YOUR DATASTREME *PLAN OF ACTION*:

At the end of your DataStreme course, there will be an evaluation of your success in the course as well as your response to it and the enrichment you experienced in progressing through it. This evaluation will encompass three parts. First is the End-of-Course Survey similar to the Beginning Survey you took to judge growth in the content material. Second, there will be a chance for you to give your expectations for outreach to your colleagues based on your course experience and content development. Finally, you are asked to provide a tangible example of your use of the course content that is, or could be, relevant to your own teaching.

Keep in mind when preparing your evaluation and lesson plan and completing the survey that the DataStreme Project is a NOAA-funded Teacher Enhancement project. Its purpose is to assist teachers to help other teachers. The major goal of the Project is to work collegially with you to become a climate education resource person who in turn helps other teachers in your home schools to acquire and use electronic environmental information. Your participation in this DataStreme distance-learning course is intended to be the first step in that process. Think of current Internet climate and the environmental data stream as vehicles for learning across the curriculum (not just for science).

Furthermore, you should be aware of NOAA's Education Mission: "To advance environmental literacy and promote a diverse workforce in ocean, coastal, Great Lakes, weather, and climate sciences, encouraging stewardship and increasing informed decision making for the nation." A brochure you may refer to for background on climate science literacy is: http://www.globalchange.gov/resources/educators/climate-literacy. (This is linked from the DataStreme ECS website, **Extras** section, *Climate Literacy*.)

In addition to the End-of-Course Survey, each DataStreme course participant is asked to develop a *Plan of Action* describing how she/he intends to promote Earth system science education and the classroom use of electronically-delivered environmental data following completion of the course. This may focus on climate or a more general earth science approach.

Your Plan of Action will involve two parts:

1. ***Submission of Intended Post-Course Activity***: Completion of an internet response form that asks basic information such as demographics of your school setting, your own classroom application of content from the course, and impacts of your outreach to your colleagues to date. Then questions will cover your general professional impacts and opinions regarding your understandings of earth science following the course, both on you personally and for your peers.

   You may be contacted later for follow-up information on how your action plans have developed. *That information is highlighted below*.

2. ***Lesson Plan Submitted to LIT Leader***: The second portion of your Action Plan is to create a lesson plan that is a sample of the specific use that the course information has

provided you or that can be used within your own teaching. This lesson plan is to be discussed with course colleagues at your last LIT meeting of the semester. An electronic copy will be provided to your LIT leader as evidence of your application of course material. This lesson plan will also be sent by your leader to be archived by DataStreme Central. We may share your lesson plan with others and our funding agencies.

You may share your plans as well as other class experiences and practices directly with colleagues at http://datastreme.wikispaces.com/home.

As you develop your ideas for working with your colleagues, we want you to know that you have access to a teacher's guide entitled *Climate Science for Today's World*. It is intended for peer training purposes and contains adaptations of Chapter 1 of the *DataStreme Climate textbook* and 4 activities from the *Investigation Manual* dealing with modern climate science, climate variability and change, climate and variability from the instrument record, and the ocean in the climate system. The 31-page teacher's guide may be given to the teachers you peer train. It is available from the course homepage. Below the **Extras** section, click *Additional Extras Links*. It then is the final link of the new webpage.

Part I. An outline of the Post-Course Survey information to be collected follows for your reference and thoughtful preparation prior to accessing the internet. This survey will be activated at the conclusion of the course along with other evaluation material. ***Do not respond to this outline in writing.*** The electronic survey will cover:

DataStreme Earth's Climate System Plan of Action – Post-Course Survey portion

1. Personal teaching:
   A. Courses including DataStreme material
   B. Course topics
   C. Approximate number of students involved
   D. Website products that I do or plan to use:
      (*e.g. news, climatic data, IPCC or U.S. government reports, climate model results, others, etc.*)
   E. Is course content part of local, district, state, national assessments?
   F. Ways the course has affected my teaching

2. Student impacts:
   A. Ways I hope to influence students' attitudes toward science?
   B. Ways I anticipate impacting students' science related skills?
   C. Ways I anticipate impacting students' science knowledge?
   D. Ways I can assist my students with career information from the course?
   E. Number of students who may be interested?

3. Assistance to colleagues:
   A. Types of information I have provided to colleagues
      Number of colleagues who have been impacted?
   B. Additional ways I have transferred my acquired knowledge and skills to other teachers?

C. Types of information I will provide to colleagues?
   Number of colleagues who may be impacted?
D. Additional ways I plan to transfer my acquired knowledge and skills to other teachers?
E. Formal workshops provided for colleagues
   Topics, number attending

4. Influence on curricula and/or educational foundations:
   A. School, district, state curricula that have been impacted?
   B. Way my participation in DataStreme has impacted administrators?

5. Professional development activities:
   A. Science teacher organizations I am active in:
      Local, regional, state, national
   B. Science teacher organizations I plan to become active in:
      Local, regional, state, national

Any other comments, activities or expected outcomes:

Part II. Lesson Plan - Provide a lesson plan that typifies what course material you have already used or could possibly use in your classroom.

DataStreme ECS Lesson Plan
Jane Doe – Fall 2014

Be prepared to discuss your Lesson Plan with your colleagues and provide your LIT leader with an electronic copy of your Lesson Plan.

For the electronic copy of your Lesson Plan – Name the file, for example, as: ***yourname–LITleader.ext***.

- Your-name should be your first initial plus your last name, e.g. *jdoe*
- then a dash, e.g. –
- then your LIT leader's last name, e.g. *brown*

So, Jane Doe on Joe Brown's DS-ECS LIT with a document file of her lesson plan would title it: *jdoe–brown.doc*, etc. (The extension part should be automatically provided by the computer program you use to produce the plan.)

If there are questions, contact your LIT leader or mentor.