

It's a Wild Ride



Goals

- Learn about a multidisciplinary problem-based curriculum project that integrates technology
- Visit classrooms and observe teachers and students in action
- Explore the details online and borrow effective strategies from the teachers

It's a Wild Ride

Agenda

Welcome, introductions,
review the goals

10 minutes

Describe the resource
It's a Wild Ride

5 minutes



Wild Ride Home Page

The screenshot shows a Microsoft Internet Explorer browser window displaying the Intel Education website. The browser's address bar shows "Intel Education - Microsoft Internet Explorer". The website has a blue header with the Intel logo and navigation links for "contents", "contact us", and "about us". The main content area is titled "It's a Wild Ride: A Roller Coaster Design Project" and features a large image of a roller coaster and a photo of two women. Below the title, there is a paragraph: "Follow three successful teachers as they plan, implement, and assess an effective, technology-rich project." The page is organized into a grid of six numbered sections, each with a small image and a brief description:

- 1: Setting the Stage**: Teacher backgrounds, classroom demographics, and team philosophy.
- 2: Learning that Works**: Detailed project description, sequence of activities—planning the project.
- 3: Working Together**: Schedule, student organizers, and team tasks—organizing groupwork.
- 4: Using Workspaces**: Technology tools, classroom layouts - using technology effectively.
- 5: Assessing Learning**: Scoring guides, performance assessments, student samples—see the results.
- 6: Supporting Success**: Leadership, flexible schedules, teaming—important ingredients for success.

At the bottom of the page, there is a section titled "Use Wild Ride for Professional Development" with the text: "From brief presentations to hands-on workshops, use It's a Wild Ride as a model of technology". The browser's status bar at the bottom shows "Internet".

Setting The Stage

It's a Wild Ride - Setting the Stage (Orientation) - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites History Mail Print Real.com

• intel.com home • contents • contact us • about us intel.

intel.
innovation in education

It's a wild ride project

- [Setting the Stage](#)
- [Learning that Works](#)
- [Working Together](#)
- [Using Workspaces](#)
- [Assessing Learning](#)
- [Supporting Success](#)
- [Order Free Video](#)

inservice with wild ride
intel in education

 Setting the Stage

It's a Wild Ride is an interdisciplinary project that engages students in the design of roller coasters. A team of three Idaho 8th grade teachers developed the project to apply laws of motion in science, linear and non-linear equations in math and technical research and reporting in language arts. The project achieves a balance between student directed exploration of the high interest topic and academic rigor of each discipline. This requires significant planning and coordination by the teaching team.

Introducing the Teaching Team...

"One of the biggest advantages to working on a team is just the support you get from the other team teachers. . . in terms of ideas about how to make your curriculum more meaningful."
—Meile Harris

Theresa Maves, Meile Harris , and Jill Whitesell all began their careers in schools that implemented the teaching team concept. Their evolution into a high functioning instructional team at O'Leary Junior High is a story of professional development and dedication to learning.

- [The Growth of a Team](#)

Each teacher brings a unique teaching background and style to the team. They all acknowledge the advantage of having each other's interest and

Internet

- Teacher Backgrounds
- Classroom Information
- Team Philosophy

Learning That Works

It's a Wild Ride - Learning That Works - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites History Mail Print Real.com

Intel.com home contents contact us about us intel.

intel.
innovation in education

it's a wild ride project

- [Setting the Stage](#)
- [Learning that Works](#)
- [Working Together](#)
- [Using Workspaces](#)
- [Assessing Learning](#)
- [Supporting Success](#)
- [Order Free Video](#)

inservice with wild ride

intel in education

Learning That Works

It's a Wild Ride takes a high interest topic, roller coasters, and builds content-specific knowledge before moving to an open-ended group design task.

"We like hands-on activities but we do not always find them 'minds-on' or applicable. We wanted something that was fun and rewarding for students that contained rigorous, applicable skills—a high-interest unit that required students to apply math concepts in a science context."
—Theresa Maves

Request for Proposals

The owners of the Canyon Amusement Park are seeking proposals for a new roller coaster ride. This coaster must thrill riders young and old with unique design features that incorporate the best in safety and engineering while providing an unforgettable experience.

It's no secret that the Canyon Amusement Park is in desperate need of a new high-interest ride that will increase attendance. Our goal is to attract roller coaster fans from near and far. The future of our local theme park rides on your ingenuity.

We will accept proposals in eight weeks. Complete proposal criteria available upon request — serious inquiries only.

The Management, Canyon Amusement Park
T. Maves, M. Harris, J. Whitesell

Done Internet

- Scheduling
- Student Organizers
- Team Tasks
- Organization Tips

Working Together

It's a Wild Ride - Working Together - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites History Mail Print Real.com

Intel.com home contents contact us about us intel.

intel.
innovation in education

It's a wild ride project

- [Setting the Stage](#)
- [Learning that Works](#)
- [Working Together](#)
- [Using Workspaces](#)
- [Assessing Learning](#)
- [Supporting Success](#)
- [Order Free Video](#)

inservice with wild ride

Intel in education

Working Together

Planning, scheduling, and monitoring work in three classrooms requires coordinated teamwork among teachers and students.

"Planning for student group work is something that needs to be carefully thought out. We wanted a unit that reinvented the group process, where the students recognize the difference between groups that have created synergy and regular group work. Students need to experience this distinct difference."
—Theresa Maves

It's a Wild Ride grew out of a roller coaster unit that Theresa had done in her science classes for two years. It was originally a two-week culminating activity to a unit on Newton's Laws of Motion. During a summer institute in 1999, the team decided to expand it as an interdisciplinary unit and incorporate it under a year-long theme of Community. They scheduled the unit for the end of the year, presenting it as an aspect of community they called "Beyond the Basics"—a study of what society has developed for pleasure and recreation once basic needs are met.

Leading the Way
The team feels that it is necessary for one subject area to lead any interdisciplinary unit they develop. They try to arrange for a different subject to lead each interdisciplinary unit. This helps to divide the workload and leadership responsibilities among the teaching team throughout the year. It also helps when forming student groups.

"Science led this unit which means that groups were formed out of my class, therefore group work was done in my class. I also led the unit among the teacher group coordinating curriculum and schedules." —Theresa Maves

Internet

- Assessments
- Scoring Guides
- Student Work Samples

Using Workspaces

It's a Wild Ride - Using Workspaces - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites History Mail Print Real.com

Intel.com home contents contact us about us intel.

intel.
Innovation in education

It's a wild ride project

- [Setting the Stage](#)
- [Learning that Works](#)
- [Working Together](#)
- [Using Workspaces](#)
- [Assessing Learning](#)
- [Supporting Success](#)
- [Order Free Video](#)

Inservice with wild ride
intel in education

Using Workspaces

Flexibility in technology access and an extended period schedule supports this multifaceted project that integrates several different technologies.

"With a block schedule we are afforded multiple ways to use our classrooms and workspaces." —Theresa Maves

Flexible Workspaces
Students meet in their scheduled classrooms, but depending on the activity, may move to one of the other classrooms. If the day's activities call for the use of computers, students may use a computer lab, the Media Center, or the six computers in the language arts classroom. The block schedule provides the time necessary to allow student movement, as well as access to the team's three classrooms, allowing for multiple workspaces.

Daily Block Schedule
Primetime - 8:20-8:37
Block 1/5 - 8:41-10:06
Block 2/6 - 10:10-11:35
Block 3/7 - 11:39-1:31 (Planning Time - Red Days)
Block 4/8 - 1:35-3:00 (Planning Time - White Days)

School Map and Classroom Panoramas

- [View Graphic Map of O'Leary School](#)
- [Explore Panorama of Theresa's Science Classroom](#)
- [Explore Panorama of Meile's Math Classroom](#)
- [Explore Panorama of Jill's Language Arts Classroom](#)

Internet

- Detailed Product Descriptions
- Sequence of Activities
- Planning the Project

Assessing Learning

It's a Wild Ride - Assessing Learning - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites History Mail Print Real.com

Intel.com home contents contact us about us intel.

intel.
innovation in education

it's a wild ride project

- [Setting the Stage](#)
- [Learning that Works](#)
- [Working Together](#)
- [Using Workspaces](#)
- [Assessing Learning](#)
- [Supporting Success](#)
- [Order Free Video](#)

inservice with wild ride

Intel in education

Assessing Learning

A range of assessment strategies from embedded performance assessment to traditional paper tests, inform students and teachers about learning progress.

"Assessment is generally considered the last requirement in a unit to test students on what they learned. However, in our view assessment is an ongoing process and an integral part of the unit from the very beginning. Developing a rubric to guide our assessments creates a more authentic environment."
—Theresa Maves

Defining Quality Work

The teachers develop and use scoring rubrics that they share with students as performance tasks are introduced. The home roller coaster project includes five criteria for which students are scored as "Meets Mastery" or "Redesign Required." For full credit students are asked to write a description of how they would redesign their ride to meet the criteria.

- [Home Roller Coaster Scoring Rubric and Performance Assessment \[Adobe PDF, Microsoft Word DOC\]](#)

Monitoring Progress

Theresa, Meile, and Jill each use regular journaling to track progress and identify problems before they grow. Depending on the journal entry, students may turn them in for review and receive credit for complete responses. During the final group project, design team members meet during their science period to report on their individual progress.

- [Team Progress Report Form](#)

Internet

- Technology Tools
- Classroom Layout Examples

Supporting Success

It's a Wild Ride - Supporting Success - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites History Mail Print Real.com

Intel.com home contents contact us about us intel.

intel.
innovation in education

It's a wild ride project

- [Setting the Stage](#)
- [Learning that Works](#)
- [Working Together](#)
- [Using Workspaces](#)
- [Assessing Learning](#)
- [Supporting Success](#)
- [Order Free Video](#)

inservice with wild ride

Intel in education

Supporting Success

A committed teaching team and a strong instructional leader are only two of the several factors that support successful classrooms at work.

"We really rely on our administrative personnel in the building. They are supportive of the whole teaming process." —Jill Whitesell

In addition to effective leadership, the teachers recognize a team of like-minded colleagues, a block schedule, and district innovation for supporting their success.

Effective Leadership
Principal Wiley Dobbs has been a leader in middle school reform in his building and beyond. He has served as president of the Idaho Middle Level Association and has been recognized nationally as well. Soon after joining O'Leary as principal he began to look for strategies for school improvement at the middle level. One of those was teacher teaming.

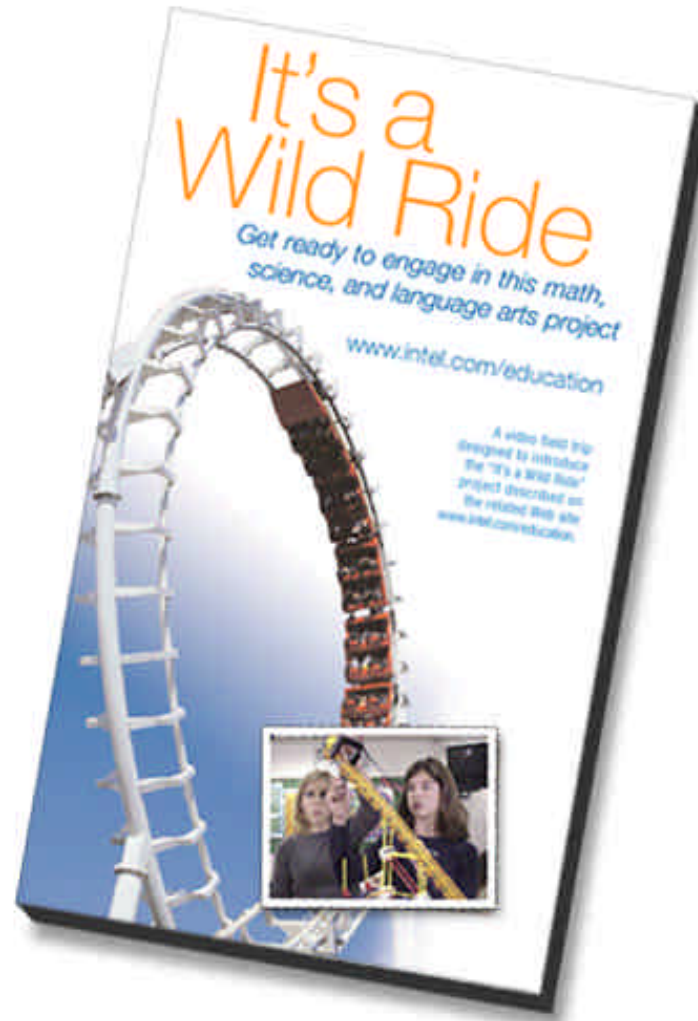
"I don't visit individually with 55 teachers. I go and talk with teams. That gives me much more time to be an instructional leader. I do much less managing, and I am able to really concentrate on creative ideas and ways in which I can remove barriers for teachers." —Wiley Dobbs

With a teaming structure in place, administrative tasks become streamlined, providing more time for in-depth conferences. Curriculum planning can be conducted with teams instead of individual teachers. Students and parents benefit from the coordinated communication and monitoring across the students' courses and activities.

Internet

- Leadership
- Scheduling
- Teaming

It's A Wild Ride: Video



More Information



Web Site

<http://www.intel.com/education/>

Videotape

<http://www.intel.com/education/education/projects/wildride/order.htm>