

Project Smart Team Action Plan

Teacher(s)/School: Brad DePoint, Lura Sharp Elementary, Pulaski

SUNY Oswego faculty member: _____

Teacher Participant Names: Brad DePoint and 5th Grade Team Members (Lori Lawton, Tom Trowbridge, Meg Woods)

Course Name & Academic Year: Formative Assessment to Meet the Common Core Learning Standards

Please answer the following questions:

Action: Describe your CCLS project. Which CCLS standards will you target?

This CCLS project is going to focus on the back bone behind common core, which is college and career readiness. I want the students that we are teaching to realize that their education right now has an impact on the path that they decide to encounter within the next few years of their lives. The CCLS standards are all in play here, however, our major focus standards are on math 5.G.1 and 2, 5. MD. 1, and 5 NBT. 5,6,7. We will also be adhering to all of the mathematical practices. Within this project we will be having career days starting after Thanksgiving, where guests will come in and talk about their careers. Throughout the year guest speakers will come in and speak about the path they took to get to where they are today. As the year progresses we will be adding different themes to the curriculum (i.e. engineering) this is when we will invite some engineers in from Entergy to and witness some engineering process activities take place. They will also speak about their careers. As a culmination to the career themed year we will be taking a field trip to SUNY Oswego to do a tour of the Shineman science building. We are hoping to go to the planetarium and to the fieldhouse to do some data collection with student athletes in relation to mathematics.

Rationale: Fully state your **rationale** for the project. Why is this work important?

This project is essential for the focus and drive that students need to become successful in the future. We can also encourage students to constantly make connections between what decisions they are making now and how they impact their future.

Responsibilities/Timeline: Identify a series of **action steps** you will take to complete your project. Next to each step, identify person(s) **responsible** for carrying out that task. For each step also identify your **timeline** (during what month(s) you plan to complete each step).

Parents/community members will start our job/career talks –December-April

Visits from SUNY Oswego and Entergy—Jan.

Participation in Project Feeder Watch Nov -April

Final Trip—April or May?? (depends on availability of staff)

Evaluation: What **data** will you collect that shows the impact of your project on student achievement of CCLS? How will you document student learning? Teacher learning?

Students will write a before and after paragraph stating what job/career they want and how they are going to achieve that goal.

Teacher learning teacher will be documented using an observation journal when activities are being done related to the CCLS project. An analysis of the beginning and end paragraph will also be done.

A question regarding the contribution to their community will also be incorporated into the project feeder watch.

Resources: What resources will you need for this project? What costs, if any, will be incurred? What are possible sources of funding for needed resources?

A lot of the resources are already in place. The major resource need for this project is connecting with all of the adults and members of the SUNY Oswego and Entergy. The only cost incurred in this project is the bird seed, and the cost for lunch at the college. Our school district is paying for bussing to the college.

Reflection:

In looking back in my proposal I forgot to mention that on November 1st we were also starting a data gathering project for Project Feeder Watch through The Cornell Lab of Ornithology. Students really benefited from this experience and the timing couldn't have been any better with the "field journal" application directly relating to what they were doing in the ELA modules. This enhanced their learning experience and engaged them to take pride in being a scientific thinker, recorder, and reporter. The vocabulary application was enriched by their experience provided by Entergy and Project Smart.

The proposed project in the original document focuses on careers. Over the course of the year students have been exposed to several different fields of science, math, and technology. Through research, guest speakers, and a trip to the college we found that the data results are quite staggering (See table A).

(69 students participated)	End- of- May Results
Job Changes	55% changed jobs/careers since October
Careers in stem	55%
Increase in STEM related careers since October	44%
Related to Nuclear Engineering	8%

From the writing samples collected it was clear that the majority of the kids took their time the second time around including specific things they learned from the education they received. Some of the advancements and comments they had on the project this year were as follows:

One girl, Katie, said that in the beginning of the year she wanted to become a zookeeper. The second time around she wanted to be a cartoon designer or work as a graphic designer. She specifically said how she found she liked the math required for this job, and how she really enjoyed working on the computers and iPads this year. She wants to do an internship with Disney.

Another student described his change of career as “eye-opening”. He did not realize that there were jobs as cool as Damien Schofields. He said that he wants to do what Mr. Schofield does and play with technology all day.

Overall, students made several connections to the learning that occurred all year. This helped some of them make more specific decisions in the careers that they are considering in the future. A student from my class even wrote that he learned that “Things will be tough in life, but I need to learn to work hard to get through them.”

By allowing students to reflect on their learning and their future it makes them realize their strengths and weaknesses.

The two projects that we incorporated into the Module learning this year (math mod 5 lessons 8 +9) and ELA Mod. 2 unit 3. had a huge impact on student engagement and overall learning. Even though the math project was challenging, my students appreciated that. One said, “This really makes you think.” A few of them wanted to quit, but their peers continued to encourage them to be successful. Some were even teaching others about their strategies used for the project.

Project integration will be something that I continue to do while still implementing the Math modules. I already have a few ideas for next year.

Overall, the quality of their writing improved as well. They spent the majority of the year researching and learning if what they initially selected was right for them. The specific plans and details that were job related, improved tremendously from October to May.

The culminating field trip was probably the best overall experience I have ever been a part of planning. The student reactions that I witnessed were as if they were entering the gates of Disney World. One student said “This is the coolest place I have ever been.” Another exclaimed, “This place is Awesome!” The entire day was filled with learning, and pure amazement. The planetarium visit culminated our astronomy unit very well, several students also made mathematical connections to the coordinate grid system and how the constellations are located based on x, y, coordinates.

3 weeks prior to our visit, Damian Schofield, a professor for Human Computer Interaction at SUNY Oswego, came to our school to do a presentation on what his job entails now and what jobs he has had in the past. The students were intrigued by his experiences and made several connections to careers that they researched. Some students even said “I want to have that job when I get older. “

The actual field trip to campus was a hit. When first stepping foot in to the new Shineman science building you would have thought that the students had arrived at Disney World. They were so excited and amazed at the aesthetics of the building. When heading up to the planetarium the chatter was full of “Look at that, or Hey check that out. “ When entering the planetarium, which I must say was the nicest one that I have ever been in, the students thought that they were in the movie theater. Only a handful of students have ever been

to one before. This show culminated our astronomy unit very well. Students also made connections to the coordinate grid, and the locations of stars based on our math content we are learning right now. A few of the students responses were: “That was the coolest thing I have ever seen!” or “That made me a little sick because of how it felt like we were actually moving.” Overall, the planetarium was a success.

The other part of the Shineman experience was to do some “real-life” programming with Damian Schofield. The students worked in teams to create a schematic for the robot that visited three weeks prior. Students have a difficult time understanding how robots and computers actually function, so this was an important life lesson on how humans actually have to input the commands that we want these machines to do. Although most of them did not like the “work” portion of this task they sure thought it was cool when they got to see the robot perform the task that they designed. Some of them were saying “That’s it?” A lot of them were still not understanding the detail and time that goes into programming. However, they did realize that it takes a lot of work, patience, and multiple-subject application to program. When students were finished with the stations we had lunch in the common area in the atrium and did a few walking tours around the building and some other parts of campus (campus center).

Our last bit of the campus tour was to go over to Romney Field House. This recently updated facility features a 200m indoor track. Thankfully it was indoors because the weather was a bit unsettled all day. Our task was to run a mile and track lap times to display in a line graph a week later for the current math topic we are working on.

Overall, the students had a great day of learning, fun, and most importantly a look into what their future could hold if they work hard, and pursue their goals. One student said it best “ I think I know why you are always pushing me to do my best, it’s so I can go to a place like this, and get a good job someday.” From the mouth of that struggling student made the entire trip worth every headache of planning that went in to making this trip work. Thanks to Casey Raymond, Damian Schofield, Sue Witmer, SUNY Oswego food service, and most importantly Entergy, for the coordination with Project Smart, for making this trip a success.