

REAL (Relevant Environmental Action & Learning) Science
Notecatcher 2020-21 Teacher Leadership Institute

SESSION 6: Implementation and Assessment 12/3/20

Directions for Initial Breakout Groups (1:30-2:15)

1. Sign in.
2. Your mission:
 - a. Each individual completes all sections of the rubric for one lesson sequence (directions below)
 - b. Once rubric is completed, teachers provide feedback on student action project components of the lesson sequence and share implementation plans.
3. Check in with your group about how people would like to work. How much discussion, how much silent time? It is ok for people who enjoy independent work to turn off camera and sound and work individually. Group agreements are [here](#).
4. Work time: 1:30-2:15pm. Request consultation for math, art, science, or assessment if needed! We can visit your group.
5. Break 2:15-2:25. Next session begins at 2:25pm.

Directions for EQUIP Rubric Review Process DEADLINE 12/4:

- Find your copy of the EQUIP Rubric review tool. (Each teacher should either have a personal copy of the modified EQUIP Rubric with their name and grade level **OR** if your team has agreed to share one review document, be sure to add all team member contributors to the document and [color code the names to match individual comments](#))
- Review the student Hyperdoc lesson sequence and any accompanying teacher guide using the criteria in the rubric. [A sample completed rubric is provided in the table below](#). Review your lesson sequence for connections to NGSS first, then SEL, math, art, environmental justice. Add [evidence of connections](#) in the “examples of alignment” column and recommended changes/addition in the “suggestions for improvement” column. Use the additional review resources linked below as you like.
- Add a link to your EQUIP rubric review in the table below.

Hyperdoc Review Resources:

- [Modified EQUIP Rubric for Hyperdoc Lesson Sequence Review:](#)
- [STEM Teaching Tool: Stop Pre-teaching Science Vocabulary:](#)
- [Guidance for Meaningful Watershed Education Experiences \(MWEEs\) during Covid-19:](#)
- [Racial Justice and Equity Website](#)

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Hyperdocs for Review	Link to initial Equip Rubric Review
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2nd grade - SCMNH	EQUIP Rubric
3rd grade - Coastal Watershed Council	EQUIP Rubric
4th grade - Elkhorn	
4th grade - MBNMS link	EQUIP Rubric
5th grade - SCCOSS	5th grade EQUIP rubric Suggestions are also in comments on the hyperdoc Early group discussion notes
MS - SOS & LiMPETS	
MS - Bird School Project	
HS - Groundswell	HS Group Groundswell EQUIP Rubric
HS - SC Climate Speakers	HS Group Climate Speakers EQUIP rubric
Additional Hyperdocs	

Directions for Student Assessment Breakout Groups 2:25-2:55

Grade Level Breakout Discussion: 2:35-2:55

Please review the [Student Survey](#) for the evaluation and record your group's ideas on one [chart](#) for the group. Instructions:

- Open the chart document, make a copy to record your group's thinking. Rename the copy with your grade level. Share the copy with your group members as well as Amity and Joyce. (asandage@santacruzcoe.org and joyceh@ucsc.edu)
- Begin by first reading through the survey items individually. Based on our goals for the student evaluation, note which sections are most appropriate for your content and grade level. If adaptations or modifications would be needed, please note. When it comes to the science content, you can refer to Page Keeley's book (if you have it!) for the most appropriate probe for your sequence. (Uncovering Student Ideas in Earth and Environmental Science) Otherwise, if you can identify a topic, we can work on aligning with an appropriate probe.

2:55 Return to Main Zoom Room for synchronous instructions before break

Directions for SEL and Nature Connection (3:20-4:00pm)

Independent/asynchronous work:

- Before break, you chose one [padlet](#) activity from Column 1 (CASEL Framework Activities) or Column 3 (Nature Journaling) to explore. This will be a quick exploration--just 15 minutes to get a taste.
- 3:20-3:25: Spend 5 minutes reviewing your selected activity and gather any materials you need to try it out.
- 3:25-3:40: Go to your sit spot (or whatever space is appropriate and engage in the activity through the learner/student lens for 15 minutes.
- 3:40 return to group zoom for reflections and sharing

We will put you in breakouts of 3 people:

- 3:40-4:00: Choose a timekeeper and then have each person share about the activity they explored. Spend 5 minutes each to share. Possible prompts:
 - Give a brief, basic description of what students do in the activity
 - Share any ways you see it could support SEL
 - Strengths and weaknesses of the activity from your teacher perspective

NEXT STEPS FOR LESSON SEQUENCES:

- COE will review before Dec 18. Final drafts from partners: Jan 11. Final versions disseminated to everyone Jan 19 (after MLK day).

- Implement lesson sequences before April 15.
- Delivery will be through a new website. Lesson sequences will be available for your teacher colleagues to use as well. The website will also house additional hyperdocs from partners across a variety of grade levels.
- Final convening will be Friday, April 16. Format TBD.
- Final surveys will be collected in late April.

LOGISTICS

- CEUs available through University of the Pacific. Registration will be by mail. Participants can receive 4 semester units @ \$85/unit for participation in the institute Oct-Apr and submission of all materials.
- Stipends will be calculated based on attendance, submission of EQUIP rubric feedback, and submission of final survey for \$1200
- Stipends will be paid by districts in June.
- We may have additional funding to provide stipends for submitting student assessment data.

Wrap Up

Remember to sign in

Share your feedback below:

Any feedback on using a website as a hub for sharing all resources?

- I love the padlet, but need a reminder to look at/for itMy mindshift- not really yours
- Great idea!
- Love it-it's always there when I need it! Yes, I agree!
- I think a website is a good place for resources, especially if I remember to bookmark it. Padlets, google slides, etc shared in a google drive are helpful too.
- Very accessible for students in distance learning and classroom teaching alike (fits with LMSs like Schoology)
- Yes! Love the collaboration!
- The padlet for SEL is great. Really cool variety of resources there. I also appreciate the small group time to work on stuff.
- My computer bumped me out of the Zoom (sorry!), but I LOVE this Padlet for SEL! I've bookmarked it. Having this all on a website, along with the other TLI resources, is a great idea!
- This will make it easy to share with colleagues at different grade band.
- A website is an excellent way to share resour
- I thought sharing resources was an effective way to receive the information and the collaboration was useful.
- Yes, a website hub works well. Everything in one space.

What are your biggest takeaways from this institute so far?

- It takes an awesome team of community members to make distance learning and environmental science accessible to more teachers and kids around the county. This has been so helpful during this amazingly time consuming teacher adventure. The help is so welcomed and the kids' socio emotional morning sit spots are so cherished. They loved their Animal Neighbors sequence of experiences and it was a great launching pad for science this year!!
- Nothing beats working with experts and folks in the field to help me even start to know what to think.
- Some many resources and ideas
- The padlet resources and then small group share out were great. I found several things I can use.
- Nothing beats working with classroom teachers to get grounded in what could really work best and what needs improvement. Great design.
- Virtual professional learning totally works! It seems like its a lot of work on the coordinators' side, but this was facilitated really well and was very adaptive to the needs of the group. Appreciate that the facilitators took feedback each time and changed based on what people wanted more/less of.
- The SEL activity was great! Love the padlet and sharing with peers was very helpful.
- There are so many EE partners out there that want to help students engage in science
- It is invaluable to have time to collaborate, troubleshoot, and learn from each other.
- So many great resources in our community! Thanks to the hard working EE partners for the lesson series. I look forward to teaching more than 1!!
- Using the rubric was a good exercise in assessing standards, etc. I wouldn't do it for every lesson sequence, but it was definitely a good exercise.
- I really appreciate the Padlet full of excellent resources that I will use.
- Appreciate time to collaborate with other educators and I'm looking forward to implementing the lesson sequence that will help our students connect with nature.
- Such a great community of people.
- Having Audrey S with Art connection was appreciated.
- Having EE partners design and work with Science teachers is genius.
- Really hoping we can help kids connect with the environment even as we stay safely locked down
- SEL and time with nature are uniquely combined - focusing on time in nature has such a positive effect on Soc/Emo health
- Creativity can help us accomplish things in new ways. I believe that kids still care about the environment and want to learn how to protect it.
- Collaboration with folks from different spaces, schools, institutions - really is amazing. Gathering resources and ideas. Not having to do it all alone or reinvent the wheel - is greatly appreciated.

- I have really loved developing the sit spots and adding layers to them.
- Our EE partners have done an amazing job building these units out and collaborating with us teachers to create something that can work in this unique time and space that we find ourselves in.
- My students are able to go outside or sit in their windows spaces and enjoy the sit spot observation experience. I loved the Forest Karaoke John Muir Laws activity today. It will add not my notetaking experience. I loved this too!
-
- My biggest takeaway has been how important connection to nature and the surrounding environment is right now during a time of so much screen time. Also recognizing that the ability to get outside and enjoy nature is not always an option for all of our students. I really enjoyed the environmental justice, art and science lenses. Cross-curricular opportunities are very important in a time when what we think will take 20 minutes, takes a **week!**
- I appreciated sharing ideas with same age small groups, and the hands on experiences that were provided. The most important take away for me was the SEL connections.
-

What are your needs for implementation?

I

- An assessment piece at the end of the lesson sequence, maybe a google form?

I need to figure out how to have time

- Do you have access to recordings of amazing bird calls from around the world?
- I have kind of a specific need as a Resource Specialist/Special Education teacher. The lovely science teacher at my site (Erin P.L.) will be implementing the lessons for 6th grade, so I will either need to collaborate with her (since I have the same 6th graders) or maybe work with another team member to adapt the lessons with a SpEd lens.
- If we can suggest sites like Nearpod or Peardeck-access to everyone?
 - How-To videos for things like these?
- I'll probably need to 'teach' these lessons by video/slideshow for asynchronous instruction, so I'll need to prep that.
- In addition to using hyperdocs, learning how teachers are using (and not using) Seesaw.
- Access to materials for hands on projects that we can send home.

Having resources available is really helpful.

What remaining questions do you have or clarifications you need?

- Survey is currently too narrow - focussed specifically on watersheds and did not work for either of the high school lessons - Monarch butterfly numbers or Climate Change , although appreciation of nature, and human interaction is highly relevant to both.

- I'm not sure that the evaluation piece from NOAA seems logical to me, but I guess we're not really responsible for that part.
- I also found the survey to be difficult to apply in my K group.
- The student evaluation piece seems to need a lot of work to be useful, unbiased, and kid-friendly
- When do we need to have implemented these lessons by?
- What are our responsibilities regarding piloting, providing feedback, etc.
- A focus on what is considered a good/meaningful action project for K-3.
- When can I start teaching lessons from the hyperdoc? Especially ones other than the one I worked on.
- I had already covered parts of the unit on my own, before this institute. That being said, besides the feedback I put on the rubric, what else/feedback might you need from me?
- Same as what I wrote in the above question: I have kind of a specific need as a Resource Specialist/Special Education teacher. The lovely science teacher at my site (Erin P.L.) will be implementing the lessons for 6th grade, so I will either need to collaborate with her (since I have the same 6th graders) or maybe work with another team member to adapt the lessons with a SpEd lens.
- Not sure if we turn in individual rubric or age group rubric.
- **What format will teachers be using to provide feedback throughout/after they pilot the lessons with their class?**
-

SESSION 5: SEL and Student Action Projects 11/20/20

Remember to sign in

What are your takeaways from today?

- we have a big task trying to figure out how to find a developmentally appropriate way for 5th graders to understand that air has mass
- Are the EE providers going to be asked to make corrections after the rubrics are completed? - how much time will they have to complete the changes? .We probably have only one more semester of remote learning - vaccine is coming!
- -Great collaboration time. I love the group brainstorming our groups does with the awesome basis of our lesson plans created by EE providers!
- -The mood catcher was caught by me! I additionally, loved the other pictures Kevin included with other animals as well.
- Excellent collaboration time; great interaction with Groundswell and SC Climate Speakers; Great BirdMood activity
- SEL is very important, even if it's a small part of the day/class/meeting
- The bird mood check in was a great addition-

- I have enjoyed the learning the lesson sequence slowly and appreciate having time to make suggestions for our student population
- I appreciate the time with our groups. Also, I will use the bird mood activity!!
- -I'm hoping to get the sit spot routine going with my kinder students for social emotional check in.
- I am super excited to create an action project that ties together student experiences during covid and taking care of themselves.
- So very nice to have more time with our teams. Though... I love everyone.
- Collaboration is so powerful! Let's create that same empowerment for our students!
- Great to have more collaboration on the hyperdoc. It definitely takes time to get through!
- Love having the SEL activities and getting to try them. I agree that this is something we are always looking for to add in with our student sessions.
- The mood check was a great way to restart my brain after a long day. I also think it is so important to provide hands-on activities for our young tactile learners.
- I'm hoping by the end of the last day that our hyperdoc will be ready to try out after winter break!
- Enjoyed the Mentimeter
- Loved having time with small groups to catch up and get input.
- Such a great community of people and so happy people showed up!

What needs do you have that we can address in future?

- More cool Sit-Spot/SEL activities and lessons - these are so valuable
- More time to make sure we are good to go with the lesson sequence!
- More sit spot layers. I've got this going with my students and we added the artifact last week. I'd like to keep adding to this for their science observation journals. Also other SEL things you can do in your sit spot.
- More time to work on and discuss lesson sequences/next steps for improvements from rubrics and feedback. Yes!!
- I would really really appreciate more SEL check in ideas like the bird mood meter.
- Ways to integrate social and emotional learning
- Time- having real time to look and read and talk
- Work time was very valuable

SESSION 4: ENVIRONMENTAL JUSTICE 11/13/20

What are your takeaways from today?

- Excellent panel! Really appreciate the discussion around race and environmental (in)equity.
- Enjoyed seeing how fishbowl discussions can work during distance teaching.

- That environmental equity is a actionable issue that both city, county, and state institutions are working towards
- More data needed to show that poverty is not the same as racial disparity. (Nature article)
- Great panel, happy to get the dialog going around EJ.
- Panel was terrific. Wonderful to get local perspective on a global issue
- Appreciate everyone's concern with what's going on for our families and communities
- Appreciated creating questions for panel as a group
- Lesson ideas/strategies for right now (like sit spots and the inner/outer circle) are greatly appreciated
- Environmental Justice calls to attention issues that need change/action/ resolution/plans for the future
- Love CalEnviroscreen tool
- Seeing structures is great-
- Grateful for our EE partners

What needs do you have that we can address in future?

- It would be great to get some examples of what you are expecting in the Rubric
 - Agreed. Rubric is not very "user friendly"!
- Time for teachers to think about and prep how to do the lesson sequences in our virtual classrooms
- More time to run through the learning sequences and break down each lesson.
- Never enough time to dig into the hyperdoc
- Breakout rooms always
- More time with our breakout teams! Also samples of rubrics
- More time with our EE groups .
- The EE providers are always rushed to review their sequences with us. Perhaps a WHOLE session devoted to working with providers.
 - Yes, I agree.
- Need way more TIME in grade level groups
- More much more time in breakouts to work on lessons. We need to be able to get teacher's ideas and be able to explain.
- Yes, more time in breakout rooms would be great.
- More time in breakout rooms. It feels rushed to get the great ideas of teachers.
- More time in breakouts. Love to see more Zoom examples ready to implement tomorrow
- Time in break out with my partners
- It is not possible for us to complete the rubric thoughtfully in the time provided
- As a teacher, the main NEED I have from the TLI is the opportunity to use the hyperdoc lesson. I haven't yet had time to actually dive into it and see if it will work in our class.

SESSION 3: Hyperdoc Distance Learning Lesson Sequence Review

Directions for Initial Breakout Groups

1. EE Partners lead an Engage activity from their hyperdoc. Then gives a quick overview of the sequence.
2. Your mission:
 - a. Each individual completes all sections of the rubric for one lesson sequence (directions below)
 - b. Once rubric is completed, teachers provide feedback on student action project components of the lesson sequence and share implementation plans.
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Additional Hyperdocs	

What are your takeaways from today?

- For students- Use less text, more photos!--agreed even our 6th grade students benefit from this.

- prep-SEP-modeling,
- Enjoyed the idea of creating a poem from the kids' appreciations. I started all my 4th grade classes last week in a sit spot. :-)
- Enjoyed previewing Virginia's and Chelsea's 5 E lessons. Excited about using them! :-)
- Get the kids outside!
- Really liked the Sit Spot poem activity. Also loved my breakout session - great resources from Groundswell and Climate Action.
- Excited to think about a well-thought out and planned lesson sequence! So much has felt like building the plane in the air. Excited about what our EE's have created so far!
- Really like our lesson sequence! Excellent work.
- Loved the continued focus on the sit-spot
- Appreciated the time to look at the SOS Hyperdoc. Sit Spot always wonderful.
- Thank you for the 5E lessons
- Provide guidance for hands-on activities for the teachers who are able to get materials home to their students. For young kids who can't necessarily go outside safely, other good options include: "Look out a window," or "Look for a natural object (like something from a plant) inside your house (like celery in your fridge)."W
- THANK YOU teachers!!!!
- The EEs have put a lot of time and effort into these lesson sequences! Thank you!
- Ways to make better access: using rubrics for journals, multiple pathways to share understanding.
- Love the lesson sequences!!!
- Teachers are so phenomenal, generous and adaptable, and students are so lucky!
- Excited to teach these lessons!
- This sequence will fit so well into my current unit.
- Poems from the sit spot

What needs do you have that we can address in future?

It is stressful to rush through the sit spot exercises. You could take 5 minutes off the breaks- make them only 10 minutes and have a time to really stop and sit. (breaks get taken up by doing stuff.)

- Continuing to be mindful of the current level of stress, overwhelm and burnout of the teachers attending this panel. I appreciate how much I think you are all considering this!
- Following their district pacing guide, 2 out of 3 teachers in my team have already taught about the key idea of this unit, and now needs to move on to other topics. So they can provide wonderful feedback, but I'm not sure they can use these resources.
- Please send the independent work links by email so we can easily access the three options for next week's session
- Wish we had more time to work with the teachers
-

Limit the number of “tools” we are being asked to access. It feels like too many different things are being thrown at us and not enough time. I would prefer to just spend lots of time working on specific improvements on the Hyperdocs

Clear action items for our time in Breakout Rooms. What should we have done in the time allotted?

Clarity about whether we will be able to have outdoor experiences alongside our k

I just need access to the documents and links

When showing us how to do an activity like the sit spot poem, maybe just limit it to 3 people so we get the idea of how to do it.

SESSION 2: VAPA and Math Integration Notes 10/30/20

What Stories Might Students’ Collective Data Tell?

- Categories of things that need water
- Sound map of sit spots over the course of a month
- How will students tell their own stories during this time?
- Getting to know each other: Class graphs of birthdays, favorite foods, favorite animals, etc. (K)
- Getting to know our environment (K): Could use similar routines to “Getting to know each other” class graphs but start asking questions about the environment, like what kind of weather each day; or what wild animals have they seen (butterflies, birds, ladybugs); etc. For each graph, we can ask: “What do you notice?” Opportunity for comparisons: “How many more of this do we have than of that?”

The “Impairments” of students’ local waterways: what, where, why, how, ... so what? Our sit spots? Other Ideas?

- Trash - where do we see it? What kinds of trash? Where does it come from? What can we do about it?
- Plant species - where are certain species found; compare that data to watershed map (i.e. where water flows in, out, pools, etc.); make predictions first that data either support or disprove.

SESSION 1: TLI Kick-off Notes and Feedback 10/23/20

Ideas, adaptations and “aha’s” about distance learning science lesson sequences and/or hyperdoc tool

- Appreciate the simplicity of hyperdoc, need icons for simple instructions for **first and second grade** (Links and slide decks are ok for second grade-yes to videos)
-
- **Second graders** have learned a simple post it on jamboard, break out rooms yes,

- Hyperdoc- break it into small parts - too much to see all at once perhaps make it a slideshow(Peardeck) . Maybe use Nearpod , great for younger students.
- Is there a way to put 'actions' in one place" *THIS! Need a clear format. Make it obvious where students are expected to record their answers (Can do this with colored boxed in tables, highlighted text, etc)
- Be explicit with directions. Have frequent check-ins.

5th grade:

- We need to expand the idea of sit spots to make them equitable: include different places, make it flexible so even a kid at the laundromat or in a car. Include observations of water wherever they are, for example, or include observations of houseplants and pets for kids who can't get out.
-
- We like the variety of activities.
- Hyperdoc, maybe there could have been more exploring.....so much information there.
- 5th: Give the kids each "E" one at a time instead of all at once or train them to do each part when assigned

4th Grade

- Putting links in the Questions and Answers Google doc versus using chat
- Hyperdocs might be too hard for the younger grades
- Managing breakout rooms loses the Chat box
- Using Google Slides with links, but students didn't like. They would prefer getting the links when needed.
- Hyperdocs good when kids coming in late
- Peardeck might work better
- Notebooks - physical or digital
- Google forms - less clicking - Kid friendly

3rd Graders -

- Would have tough time with Hyperdoc - they are used to links in the chat immediately If they are released to do something independently, they might not return ...
- Everything takes at least twice as long ... breaking up lessons into chunks ...
- Refer to asynchronous work as "classwork," not homework
- Hands-on anything is critical
- PV students are used to Google Meet, not zoom - if guest presenting to students in PV, know that you would need to use Google Meet
- Video will lag for many students Avoid presenting them live
- Timers help for outdoor observations
- Simplicity: graphic organizers, clear directions, clear video instructions.

- Use of manipulatives.

Kinder:

- Hyperdocs are really difficult for Kinders to navigate, but hands on, tactile activity would totally work. It would just have to be synchronous with the teacher guiding the hands-on experience.
- Parents say: The less mouse clicking and linking, the better. :)
- Flipgrid is a great tool: Kids can respond to questions with videos of themselves.
- It is great to have students submit videos or photos to the whole group, not just to the teacher. As a teacher, you can then share some of the student videos within the lesson. They “go gaga” for being highlighted as part of the lesson. :)

1st -2nd grade:

- Lesson sequence fits so well into Unit 3 of Benchmark
- Love the slide docs with ELD support and pictorial support after asking what they know about the topic
- I am jazzed to borrow the museum kits that support the lessons
- I would most likely teach these for ELD science support after using the Benchmark unit in Spanish.
- It's lovely that it adds so much more to what Benchmark offers and it's way more engaging than the old science texts!!!
- This is awesome that our SCCOE have honored this planning time given the fact that we are so far behind on implementing the new standards without current materials
- Much gratitude goes out to the whole team and those that support this planning!!!

Top takeaways from today?

- 5th: Multiple benefits of a sit spot and a sit spot routine
- 5th: Hyperdocs as a way to gather resources
- Watershed activity would be great for a citizen science.
- 5th: Careful with too much information at once - divide up into smaller sections.

Liking that ALL the links are in one place for hyperdoc lesson (great for absent students)

- 3rd grade EE partners have really done a tremendous job preparing the lessons and hyperdoc. It's great to have this so far along so that teachers can consider it and work on adding feedback and developing further.

Needs for next time? Input on format, flow and logistics?

- Super long session. More sessions, for 1.5 hours. *
- Shorter breaks, end earlier ** Seconding this
- Friday is a tough day to have workshops as the end of the week
- Would like to see connections to NGSS standards
- 5th grade likes 15 minute breaks - Doesn't feel as draining as other Zoom stuff
- Visible timer helped during breaks

- Hands on helped with the fatigue of distance learning.
- Movement, outdoors, hands on all helped!
- Breakout rooms are much better for feeling connected.
- Loved the session!
- Way too long
- Good to go back to the same break out group. *seconding this - hard to maintain a flow when you rejoin new groups every time
- Drop into the break out room to check on us :)
- More sit spot and mindfulness to help us on Friday afternoons.