

Public Schools of Hawaii Foundation
GOOD IDEA GRANT APPLICATION 2007 – 2008



Maximum grant request (per project or teacher) is \$3,000.

- Applicant must be a classroom teacher (or in the same bargaining unit as teachers) in a Hawaii public school during the 2007-2008 school year. A team of teachers from the same school may apply, but one teacher on the team must be designated as the team leader/contact.
- Equipment purchases are allowed, but are limited to no more than 50% of the total amount of the grant request and must be an integral part of the grant project. The Foundation defines "equipment" as audio-visual or computer equipment that has a unit cost of \$250 or more and has a general life expectancy of one year or more.
- Grant applications that are in consonance with the Department of Education's focus areas (academic achievement/literacy; safety and well-being; civic responsibility) will be given priority consideration.
- Grant requests will NOT be considered for: travel, e.g., air or ground transportation; in-service training; hiring of consultants, substitutes, or positions; t-shirts, parties, or reward-type items; and other items generally provided by the State.

APPLICATION MUST BE POSTMARKED BY **Wednesday, January 31, 2007**
or received by email **no later than 12:00 midnight on January 31, 2007.**

Name of applicant (or team leader): Mr./ Ms. Dawn Kodama-Nii
First Name Last Name

Home Address: _____
City, State: _____ Zip Code: _____
Home Phone Number: _____

Summer contact information (if different from above):

Street Address: _____
City, State: _____ Zip Code: _____
Phone Number: _____

Email address: Dawn Kodama-Nii@notes.k12.hi.us
Position at school: 3rd Grade Teacher

School: Wilson Elementary Complex Area: Kalani
School Address: 4945 Kilauea Avenue
City, State: Honolulu, HI Zip Code: 96816
School Phone No. 733-4740

If more than one person is applying, list names of team members and their positions:

Project Title (5 words or less): RIP-ing Through Third Grade

2. Participants:
No. of students: 25 Grade level(s): 3 Subject Area(s): Science

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3. Specific objectives:

State in measurable terms.

1. 100% of students will actively engage in student-selected scientific investigations that address Hawaii Content and Performance Standards III.
2. 100% of students will create and sustain a RIP™ (Research Investigation Process) Notebook that will contain information and data from student-selected scientific investigations. It will also provide an opportunity for students to collect data, analyze, infer, and draw conclusions.
3. 100% of students will research background information to support scientific investigations.
4. 100% of students will conduct student-led scientific investigations.
5. 100% of students will actively participate in small group discussions that analyze student-collected data.
6. 100% of students will actively demonstrate proficiency of concepts and skills throughout the RIP™ process.
7. 100% of students will gain appreciation and interest in the scientific investigative process.
8. 100% of students will present scientific findings at the Celebrate Learning event in February 2008 to parents and members of the community.

4. Project Description:

Briefly describe

- a) how the project will address the Department of Education's student priorities (achievement/literacy, safety and well-being, civic responsibility) and will help students meet state standards;
- b) what is new and/or innovative about the project;
- c) the major activities that will be conducted to implement this project and to meet project objectives.
- d) how proposed budget items will be used to support project activities.

RIP-ing Through Third Grade incorporates RIP™ (Research Investigation Process) a scientific inquiry model that was created by Dr. Robert E. Landsman and is recommended by the Department of Education's Science Standards committee. The RIP™ is a framework that focuses on critical thinking and effective decision making skills by providing students with opportunities to develop and answer their own questions like "real scientists do". Although initially created to support science education, Dr. Landsman believes that the RIP™ can be used successfully in all content areas.

RIP-ing Through Third Grade will provide students the opportunity to conduct authentic scientific research investigations. It is not a prescribed curriculum where students read a chapter in a book and perform experiments. Instead, students will create scientific investigations from their own observations and questions. Students will learn to make objective and subjective observations about the natural world. From the objective observations, students will then formulate and pose research questions that can lead to a testable hypothesis. Just as "real scientists do", students will gather background information. Scientists must become familiar with and understand all prior research investigations that may be connected to their own inquiry. After posing the research question and gathering background information, the students will construct a testable hypothesis. In the methods portion of the RIP™, students learn about appropriate subjects, materials, and procedures. Students will be exposed to the ethical use and proper behavior of science in the classroom as well as the real world. Students will perform their inquiry and collect authentic data. The digital camera will help students "capture" their inquiry throughout the process. It is another means of documentation to demonstrate the proficiency of meeting the standards. Data analysis will be performed on the data collected to interpret the results. A basic statistical test to find the standard error of the mean will be conducted to demonstrate the possibility for error in any science inquiry. Students will discuss findings and present to classmates or school community. Digital media will be integrated in the presentation in the form of an iMovie, PowerPoint, or other

multimedia tool. The digital projector will be a necessary component throughout the project to present, highlight, or provide examples of the steps within the RIP™.

RIP-ing Through Third Grade addresses the Department's priorities by providing a framework that guides students through inquiry and thinking skills that scientists use to learn about the world while increasing scientific literacy as well as critical thinking and decision-making abilities. This inquiry process fosters students to become life-long learners and valuable contributors to society. Students will also address the General Learner Outcomes through this project. Students will become *self-directed learners* and *critical thinkers* as they create and perform their own investigations. While gathering background information to support the investigation, students will demonstrate *ethical and effective use of technology*. In the methods portion of the investigation, students will become *quality producers* as they gather subjects, materials, create procedures, collect data, and analyze the information. Each member of the small group needs to demonstrate *effective communication* and be a *community contributor* for the data analysis and discussions to be meaningful. *Scientific Investigation* (standard 1) and *Nature of Science* (standard 2) will be thoroughly addressed with this project. Content specific standards of Life, Earth, Space, and Physical Science, will be addressed by the various investigations.

5. Evaluation:

How you will determine whether your project is successful and your objectives have been met.

1. Ongoing assessments through observations, class discussions, small group discussions, self-reflections and individual (formal and informal) conferences. Anecdotal notes will be taken throughout the year to track progress.
2. Individual conferences with students sharing their RIP™ Notebook to demonstrate progress in the scientific investigations.
3. RIP™ lends itself well to daily demonstration of proficiency with concepts and skills related to the State Standards.
4. Presentation of finished inquiry with feedback from parents and members of the community.
5. Pre- and Post- Behavior Assessment will be conducted at the beginning and end of the year to track student disposition towards science.

6. Project Budget:

Proposed items should enable you to meet project objectives and carry out proposed activities. Provide specific information about the quantity and kinds of items to be purchased, where items will be purchased, tax and shipping/handling if applicable, and cost (See table below). Note: If this grant is approved, applicant will be requested to furnish PSHF with an accurate accounting of all funds used and a completed evaluation form at the end of the project.

Item Description	Store/Source	Quantity	Unit Cost	Subtotal
Science Tools Supply Center	Lakeshore	1	\$149.00	\$149.00
Lens & Prisms	Lakeshore	3	\$14.95	\$44.85
3 Way Mirrors	Lakeshore	1	\$75.00	\$75.00
Discovery Energy Instruments	Lakeshore	1	\$44.50	\$44.50
Class Rock Collection	Lakeshore	1	\$75.00	\$75.00
Simple Machine Discovery Set	Lakeshore	1	\$69.50	\$69.50
Simple Machine Science Center	Lakeshore	1	\$79.50	\$79.50
Electricity Lab	Lakeshore	1	\$39.95	\$39.95
Exploring Life Processes	Lakeshore	1	\$69.50	\$69.50
Spring Scale	Education Works	3	\$8.95	\$26.85
Electric Scale	Education Works	1	\$84.95	\$84.95
Tuning Fork	Education Works	4	\$7.50	\$30.00
Canon Power Shot Digital Camera	B & H Photo Video	1	\$145.00	\$145.00

DLP Multimedia Projector	B & H Photo Video	1	\$880.00	\$880.00
Taxes and Shipping				\$362.72
SUBTOTAL OF EQUIPMENT COSTS: (Must be ≤50% OF TOTAL REQUEST)				\$880.00
TOTAL REQUEST: (Maximum=\$3000)				\$2,176.32 ✓

Mail an original and three copies of your application to:

Public Schools of Hawaii Foundation
P.O. Box 4148
Honolulu, HI 96812

You may also download the application at: pshf.org
and email to: info@pshf.org

Please DO NOT send or attach any photos, supporting documents or other items. Submit a copy of your application to your principal.

Applicants will be notified whether a grant is approved prior to the start of the school year in July. A letter will be sent to the home address indicated on the application. (Note: Please notify the Public Schools of Hawaii Foundation if your home address should change.)

JUN 27 2008

Public Schools of Hawaii Foundation
Good Idea Grant Evaluation
2007-2008

Name: Dawn Kodama-Nii

Position: teacher School: Wilson El. District: Honolulu

Project Title: RIP-ing Through Third Grade

Amount Funded: \$2,176.32 No. of Students: 23

1. State your project objectives as indicated in your project request.

1. 100% of students will actively engage in student-selected scientific investigations that address Hawaii Content and Performance Standards III.
2. 100% of students will create and sustain a RIP™ (Research Investigation Process) Notebook that will contain information and data from student-selected scientific investigations. It will also provide an opportunity for students to collect data, analyze, infer, and draw conclusions.
3. 100% of students will research background information to support scientific investigations.
4. 100% of students will conduct student-led scientific investigations.
5. 100% of students will actively participate in small group discussions that analyze student-collected data.
6. 100% of students will actively demonstrate proficiency of concepts and skills throughout the RIP™ process.
7. 100% of students will gain appreciation and interest in the scientific investigative process.
8. 100% of students will present scientific findings at the Celebrate Learning event in February 2008 to parents and members of the community.

2. Were your objectives met or not? Please describe.

1. 100% of students were actively engage in student-selected scientific investigations that addressed Hawaii Content and Performance Standards III.
2. 87% of students created and sustained a RIP™ (Research Investigation Process) Notebook that contained information and data from student-selected scientific investigations. (20 of 23 students kept accurate records of their investigations)
3. 100% of students researched background information to support scientific investigations.
4. 100% of students conducted student-led scientific investigations.
5. 91% of students participated in small group discussions that analyzed student-collected data. (21 of 23 students participated)
6. 78% of students demonstrated proficiency of concepts and skills throughout the RIP™ process. (18 of 23 students met proficiency)
7. 100% of students gained interest in the scientific investigative process.
8. 96% of students presented scientific findings at the Celebrate Learning event in February 2008 to parents and members of the community. (one student was absent)

3. Will this project be continued or not? Please check where applicable and provide an explanation for your response.

will be continued
 will be continued with modifications
 will not be continued

Although the student-led investigations motivated students to delve deeper into a topic, at times I was unable to effectively monitor each student's progress. Some students were independent and wanted to "charge ahead" on their own in a specific area. Other students were interdependent and worked well as a small group to collectively study a targeted area. Still others needed more support and guidance through each stage. I would like to structure the RIP investigation and notebook so that I am able to meet the needs of all students. I would like to create more mini-lessons to teach students how to self-monitor and pace their own progress. I would also like to create a chart to help the visual learners keep on-track.

4. Can your project/idea be applied at other schools?

Yes, with some modifications.

5. How did you hear about this grant program?

I applied for a Good Idea Grant in the past

4. Why did you apply to the Public Schools of Hawaii Foundation for a Good Idea Grant?

I applied for the Good Idea Grant because I wanted to provide my students with the opportunity to conduct authentic scientific research investigations. I wanted to expose my students on the process to formulate and pose research questions that can lead to a testable hypothesis that students can then perform their inquiry and collect "real" data. I wanted my students to be given an opportunity wonder about the world around them. Traditional science classes have students read chapters about scientific studies but rarely are students given the opportunity to conduct experiments about things that they care about. Classroom management and record keeping were difficult at times but my students expressed how much they enjoyed science this year. The inquiry permeated through all the subject areas. Students became inquisitive not only in science but in math, social studies, health, and language arts.

5. Provide an expenditure report using the project budget you initially proposed and attach all receipts (see attached form).

Date due: **June 30, 2008**
 Mail to: **Public Schools of Hawaii Foundation**
P.O. Box 4148
Honolulu, HI 96812

