



# Remove the Hurdle: Raising the Bar with Student Research Colorado Power Educators Project

Mid Year Review  
Challenger Middle School  
Academy District 20  
Colorado Springs



# Project Overview



## Goal:

To implement a strategy for the logical progression of teaching the research process in grades six through eight.



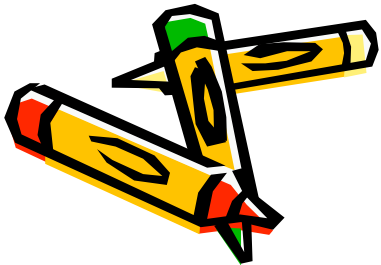
# Objective 1



Students need to be able to effectively assess information and apply what they gather appropriately.

Steps to meet this objective include:

- Training teachers how to teach students to locate and evaluate sources.
- Educating teachers and students about the ethical use of information.
- Defining plagiarism and how to avoid it.
- Instructing on how to advance to higher-level, more focused thinking.



# Objective 2

## Ensure teachers are aware of:

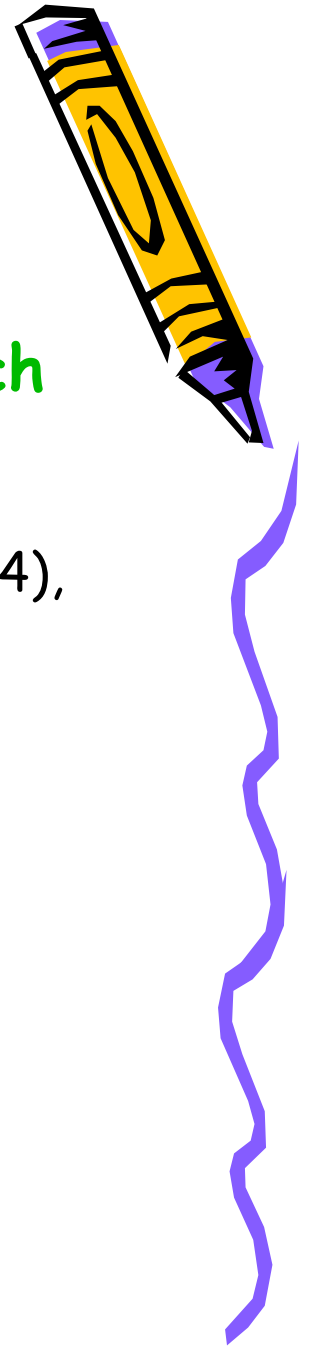
- How students learn the research process.
- What common language needs to be used in order to utilize research skills across curricula and grade levels,
- What is expected of each instructor at the appropriate levels of this learning process.



# Objective 3

Understand student and staff current research skills by:

- Developing and administering an online survey (Fall 2004),
- Developing and delivering e-Instruction pretests,
- Evaluating data in conjunction with research on the research process and applicable models.

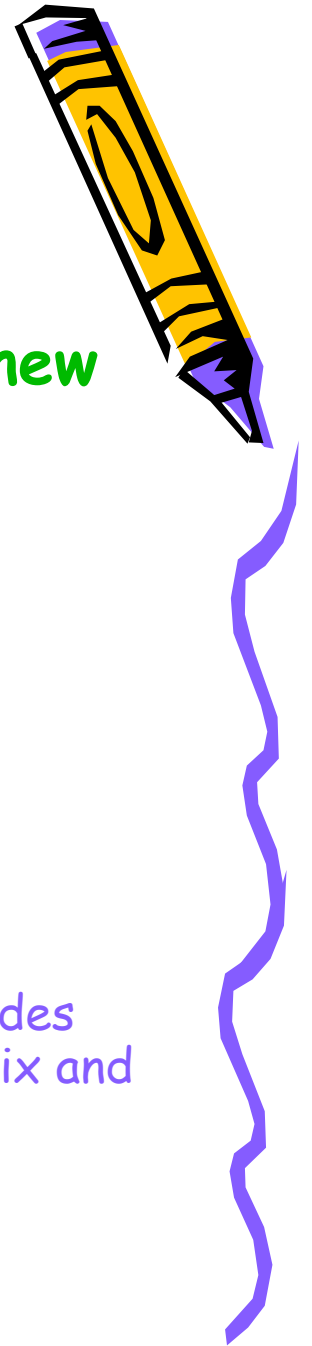
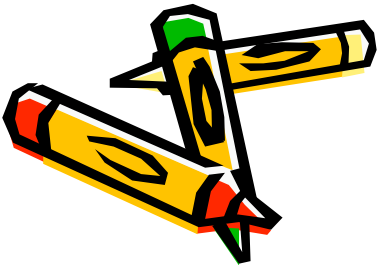


# Objective 4

Refine current research activities and develop new ones in order to:

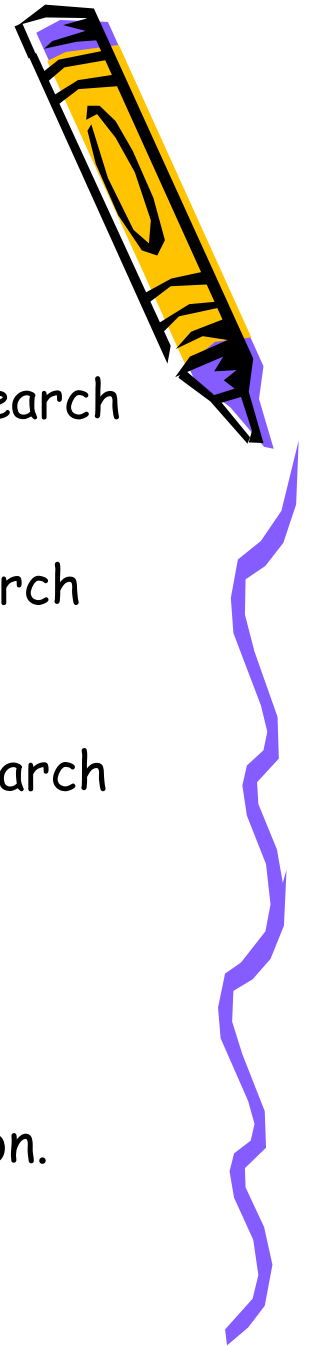
- Reach all students
- Address district and state standards and benchmarks
- Follow the district's ET-IL plan
- Improve CSAP scores

The activities developed will be progressive through the three grades and will be directly connected to the District 20 ET-IL standard six and eight benchmarks.



# Progress to Date

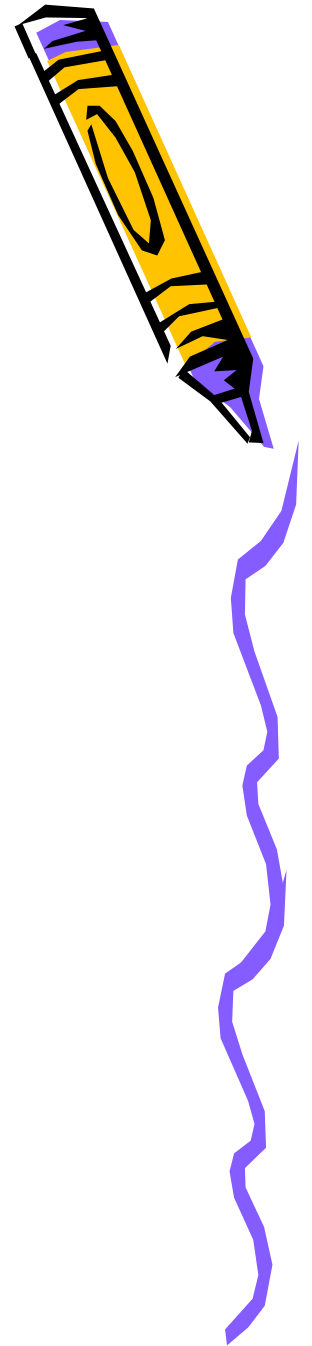
- Three teachers and teacher librarian reviewed six research models.
- Core group developed their understanding of the research process.
- Core group used Inspiration to create a models of research process & the use of Essential questioning.
- Core group developed a pretest/survey that was administered using Inspiration software.
- Each teacher developed at least one collaborative lesson.



# Impact to Date

Improved and/or increased:

- collaborative inquiry lessons
- use of essential questioning
- responsible use of resources
- evaluation of Internet sources
- excitement for thinking and learning.



# Alignment With Other Initiatives

- District Tech Plan and ETIL standards
- CSAP connections - reading and writing content standards
- Inquiry based learning



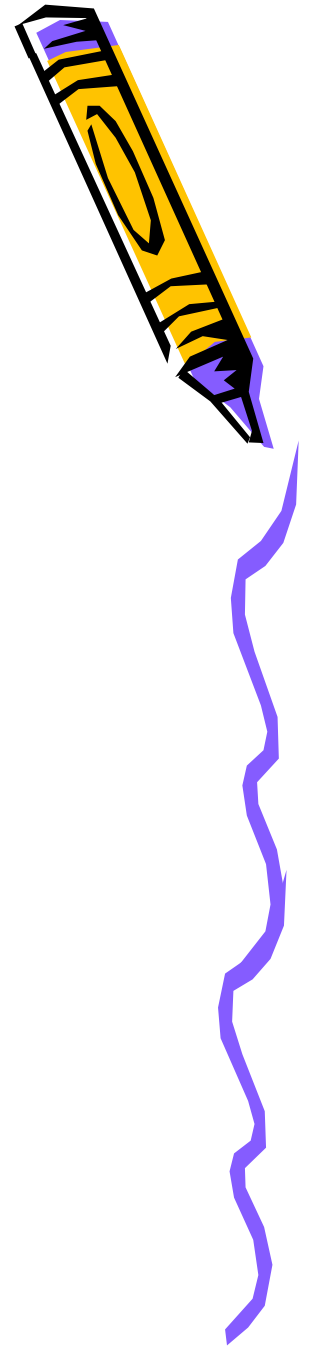
# Dissemination and Evaluation Strategies

## Dissemination:

- Sharing among teachers
- Collaborating with technology & library teachers

## Evaluation:

- More engaging research for students & teachers
- Higher quality student products
- CSAP connections with current curriculum



# Ms. Buckner's "Which Asian city would you move to?"

- Asian novel - Bloom Ball
- Credible web sites - City Comparison
- Research selected city - creation of city information book
- Asian City Fair



# Significance to Other Colorado Schools

- Benefits of working together for
  - Students
  - Classroom teachers
  - Technology teacher
  - Teacher Librarian
- Opportunities for sharing and learning
- More effective use of time

