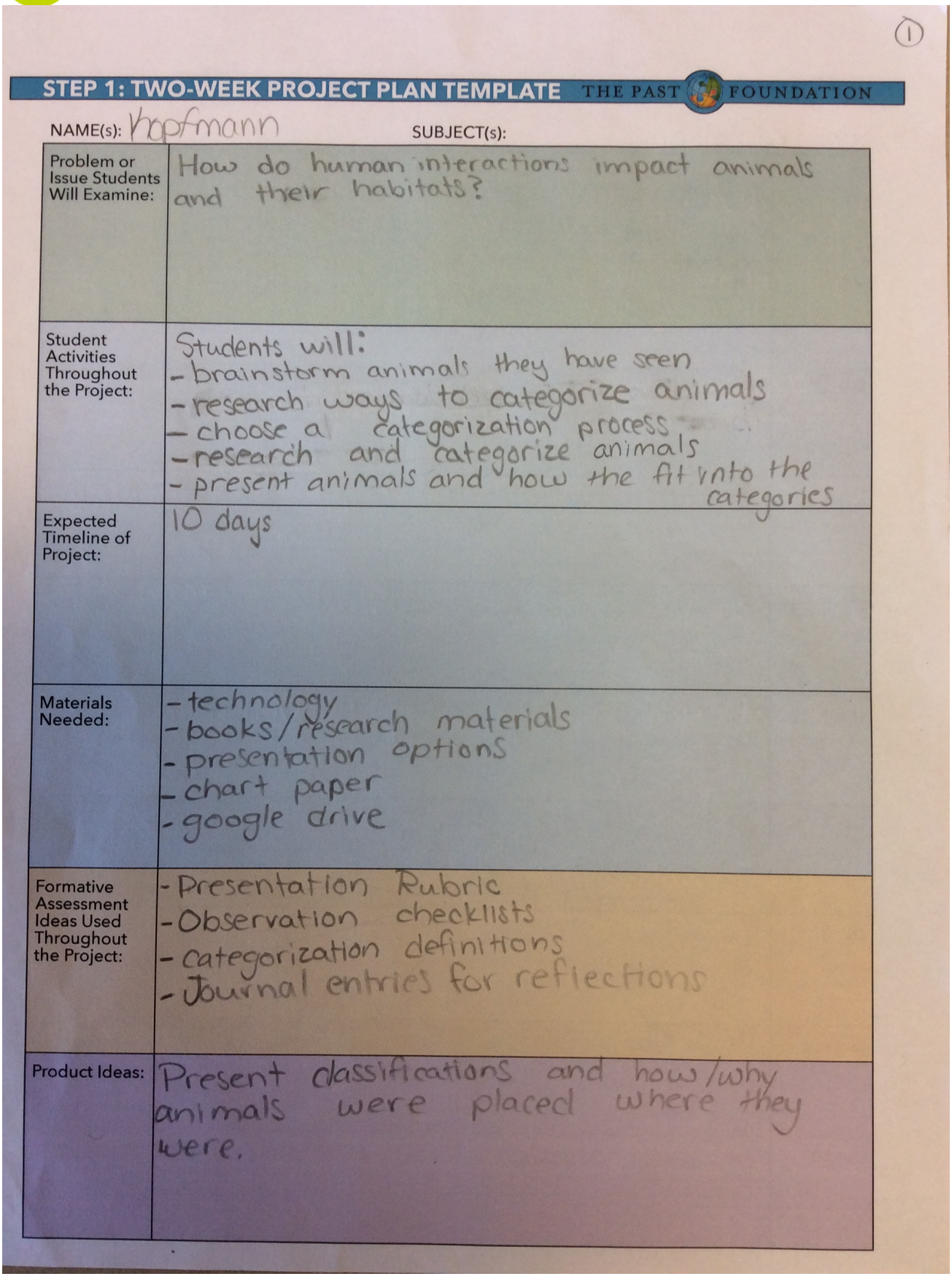


①

STEP 2: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Kopfmann SUBJECT(s):

Day 1	•Brainstorm animals students have seen / discuss where we have seen them *Pointing out specific to SD or USA
Day 2	• Classifying animals → research different ways to categorize animals
Day 3	• Discuss categorization options and how to place animals into appropriate categories
Day 4	• Research animals and begin classifying them
Day 5	• Finish classifying animals
Day 6	• Develop a presentation rubric/create a presentation to explain the categories and classification process
Day 7	• Work on presentation
Day 8	• Evaluate presentations
Day 9	• Modify presentations
Day 10	• Present animal classifications

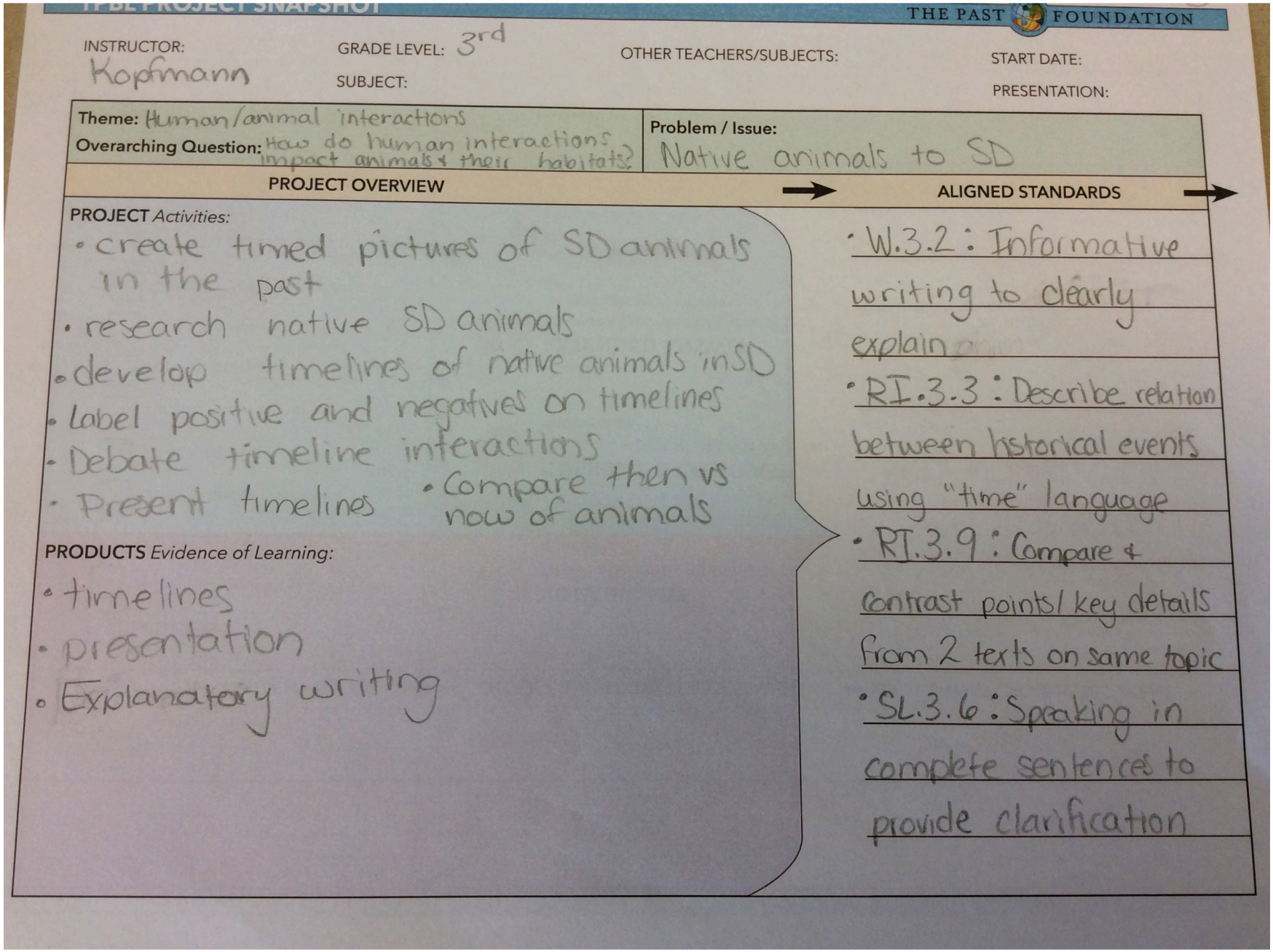


1

STEP 1: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Kopfmann SUBJECT(s):

Problem or Issue Students Will Examine:	How do human interactions impact animals and their habitats?
Student Activities Throughout the Project:	Students will: - brainstorm animals they have seen - research ways to categorize animals - choose a categorization process - research and categorize animals - present animals and how the fit into the categories
Expected Timeline of Project:	10 days
Materials Needed:	- technology - books/research materials - presentation options - chart paper - google drive
Formative Assessment Ideas Used Throughout the Project:	- Presentation Rubric - Observation checklists - categorization definitions - Journal entries for reflections
Product Ideas:	Present classifications and how/why animals were placed where they were.



THE PAST FOUNDATION

INSTRUCTOR: Kopfmann

GRADE LEVEL: 3rd

SUBJECT:

OTHER TEACHERS/SUBJECTS:

START DATE:

PRESENTATION:

Theme: Human/animal interactions

Overarching Question: How do human interactions impact animals & their habitats?

Problem / Issue: Native animals to SD

PROJECT OVERVIEW → **ALIGNED STANDARDS** →

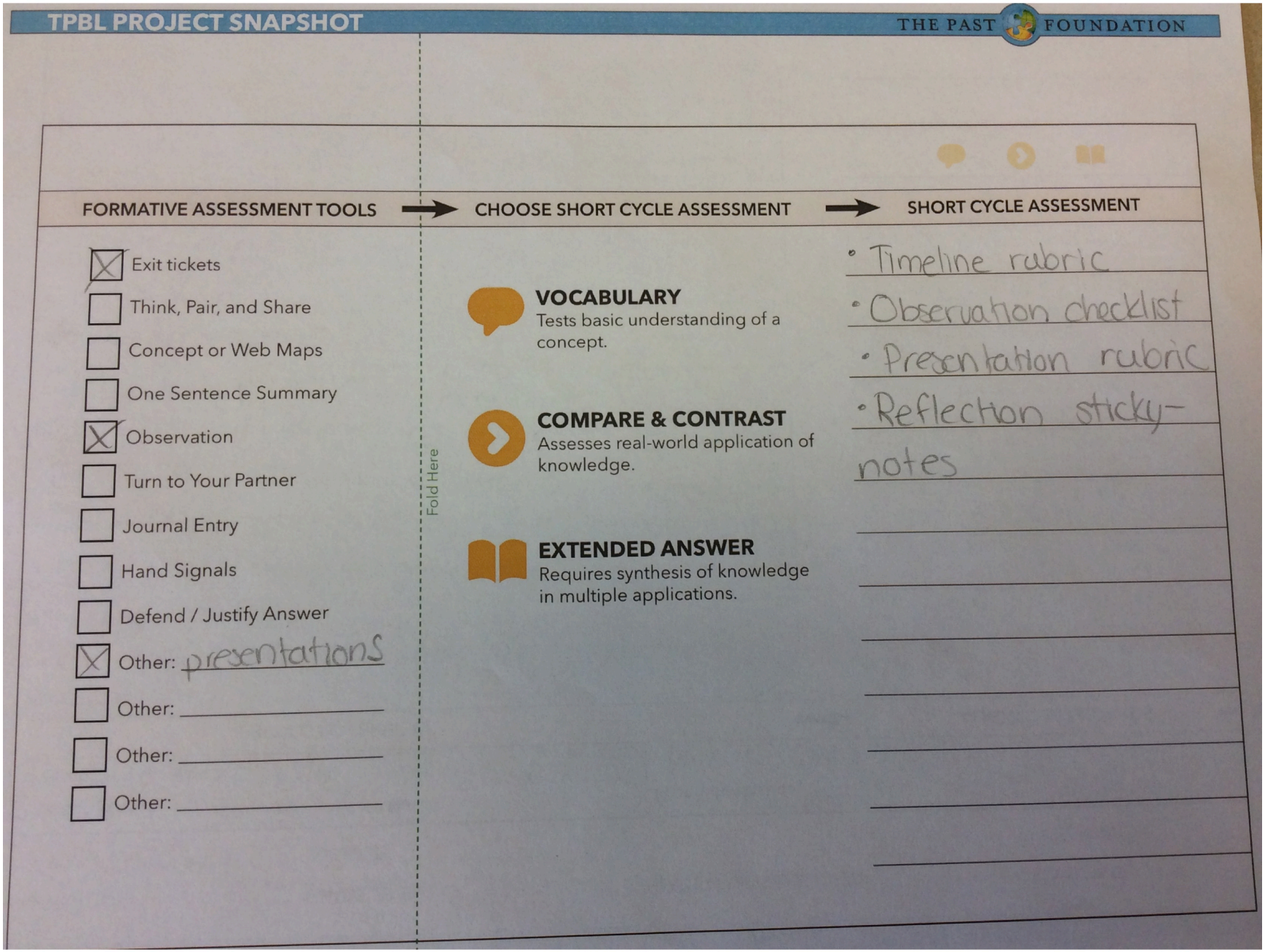
PROJECT *Activities:*

- create timed pictures of SD animals in the past
- research native SD animals
- develop timelines of native animals in SD
- label positive and negatives on timelines
- Debate timeline interactions
- Present timelines
- Compare then vs now of animals

PRODUCTS *Evidence of Learning:*

- timelines
- presentation
- Explanatory writing

- W.3.2: Informative writing to clearly explain
- RI.3.3: Describe relation between historical events using "time" language
- RI.3.9: Compare & contrast points/ key details from 2 texts on same topic
- SL.3.6: Speaking in complete sentences to provide clarification



TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

FORMATIVE ASSESSMENT TOOLS	CHOOSE SHORT CYCLE ASSESSMENT	SHORT CYCLE ASSESSMENT
☒ Exit tickets	**VOCABULARY** Tests basic understanding of a concept.	• Timeline rubric
☐ Think, Pair, and Share		• Observation checklist
☐ Concept or Web Maps		• Presentation rubric
☐ One Sentence Summary	**COMPARE & CONTRAST** Assesses real-world application of knowledge.	• Reflection sticky-notes
☒ Observation		
☐ Turn to Your Partner		
☐ Journal Entry	**EXTENDED ANSWER** Requires synthesis of knowledge in multiple applications.	
☐ Hand Signals		
☐ Defend / Justify Answer		
☒ Other: presentations		
☐ Other:		
☐ Other:		
☐ Other:		

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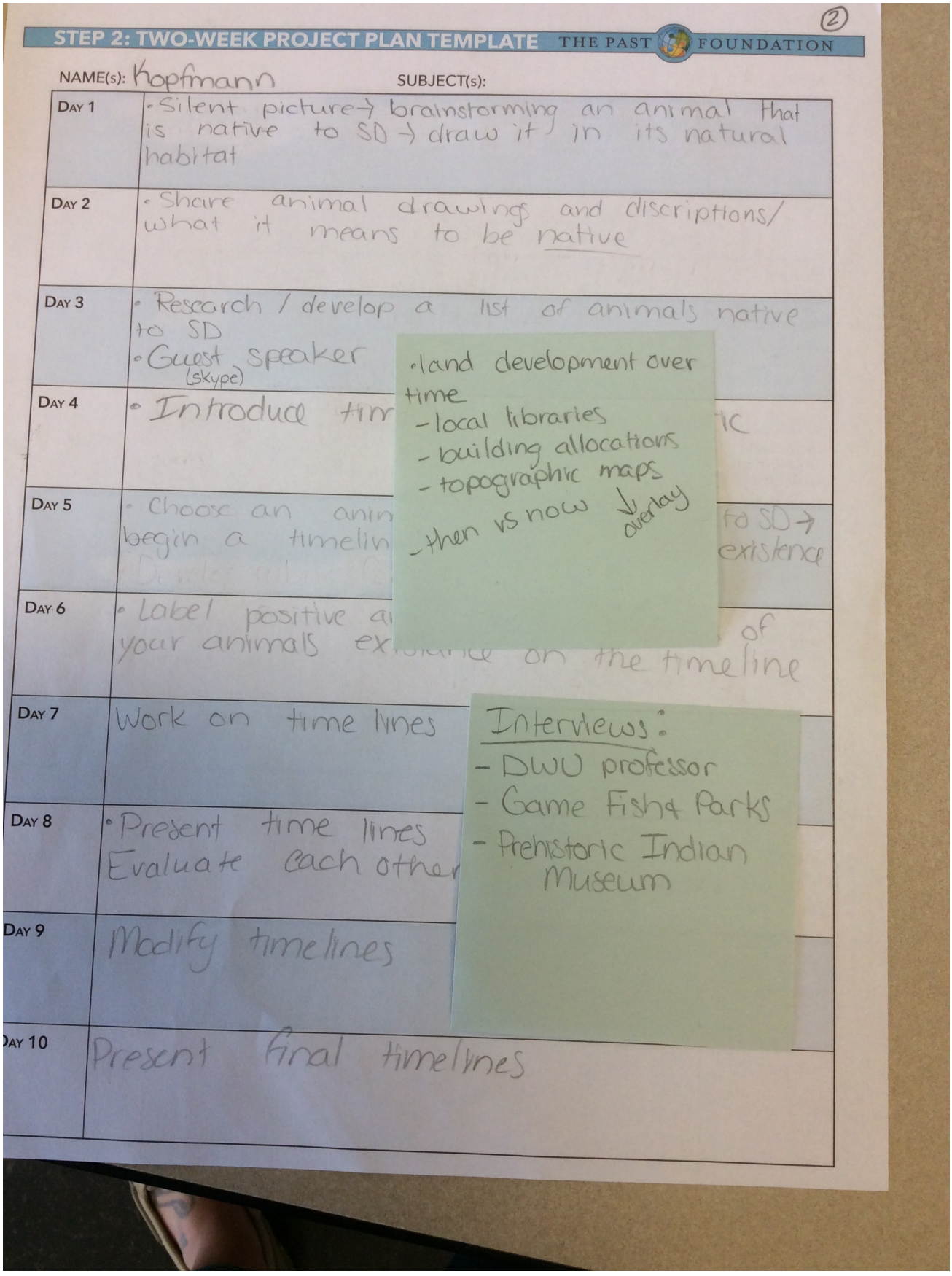


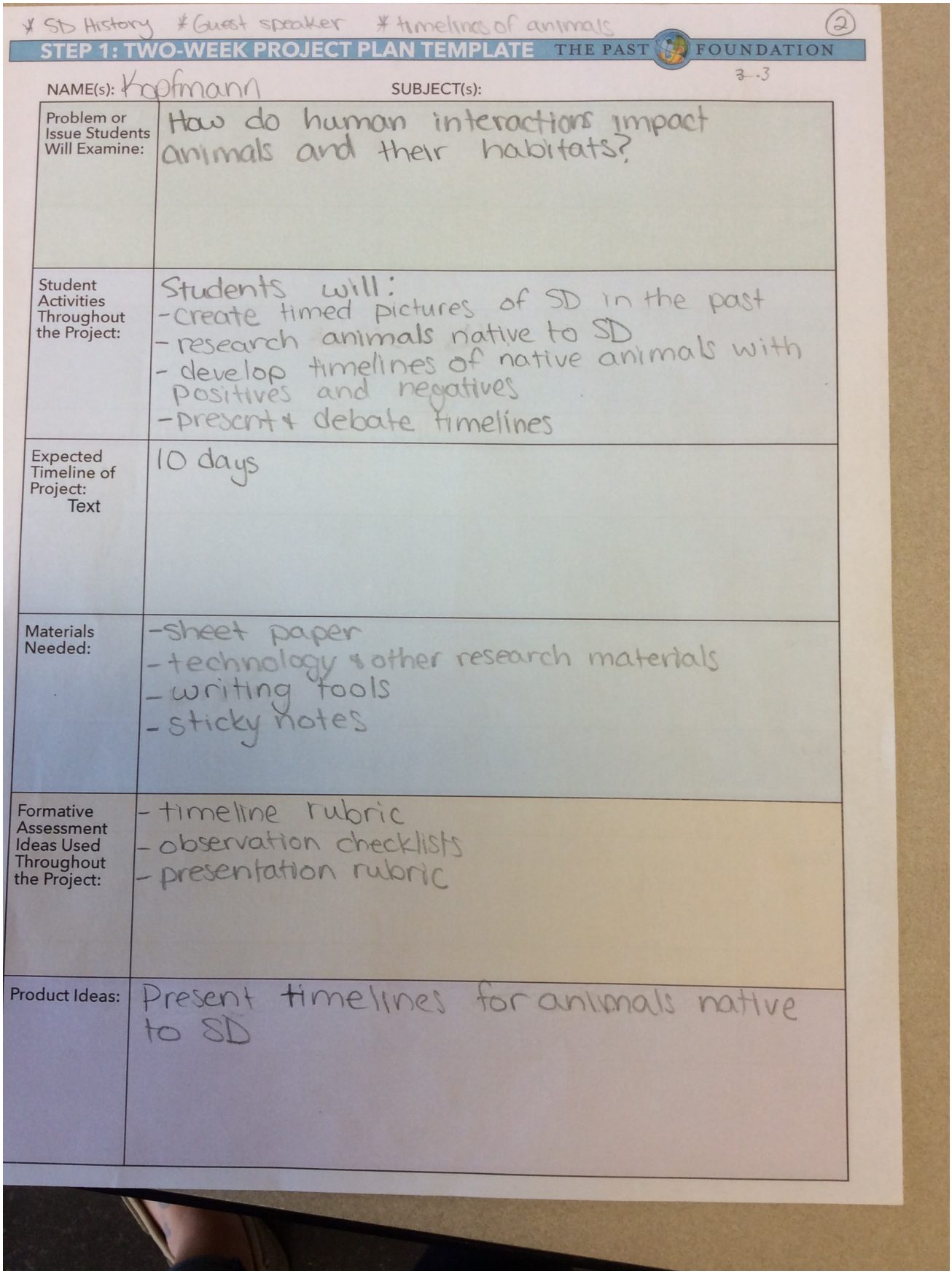
STEP 2: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION ②

NAME(s): Kopfmann SUBJECT(s):

DAY 1	• Silent picture → brainstorming an animal that is native to SD → draw it in its natural habitat
DAY 2	• Share animal drawings and discriptions/ what it means to be native
DAY 3	• Research / develop a list of animals native to SD • Guest speaker (skype)
DAY 4	• Introduce tim…
DAY 5	• Choose an anim… begin a timelin…
DAY 6	• Label positive a… your animals ex…
DAY 7	Work on time lines
DAY 8	• Present time lines Evaluate each other
DAY 9	Modify timelines
DAY 10	Present final timelines

- land development over time
  - local libraries
  - building allocations
  - topographic maps
- then vs now ↓ overlay

Interviews:
- DWU professor
- Game Fish + Parks
- Prehistoric Indian Museum



* SD History * Guest speaker * timelines of animals (2)

STEP 1: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

3-3

NAME(s): Kopfmann SUBJECT(s):

Problem or Issue Students Will Examine:	How do human interactions impact animals and their habitats?
Student Activities Throughout the Project:	Students will: -create timed pictures of SD in the past - research animals native to SD - develop timelines of native animals with positives and negatives -present & debate timelines
Expected Timeline of Project: Text	10 days
Materials Needed:	-sheet paper -technology & other research materials -writing tools -sticky notes
Formative Assessment Ideas Used Throughout the Project:	- timeline rubric - observation checklists - presentation rubric
Product Ideas:	Present timelines for animals native to SD

TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

INSTRUCTOR: Kopfmann

GRADE LEVEL: 3rd

SUBJECT: All

OTHER TEACHERS/SUBJECTS:

START DATE:

PRESENTATION:

Theme: Overarching Question:	Problem / Issue:

PROJECT OVERVIEW → ALIGNED STANDARDS →

PROJECT *Activities:*

- Identify / define human interactions
- Document personal interactions w/ animals (pictures, journals, graphing)
- Classify / debate positive / negative interactions
- Opinion writing

PRODUCTS *Evidence of Learning:*

- Opinion writing
- Interaction classifications & presentations

W.3.1: Opinion writing with point of view

RI.3.6: Distinguish own point of view

SL.3.3: Ask & answer questions about information from a speaker

W.3.8: Recall information from experiences and sort categories

TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

FORMATIVE ASSESSMENT TOOLS → CHOOSE SHORT CYCLE ASSESSMENT → SHORT CYCLE ASSESSMENT

- [ ] Exit tickets
- [x] Think, Pair, and Share
- [ ] Concept or Web Maps
- [ ] One Sentence Summary
- [x] Observation
- [ ] Turn to Your Partner
- [ ] Journal Entry
- [ ] Hand Signals
- [x] Defend / Justify Answer
- [x] Other: writing
- [ ] Other: _____
- [ ] Other: _____
- [ ] Other: _____

Fold Here

VOCABULARY
Tests basic understanding of a concept.

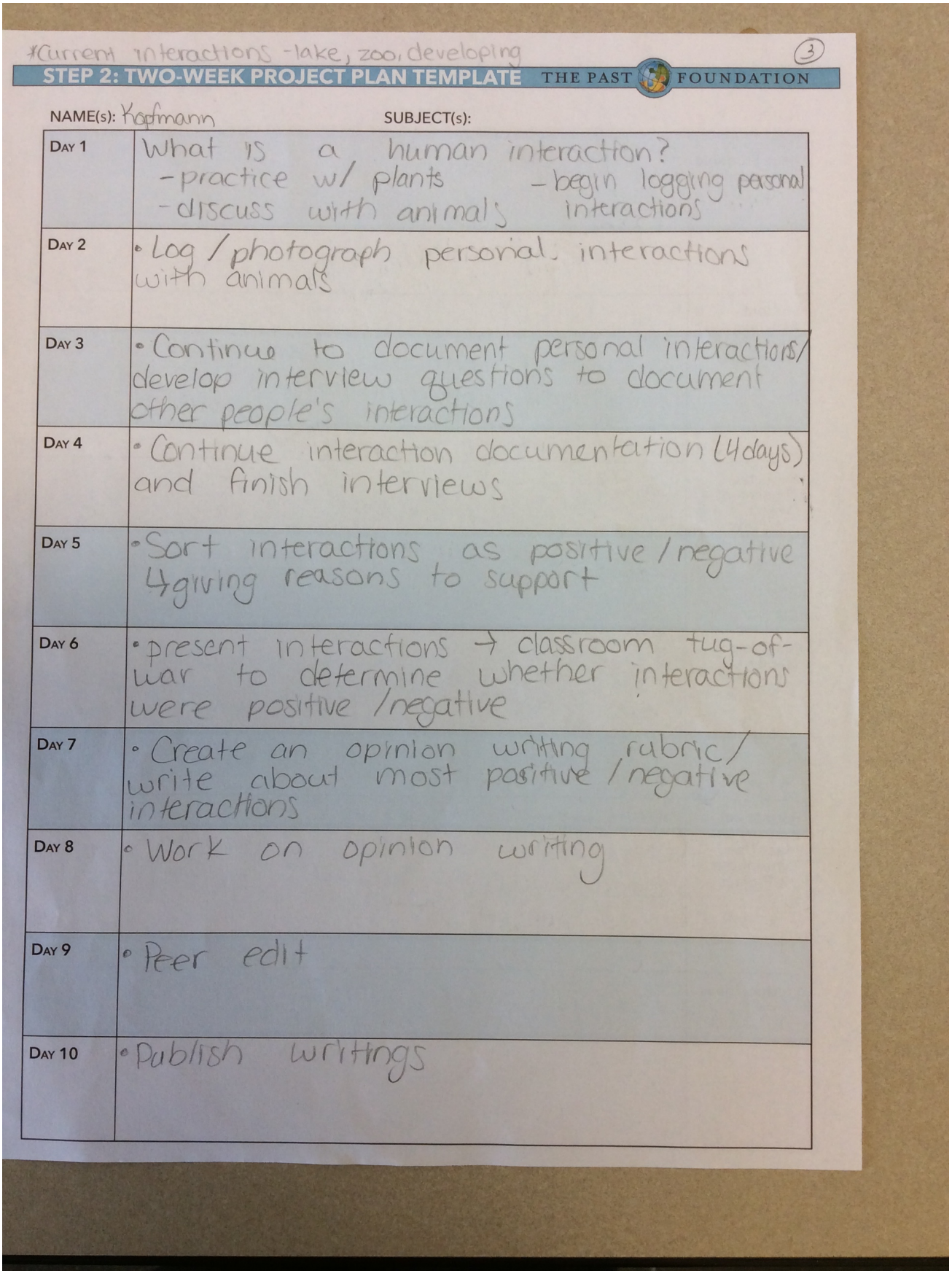
- Presentation rubrics
- Positive/negative interaction classification w/ justification

COMPARE & CONTRAST
Assesses real-world application of knowledge.

- Observation checklists

EXTENDED ANSWER
Requires synthesis of knowledge in multiple applications.

- Opinion writing rubric



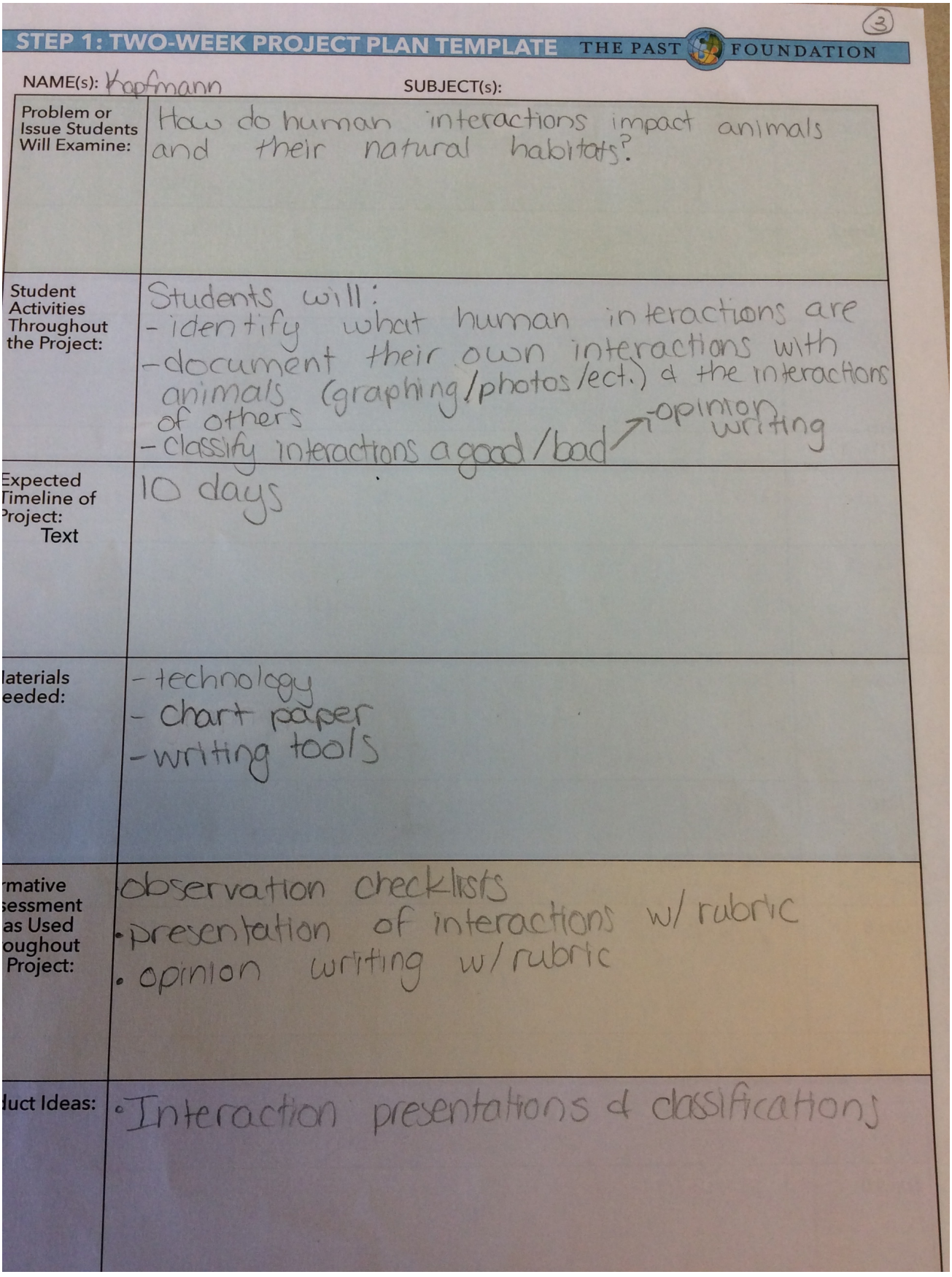
*Current interactions - lake, zoo, developing

(3)

STEP 2: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Kopfmann SUBJECT(s):

DAY 1	What is a human interaction? - practice w/ plants - begin logging personal - discuss with animals interactions
DAY 2	• Log / photograph personal interactions with animals
DAY 3	• Continue to document personal interactions/ develop interview questions to document other people's interactions
DAY 4	• Continue interaction documentation (4 days) and finish interviews
DAY 5	• Sort interactions as positive / negative 4 giving reasons to support
DAY 6	• present interactions → classroom tug-of-war to determine whether interactions were positive / negative
DAY 7	• Create an opinion writing rubric/ write about most positive / negative interactions
DAY 8	• Work on opinion writing
DAY 9	• Peer edit
DAY 10	• Publish writings



3

STEP 1: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Kopfmann SUBJECT(s):

Problem or Issue Students Will Examine:	How do human interactions impact animals and their natural habitats?
Student Activities Throughout the Project:	Students will: - identify what human interactions are - document their own interactions with animals (graphing/photos/ect.) & the interactions of others - classify interactions a good/bad → opinion writing
Expected Timeline of Project: Text	10 days
laterials eeded:	- technology - chart paper - writing tools
rmative sessment as Used oughout Project:	observation checklists • presentation of interactions w/ rubric • opinion writing w/ rubric
luct Ideas:	• Interaction presentations & classifications

TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

INSTRUCTOR: Kopfmann GRADE LEVEL: 3

SUBJECT: All

OTHER TEACHERS/SUBJECTS:

START DATE:

PRESENTATION:

Theme: Human / Animal Interactions

Overarching Question: How do human interactions impact animals and their habitats?

Problem / Issue: Enhancing human / animal interactions

PROJECT OVERVIEW

PROJECT *Activities:*

- Address overall question
- Brainstorm ways to enhance human / animal interactions
- Justify / create presentations how to enhance interactions
- Build enhancement / present to community

PRODUCTS *Evidence of Learning:*

- Open for student input / ideas
- implement / present enhancement

ALIGNED STANDARDS

- RI.3.6: Distinguishing own personal point of view
- SL.3.2: Determine main ideas + details of information presented in a variety of formats
- L.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts + details

TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

FORMATIVE ASSESSMENT TOOLS →	CHOOSE SHORT CYCLE ASSESSMENT →	SHORT CYCLE ASSESSMENT
☐ Exit tickets ☐ Think, Pair, and Share ☐ Concept or Web Maps ☐ One Sentence Summary ☒ Observation ☐ Turn to Your Partner ☐ Journal Entry ☒ Hand Signals ☐ Defend / Justify Answer ☒ Other: presentations ☐ Other: _____ ☐ Other: _____ ☐ Other: _____	**VOCABULARY** Tests basic understanding of a concept. **COMPARE & CONTRAST** Assesses real-world application of knowledge. **EXTENDED ANSWER** Requires synthesis of knowledge in multiple applications.	• Final products - to be determined • Presentation rubrics • Observation checklists • Whole group and small group discussions

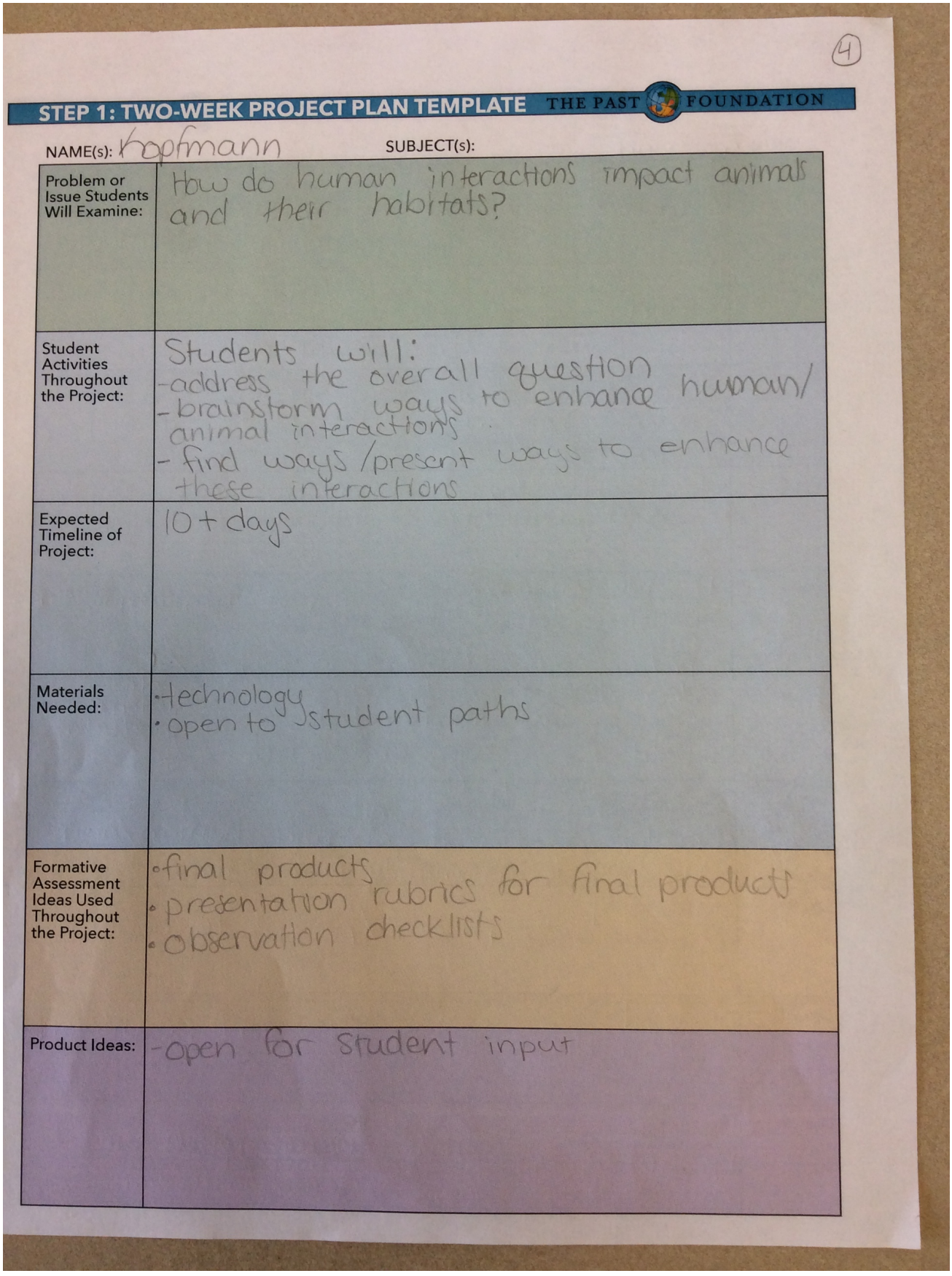
Fold Here

x problem to enhance current interactions

STEP 2: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Hopfmann SUBJECT(s):

DAY 1	Brainstorm Introduce the overlying question. Brainstorm how our interactions impact animals & their habitats.
DAY 2	How can we enhance / make these interactions better? List interactions → how to enhance
DAY 3	• Brainstorm how our class can enhance human / animal interactions in our community / state.
DAY 4	• Pick a focus enhancement and work toward presenting or following through
DAY 5	Possible enhancements: - making bat caves to remove them from residential areas - pets leaving droppings in parks • open to student interpretations and ideas
DAY 6	- deer being hit by cars - fish in the Mitchell Lake - Bald Eagles being endangered
DAY 7	- Zoo animals (many) - animals in city limits • Develop a plan to enhance human / animal interactions for community presentations
DAY 8	Evaluations • Evaluate peer projects / present to other classes
DAY 9	Modify • Make changes to project and presentations
DAY 10	Present Present to appropriate audiences within the community → - city council - Game Fish & Park - Sioux Falls Zoo - pet owners in the area



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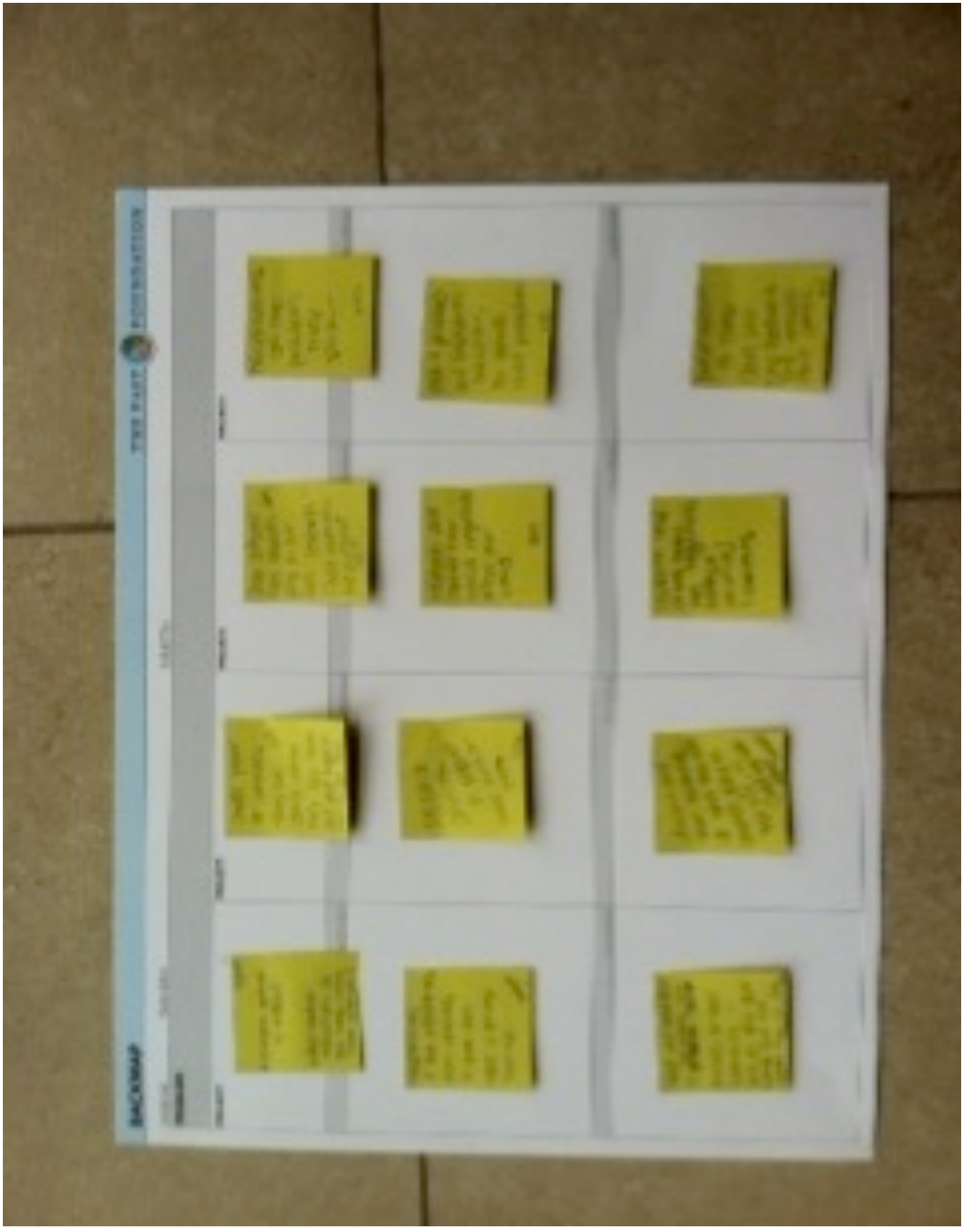
STEP 1: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Kopfmann SUBJECT(s):

Problem or Issue Students Will Examine:	How do human interactions impact animals and their habitats?
Student Activities Throughout the Project:	Students will: -address the overall question -brainstorm ways to enhance human/animal interactions -find ways/present ways to enhance these interactions
Expected Timeline of Project:	10+ days
Materials Needed:	•Technology •open to student paths
Formative Assessment Ideas Used Throughout the Project:	•final products •presentation rubrics for final products •observation checklists
Product Ideas:	-open for student input



TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

INSTRUCTOR: Meghan | GRADE LEVEL: k-1 | OTHER TEACHERS/SUBJECTS: ELA, Math | START DATE:

SUBJECT: | PRESENTATION:

Theme: Interactions between people and animals

Overarching Question: What kind of interactions do we have with animals?

Problem / Issue: What kind of animals (wild or pets)? Is our interactions positive or negative?

PROJECT OVERVIEW

PROJECT *Activities:*

interaction picture journal

brainstorm animals in our community and sort if these interactions are positive or negative on just what they know (NO RESEARCH YET).

PRODUCTS *Evidence of Learning:*

Students will be able to verbally explain their opinion on whether the interactions he/she has with animals is positive or negative by using the evidence of their picture journal and their sorting sheets.

ALIGNED STANDARDS

Standard & Objective

ELA

RI.1.1 Ask and answer questions about key details in a text.

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

~~RI.9 Identify basic similarities in and~~ differences between two texts on the same topic.

RI.1.10-With prompting and support, read informational texts appropriately complex for first grade.

1.L.1.3. Students are able to list life needs of people and other animals.

TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

FORMATIVE ASSESSMENT TOOLS → CHOOSE SHORT CYCLE ASSESSMENT → SHORT CYCLE ASSESSMENT

- [ ] Exit tickets
- [x] Think, Pair, and Share
- [ ] Concept or Web Maps
- [ ] One Sentence Summary
- [x] Observation
- [ ] Turn to Your Partner
- [x] Journal Entry
- [x] Hand Signals

BASIC — **VOCABULARY**
Tests basic understanding of a concept.

PROFICIENT — **COMPARE & CONTRAST**
Assesses real-world application of knowledge.

MASTERY — **EXTENDED ANSWER**
Requires synthesis of knowledge in multiple applications.

Fold Here

Types & How Many	Pre-Scores	Post Scores
☐ Vocabulary		
☐ Compare & Contrast		
☐ Extended Answer		
☐ Vocabulary		
☐ Compare & Contrast		
☐ Extended Answer		
☐ Vocabulary		
☐ Compare & Contrast		
☐ Extended Answer		

Growth

Vocabulary	•	Compare & Contrast	•	Extended Answers

Questions

Define interactions.
Define positive.
Define negative.

What are different interactions you have with animals?

~~What kind of interactions do we have with animals that are good for us and the animal? Why is this a positive~~ (good) interaction?

What kind of interactions do we have with animals that are bad for us and the animal? Explain why this interaction is negative (bad).

STEP 1: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Meghan Moody SUBJECT(s): All

Problem or Issue Students Will Examine:	What kind of interactions do we have with animals? What kind of animals (wild or pets)? Is our interactions positive or negative?
Student Activities Throughout the Project:	- interaction picture journal - brainstorm animals in our community and sort if these interactions are positive or negative on just what they know (NO RESEARCH YET)
Expected Timeline of Project:	10 days minimum
Materials Needed:	ipads
Formative Assessment Ideas Used Throughout the Project:	picture journal sorting sheets (good interactions vs bad interactions)
Product Ideas:	Students will be able to verbally explain their opinion on whether the interactions he/she has with animals is positive or negative by using the evidence of their picture journal and their sorting sheets.

STEP 2: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Meghan Moody SUBJECT(s): All

Day 1	Introduce the picture journal and sorting sheets. Start journal documentation and sorting sheets. Define positive, negative, and interactions.
Day 2	Share with small group or partner their picture journal and give reasons on his/her sorting sheet.
Day 3	continue the same as yesterday with different groups
Day 4	continue the same as yesterday with different groups
Day 5	inner circle, outer circle What have you noticed about your interactions with animals? Who has lots of positive interactions and what do you notice? Who has more negatives? What did you notice about the negative?
Day 6	continue with the journal and sorting
Day 7	continue with the journal and sorting
Day 8	get in small groups and collectively think of things that you notice about your interactions What did you notice? create a short informal presentation to share with the class
Day 9	Start sharing with the class what you learned about our interactions and as a class we will start writing down questions about the things we have noticed.
Day 10	Finish presentations Review questions/comments we wrote down about what they notice about interactions with animals

TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

INSTRUCTOR: Meghan Moody GRADE LEVEL: 1 OTHER TEACHERS/SUBJECTS: All START DATE:

SUBJECT: PRESENTATION:

Theme:

Overarching Question:

Problem / Issue: What are problems that people and animals have when living in the same habitat?

PROJECT OVERVIEW

PROJECT *Activities:*

Identify interactions with animals that are negative and sort them into categories.
Identify possible problems and reasons why animals and people have negative interactions. I

PRODUCTS *Evidence of Learning:*

Defined problem- in any means they want

observation notes
graphic organizer or visual of their choice

ALIGNED STANDARDS

Standard & Objective

1.RF. Know and apply grade-level phonics and word analysis skills in decoding words.

1.RF.4 Read with sufficient accuracy and fluency to support comprehension.

1.RI.1 Ask and answer questions about key details in a text.

1.RI.2 Identify the main topic and retell key details of a text.

1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

~~1.RI.4 Ask and answer questions to help~~ determine or clarify the meaning of words and phrases in a text.

1.MD.4 Organize, represent, and interpret data with up to three categories; as k and answer questions about the total number of data points, how many in each category, ~~and how many more or less are in one~~ category than in another.

TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

FORMATIVE ASSESSMENT TOOLS → CHOOSE SHORT CYCLE ASSESSMENT → SHORT CYCLE ASSESSMENT

- [ ] Exit tickets
- [ ] Think, Pair, and Share
- [x] Concept or Web Maps
- [ ] One Sentence Summary
- [x] Observation
- [ ] Turn to Your Partner
- [x] Journal Entry
- [ ] Hand Signals

BASIC — **VOCABULARY**
Tests basic understanding of a concept.

PROFICIENT — **COMPARE & CONTRAST**
Assesses real-world application of knowledge.

MASTERY — **EXTENDED ANSWER**
Requires synthesis of knowledge in multiple applications.

Fold Here

Types & How Many	Pre-Scores	Post Scores
☐ Vocabulary		
☐ Compare & Contrast		
☐ Extended Answer		
☐ Vocabulary		
☐ Compare & Contrast		
☐ Extended Answer		
☐ Vocabulary		
☐ Compare & Contrast		
☐ Extended Answer		

Growth

Vocabulary	Compare & Contrast	Extended Answers

Questions

Define habitat.

What are problems that people and animals have when living in the same habitat?

STEP 1: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Meghan Moody SUBJECT(s): All

Problem or Issue Students Will Examine:	What are problems that people and animals have when living in the same habitat?
Student Activities Throughout the Project:	Identify interactions with animals that are negative and sort them into categories. Identify possible problems and reasons why animals and people have negative interactions.
Expected Timeline of Project:	10 days plus
Materials Needed:	ipads easy reader books journal poster board or graphic novel (digital or hard copy)
Formative Assessment Ideas Used Throughout the Project:	observation notes graphic organizer or visual of their choice
Product Ideas:	Defined problem- in any means they want

STEP 2: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Meghan SUBJECT(s): All

DAY 1	Analyze past journal. Discuss and document all negative interactions
DAY 2	Start to record what influences negative interactions between animals and people
DAY 3	Class discuss (inner, outer) on negative influences that affect interactions
DAY 4	Research about animals and people--- How do animals affect communities? How do people affect the natural habitats of animals?
DAY 5	continue research
DAY 6	continue research
DAY 7	continue research
DAY 8	Share what he/she has learned about animals and people living together. As a class, we will discuss what we thought were negative interactions in our community and relate it to what we have learned through research.
DAY 9	Define a problem that people and animals have when living the same habitat. (small group) Use evidence to explain why this is a problem.
DAY 10	Brainstorm what would happen in this problem that they defined yesterday continued.

TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

INSTRUCTOR: Meghan Moody GRADE LEVEL: 1 OTHER TEACHERS/SUBJECTS: All START DATE:

SUBJECT: PRESENTATION:

Theme: interactions with animals

Overarching Question:

Problem / Issue: What influences, if any, do people have on endangered species?

PROJECT OVERVIEW

PROJECT *Activities:*

research
book creator app or other apps of their choice
journal or graphic organizer (digital or hard copy)

PRODUCTS *Evidence of Learning:*

research/note taking
book creator app or other apps of their choice
journal or graphic organizer (digital or hard copy)

ALIGNED STANDARDS

Standard & Objective

1.RF. Know and apply grade-level phonics and word analysis skills in decoding words.

1.RF.4 Read with sufficient accuracy and fluency to support comprehension.

1.RI.1 Ask and answer questions about key details in a text.

1.RI.2 Identify the main topic and retell key details of a text.

1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

1.RI.7 Use the illustrations and details in a text to describe its key ideas.

1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)

1.RL.1 Ask and answer questions about key details in a text.

1.W.7 Participate in shared research and writing projects

*Listening and speaking standards would be applied during these lessons but their is not enough room.

TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

FORMATIVE ASSESSMENT TOOLS → CHOOSE SHORT CYCLE ASSESSMENT → SHORT CYCLE ASSESSMENT

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☐ Extended Answer		
☐ Vocabulary		
☐ Compare & Contrast		
☐ Extended Answer		

Growth

Vocabulary	•	Compare & Contrast	•	Extended Answers

Questions

What is endangered animals?
What is species when you are talking about animals?
Define population.

What interactions with animals affect their population?

What influences, if any, do people have on endangered species?

STEP 1: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Meghan Moody SUBJECT(s): All

Problem or Issue Students Will Examine:	What influences, if any, do people have on endangered species?
Student Activities Throughout the Project:	research book creator app or other apps of their choice journal or graphic organizer (digital or hard copy)
Expected Timeline of Project:	10 days minimum
Materials Needed:	ipads notebooks books about endanger species wild life preservation contacts SF zoo contact videos (used on safe shared TV)
Formative Assessment Ideas Used Throughout the Project:	Students will create a book or other media such as a video or telligami to share what information he/she learned about endangered animals and what role people have them becoming endangered.
Product Ideas:	book creator imovie telligami green screen with animation report poster pic collage

STEP 2: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Meghan SUBJECT(s): All

Day 1	Read about animal interactions. Watch a video showcasing endangered animals. Define species and endangered. Discuss why
Day 2	Define endangered species Make a list of these animals
Day 3	Groups pick an animal and research why it is endangered
Day 4	Continue with research and note taking Start media project to share with the class
Day 5	Finish media project
Day 6	Share with the class media project about endangered species
Day 7	Brainstorm solutions of what we could do to help these animals not become endangered anymore
Day 8	Continue working on the media project from day 5 add on possible solutions to the problem
Day 9	continue work on the project
Day 10	Share with class

TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

INSTRUCTOR: Meghan Moody GRADE LEVEL: 1

OTHER TEACHERS/SUBJECTS: All

START DATE:

SUBJECT: All

PRESENTATION:

Theme:

Overarching Question: What influences, if any, do animals have on people such has where they live and how they live?

Problem / Issue: Who has the greatest affect on the other? People on animals or animals on people?

PROJECT OVERVIEW

PROJECT *Activities:*

research/note taking
presentation with final project

PRODUCTS *Evidence of Learning:*

poster to show influences animals have on people

**** Final refection---- Who has the largest affect on the other? Opinion with evidence for our visual tug of war-- reflection project of their choice

examples of what they could do-
poster
picture collage
book creator
telligami
imovie
green screen with animation

ALIGNED STANDARDS

Standard & Objective

1.W.7 Participate in shared research and writing projects.

1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

1.RF. Know and apply grade-level phonics and word analysis skills in decoding words.

1.RF.4 Read with sufficient accuracy and fluency to support comprehension.

1.RI.1 Ask and answer questions about key details in a text.

1.RI.2 Identify the main topic and retell key details of a text

*Speaking and listen standards would also be included there is just not enough space.

TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

FORMATIVE ASSESSMENT TOOLS → CHOOSE SHORT CYCLE ASSESSMENT → SHORT CYCLE ASSESSMENT

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☐ Extended Answer		
☐ Vocabulary		
☐ Compare & Contrast		
☐ Extended Answer		

Growth

Vocabulary	•	Compare & Contrast	•	Extended Answers

Questions

Who has the greatest affect on the other? People on animals or animals on people?

What influences, if any, do animals have on people such has where they live and how they live?

STEP 1: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

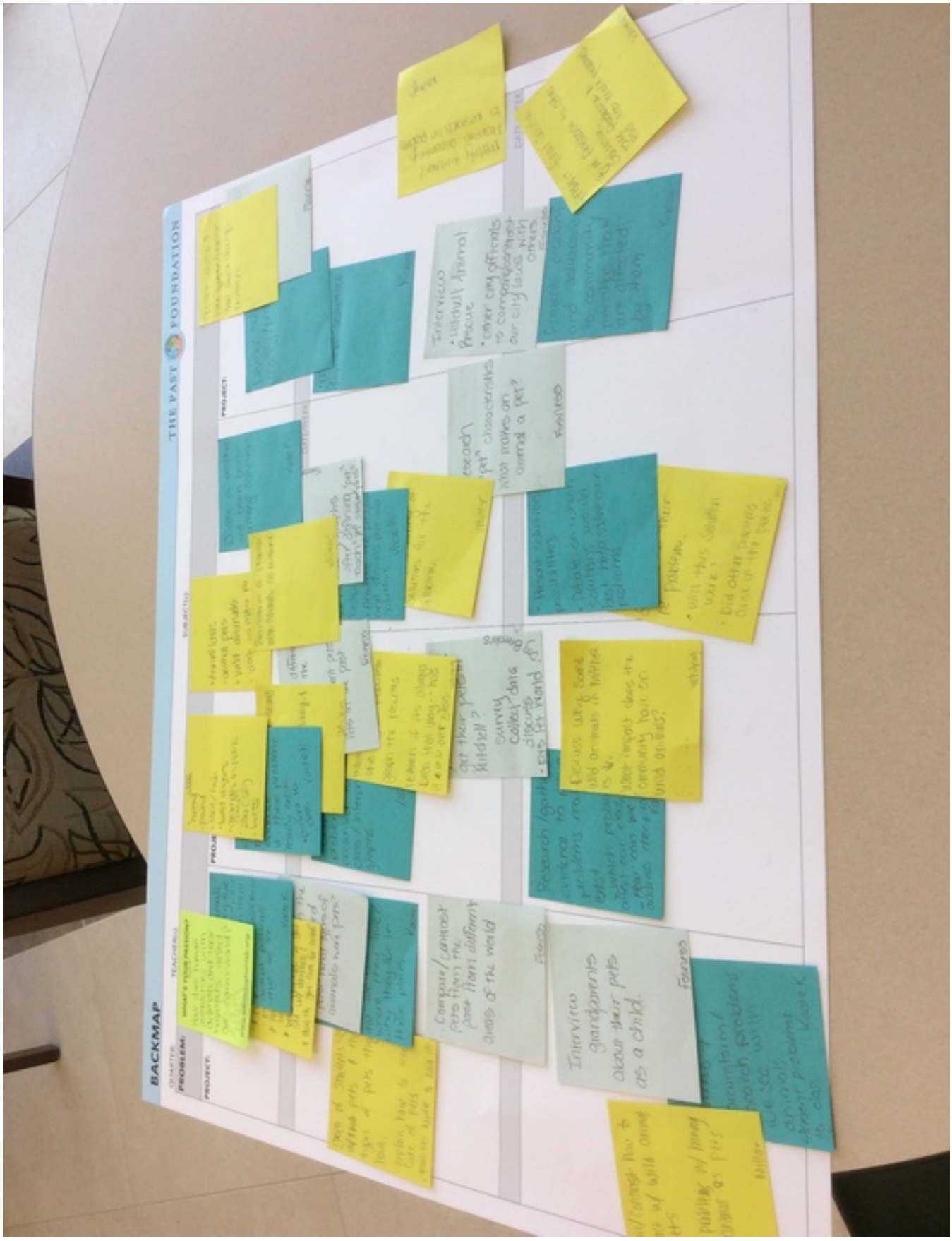
NAME(s): Meghan Moody SUBJECT(s): All

Problem or Issue Students Will Examine:	What influences, if any, do animals have on people such has where they live and how they live? Who has the greatest affect on the other? People on animals or animals on people?
Student Activities Throughout the Project:	research/note taking picture collage book creator videos reflections
Expected Timeline of Project:	10 days minimum
Materials Needed:	ipads books videos
Formative Assessment Ideas Used Throughout the Project:	poster to show influences animals have on people **** Final refection---- Who has the largest affect on the other? Opinion with evidence for our visual tug of war-- reflection project of their choice
Product Ideas:	poster picture collage book creator telligami imovie green screen with animation

STEP 2: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Meghan Moody SUBJECT(s): All

DAY 1	brainstorm ways that animals affect people using previous journal discuss
DAY 2	research and take notes
DAY 3	on a large bulletin board or poster- Students will draw, print pictures, or write how animals affect where and how people live.
DAY 4	Add another like yesterday....
DAY 5	Discuss how people are affected by animals using the bulletin board. Students will then discuss the reasons of why the animals do what they do to affect people. Brainstorm possible solutions.
DAY 6	Give students time to reflect thoughtfully for a few minutes before the discussion on the final question: Who has the greatest affect on the other? People on animals or animals on people?
DAY 7	Review last couple weeks in their small groups. Groups will have to pick which side they want to support and start using evidence to create a case.
DAY 8	Do a Tug Of War strategy---- Each group will get to present adding their media evidence to the large board to the side they feel (by using evidence)has the most affect on the other.
DAY 9	Present again on Tug Of War Class discuss after everyone has listen to the other groups to reflect what they have learned.
DAY 10	Define the problems that they feel are most important about what they have learned throughout the course of this study. Small groups can pick a problem and start brainstorming solutions. (This will lead into the next couple of weeks)


BACKMAP
THE PAST FOUNDATION
PROJECT
PROBLEM
Interview grandparents about their pets as a child.
Compare/contrast pets then vs. pets them different areas of the world

TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

INSTRUCTOR: Sarah Fosness GRADE LEVEL: 3

OTHER TEACHERS/SUBJECTS:

START DATE: week 1

SUBJECT: All

PRESENTATION: week 2

Theme: Pets

Overarching Question: What is a pet?

Problem / Issue: Why have pets changed from past to present?

PROJECT OVERVIEW

PROJECT *Activities:*

Research pets from the past
Interview elders to collect data
Create "what we need from a presenter"
Create presentations
Create graphs/charts

PRODUCTS *Evidence of Learning:*

Anchor Presenter
Peer Presentation
Graph

ALIGNED STANDARDS

RI.3.2- Determine the main idea of a text; recount the key details.

SL.3.3 Ask and answer questions about information from a speaker.

SL.3.6- Speak in complete sentences when appropriate to tasks.

W.3.7 Conduct short research projects

3.MD.B.8- Draw a scaled picture graph/ba to represent data with multiple categories

FORMATIVE ASSESSMENT TOOLS	CHOOSE SHORT CYCLE ASSESSMENT	SHORT CYCLE ASSESSMENT

- [ ] Exit tickets
- [ ] Think, Pair, and Share
- [ ] Concept or Web Maps
- [ ] One Sentence Summary
- [ ] Observation
- [ ] Turn to Your Partner
- [ ] Journal Entry
- [ ] Hand Signals
- [ ] Defend / Justify Answer
- [ ] Other: Presentation
- [ ] Other: Graph
- [ ] Other: _____
- [ ] Other: _____

Fold Here

VOCABULARY
Tests basic understanding of a concept.

COMPARE & CONTRAST
Assesses real-world application of knowledge.

EXTENDED ANSWER
Requires synthesis of knowledge in multiple applications.

Which area of the world will you choose for your presentation?

Which area of the worlds are pets extremely different than our area?

3.MD.B.8

Which chart would work best for you to display your past pet data?

What is this data telling us about past pets

How can we use this data?

What does this data mean to us?

STEP 1: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Fosness SUBJECT(s): All

Problem or Issue Students Will Examine:	What is a pet?
Student Activities Throughout the Project:	Students will: - research pets that were kept in the past - interview grandparents/elders to collect data of their pets in the past - create graphs to represent data of grandparents pets as children -discuss different factors that may have affected pet types (area, culture, etc.)
Expected Timeline of Project:	10 days
Materials Needed:	Technology Google Drive Chart Paper Presentation Materials Research Materials
Formative Assessment Ideas Used Throughout the Project:	Presentation Rubric Checklist Graphs Observations
Product Ideas:	Graph Presentation on Past Pets

STEP 2: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Sarah Fosness SUBJECT(s): All

Day 1	Brainstorm animals kept as pets.
Day 2	Research pets kept in the past within different cultures/parts of the world/ethnicity Questions to consider: -What is/was a pet? -What roles did pets play in the past?
Day 3	Research Continued
Day 4	Discussion- what we expect from a presenter - Create a class anchor presenter Research Continued
Day 5	Begin presentation preparation -Choose an area/culture in the world and create a presentation about the different types of pets and different roles pets play in daily life
Day 6	Presentation preparation - choose a creative way to share your research/information with your peers.
Day 7	Presentation preparation Discussion Who are people who lived in the past? What kind of pets did they have?
Day 8	Create a survey to give elders in our lives to collect data on pets in the past -Collect Data Mock Presentations- Partner Groups- present/share feedback Peer Rubrics
Day 9	Collect data from elders (school/home/community) Modify based on feedback from rubrics
Day 10	Collaborative graph based on collected data - Past Pets Presentation on Past Pets

TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

INSTRUCTOR: Sarah Fosness GRADE LEVEL: 3 OTHER TEACHERS/SUBJECTS: START DATE: Week 3

SUBJECT: All PRESENTATION: Week 4

Theme: Overarching Question:	Problem / Issue:

PROJECT OVERVIEW

PROJECT *Activities:*

Photo collage- present pets in our households
Collaborative graphing of present household pets
Compare/Contrast past and present pets
Research
Video presentation

PRODUCTS *Evidence of Learning:*

Photo Collage
Graph
Opinion Writing

ALIGNED STANDARDS

RI.3.9 Compare and Contrast

the most important points in 2 texts

W.3.1- Write opinion pieces on topics

supporting a point of view with reasons

SL.3.4- Report on a topic or text with

appropriate facts and descriptive

details

3.MD.B.3- Solve one- and two-step proble

using information on bar graph

FORMATIVE ASSESSMENT TOOLS	CHOOSE SHORT CYCLE ASSESSMENT	SHORT CYCLE ASSESSMENT
☐ Exit tickets ☐ Think, Pair, and Share ☐ Concept or Web Maps ☐ One Sentence Summary ☐ Observation ☐ Turn to Your Partner ☐ Journal Entry ☐ Hand Signals ☐ Defend / Justify Answer ☐ Other: _____ ☐ Other: _____ ☐ Other: _____ ☐ Other: _____	**VOCABULARY** Tests basic understanding of a concept. **COMPARE & CONTRAST** Assesses real-world application of knowledge. **EXTENDED ANSWER** Requires synthesis of knowledge in multiple applications.	What are common present household pets Are pets now different than they were in th Why do you feel they have changed? Use data collected from the graph, and research to form a theory for why pets have changed from the past to the present.

Fold Here

STEP 1: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Sarah Fosness SUBJECT(s): All

Problem or Issue Students Will Examine:	What is a "pet?"
Student Activities Throughout the Project:	Presentation on Present Pets Graph pets in our households- photo collage of your pets Compare/Contrast past pets to present pets- informational writing/blog
Expected Timeline of Project:	10 Days
Materials Needed:	Presentation Materials Research Materials Technology Graphs Photo Log
Formative Assessment Ideas Used Throughout the Project:	Presentation Rubric Graphs Observation
Product Ideas:	Presentation Graph Blog

STEP 2: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Sarah Fosness SUBJECT(s): All

DAY 1	Brainstorm common household pets -discuss different/similar pets from past to present
DAY 2	Photo Collage- Photograph pets at home Create a collage of your pets at home Display data in a way of your choice
DAY 3	Present photo collage Questions to consider -Why is this considered a pet? - Were these animals pets in the past?
DAY 4	Collaborative class graph to represent pets in student households
DAY 5	Compare/contrast data based on graphs from past pets to present pets -Identify how pets have changed from the past to present (number of pets, types, etc.)
DAY 6	Explore possible causes of the change of household pets in our lives vs. grandparents lives. Propose a possible cause for the change of household pets in students lives vs. grandparents lives. (cost, laws, allergies) Continue exploring possible changes of pets
DAY 7	Presentation Rubric -Why/How are pets different now than they were in the past? - State opinion/cause(s) for the differences - Use evidence to support your opinion
DAY 8	Presentation Evaluation -Video presentation -Upload to Google Drive
DAY 9	Modify Presentations
DAY 10	Present opinion pieces supporting their point of view on why pets are different now than in the past.

TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

INSTRUCTOR: Sarah Fosness GRADE LEVEL: 3

SUBJECT: All

OTHER TEACHERS/SUBJECTS:

START DATE: Week 5

PRESENTATION: Week 6

Theme: Overarching Question:	Problem / Issue:

PROJECT OVERVIEW

PROJECT *Activities:*

Brainstorm definitions of "pet"
Research various definitions of "pet"
Definition analysis
Debate
Ed's Pet World Field Experience
Interview
Discussion

PRODUCTS *Evidence of Learning:*

Definition Opinion Presentation
Journal
Ed's Interview Analysis

ALIGNED STANDARDS

Standard & Objective

RI.3.1- Ask and Answer Questions to demonstrate understanding of a text referring to the text as the basis for answers.

W.3.1- Write opinion pieces on topics or texts supporting a point of view.

SL.3.1- Engage efficiently in a range of collaborative discussions.

SL.3.3- Ask and answer questions about information

TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

FORMATIVE ASSESSMENT TOOLS → CHOOSE SHORT CYCLE ASSESSMENT → SHORT CYCLE ASSESSMENT

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Growth

Vocabulary	Compare & Contrast	Extended Answers

Questions

Why are there different definitions for the word pet?

Which definition do you agree with most and which do you disagree with most? Use evidence to support your opinion.

What does the word "pet" mean in Ed's Pet World?

How does Ed's definition of the word "pet" differ from your definition?

Based on your definition of "pet" which ~~animal(s) do you feel would make the~~ best pet for your family?

STEP 1: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Sarah Fosness SUBJECT(s): All

Problem or Issue Students Will Examine:	What is a pet?
Student Activities Throughout the Project:	Analyze definitions of "pet" Field Experience- Interview Ed's "Pet" World Create definition of pet
Expected Timeline of Project:	10 days
Materials Needed:	Transportation Technology Presentation -Tom and Jerry News -Tellagami -etc.
Formative Assessment Ideas Used Throughout the Project:	Interview Questions Blog Presentation Rubric
Product Ideas:	Presentation Individual definitions Journal Opinion writing

STEP 2: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Sarah Fosness SUBJECT(s): All

DAY 1	Brainstorm definitions of "pet."
DAY 2	Research various definitions of "pet."
DAY 3	Research formal definitions of pets Journal different definitions citing your sources
DAY 4	Choose one you agree with most and one definition you disagree with most.
DAY 5	Write an opinion piece that uses evidence supporting the definition you agree with the most and the definition you disagree with most. -Kidblog
DAY 6	Opinion writing continued
DAY 7	Ed's Pet World Field Experience - What does the word "pet" mean in your business? -What are the most common pets you sell? -Do you feel the Mitchell community does a good job of taking proper care of their
DAY 8	Field Experience Discussion
DAY 9	Creative way to present your opinion piece
DAY 10	Present Debate/Discussion

TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

INSTRUCTOR: Sarah Fosness GRADE LEVEL: 3

SUBJECT: All

OTHER TEACHERS/SUBJECTS:

START DATE: Week 7

PRESENTATION: Week 8

Theme: Overarching Question:	Problem / Issue:

PROJECT OVERVIEW

PROJECT *Activities:*

Brainstorm pets that are in our community
Brainstorm any issues you see in our community with pets
Pet issues in our community
Discussion
Pet issue event analysis
Brainstorm pet laws in our community (pre-assessment)
Game Fish and Parks/Animal Rescue Speaker
Debate

PRODUCTS *Evidence of Learning:*

Brainstorming chart
Event analysis (blog)
Debate
Presentation on Pet Laws

ALIGNED STANDARDS

Standard & Objective

SL.3.6- speak in complete sentences when appropriate.

Sl.3.3- Ask and answer questions about information from a speaker.
W.3.7- Conduct short research projects to build knowledge based on focus questions.

W.3.2- Write informative texts
RI.3.2- Determine the main idea of a text
RI.3.6- Distinguish their own point of view from that of the author of a text.

TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

FORMATIVE ASSESSMENT TOOLS → CHOOSE SHORT CYCLE ASSESSMENT → SHORT CYCLE ASSESSMENT

- ☐ Exit tickets
- ☐ Think, Pair, and Share
- ☐ Concept or Web Maps
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☐ Extended Answer		

Growth

Vocabulary	•	Compare & Contrast	•	Extended Answers

Questions

- Which pets are seen in our community?
- What are issues you see that involve pets in our community?
- Based on issues with pets in our community, what are laws you feel are or would be helpful to keep our community safe?
- Compare/contrast a legal issue with a personal issue.
- What are ways that we can prevent these issues from happening?

STEP 1: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Sarah Fosness SUBJECT(s): All

Problem or Issue Students Will Examine:	What is a pet? What are pet problems in our community?
Student Activities Throughout the Project:	Pet Law Analysis Interview Mitchell Animal Patrol Local Current Event Analysis Interview/Field Experience- Humane Society
Expected Timeline of Project:	20 days (4 weeks)
Materials Needed:	Transportation Local Newspapers/News Casts Technology
Formative Assessment Ideas Used Throughout the Project:	-Questioning -Interview analysis- Compare/Contrast your definition of "pet" to Ed's Pet World's definition -Need-to-Know Questions Driving Question- What is a pet and what are pet problems in our community? - What animals are pets? - Are there laws that keep certain animals from being pets? - How do you know if an animal is domesticated?
Product Ideas:	Journal Blog Screen Cast/Pod Cast/Video Community Pet Issues

STEP 2: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Sarah Fosness SUBJECT(s): All

DAY 1	Brainstorm pets that are relevant to our community based on definition of pets. Use evidence to support your decision to label this animal as a pet.
DAY 2	Brainstorm issues you have seen in the community that involve pets that were labeled previously
DAY 3	Document issues of community pets - Research - Photograph - Interview?
DAY 4	Discussion- Why are these considered issues? Is it a personal or legal issue? Legal Issue? - Explore examples of pet legal issues.
DAY 5	Demonstrate knowledge of legal issues involving pets - Choose a previous/current event dealing with a legal pet issue -Citation - Analyze the article
DAY 6	Pet issue event analysis continued
DAY 7	What are pet laws in our community? Pre-assess- collaborate and create a list of Mitchell Pet Laws
DAY 8	Mitchell pet law list continued Present - Debate
DAY 9	Continue presentations/debates regarding Mitchell Pet Laws
DAY 10	Game Fish and Parks Speaker - Explore actual pet laws in our community Continued into weeks 9 & 10

BACKMAP

THE PAST FOUNDATION

QUARTER: 1st TEACHER(s): Whitney Millar SUBJECT(s): ALL

PROBLEM / ISSUE: How do humans impact an animals habiat

PROJECT: Create book - habitat	PROJECT: Debate	PROJECT: Propose plan to improve habitat around school for animals.	PROJECT: Present habitat improvement
Week #1 *DATE/WEEK*	Week #3 *DATE/WEEK*	Week #5 *DATE/WEEK*	Week #7 *DATE/WEEK*
present - where is each habitat located in the United States	Discuss if humans impact an animals habitat. complete argument organizer	Make a need to know list Tally animals that are seen around the school Lay out plan	Implement habitat improvement to school grounds. Note changes
Week #2 *DATE/WEEK*	Week #4 *DATE/WEEK*	Week #6 *DATE/WEEK*	Week #8 *DATE/WEEK*
Create habitat book -book creator	Debate if humans impact an animals habitat positively or negetively.	Propose habitat improvement idea to community members. Ask for funding for the project. (if needed)	Make presentation of their choice about why they chose the project, changes they've noticed since implementing the habitat improvement project and changes they are hoping to see. Use evidence & pictures

TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

INSTRUCTOR: Whitney Millar GRADE LEVEL: 2nd OTHER TEACHERS/SUBJECTS: START DATE:

SUBJECT: ALL PRESENTATION:

Theme: Animals & Habitats

Overarching Question: How do humans affect animal habitat

Problem / Issue: What is a habitat?

PROJECT OVERVIEW

PROJECT *Activities:*

Students will keep personal dictionary of terms they come across and are uncertain of the meaning.

Students will match animals with the habitat they belong in.

Students will determine where in the Untied States each habitat is located.

PRODUCTS *Evidence of Learning:*

Students will create an online book stating what a habitat is, animals that belong in each habitat, and location of each habitat.

ALIGNED STANDARDS

RI.2.1

W.2

SL.2.1

SL.2.3

2.W.7 - shared research & writing

FORMATIVE ASSESSMENT TOOLS	CHOOSE SHORT CYCLE ASSESSMENT	SHORT CYCLE ASSESSMENT

- [x] Exit tickets
- [ ] Think, Pair, and Share
- [ ] Concept or Web Maps
- [ ] One Sentence Summary
- [x] Observation
- [x] Turn to Your Partner
- [x] Journal Entry
- [ ] Hand Signals
- [ ] Defend / Justify Answer
- [ ] Other: _____
- [ ] Other: _____
- [ ] Other: _____
- [ ] Other: _____

Fold Here

VOCABULARY
Tests basic understanding of a concept.

COMPARE & CONTRAST
Assesses real-world application of knowledge.

EXTENDED ANSWER
Requires synthesis of knowledge in multiple applications.

What is a habitat?

What animal belongs in each habitat?

Where are habitats located at?

STEP 1: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Whitney Millar SUBJECT(s): ALL SUBJECTS

Problem or Issue Students Will Examine:	Overall - - What is the human impact on animals and their habitats? 2 weeks - - What is a habitat? Where in the United States is each habitat located?
Student Activities Throughout the Project:	Class dictionary of vocab words they are unsure of - (notecard holder) Charting animals - habitats Come up with their definition of a habitat and state evidence Present where in the country each habitat can be found
Expected Timeline of Project:	2 weeks
Materials Needed:	Research materials Ipads, computers Chart paper
Formative Assessment Ideas Used Throughout the Project:	Observation Charts & graphic organizers throughout the research process Rubric
Product Ideas:	Presentation of their choice regarding where habitats can be found in the world w/ evidence

STEP 2: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Whitney Millar SUBJECT(s): ALL SUBJECTS

DAY 1	Brainstorm animals Brainstorm ways to classify animals Create rubric with students
DAY 2	Research habitats Determine the names of habitats students will place animals in Explain classroom dictionary throughout PBL process
DAY 3	compare/contrast habitats start to research where in the country each habitat can be found decide how they would like to present the information (poster, speech, video, ect.)
DAY 4	place animals that we brainstormed into habitats - chart on wall & continue to add as students research must have evidence to place animal into certain habitat
DAY 5	place animals that we brainstormed into habitats - chart on wall & continue to add as students research must have evidence to place animal into certain habitat
DAY 6	continue working on research of where the habitats are across the country put information into presentation of their choice
DAY 7	continue working on habitat research put information into presentation of their choice
DAY 8	Evaluation of habitat presentation
DAY 9	Modify yesterday's presentation using feedback given from classmates and teachers
DAY 10	Present

TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

INSTRUCTOR: Whitney Millar GRADE LEVEL: 2nd OTHER TEACHERS/SUBJECTS: START DATE:

SUBJECT: ALL PRESENTATION:

Theme: Animals & Habitats

Overarching Question: How do humans affect animal habitat

Problem / Issue: Do humans impact animals natural habitat?

PROJECT OVERVIEW

PROJECT *Activities:*

Students will participate in Socratic Seminar

Students will log when they see humans interacting with an animal's habitat and note if it is a positive or negative impact.

Students will pick if they think humans impact animal's habitat & debate it with evidence

Complete argument organizer

PRODUCTS *Evidence of Learning:*

Students will debate their stance using evidence

ALIGNED STANDARDS

RI.2.1

W.2

SL.2.1

SL.2.3

2.W.7 - shared research & writing

FORMATIVE ASSESSMENT TOOLS	CHOOSE SHORT CYCLE ASSESSMENT	SHORT CYCLE ASSESSMENT

- [x] Exit tickets
- [ ] Think, Pair, and Share
- [ ] Concept or Web Maps
- [ ] One Sentence Summary
- [x] Observation
- [x] Turn to Your Partner
- [x] Journal Entry
- [ ] Hand Signals
- [ ] Defend / Justify Answer
- [ ] Other: _____
- [ ] Other: _____
- [ ] Other: _____
- [ ] Other: _____

Fold Here

VOCABULARY
Tests basic understanding of a concept.

COMPARE & CONTRAST
Assesses real-world application of knowledge.

EXTENDED ANSWER
Requires synthesis of knowledge in multiple applications.

Do humans impact animals habitat?

Do humans impact them postively or negatively?

STEP 1: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Whitney Millar SUBJECT(s): ALL SUBJECTS

Problem or Issue Students Will Examine:	Overall -- What is the human impact on animals and their habitats? 2 weeks -- Do humans impact animal's natural habitat? How?
Student Activities Throughout the Project:	Class dictionary of vocab words they are unsure of - (notecard holder) Personal and class log of when they see human's impacting an animals habitat and if they are negative or positive
Expected Timeline of Project:	2 weeks
Materials Needed:	Research materials Ipads, computers Chart paper
Formative Assessment Ideas Used Throughout the Project:	Observation Charts & graphic organizers throughout the research process Journal entries Videos Discussion with class & teacher
Product Ideas:	Formulate a debate including evidence in response to the following questions. 1. Do humans impact animals natural habitat? 2. If they do, how do humans impact their natural habitat? 3. Is the impact negative or positive?

STEP 2: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Whitney Millar SUBJECT(s): ALL SUBJECTS

DAY 1	Brainstorm Socratic Seminar - Do humans impact an animals habitat? Journal before & after Socratic Seminar Create rubric - will debate their belief (Do humans impact an animals habitat?)
DAY 2	Read Newsela article; Obama Has a Plan to Help Save the Bees @ appropriate level Socratic Seminar & Journal - Did the article change your thinking from yesterday? Brainstorm places where humans impact an animal's natural habitat.
DAY 3	Keep log of anytime they see a human impacting an animals natural habitat Include (date, time, location, & description) -- individual & whole group Brainstorm other methods to find how/when humans impact animal's natural habitat.
DAY 4	Research & gather evidence for debate
DAY 5	Research & gather evidence for debate
DAY 6	Research & gather evidence for debate
DAY 7	Research & gather evidence for debate
DAY 8	Evaluation of debate including charts and evidence they will be presenting to the class on Friday.
DAY 9	Modify debate points and/or charts or graphics from yesterday using feedback from students and teachers.
DAY 10	Present to classmates their debate w/ evidence Note if personal log and classroom log of humans impacting habitat are more negative or positive

TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

INSTRUCTOR: Whitney Millar GRADE LEVEL: 2nd OTHER TEACHERS/SUBJECTS: START DATE:

SUBJECT: ALL PRESENTATION:

Theme: Animals & Habitats

Overarching Question: How do humans affect animal habitat

Problem / Issue: Do humans impact animals natural habitat?

PROJECT OVERVIEW

PROJECT *Activities:*

Students will brainstorm ways to improve the habitat around the school.

Students will log the animals that are seen around the school.

Students will make a need to know list of items they need to find out or get done

Students will invite community members to hear proposal and ask them for funding if needed.

PRODUCTS *Evidence of Learning:*

Students will present their proposed plan in improve the habitat around the school.

ALIGNED STANDARDS

RI.2.1

W.2

SL.2.1

SL.2.3

2.W.7 - shared research & writing

FORMATIVE ASSESSMENT TOOLS	CHOOSE SHORT CYCLE ASSESSMENT	SHORT CYCLE ASSESSMENT

- [x] Exit tickets
- [ ] Think, Pair, and Share
- [ ] Concept or Web Maps
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- [ ] Hand Signals
- [ ] Defend / Justify Answer
- [ ] Other: _____
- [ ] Other: _____
- [ ] Other: _____
- [ ] Other: _____

Fold Here

VOCABULARY
Tests basic understanding of a concept.

COMPARE & CONTRAST
Assesses real-world application of knowledge.

EXTENDED ANSWER
Requires synthesis of knowledge in multiple applications.

How can we improve the habitat?

What do we need to implement?

STEP 1: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Whitney Millar SUBJECT(s): ALL SUBJECTS

Problem or Issue Students Will Examine:	Overall -- What is the human impact on animals and their habitats? 2 Week -- How can we improve an animals habitat around the school?
Student Activities Throughout the Project:	Make "Need to Know" list Tally animals that come to the school grounds -log in detail Create proposal to present to community members about funding for habitat improvement project
Expected Timeline of Project:	2 weeks
Materials Needed:	Research materials Ipads, computers Chart paper
Formative Assessment Ideas Used Throughout the Project:	Observation Checklist Lewis Rubric
Product Ideas:	Habitat Improvement project diagrammed (ipad, blue prints, chart paper) & labeled Project proposal presentation to teachers, stakeholders, and/or community members for funding (if needed)

STEP 2: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Whitney Millar SUBJECT(s): ALL SUBJECTS

DAY 1	Brainstorm ideas to improve animals habitat around the school
DAY 2	Make need to know list Tally and log animals that are seen on the school grounds
DAY 3	If they need supplies to improve habitat make list of community members to possibly propose plan & ask for funding
DAY 4	Outline their groups habitat improvement plan - use labels, measurements, ect...
DAY 5	Continue to outline their habitat improvement plans
DAY 6	Continue to outline their habitat improvement plans
DAY 7	Continue to outline their habitat improvement plans
DAY 8	Evaluate proposal
DAY 9	Modify proposal using feedback provided by students and teachers
DAY 10	Present proposal to community members, teachers, and/or other people needed to make it happen

TPBL PROJECT SNAPSHOT

THE PAST FOUNDATION

INSTRUCTOR: Whitney Millar GRADE LEVEL: 2nd OTHER TEACHERS/SUBJECTS: START DATE:

SUBJECT: ALL PRESENTATION:

Theme: Animals & Habitats

Overarching Question: How do humans affect animal habitat

Problem / Issue: What can we do to improve the habitat around the school?

PROJECT OVERVIEW

PROJECT *Activities:*

Students will create a checklist of what they need to get done.

Students will write thank you letters (if needed) to community members who funded their project.

Students will implement their habitat improvement project

Students will outline & begin working on their presentation.

PRODUCTS *Evidence of Learning:*

Students will present their habitat improvement project using pictures and what their goals are for the project.

ALIGNED STANDARDS

RI.2.1

W.2

SL.2.1

SL.2.3

2.W.7 - shared research & writing

FORMATIVE ASSESSMENT TOOLS	CHOOSE SHORT CYCLE ASSESSMENT	SHORT CYCLE ASSESSMENT

- [x] Exit tickets
- [ ] Think, Pair, and Share
- [ ] Concept or Web Maps
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- [ ] Other: _____
- [ ] Other: _____

Fold Here

VOCABULARY
Tests basic understanding of a concept.

COMPARE & CONTRAST
Assesses real-world application of knowledge.

EXTENDED ANSWER
Requires synthesis of knowledge in multiple applications.

What are your goals?

What do you wan to improve?

STEP 1: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Whitney Millar SUBJECT(s): ALL SUBJECTS

Problem or Issue Students Will Examine:	What is the human impact on animals and their habitats? How do you hope your habitat improvement project will impact the animals/habitat around the school
Student Activities Throughout the Project:	Class dictionary of vocab words they are unsure of - (notecard holder) Carry out habitat improvement plan
Expected Timeline of Project:	2 weeks
Materials Needed:	Research materials Ipads, computers Chart paper Tools for habitat improvement (watering cans, birdhouses, rocks, ect...)
Formative Assessment Ideas Used Throughout the Project:	Observation Charts & graphic organizers throughout the research process Journal Log
Product Ideas:	Implement habitat improvement project Video showing before & after of habitat improvement sight include details, evidence, changes they've seen thus far, & changes they anticipate happening.

STEP 2: TWO-WEEK PROJECT PLAN TEMPLATE THE PAST FOUNDATION

NAME(s): Whitney Millar SUBJECT(s): ALL SUBJECTS

DAY 1	Brainstorm ways to get started Make a checklist of things that need to be done. Create rubric for iMovie or presentation of their choice (must include pictures)
DAY 2	Buy materials to get started (if needed) Write thank you letters to donors (if needed) Begin work on habitat improvement
DAY 3	Continue working on habitat improvement project
DAY 4	Continue working on habitat improvement project
DAY 5	complete habitat improvement project outling iMovie -- use graphic organizer or plan of some kind to outline points they will be presenting
DAY 6	Brainstorm a list of people for stakeholders Begin working on iMovie
DAY 7	Interview list of people to become stakeholders, discuss with group, & decide on who it will be continue working on iMovie
DAY 8	Evaluation of iMovie
DAY 9	Modify any problems from yesterday
DAY 10	Present iMovie

South Dakota Teacher Quality Partnership Program
Focus Group Questions

1. How long have you been a teacher?
    a. What subject/grade level do you teach?
    b. How many teachers do you work with?

2. Do you have any experience with curriculum development?
    a. How comfortable are you in developing curriculum? (Very comfortable, comfortable, uncomfortable, very uncomfortable, don't know yet)

3. Do you have experience with Transdiciplinary Problem-Based learning (TPBL) prior to this program?
    a. If not, how comfortable are you in making the shift to Transdisciplinary Problem-Based learning following this program?
    b. How comfortable are you in modeling TPBL for other teachers?

4. Do you have experience working with other teachers collaboratively in grade level or content area teams?
    a. How comfortable are you in working with other teachers collaboratively?

5. Do you have experience working with students outside of the classroom prior to this program?
    a. How comfortable are you working with students out of the classroom?

6. Do you have experience in planning hands-on TPBL activities?
    a. What types of activities have you tried?
    b. What are you expectations to foster group activities with students in the future?

7. Do you have experience planning group activities for your students/future students using the TPBL model?
    a. If yes, What group activities have you planned?
    b. What are your expectations for fostering group activities with students?

8. Through this program, what skills have you learned that will help you engage and interact with students?
    a. What skills will help you implement TPBL plan in your classroom?

9. What do you think are the biggest challenges in engaging students?

10. What do you anticipate to be the biggest challenges in implementing TPBL in your classroom?

SDIL - Focus Group Session: 1 (AM) 514
June 11, 2015

Interviewer: MM
Note Taker: None
Participants: Two pre-service teachers, one kindergarten teacher, one teacher with a split kindergarten and first grade class, one third and fourth grade teacher, two high school teachers

Transition to PBL

- PBL is viewed as 'different' from what the teachers have been trained for [104514-7-6; 104514-6-7; 104514-4-33]
- Two teachers began implementing PBL the previous year [104514-5-12, 34; 104514-3-75]
- A teacher said that she would not return to traditional teaching methods after seeing the improvement in her students using PBL [104514-3-115]
- Teachers feel confident that PBL/TPBL will work [104514-5-109]

Summer Experiences

- Several teachers felt more confident in their ability to plan and develop their own curriculum [104514-5-2; 104514-4-8]
- The two-week planning blocks introduced at the training event were popular [104514-3-56; 104514-6-57; 104514-4-58]
    - One teacher sited two-week planners as a flexible outline to combat struggles with "planning too far ahead [104514-5-12; 104514-4-58]
- Discussion with other teachers is helping to inform participants [104514-4-140]
- Teachers are learning better ways to instruct their students [104514-3-141]
- Teachers appreciated the opportunity to work with other teachers at SDIL [104514-7-167*; 104514-5-168]
- Methods were being effectively taught [104514-3-190; 104514-1-191, 197]
- All teachers found that following the summer experience, they felt comfortable and confident in ability to fit standards into projects/problems [104514-4-55]
    - Backmaps and 2 Week planners were easy to use [104514-5-54; 104514-4-55]

P3

- P3 Modules helped teachers feel reassured that they were on the right path [10451-6-7]
- P3 made teachers feel prepared for the year ahead [10451-6-7, 104514-4-8]
- P3 allowed teachers to think beyond day-to-day lesson planning [104514-4-8]

Achievements/Best Practices

- In one case, PBL went from a 'block' period to being incorporated in daily instruction [104514-2-27]
- A teacher believes she can now better encourage students to adapt to the independence of PBL [104514-5-38]
- Several teachers felt more confident in their ability to plan and develop their own curriculum [104514-5-2; 104514-4-8]
    - Prior planning is seen as a way to incorporate standards into curriculum [104514-5-54; 104514-4-55]
- The teacher realized that despite pushback from students, using worksheets was ineffective and PBL instruction was better [104514-5-44]
- Teachers have been having students work in groups and develop projects independently
    - Elementary students were made to participate in a group project designing a zoo map and identifying animals [104514-1-89]
    - High school students had to create a play from a book and put on a show for elementary students [104514-7-90]
        - Third grade students worked on a similar project [104514-1-91]
    - A high school science class had several projects where students were given opportunities to design their own projects [104514-5-95]
- A teacher made an effort to inform the parents of students that things would be operating differently (shift in classroom culture) during the most recent school year [104514-3-107]
- A science teacher is planning a unit in tandem with an English teacher based on PBL [104514-5-109]
- Communication between like-minded teachers is improving PBL instruction and implementation [104514-4-116]
- Principal is willing to allow more time for PBL after teacher buy-in increase [104514-2-27]

Challenges

- Teachers feel like they cannot plan too far ahead
    - Need input from students 1[04514-3-9, 104514-1-10,]
    - Students might want to change the focus of a project [104514-2-11, 13]
    - Students are seen as unpredictable when working through material [104514-4-65; 104514-3-59; 104514-3-65]
    - Students may not follow the same "line of logic" in project creation [104514-2-13]
- Elementary teachers viewed as having more flexibility implementing PBL than high school teachers [104514-3-14; 104514-7-68]
- Teachers have trouble breaking with traditional instruction [104514-3-26; 104514-4-116]]
- Lack of buy in is an issue for implementing PBL

    - Buy-in from teachers and administrators is not complete [104514-4-28, 113; 104514-2-111; 104514-3-112]
    - Student buy-in can be unpredictable [104514-2-97; 104514-7-106]
    - Parents want to see results from class instruction [104514-3-107]
- Students struggle with the change of method
    - Students are unsure new style/approach of PBL [104514-4-28; 104514-5-34; 104514-3-26; 104514-5-34,38*; 104514-7-90]
    - Students still need onboarding time and "basics" before they can begin a project/unit [104514-4-33]
    - Students expect the teachers to give them the correct answers [104514-1-29, 104514-5-40; 104514-4-41, 43; 10451-7-90]
    - Kindergarten students have to be introduced to school amidst the change [104514-3-26]
    - Students who excel at traditional learning struggled
        - Students wanted to work independently
- Technology issues at schools and at students' homes prevented a teacher from showcasing the results of a class project [104514-3-107]
- Scheduling and lack of communication prevents teachers from working together [104514-7-110; 104514-3-115]
- Teachers were confused at the beginning of SDIL [104514-7-120; 104514-5-123]
- Several teachers struggled with Basecamp tool [104514-3-201, 232; 104514-1-203; 104514-5-210; 104514-4-211]
- Last minute cancelations of sessions caused frustration

Recommendations

- Virtual conversation at the conference should be longer [104514-4-125, 127]
- Experienced teachers should be brought in to explain the process [104514-1-128]
- Balance instruction groups
    - By grade level [104514-5-129; 104514-2-132, 137]
    - By content [104514-4-131; 104514-4-138]
- Provide examples of poorly executed method [104514-3-145]
- Instruct the participants using the methods being taught [104514-3-145; 104514-1-181]
- Include more arts instruction or something 'a little different' to improve the experience for participants [104514-6-161]
- Have older students participate in the conference to show the teachers how they work through the challenges [104514-7-162]
- Teachers should be present when the students that are participating at the conference are introduced to the process (Day 1) [104514-4-180]
- Have instructors more experienced with dealing with teachers [104514-3-196]
- Share what other schools are doing [104514-3-214]

SDIL - Focus Group Session: 1 (PM) 644
June 11, 2015

Interviewer: MM

Note Taker: None

Participants: One first grade teacher, one second grade teacher, one second and third grade teacher, one ninth and eleventh grade teacher

Transition to PBL

- One teacher has been unable to fully transition because of timing [115644-3-36, 43*]
- A teacher's goal is to use PBL throughout the school day [115644-1-37]
- One teacher feels that they need "lots of help and guidance" [115644-2-45]
- A teacher is incorporating PBL with other methods [115644-1-60]
- PBL committees have been set up that meet monthly [115644-1-105]

Summer Experiences

- Teachers enjoyed having time to work with other teachers [115644-2-136; 115644-4-137]
- Teachers liked having flexibility at the conference [115644-2-136; 115644-2-138]
- Minecraft was interesting to a teacher [115644-3-167]

Achievements/Best Practices

- Teachers meet with their peers in a common planning period once a week [115644-1-7]
    - Teachers share and provide access to materials from previous years [115644-1-84]
    - Teachers provide support for each other [115644-2-85]
- Teachers meet with their peers district wide twice a year [115644-1-13,15]
- Each teacher that attended the conference took P3 [115644-4-19]
- Two participants had experience with curriculum development prior to P3 [115644-2-22; 115644-4-23]
- Teachers have their classes separated into tables and groups that are required to work together [115644-3-63, 65; 115644-1-66; 115644-4-71]
- PBL is already being used in classrooms [115644-3-129]

Challenges

- Meeting with other teachers to plan is sometimes difficult [115644-4-17]
- Teachers have to justify using their own curriculum [115644-3-34]

- Teachers are having problems incorporating PBL due to existing district requirements [115644-4-53; 115644-2-56]
- A teacher won't know their schedule until late August [115644-4-55]
- Assessments by the district for student abilities are flawed [115644-2-56]
    - Projects and activities have to be tailored to accommodate students with exaggerated abilities [115644-122]
- Teacher buy-in is a barrier
    - Veteran teachers are hesitant or unwilling to adopt PBL [115644-1-76; 115644-4-99]
    - Some teachers rejected training opportunities [115644-4-92]
- Some teachers are having issues with student buy-in and participation [115644-1-82; 115644-3-129; 115644-4-132]
- Topics for students at the conference were extremely narrow [115644-1-174; 115644-2-175]

Recommendations

- Show how group work and roles can be incorporated into Backmaps [115644-3-76; 115644-2-80]
- Teachers would like to see the entire planning process from conception to interacting with students [115644-4-135; 115644-3-147]
- Include more age groups [115644-3-149]
- Show how a community related problem was addressed by PBL [115644-3-159]
- Incorporate more topics [115644-3-167, 178; 115644-3-167]
- Use more models and examples [115644-3-147]