





[About Get Real!](#)
[Contact Us](#)
[Site Map](#)

 APRIL LUEHMANN
PROJECT DIRECTOR



Science

GET REAL!*

WARNER SCHOOL UNIVERSITY OF ROCHESTER

NEWS



Summer Camp



Science STARS

Funded by the National Science Foundation

critical issues



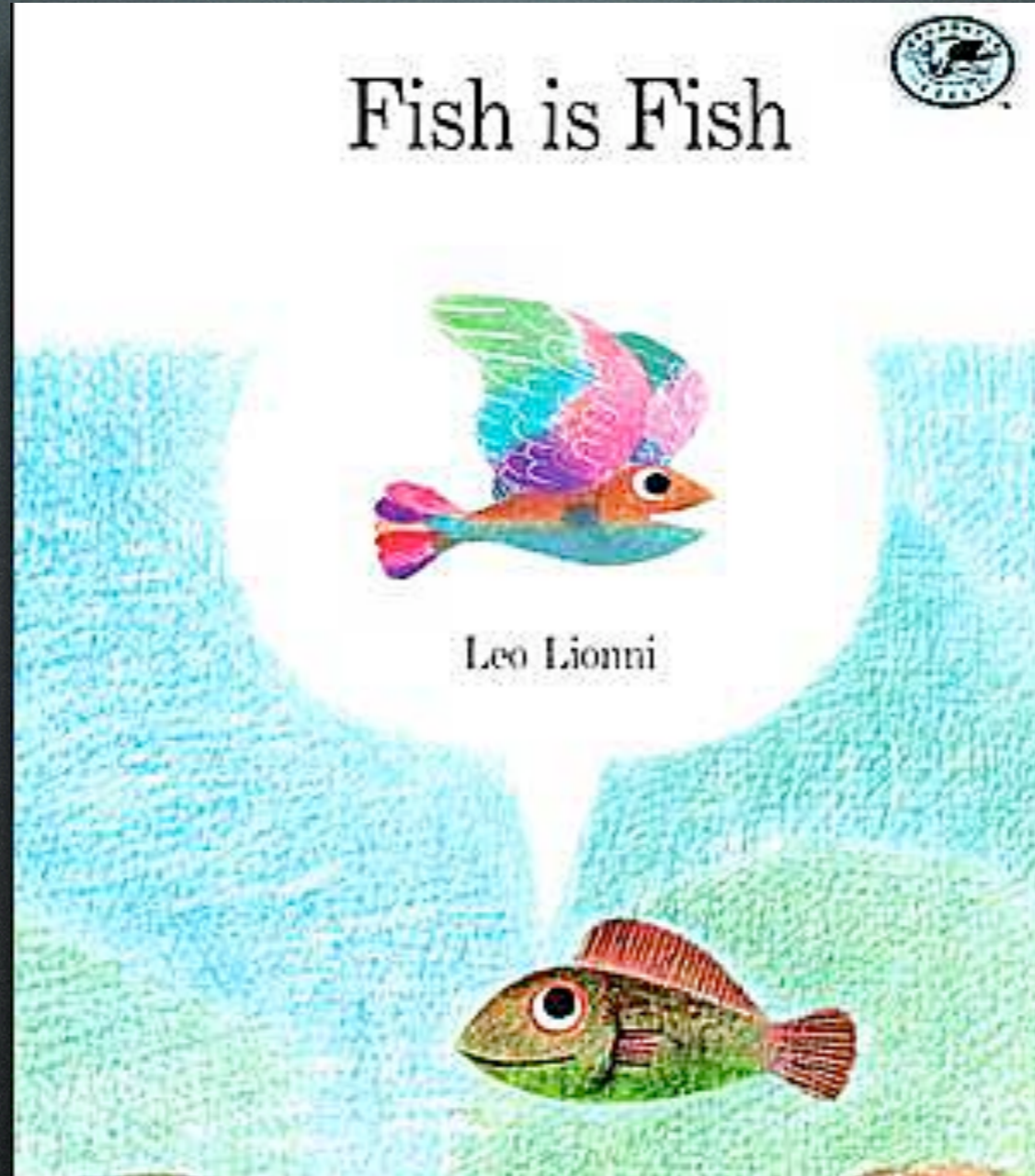
theoretical framework

critical issues



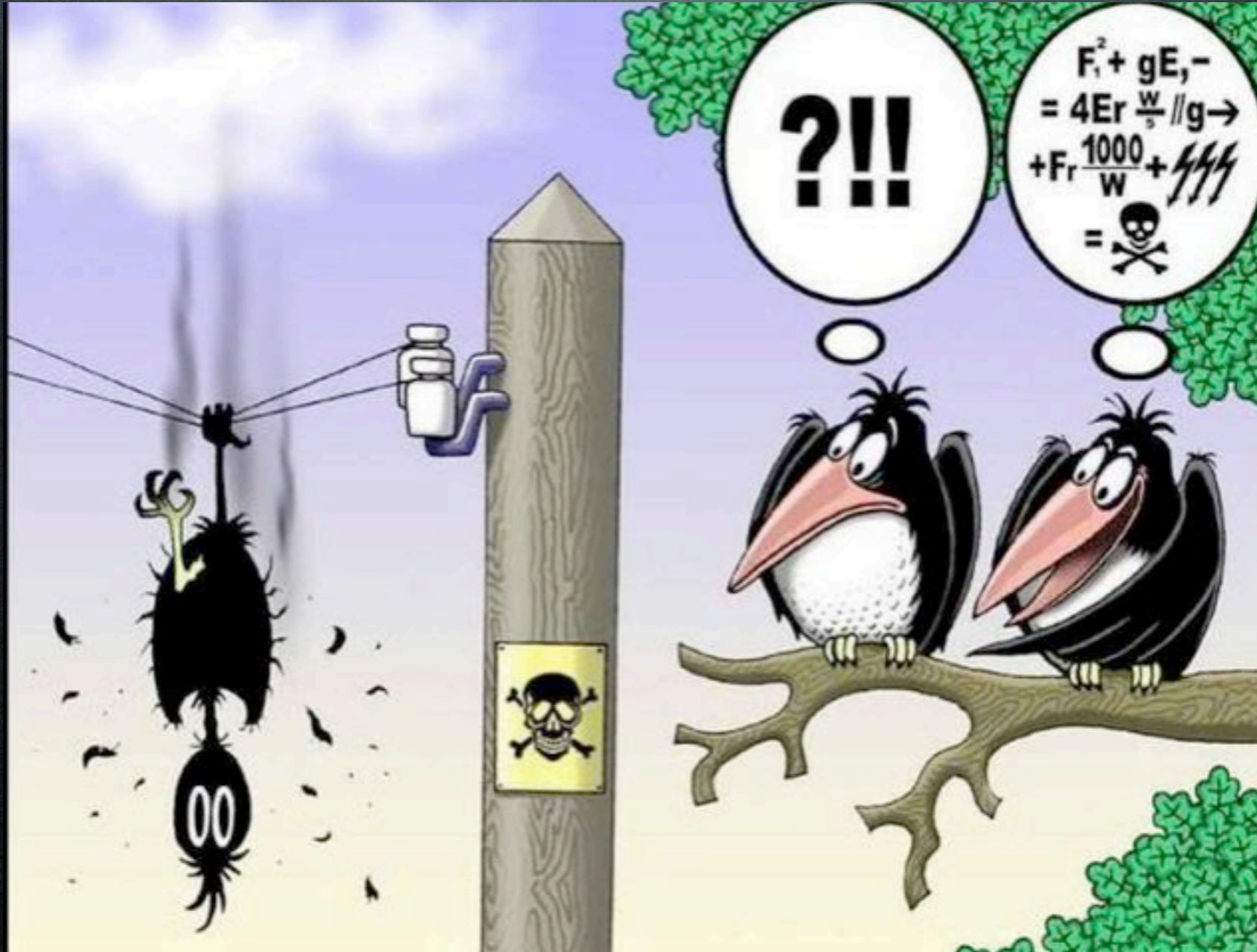
planning

critical issues



starting with the learner

critical issues



content knowledge

critical issues



identity work



Important Issues &
Challenges for us



Theoretical Framework

Important Issues & Challenges for us

Objectives (Given X, VBAT Y, as demonstrated by Z)	4. NYS/National Standards (cut and paste complete standard)	Connections (described)	Assessme (e.g. quiz,
Assessment Attached (name [F or S])	What Counts (as evidence for understanding)	Example (sample student language)	How will you use results?
Formative Assessment	Contribution to the Summative Assessment?		

Planning: Behind the Scenes

Important Issues & Challenges for us

The image shows a 'Get Real! Science Inquiry Map' template. At the top, it features a logo with a beaker and the text 'Get Real! Science Inquiry Map' and 'Science' with a star. Below the title, there are several sections for notes and diagrams. The top left section is for 'we know and what we want to know' and 'we should know'. The top right section is for 'Overarching Question' and 'Specific Scientific Question'. The middle left section is for 'Constructing our Model' and 'Model', with a ladybug illustration. The middle right section is for 'Seeking Evidence', 'Methods/Protocol', 'Metadata', 'Data', and 'Discussion Critical Analysis', with a DNA helix and an eye illustration. The bottom left section is for 'Constructing the Argument', 'Claims and Support', 'Dissemination of Information', 'Implications', 'Limitations', and 'Critical Lens', with a person wearing a mask illustration. The bottom right section is for 'Parking Lot'. The bottom of the map has a grid for 'What did we do today?' and 'How does this impact the big picture?'.

Planning: In Action

Important Issues & Challenges for us

Green Team (7th Graders)

Driving Question
How clean is our school?

Investigable Question
What cleaning products are most effective at reducing the microbes at East High?

Team Members

Nicole Bennett, Shayna Brown, Marissa Colaianna, Jada Ellis, Joyce Gonzalez, Alexis Griffin, Jahneice Johnson, Jenny Lindor, Sonylice McGrew, Ciara Rodgers, Marilyn Romero, Jahonne Smith, Kavonna Smith, Alicia Stewart, Kentassia Taylor, Sydney Rajab

Teacher-Facilitators



Purple Team (Third Years)

Driving Question
What are the health impacts of the food we eat?

Investigable Question
Does our school food contain more sugar than food from the community?



Red Team (8th Graders)

Driving Question
What is in our school lunches?

Investigable Question
How do meats (pork & beef) differ with respect to bacteria growth over hours of exposure to room temperature?

Team Members

Tonia Adger, Aaliyah Appleberry, Quanice Blocker, Rickia Bryant, Lakeisha Gardner, Venezia Hernandez-Andino, Tamra Law, Khajeeah Leggett, Fartun Mohamed, Tyasia Nelson, Chamara Ruffin, Sophia Vasquez, Kim Harris

Teacher-Facilitators

Zach White-Stellato, Lisa Zeller, Alex Perez, Rachel Chaffee



Yellow Team (10-12th Graders)

Driving Question
How do environments impact the way youth participate in their learning?

Investigable Question
How does the color of the room impact a person's ability to concentrate?

Team Members

Alexis DeJesus, Nanilelyn (Angela) Lopez, Brianna Miles, Abigail Milliman, Trishia Sampson, Alysha Schnizing



Starting with the Learner

Important Issues &
Challenges for us



Starting with the Learner

Important Issues & Challenges for us

The graphic is a 'Science Inquiry Map' titled 'Get Real! Science Inquiry Map' with a logo for 'Science' and 'Warner School University of...'. It is a structured template for a science project, divided into several colored sections: a top blue section for 'we know and what we want to know' and 'Overarching Question'; a yellow section for 'Seeking Evidence' containing 'Methods/Protocol', 'Data' (with an eye icon), 'Metadata', and 'Discussion Critical Analysis'; a light blue section for 'Constructing the Argument' containing 'Claims and Support', 'Dissemination of Information', 'Implications', 'Limitations', and 'Critical Lens'; and a bottom yellow and blue grid for 'What did we do today?' and 'How does this impact the big picture?'. There are also icons for a DNA helix, a ladybug, and a parking lot.

Starting with the Learner

Important Issues &
Challenges for us

How does Fast?
What we eat impact our
physical + mental health??

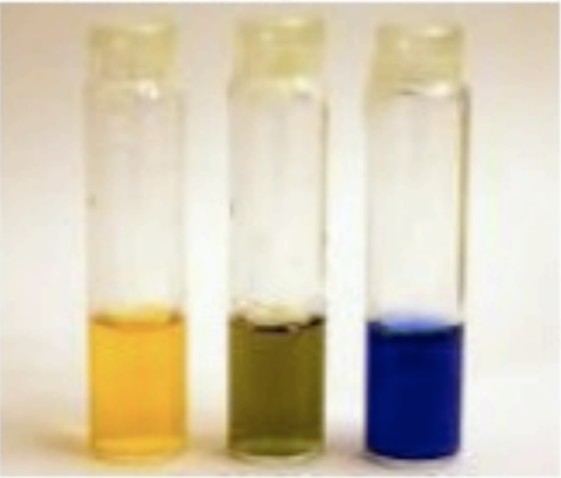


Visible *Fatigue*
5m tired
BMI

Invisible
↑ Blood pressure
clogged artery
Cholesterol!

The causal (casual) story: Obesity,
particularly in adolescents, is a growing (causing)
problem. Type II diabetes is ↑, as well as putting
these children at ↑ risk for heart disease + related
complications later in life. From a mental health
point of view we also know that ~~our~~ our mood
is closely linked to the foods we put in our bodies.
A study to investigate foods + their effects on
us would be a fun + relevant endeavor for **STARS!**

Content Knowledge

Important Issues & Challenges for us

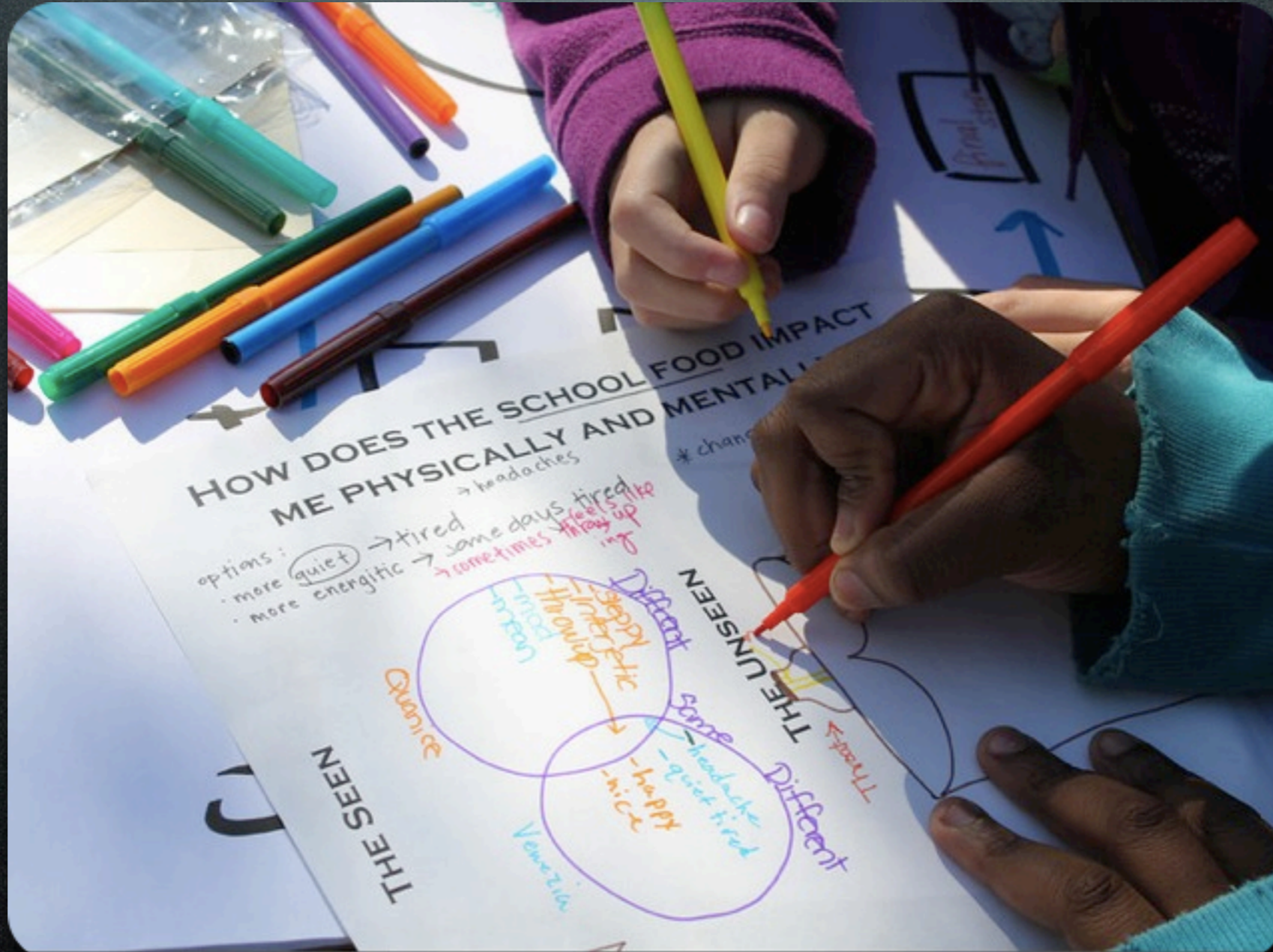
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Student describes <i>what</i> happened. Student describes, summarizes, or restates a pattern or trend in data without making a connection to any unobservable/ theoretical components. 	<ul style="list-style-type: none"> Student describes <i>how</i> or <i>partial why</i> something happened. Student addresses unobservable/ theoretical components tangentially. 	<ul style="list-style-type: none"> Student explains <i>why</i> something happened. Student can trace a full causal story of the phenomenon occurred. Student uses powerful science ideas (e.g., kinetic molecular theory) to explain events.
<p>The Bromothymol Blue changed color after exercise because the body exhaled more carbon dioxide as compared to when the body is stationary.</p> 	<p>When exercising the body requires more oxygen. As oxygen intake increases so does the carbon dioxide output.</p> 	<p>When exercising the body requires more energy which is taken from the lungs to muscles through the circulatory system and diffusion. The oxygen is used to breakdown glucose into carbon dioxide. Muscles use the energy from the breakdown of glucose and the carbon dioxide is exhaled.</p> <p>Respiration</p> $C_6H_{12}O_6 + O_2 \rightarrow CO_2 + H_2O + \text{Energy}$ 

Row 2 of the Rubric for Examining 3 Dimensions of Evidence-based Explanations. This explanation co-developed by a group of teachers.

Content Knowledge

Thompson, Braaten & Windschitl, 2009

Important Issues & Challenges for us



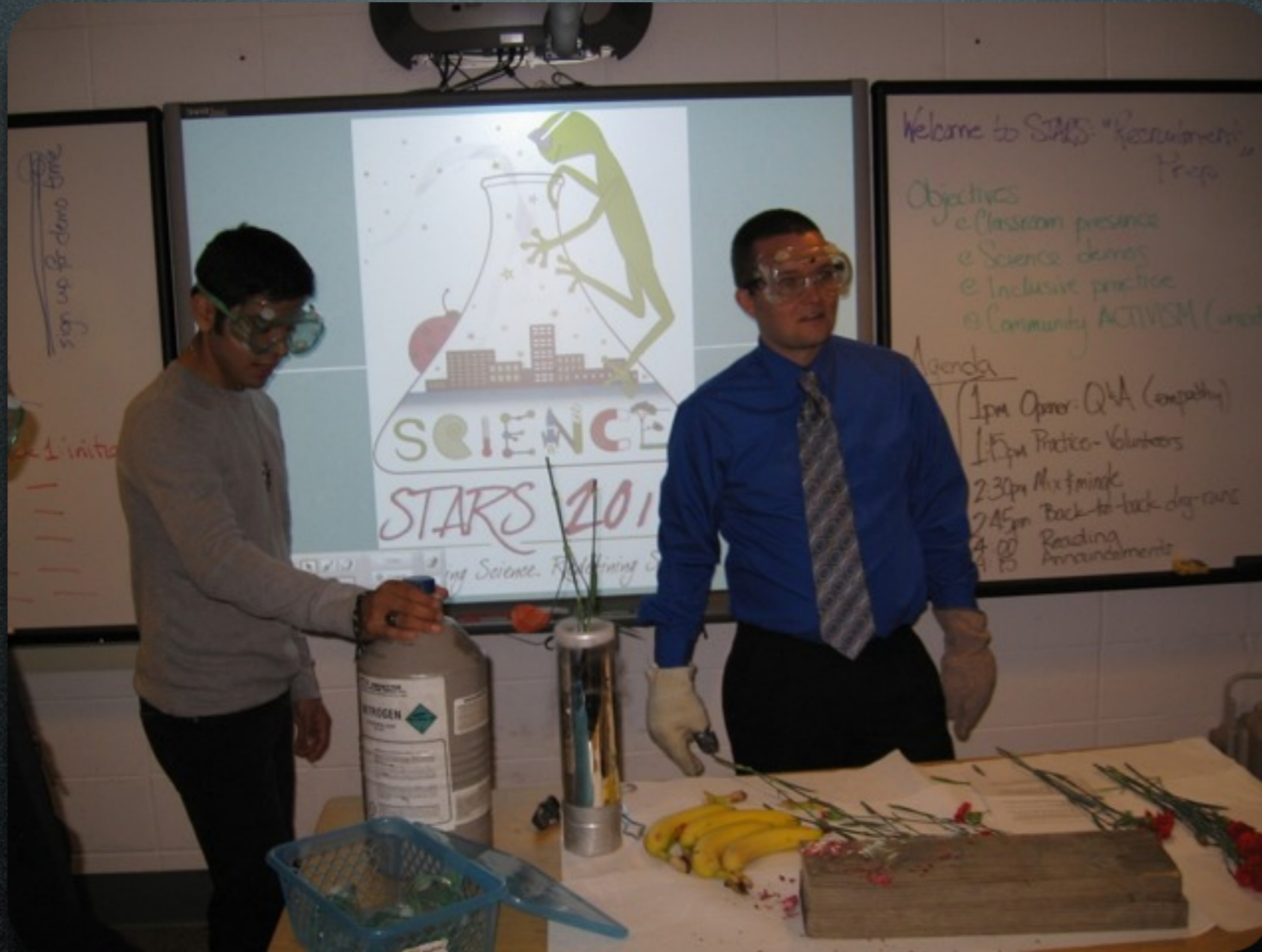
Content Knowledge

Important Issues & Challenges for us



“D”iscourse: ways of combining & integrating language, actions, interactions, ways of thinking, believing, valuing, using various symbols, tools & objects to enact a particular, socially recognizable identity. -Gee, 2001

Important Issues & Challenges for us



Identity Work: Participation

Important Issues & Challenges for us



Identity Work: Participation

Important Issues &
Challenges for us



Identity work: Recognition
Cohort-based Collaborative Work

Important Issues &
Challenges for us

HEY, MISS S!

A GET REAL! SCIENCE WEBLOG

Emotional Baggage Check

Thursday, January 26, 2012

By [katelyns](#)

After today's seminar, it's clear that this semester is going to be tough. We all know that I am the queen of finding things on the Internet machine, so I wanted to share this with the members of my most fabulous cohort.

The graphic is divided into two columns. The left column has a green header and contains the text: "I've got baggage. I've been feeling really crappy lately. Every time I turn around, something else is falling apart. Say, could you hold this for a minute?" Below this is an illustration of a brown suitcase and a green button labeled "check it". The right column has a blue header and contains the text: "Take that for you? I'm really loving life right now. Things are finally clicking into place. I've got happiness to spare. Let me lighten your load." Below this is an illustration of a luggage cart and a blue button labeled "carry it". At the bottom of each column is a short paragraph of instructions.

Get Real Sci Cohort

[Callin](#)
[Danielle](#)
[Hayley](#)
[James](#)
[Jocelyn](#)
[Jodi](#)
[Lisa](#)
[Yen](#)
[Zach](#)

Categories

[Big Picture](#)
[GRS Camp](#)
[Look what I found!](#)
[Questions](#)
[Random](#)
[Reflection](#)
[Research](#)
[Response](#)
[STARS](#)
[Student Teaching](#)

Archives

Identity work: Recognition
Personal, Professional, Public Blogging

Important Issues &
Challenges for us



Identity work: Recognition
Debriefs: +’s & ->’s

Important Issues &
Challenges for us



Identity work: Recognition
When Learners are Recognized

TABLE 1
Teacher Learning Dimensions and Practices

<i>Dimension of Teacher Learning (L) Addressed</i>	<i>Teacher Learning Practice (P) Employed</i>
L1. Developing a clearer <i>vision</i> for one's practice	P1. Awareness and consideration of personal educational <i>autobiography</i>
L2. Developing <i>understandings</i> about teaching, learning, and children	P2. Engagement in <i>critical inquiry</i> -based reflection and thinking
L3. Developing <i>dispositions</i> about how to use this knowledge	P3. Engagement in <i>community</i> -based <i>interactions</i>
L4. Developing <i>practices</i> to act upon one's intentions and beliefs	P4. <i>Studying practice</i> in a way that is connected to, yet removed from, content-specific daily practice
L5. Developing or acquiring new <i>tools</i> to support these efforts	P5. Consideration and integration of an <i>expert voice</i>
	P6. Engagement in thoughtful intentional professional practices over a <i>long term</i> and in <i>sustained</i> ways

Dimensions of Teacher Learning & Teacher Learning Practices

(Luehmann, 2008; Darling-Hammond & Hammerness, 2005)

Research & Evaluation



Identity Resources - Luehmann, 2010; Nasir & Hand, 2001
Positioning: Activity, Agency & Accountability
Support: Expertise, Feedback & Recognition

HEY, MISS S!

A GET REAL! SCIENCE WEBLOG

Emotional Baggage Check

Thursday, January 26, 2012

By [katelyns](#)

After today's seminar, it's clear that this semester is going to be tough. We all know that I am the queen of finding things on the Internet machine, so I wanted to share this with the members of my most fabulous cohort.

The graphic is a two-column layout. The left column has a green header, the text "I've got baggage.", a brown suitcase icon, and a green "check it" button. The right column has a blue header, the text "Take that for you?", a luggage cart icon, and a blue "carry it" button. Below each column is a short paragraph of instructions.

I've got baggage.
I've been feeling really crappy lately. Every time I turn around, something else is falling apart. Say, could you hold this for a minute?

check it

Take a minute to unload whatever's been bringing you down. Big or small, doesn't matter. Sometimes it just helps to get it out there and know someone heard it.

Take that for you?
I'm really loving life right now. Things are finally clicking into place. I've got happiness to spare. Let me lighten your load.

carry it

Take a minute to read about someone else's issues. Then choose a song to help get them through the pain. We'll send it along to them.

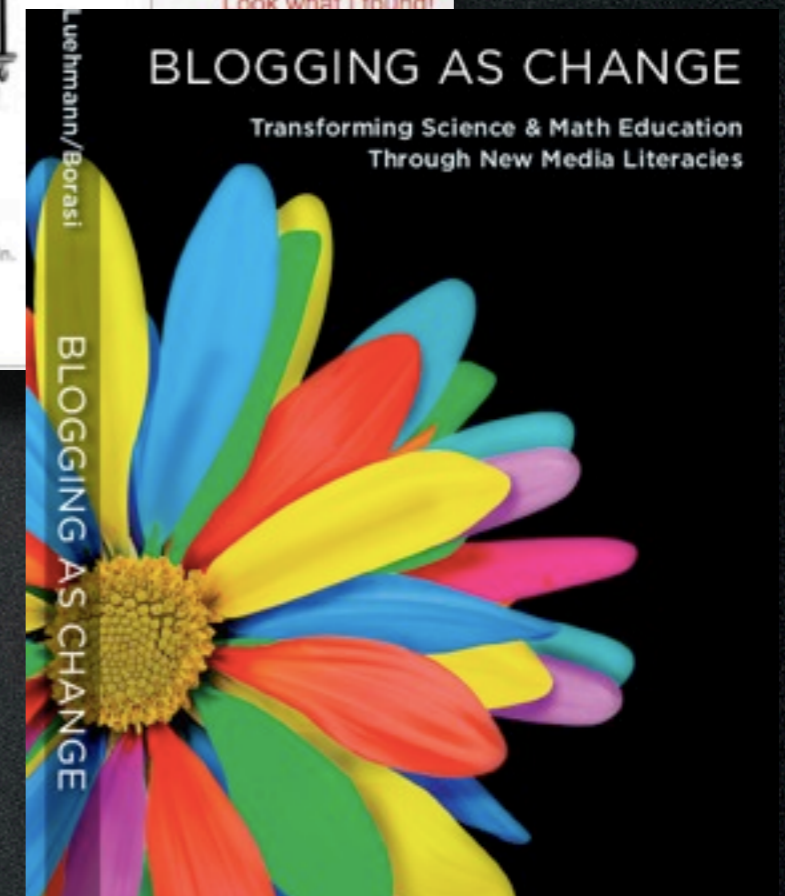
Get Real Sci
Cohort

[Cailin](#)
[Danielle](#)
[Hayley](#)
[James](#)
[Jocelyn](#)
[Jodi](#)
[Lisa](#)
[Yen](#)
[Zach](#)

Categories

[Big Picture](#)
[GRS Camp](#)
[Look what I found!](#)

Innovative Methods
Luehmann, 2011









Hi Family -

These are the things I need to talk with you about Science STARS:

- Our team has decided what to study!! - Check it out!
- REAL PROBLEM: Is healthy food
- REAL DATA we will collect: Where is food healthier
- REAL CHANGE AT EAST: Food is healthier at school

Please tell us anything you know about this topic!!! Some food is healthy and some are not healthy

- I need to tell you what I did today: We went to the kitchen at our school and asked the BSS questions about our food.

- I need to tell you what I learned today: school food is healthy and they have

I contributed to today:

(page before you take it home.)

Your Science STAR,















