

INTERIM PERFORMANCE REPORT

As Required by

THE ENDANGERED SPECIES GRANTS PROGRAM

TEXAS

Grant No.: TX E-133-R-1

**Golden-cheeked Warbler Natural History as a Mechanism for Elementary Education
Curriculum Development**

Prepared by:
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Carter Smith
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27 February 2013

INTERIM REPORT

STATE: Texas

GRANT NUMBER: TX E-133-R

GRANT TITLE: Golden-cheeked Warbler Natural History as a Mechanism for Elementary Education Curriculum Development

REPORTING PERIOD: 30 June 2012 – 29 June 2013

OBJECTIVE: A team of collaborators will design interdisciplinary, supplementary instructional resources to accompany concepts presented in a children's story about the natural history of the Golden-cheeked Warbler.

Segment Objectives:

- Task 1.** Investigators shall review the story for factual accuracy and objectivity, determine the target audience (reading/grade level, and identify concepts presented in the story about which instructional resources may be developed. Certified translator will incorporate recommendations made by investigators regarding the factual accuracy and objectivity into the English translation and format it for printing. **May 2011 – June 2011**
- Task 2.** Investigators shall plan content of instructional resources to accompany concepts presented in the story and integrate instructional resources into an existing curriculum so that educators may use these resources to teach required concepts and skills in accordance with state standards. **July 2011 – August 2012**
- Task 3.** Investigators shall produce instructional resources to field test with volunteer educators. **August 2011 – January 2012**
- Task 4.** Investigators shall field test instructional resources/curriculum with volunteer educators and modify the resources as needed. Investigators will develop a curriculum guide book with elementary lessons and assessments to accompany the book. Web designer will design and host a website where educators can locate information about accessing the book, instructional resources and curriculum guide.
- Task 5.** Investigators shall give presentations at conferences and hold training workshops to demonstrate how educators may integrate instructional resources into an existing curriculum in accordance with state standards are use them as the basis for a new course of study.

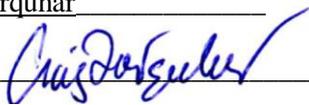
Significant Deviation: None

Summary of Progress: See Attachment A.

Location: In-house Bluestem Environmental, Conroe, Montgomery County, Texas.

Cost: Costs were not available at time of this report, they will be available upon completion of the Final Report and conclusion of the project.

Prepared by: Craig Farquhar **Date:** 27 Feb 13

Approved by:  **Date:** 27 Feb 13

ATTACHMENT A

Interim Report

**Golden-cheeked Warbler Natural History as a Mechanism for Elementary Education
Curriculum Development**

Principal Investigators:

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Reporting Period:

August 2011 – August 2012

Prepared by Pat Merkord
February 26, 2013

Summary of Progress

Task 4. Investigators shall field test instructional resources/curriculum with volunteer educators and modify the resources as needed. Investigators will develop a curriculum guide book with elementary lessons and assessments to accompany the book. A web designer will design and host a website where educators can locate information about accessing the book, instructional resources and curriculum guide.

During the past year the principals of the project have printed copies of the book and the curriculum guide/instructional resource material to be distributed to teacher volunteers. We were limited to 8 volunteers because of the cost of printing the materials and finding teachers willing to test these materials with their students during class room time. We are very grateful for the volunteers as most teachers already had a set curriculum they had to follow and we know they made extra time and effort to test our guide.

Based on the feedback from educators and our own self-evaluation of the curriculum materials we did major revisions to the activities and to the PowerPoint presentations that accompany the activities in the instructional resource guide. Another addition since the last report is the alignment to TEKS that was done for the activities and PowerPoint presentations developed. Nicole Roberts, who worked with testing at TEA did the alignment for us as we needed an expert in this field that had recent experience with TEKS (Texas Assessment of Knowledge and Skills) as she does. Each activity now has an alignment to TEKS in 3rd, 4th, 5th and 6th grades in four different subject categories. Teachers in Texas must have these alignments in order to validate using the materials in their classroom. We feel this is a significant improvement over the original document.

We have also done extensive editing on the power-points by replacing many pictures with better quality pictures as we got permission to use the pictures. Maps were edited as well to increase their clarity. The activities and the power points were edited by 4 other individuals besides the principal investigators in an effort to correct grammatical and other errors. We have expended considerable editing effort to produce resources that are appropriate in quality for posting on the website. We also added new activities that were not in the first document submitted. These activities are hands on including a “listen to the birds activity” and “epiphytes and birds” activity.

We only got two surveys filled out and returned by teachers who had said they would test the materials. Two out of eight responded is a 20% return on the surveys.

Overall, teachers responded very positively to the materials we gave them to test and apparently the students really enjoyed the activities and the book.

One teacher noted she would try to do more teaching with materials that connect many teaching areas under one unifying theme as was done with the materials we developed. All four core subjects were represented in each of our teaching activities which are documented in the TEKS alignment for each activity.

We also engaged a web design company to design our website and it is now up and running and we are hoping to have approval soon to add the instructional resource materials to the website so that teachers can begin using them. We believe that having the resources available on the website will make them much more accessible and the variety of topics covered will encourage many teachers to visit the website and find creative materials centered on an endangered species to use in their classrooms.

All of the disciplines that elementary teachers must address are adequately covered in the curriculum materials this guide has to offer.

It is understood that there will be minor publishing edits that may need to be done in the final phase of the project.

In October we presented the project with the TEKS additions to a group of educators, refuge personnel, and other interested parties at Balcones Canyonlands NWR. This event was hosted and sponsored by Friends of Balcones Woods and we are grateful for the opportunity to present the work to this important group.

We are planning to do a major workshop in June for many groups of educators in which we will present the final product and give instruction on how it can be used and accessed. This is part of Task 5 that we will undertake in the remaining months of the project.

The curriculum guide book titled “Instructional Resource Guide for the Tale of Chipilo” and the PowerPoint presentations were mailed to TPWD because of the size of the book and PowerPoint presentations. They should be a part of this report. A copy of this report is included with the instructional guide and PowerPoint presentations.