

ST1.7 Collaborating on STEM

- **Preschool** - The preschool teacher and STEM leader collaborate along with the 8th grade Renaissance teachers to plan and implement STEM related activities, provide STEM materials and facilitate learning during the STEM buddy experience.
- **Kindergarten**: Grade level mapping ensures lessons are repeated year to year. The CIP Committee meets and plans monthly. The Kindergarten Team reflects before/after each lesson using the google doc.
- **First Grade**: First grade teachers collaborate to compare student results and outcomes following each STEM lesson.
- **Second Grade**: Teachers in second grade teach all subject areas and collaborate as a team weekly to plan, implement, enhance, STEM learning and make cross-curricular connections. Each PLC team at Canyon Springs has developed a goal and assessments for data collection connecting ALL grade levels toward similar SMART goals. PLC teams include STEM, Reading, Writing, Math, and Stakeholders committees.
- **Third Grade**: The third grade team, who vary in teaching students from special education to gifted education, work cohesively and collaboratively to provide enriching, engaging, and meaningful STEM learning experiences. As a STEM Academy, STEM is woven into all disciplines and classrooms. Since the learners in our classrooms are varied and have different needs, we plan our learning experiences in a differentiated manner to allow accessibility of all learners. For example, when we were studying rocks and minerals, we were investigating the different types of rocks and how they are formed. As a grade level, we created "mock rocks." All students from all four classrooms were engaged in this STEM learning experience. All students were engaged in the hands-on experience with measurement, mixing, and formation of the rocks.
- **Fourth Grade**: We work together as a team to insure that there is integration between all subject areas as often as possible. Students work collaboratively in all subject areas in fourth grade. We strive to ensure that students are getting the best STEM lesson possible, as well as including all learning abilities when creating our STEM lessons.
- **Fifth Grade**: We collaborate weekly to discuss plans and how we can make the plans accessible to all learners in our classrooms. After we implement a STEM learning experience, we complete a reflection to discuss the effectiveness and engagement of the learning outcomes of that experience.
- **Sixth Grade**: Each team member actively participates in grade level and content area PLC's. Each year the team reflects and evaluates the learning experiences provided to the students. Reflection logs are provided and completed and then utilized to determine any improvements that need to be implemented.
- **Seventh Grade** - The 7th grade teachers complete a reflection of the STEM processes after each STEM day. They also meet weekly to discuss any changes that need to make to improve the learning process for all students. Canyon Springs STEM Academy shares STEM plans school-wide via Google Docs to collaborate, innovate, plan and adjust integrated STEM learning experiences.
- **Eighth Grade**--STEM committee meets monthly to plan school wide Stem experiences such as career day and STEM night. The STEM committee meets monthly to discuss common STEM vocabulary assessments. Grade level teams have daily common preps which allows for STEM day planning. The Math PLC meets once a month to review "Best" practices. We're using common technology to ensure coordination and non-overlapping of STEM lessons between grade levels.
- **Special Areas**: Collaboration with several grade levels to incorporate vocabulary, content, and STEM concepts into special area classes throughout the year. Staff meets and plans with school teachers to improve learning experiences.
- **Ren 6/7/8**: Each instructor is a member of a content area PLC, grade-level PLC, the team members are a cohesive unit that plan, adjust, and enhance/enrich instruction on a daily basis.