YOUR DATASTREME EVALUATION AND *PLAN OF ACTION*:

At the end of your DataStreme course, there will be an informal evaluation of your success in the course as well as your reactions to it and the enrichment you experienced in progressing through it. This evaluation will encompass three parts. (1) First is the End-of-Course Survey similar to the Beginning Survey you took to judge growth in your confidence and the content material. (2) 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. (3) 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 completing the survey and preparing your evaluation and lesson plan that the DataStreme Project is a NOAA-funded Teacher Enhancement project. Its purpose is to assist teachers (you) to help other teachers. The major goal of the Project is for AMS to work collegially with you to become a weather 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 website you may refer to for background on climate science literacy is: http://www.globalchange.gov/browse/reports/climate-literacy-essential-principles-climate-science-high-resolution-booklet. (This is linked from the DataStreme ECS *RealTime Climate Portal*, **Extras** section, *Climate Literacy*.)

1. The electronic End-of-Course Survey covers (a) your level of comfort at being able to provide this material to your students and colleagues, (b) a general assessment of some course topics, and (c) demographic information for our report to our major funder, NOAA, on the course's impact.

2. Your online electronic responses in a Plan of Action for Outreach to your colleagues describing how you intend to promote Earth system science education and classroom use of electronically-delivered environmental data based on your understanding of the course. This may focus on climate or a more general earth science approach:

   Your 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

Observed 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?

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

Influence provided on curricula and/or educational foundations:

A. School, district, state curricula that have been impacted?

B. Way my participation in DataStreme has impacted administrators?

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:

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 public DataStreme ECS website. Below the **Extras** section, click *Additional Extras Links*. It then is the final link of the new webpage.

You may be contacted later for follow-up information on how your action plans have developed. If there are questions, contact your LIT leader or mentor.

3. Lesson Plan Submitted to your LIT Leader:

   Create a lesson plan that serves as 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. A written copy may be helpful but also an **electronic copy** must be provided to your LIT leader of this plan. 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/.

DataStreme ECS Lesson Plan
Jane Doe – Fall 2016

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 be: ***jdoe–brown.doc***, etc. (The extension part should be automatically provided by the computer program you use to produce the plan.)