Independent Directed Study (IDS) in

_____ (focus area?)

Student Name: _____**Student #:** _____

Advisor Name: _____

Supervising Teacher(s):

_____ _____ _____

FOR OFFICE USE ONLY

Focus Area or Course Name: _____ (ex: IDS Science 10)

Final Mark: _____% _____ (Letter Grade)

Number of Credits Earned (circle):   2 (40 hours)   4 (80 hours)

Work Habit (circle one): G   S   N

Report Card Comment:
_____
_____
_____

***teachers - please hand in this front page to the data clerk (C. Webb)**

What is an Independent Directed Study?

Under teacher supervision, students can earn additional Independent Directed Study (IDS) credits by pursuing curriculum in more detail of a course they're enrolled in or by focusing on the learning outcomes of a course that they're not taking.

To participate in this method of learning, students must demonstrate the ability to work independently. Along with their teacher, they should also develop an Independent Directed Study plan that includes:

- A process for ongoing facilitation and assessment
- Criteria for determining successful completion
- A credit value … for the proposed IDS

Students do not need to complete the approved classroom course curriculum before they pursue an Independent Directed Study in that course. However, an IDS must be based on the learning outcomes of a Ministry-Developed or Board/Authority Authorized Grade 10, 11 or 12 course.[1]

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[1] *Independent Directed Studies.* BC Ministry of Education. Government of BC. Web. May 9, 2016

NAME: _____ Student #: _____

Course(s) finished to apply for starting IDS: (list all that apply)

- ☐ English   What grade level? _____
- ☐ Social Studies   What grade level? _____
- ☐ Science   What grade level? _____
- ☐ Math   What grade level? _____
- ☐ Elective   What grade level? _____   What course? _____

What is the focus area you wish to pursue for this IDS credit?

_____

How many credits do you wish to obtain for this study?

- ☐ 2 credits (approx. 40 hours of study)
- ☐ 4 credits (approx. 80 hours of study)

Commitment Pledge

I pledge to

1. Work together with my supervising teacher(s) to set assessment criteria and guidelines for assignments/checkpoints before and during my studies.
2. Maintain a detailed log of how my hours are spent for course credit consideration.
3. Conduct and record my research according to proper, ethical guidelines and provide bibliographic information on all sources that inspire and/or are used in my course study.
4. Behave in a responsible and respectful manner and follow the general school guidelines, as set out in my agenda, for behaviour if I am off-site engaged in practical, experiential situations for research or furthering the understanding of my focus area.
5. Submit a final assessment that will draw conclusions from my research and formative work and which includes a reflection on the entire learning process of my IDS course.
6. Strive for excellence.

Signature of Student: _____

Signature of Parent/Guardian: _____

Following are guidelines for forming a strong inquiry question. Once you have a focus area, you may find this helpful as a starting point, but it is only a guideline as **any method/process that is agreed upon between the supervising teacher and student is acceptable**.

Forming an Essential Question for Inquiry

The question should
- ✓ be open-ended (but intent trumps form – see below)
- ✓ be thought provoking/engaging/debatable
- ✓ call for higher order thinking
- ✓ be important and have transferable ideas within the focus area
- ✓ raise additional questions
- ✓ require support and justification to answer it

Important to Note:

➢ INTENT TRUMPS FORM - *why* you ask a question matters more than how you phrase it

➢ LEARNING TRUMPS ALL - what deep learning will come from the study and how is it useful to you and others?

Session One: Filling out the application – first log entry

Session Two: Brainstorming Questions – second log entry

What could this look like "on the ground" or "in the process"?
What resources might be needed? What networking might be necessary?
What is the first step that I leave with and am going to work on before the next session?

Session Three: Revisit brainstorming and solidify focus area and possibilities, connect with teachers that will be helpful in guiding resource selection, criteria building, etc.. – third log entry

Session Four: Continue planning for checkpoints, assessments, and progress measures. Goal setting. Fill out the planning sheet with supervising teacher.

  Remaining Sessions, number and times, to be determined by student and teachers involved.

Planning Form

1. FOCUS AREA/QUESTION agreed upon:

_____
_____
_____
_____

2. FINAL ASSESSMENT POSSIBILITIES: (formal presentation to teachers, digital sharing via social media, practical execution of idea, etc.)

_____
_____
_____
_____

3.   NEXT MEETING DATES:

_____
_____
_____
_____
_____

4. Specific tasks to complete before next meeting date:

_____
_____
_____
_____
_____

Sample Log for hours spent: (may be completed electronically)

DATE	TASK CONDUCTED	TIME SPENT in hours	Signature (if necessary)
May 10, 2016 Tuesday	Interviewed editor of local paper on social media influence	1 hour	(get editor to sign here to verify)
May 13, 2016 Wednesday	Internet research on history of social media	2 hours	
May 15, 2016 Friday	Set up facebook page and twitter account to start experiment on influence	1 hour	
May 16, 2016 Monday	Interviewed children in elementary classroom ages 8-9 re: use of social media	3 hours	(school teacher of class to sign)

General Expectations for Independent Directed Study - Adapted from "Inquiry Rubric" on galileo.org

	Barely Adequate	Competent	Proficient	Superior
Authenticity in Research	- Work primarily consists of finding and recalling static and inert facts from secondary sources. - Research is primarily a solitary experience, with little or no input from others. - No references submitted.	- Work has been derived from some sources/connection to the world outside the classroom. - Both primary and secondary sources have been used. - References submitted but format is incorrect.	- Evidence/resources have been garnered from a blend of productive collaboration with each other and with experts around matters that are central to the focus area and the broader community outside of school. - Results consist of research from both primary and secondary sources. - References submitted in mostly correct format.	- Work shows strong evidence of productive collaboration with others and experts around real problems, issues, questions or ideas that are of real concern and central to the focus area, the students, and the broader community outside of school. - Results consist of research from both primary and secondary sources. - References submitted in correct format.
Fosters Deep Learning	Work builds on pre-existing thoughts/knowledge, resulting in a simple solution and/or "absolute conclusion" from experts, with no consideration/analysis by the learner of implications/facts.	The learner draws conclusions with simplistic solutions, and with a cursory examination of implications/ facts.	The learner, based on researched evidence • formulates plausible solutions and working theories • voices substantiated opinions • formulates reasonable conclusions/judgement from one or two viewpoints. • considers implications that reach beyond the immediate situation	The learner, based on researched evidence • is innovative and creative • formulates plausible, coherent solutions and working theories • formulates well-reasoned conclusions/judgements based on evidence with an examination of multiple different viewpoints • analyzes own and others' assumptions • thoroughly examines implications • considers ambiguities • make connections amongst multiple concepts
Reaches Beyond the School and Classroom	Work would not likely be tackled outside a school setting and can be completed in the school setting.	Work somewhat connects to the work of adults outside the school and requires some connection to community outside school setting	Work addresses a question, exploration, issue or problem grounded in the life and work beyond the school. Adults outside of the school are intrigued by the study. It meets school approval and requires students to engage with their community (locally, provincially, nationally, and/or globally).	Work is recognizable to those working within the discipline or profession (someone working in the industry might actually tackle a similar question) and it meets school approval and requires students to contribute to their community (locally, provincially, nationally, and/or globally).
Learn with Digital Technologies	Digital technologies are used but contribute little value to student learning	Digital technologies are used in effective ways contributing to enjoyment of learning	Digital technologies are used in ways that are appropriate to their use in a similar discipline/profession, the world beyond the school, and add value to student learning	Digital technologies are used in ways that mirror their use in a similar discipline/profession, the world beyond school, and extend, expand, and deepen student learning.
Engage in Active Exploration	The learner is passive, simply receiving information about a topic, and reproducing the same/similar results.	The learner gathers information about a topic, using mostly secondary sources.	The learner gathers information about a topic and applies his/her new knowledge in a variety of situations. Research has been gathered through productive collaboration with others and experts around matters that are central to the focus area and the broader community outside of school.	The learner develops knowledge through the ways of working and research that are central to the focus area (field work, labs, interviews, studio work, construction, etc.) to negotiate a fit between personal ideas and the ideas of others.
Connects with Mentors, Experts	The learner hears or reads about relevant information from teacher -provided resources.	The learner watches speakers or interviews with experts, using passive collection methods (i.e. YouTube)	The learner observes and interacts with adults/others with relevant expertise and experience, in a variety of venues, both in and out of the school.	The learner engages with experts and professionals beyond the classroom to deepen the learner's understanding, and improve his/her performance and product.
Communication of Learning to Others	The learner submits an assessment to the teacher that meets minimal criteria for a school assignment but is not ready to be shared outside the classroom.	The learner presents his/her work to both classmates and the teacher but is not ready to go beyond the classroom.	The learner shares his/her learning with an audience that includes adults outside the classroom, and negotiates conversation within multiple groups of diverse members.	The learner shares his/her work with an audience that includes adults outside the classroom, and negotiates conversation within multiple groups of diverse members. The learner also mirrors what forms of communication and collaboration would be done in the industry in a similar focus area.