

T2L NEWS

Thank you!



As the first semester of the Teaching to Learn project wraps up, the project team wanted to take this opportunity to say thank you to all of the teachers and college students who have worked so hard this semester

to make this project a success. We sincerely appreciate the work you do every day, and value your commitment to this innovative project.

Sincerely,

T2L Project team

Newsletter Topics

In this inaugural newsletter for the Teaching to Learn project, we provide you with updates on the various science units, important information about upcoming dates, and general information of interest to those involved in this project. If there are topics you'd like to see addressed in future newsletters, please feel free to get in contact with any of the project staff. We

welcome your suggestions and look forward to deepening the open lines of communication.

FALL 2014

Contents



Research update: find out the latest on the cutting-edge research being done as part of the T2L project.

2



What are the elementary students up to? Find out more about the fantastic science happening in the classrooms.

2



Who should I contact if I have a question or concern? We've included the full list of T2L project staff so you can find out who to contact.

3

Calendar

Week of December 5th: last week for Science Fellows' work in classrooms.

Research update

One of the important facets of this project is the research we are conducting to investigate the impacts on the individuals participating in the project. Specifically, we are looking at the impacts on the participating college students (A.K.A. Science Fellows), elementary teachers, and their students.

We have reached a few important milestones in this research endeavor. First, we have surveyed the Science Fellows and their peers (who are not participating in the program) regarding their ideas on the nature of science, attitudes toward science, and science self-efficacy. We have also given a similar survey to the

participating teachers. The survey for teachers asks about their science teaching self-efficacy, instead of science self-efficacy.

The second important milestone is that we have collected all the surveys and are in the process of looking at some initial results from this first round of data.

We will use the results from these surveys not only to add to the knowledge base on this type of project, but also to improve our future work within this project.



If you have any questions regarding the research you can contact any of the Principal Investigators (Nick Stroud, Jean Bacon, Chris Himes, and Jennifer Swoap).

What are the elementary students up to?

Grade 2: The students in Grade 2 have been busy learning how to classify in all sorts of ways. They now know how to classify by strength, texture, and hardness. Their senses are being put to the test as they have to carefully look at and feel the objects they are trying to classify.

Grade 3: Grade 3 students are learning all about water. They can tell you all about the water cycle and are building up their vocabulary with words like saturation and precipitation.

Grade 4: Is a mineral a rock or is a rock a mineral? Ask the 4th graders; they know the answer to this tricky question. The 4th graders are experts at observing and describing minerals and rocks and seem to always have their hands deep into soil, sand, or clay.

Grade 5: What is dry ice? Is it gas, liquid, or solid? The 5th graders were lucky enough to use dry ice in one of their science lessons. Through various experiments and demonstrations the students were able to learn more about dry ice and what it's made of.

Who do I contact?

Williams: Center for Learning in Action

Jennifer Swoap, Director of Elementary Outreach
(Jennifer.C.Swoap@williams.edu, 597-4395)
Molly Polk, North Adams Coordinator for Elementary Outreach
(Molly.Polk@williams.edu, 597-4645)
Lindley Wells, Education Outreach Consultant
(lew1@williams.edu, 597-4645)
Paula Consolini, Director of Center for Learning in Action
(pconsoli@williams.edu, 597-5039)
Colin Ovitsky, Program Assistant (cmo2@williams.edu,
597-5041)

MCLA

Nick Stroud, Assistant Professor of Science/Technology
Education (n.stroud@mcla.edu, 662-5505)

Chris Himes, Assistant Professor of Education & STEM Program
Manager (c.himes@mcla.edu, 662-5222)

Leslie Rule, Teaching to Learn Supervisor
(Leslie.Rule@mcla.edu)

Teach To Learn 2014 Who's Who

North Adams Pubic Schools

Jean Bacon, Administrator of Teaching and Learning
(jbacon@napsk12.org, 776-1660)

Lindsay Osterhoudt, Math Coach & K-12 Science Coordinator
(losterhoudt@napsk12.org, 776-1669)

Teachers from North Adams Public Schools

Brayton: 8 Teachers participating

Greylock: 2 Teachers participating

Sullivan: 5 Teachers participating

Please contact Lindley Wells if you are a teacher at Brayton or Greylock and have any material requests.

Please contact Leslie Rule if you are a teacher at Sullivan and have any material requests.

Make sure you are posting to the collaboration site (GLOW/Canvas). If you are having trouble with any aspect of the site please contact Molly Polk.

Teachers, if you do not have coverage for your 30 minute debrief session with your Williams or MCLA students please contact your building principal to let them know you need coverage for this block of time.