

# LIFELINES

VOLUME 10 ISSUE 2

HOLIDAY 2003

## Project LIFE Classroom Implementation Underway



With the first and second rounds of classroom visits now history, we get a first hand look at the success Project LIFERs have had in implementing the instructional and assessment strategies focused on throughout the summer course and subsequent workshops. **First round data indicates the following:** 100% of the Project LIFE participants are using a variety of LIFE materials and information. 94% have adopted the questioning techniques used in the course while 47% have implemented sponge activities into their classes. 82% have used specific LIFE activities and 88% are working with different classroom management strategies that were learned. 94% have animals and plants in their classroom, 76% have posted or are working with laboratory safety procedures, and 12% of the teachers have engaged their students in outdoor activities. Math and science were integrated in 59% of the classrooms, while 29% integrated science with other subjects. 76% report using the learning cycle and 35% are implementing experimental design.

Investigative work is being seen in 94% of the classes with 82% of teachers using these types of activities for one class period only. 47% of the participants use these investigative experiences as ongoing activities over more than one day and 53% report that data is being analyzed mathematically through graphing or some other method. 88% of all Project LIFERs are having students work in cooperative groups with 100% using assigned tasks, and 53% implementing group grading. 82% of the teachers are using alternative assessment techniques with the most popular methods including learning logs (18%), student journals (29%), and writing about science (18%). 53% have had their students complete projects with 56% focusing on individual projects and 44% completing group projects. Concept maps and card sorts were found in 24% of the classes, higher level questioning was at 12% and performance assessment was at 6%. Real world connections were seen in 41% of the classes.



**Second round data indicates the following:** 94% of the Project LIFE participants are using a variety of LIFE materials and information. 100% have adopted the questioning techniques used in the course while 81% have implemented sponge activities into their classes. 81% have used specific LIFE activities and 86% are working with different classroom management strategies that were learned. 100% have animals and plants in their classroom, 94% have posted or are working with laboratory safety procedures, and 19% of the teachers have engaged their students in outdoor activities. Math and science were integrated in 50% of the classrooms, while 44% integrated science with other subjects. 44% report using the learning cycle, 13% are teaching through inquiry and 31% are implementing experimental design. 19% are using the carousel/gallery walk strategy. Investigative work is being seen in 82% of the classes with 65% of teachers using these types of activities for one class period only. 53% of the participants use these investigative experiences as ongoing activities over more than one day and 35% report that data is being analyzed mathematically through graphing or some other method. 82% of all Project LIFERs are having students work in cooperative groups with 100% using assigned tasks, and 57% implementing group grading. 82% of the teachers are using alternative assessment techniques with the most popular methods including learning logs (29%), student journals (64%), and writing about science (14%). 50% have had their students complete projects with 14% focusing on individual projects and 71% completing group projects. Concept maps and card sorts were found in 36% of the classes, higher level questioning was at 7%. Real world connections were seen in 24% of the classes. The Project LIFE coordinator found 100% of the teachers to be cooperative and enthusiastic about the classroom visits and is, therefore, already excited about getting on the road for the next round of visits to begin in January. Thank you for an excellent job, LIFERs!!



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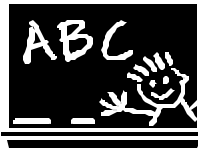
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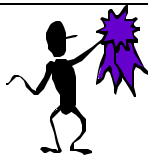
## BLACKBOARD BITES

Project LIFE continues its use of Blackboard as a part of the academic year follow-up. The 2nd assignment had the teachers thinking about their first video lesson. Most teachers concluded that they do not like seeing or hearing themselves on video!! Overall they felt that it was a positive experience. It gave them the opportunity to reflect back over the lesson and decide what needed to be changed for future lessons. Thanks to all LIFERs that have completed the assignments!!!!

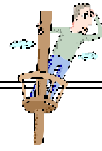


Have you checked Blackboard lately??  
**Assignment 3 has been posted!!!**

## CATALyST TEAM GOOD NEWS!!



**Linda Ramsey, Program Director**, was honored at LSTA. She received the first Claudia Fowler Distinguished Service Award. This award went to a very deserving and surprised person. Way to go Linda!!  
**David Hough, LIFE Team**, received notification that he had passed his National Board Certification!!! We knew you could do it David..... He and his wife are also expecting their 2nd child in July. Congratulations David!!!

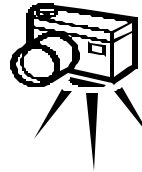


## SPOTTED AT LSTA

The Louisiana Science Teachers' Association held its annual conference CSI: New Orleans December 4-6, 2003. The place was bustling with science teachers everywhere. LIFERs **Louise Dykes, Cut Off Elementary School, Lola Champagne, St. Thomas More High School, Marla Hemperley, Dodson High School, and Danzie Pierce, Robinson Elementary School** were seen at various times during the flurry. They were enjoying science at its best. **Louise Dykes**, developed a taste for peanut butter during one of the sessions. Thanks to all who were there!!!!



## LIFERs IN ACTION



The first floor of Carson-Taylor Hall has proof in the halls that LIFERs really do behave like scientists. Caught in the act were **Tammy McCloy**, Barton Junior High School, **Susan Lawrence**, Washington Middle School, **Louise Dykes**, Cut Off Elementary School, **Audrey Hudnall**, Jack Hayes Elementary School, **Danzie Pierce**, Robinson Elementary School, **Mark Spradling**, Ruston Junior High School, **Mariam Stone**, Ruston Junior High School and **Susan Johnson**, El Dorado High School. The pictures are proof positive that LIFERs really experience science!!!!



## LIFE SUPPORTS (items from and about our LIFERs)



**Sharon Valentine, Mangham Elementary School**, had her 1st graders observing "dancing raisins"!!! The discussion that took place was incredible!!! Super Job Sharon!!! **Mariam**

**Stone, Ruston Junior High School**, had her students experiencing mechanical and chemical weathering using simple easy to find things such as hard candy and steel wool. Her students were not only understanding the concepts, but also having fun!!! Awesome Mariam!! **Mark Spradling, Ruston Junior High School**, hopefully has plants growing. His 7th graders have been experimenting with seeds and the conditions under which they grow best. The students



were placing the containers in some interesting places.... Way to go Mark!!! **Danzie Pierce, Robinson Elementary School**, could be called Mr. Outside. He has his students going outside every opportunity he can. They collecting soil samples from various places on the playground and then made observations using their "scientist eyes." More great learning!!!!



**Cindy Pardue, Weston High School**, is still using science to teach reading and math. Her students have been observing tadpoles. They practiced their jumping, measuring, and graphing skills that went along with their frog life cycle lessons. 1st graders are excellent jumpers!!!! Fantastic job Cindy!!! **Tammy McCloy, Barton Junior High School**, reports that her students have been finding the density of minerals. A complex concept

made easy by using simple hands on activities. Wonderful Tammy!!!! **Rosalind Mosley, Oak Terrace/JB Harville Alternative School**, is raving about her students' presentations on mitosis. The students did an excellent representation of the different phases. Good job Rosalind!!!! **Susan Lawrence, Washington Middle School**, reports that "Foot Functions" worked well with her students. The students then researched various biomes. Lots of learning going on.... Good job Susan!!! **Susan Johnson, El Dorado High School**, has a pleasant smelling room thanks



to all the soap that her students made for the their play, *The Grass Harp*. Super way to incorporate other subject areas!!!! **Audrey Hudnall's** students at **Jack Hayes Elementary School** have been experiencing true learning with long term observations of their ecocolumns. The students were very excited about the learning experience and eager to take the ecocolumns home. Fantastic way to teach about the ecosystem!!!! **Marla Hemperley, Dodson High School**, reports that her class loved the "Bird Beak" activity. Her students really understood why birds eat certain foods after their adventure with various bird beaks. Super Marla!!! **Sue Harris, Good Hope Middle School**, had her students use the picture book, *Zoom*, to solve a sequencing problem and then related it to the number patterns in Pascal's Triangle. Awesome way to solve problems!!! **Robyn Francois, Robinson Elementary School**, has some very unusual solar systems in her classroom. They are not your typical models. The students made them from pipe cleaners and hard candy! Great learning experience!!!! **Louise Dykes, Cut Off Elementary School**, had her students participate in the



*Global Sun Temperature Project*. Her students collected temperature data and then reported it to a data base. The class had to include the schools location with the longitude and latitude. Students then looked at data from around the world and compared the temperatures with the locations. Wonderful way to incorporate math!!! **Debbie Bryan's** students at **Thomas Jefferson Upper Elementary School** love to solve problems from the *Stories to Solve* book. Her students have also been spotted observing various plants and loving every minute of it!!! Way to get them involved Debbie!!! **Lola Champagne, St. Thomas More High School**, has her biology students using "foldables" when reviewing the phases of mitosis. Great way to review!! **Tifarah Dial, Swayze Elementary**, has her students working cooperatively together. The students are relishing every moment of it!!!



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## Butterfly In The Wind

A child is a butterfly in the wind:

some can fly higher than others:

But each one flies the best that it can.

Why compare one against the other?

Each one is different.

Each one is special.

Each one is beautiful.

- Author Unknown-



## MERRY CHRISTMAS FROM THE LIFE GANG

The Project LIFE Staff extends to each of you its best wishes for a fabulous holiday season. We've already assured Santa that you definitely belong on his "NICE" list because we've seen you when you were SO good!!



## Louisiana Environmental Education Symposium

The Ninth Annual Sharing our Vision for Environmental Education Symposium will be held February 27-28, 2004. Please mark your calendars now for this very exciting event. The symposium will be held at the

**Holiday Inn South**

**9940 Airline Highway**

**Baton Rouge, LA 70816**

**(225)924-7021**



See attached flyer!!!

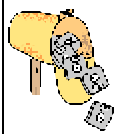
## 2004 CLASSROOM VISITS ARE JUST AROUND THE CORNER



With the first 2 rounds of classroom visits just completed, Carolyn is already gearing up for the next round of teacher observations. Slated to begin in mid-January, the visits will be similar to what the Project LIFE teachers have already experienced. However, during this round we will be looking for more of you to implement strategies that you might not have had a chance to try during the earlier part of the academic year. The areas needing more focus and attention can be noted in the implementation data recorded in our opening article. Each Project LIFE teacher is encouraged to think of additional strategies that they can try and then challenged to work diligently toward further implementation in 2004. Let's really put our Project LIFE experiences to work for us as we get the new year underway—make 2004 a year to remember!!!



## We Need To Know...



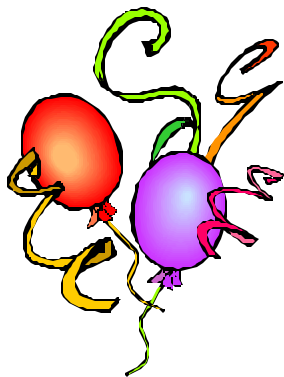
Let us know immediately if there have been any changes to your personal information since you began the project. Should your mailing address, school information, or e-mail address have changed, please let the Project LIFE office know as soon as possible. In addition, if your teaching schedule is going to be different during the next semester, Carolyn needs to know that before she schedules the next round of classroom visits. Your cooperation will be greatly appreciated!!



The mind is like a parachute...  
It works best when  
**OPEN!**



HAPPY NEW YEAR  
FROM THE LIFE GANG!



Let the words I speak  
Be soft and sweet,  
For tomorrow I may have to  
Eat them!

## BULLETIN BOARD:

### **American Museum of Natural History Offers Online K-12 Professional Development, Access to Research, Collections, Exhibitions, and Labs**

In partnership with the NSTA Institute, The American Museum of Natural History will offer Seminars on Science, its award-winning online professional development program. From February 16 to March 28, six-week courses in genetics, earth science, physical science, and ichthyology will be available to K-12 educators. Participation requires Internet access and can occur at any time and at any location.

Each course provides participants with unique access to the Museum's scientific research, collections, exhibitions, and laboratories. Facilitated by an instructional team composed of a scientist and an educator, each course highlights the Museum's rich resources through original essays, videos from the field, interactive simulations, and facilitated discussion. Participants receive valuable learning resources that can be used in the classroom.

These courses align with the National Science Education Standards and are available for graduate credit. For more information, visit <http://institute.nsta.org> or access the American Museum of Natural History Web site at <http://learn.amnh.org/welcome.php?w=NSTAIW041>. Space is limited, so early registration is advised.

### **Students Can Join the Science National Honor Society**

<http://www.scienceNHS.org>

High schools students are encouraged to join the Science National Honor Society (SNHS). The SNHS acts as a conduit between secondary academics and the professional scientific community. A student must maintain a 3.0 grade point average in order to remain a member, as well as maintain a B+ average across all science courses. SNHS awards scholarships to be used towards college education, development grants to community outreach projects sponsored by participants, and frequent web links and updates to members.

Monsanto has a website that is designed as a resource for discovering and teaching plant biotechnology. Download lesson plans, learn biotechnology basics and link to other educational websites.  
[www.teachingscience.org](http://www.teachingscience.org)

### **To apply for the Intel International Science and Engineering Fair (Intel ISEF) Excellence in Teaching Award**

<<http://www.intel.com/education/isef/awards.htm>><http://www.intel.com/education/isef/awards.htm>

Intel International Science and Engineering Fair Excellence in Teaching Award recognizes high school math and science teachers who have demonstrated excellence in the teaching of project-based learning. It also provides teachers the opportunity to share their program with peers from around the world. A maximum of five teachers will be named as award winners. Each winner will receive an all-expense paid trip to Intel ISEF in Portland, OR from May 9-15, 2004, as well as a \$3,500 cash award. At this meeting, the five winners will attend the Intel ISEF Educator Academy and will present workshops highlighting their methods or programs. Each winner will also have an opportunity to meet with Intel Foundation representatives to request funding for a proposal. The application deadline is January 16, 2004.