

**2025-2026 SEPA Case Study Template**

**Date:**

**Your Name**:

**Your School**:

**Grade Level(s)**:

**Course(s) Taught:**

**Number of Students Involved (Total):**

**Name of your scientist partner and their institution, and any other partners (other partners can include, but are not limited to, collaborations within the school, community groups, non-profit organizations such as the YMCA, or stand out family or friend mentors that helped your project succeed):**

**Teacher Profile:** A brief biography of yourself. How long have you been teaching? What did you study in school? What are you passionate about inside and outside the classroom? Why are you interested in the All About Arsenic+ project? How long have you been participating in SEPA and how were you recruited to participate?

**Abstract**: Provide a 500-word summary of your project. Describe the **curriculum**. How was drinking water sampling, **data analysis**, and **science communication** integrated into that curriculum? Provide specifics (number of samples collected, what the samples were analyzed for, how Tuva was used, what opportunities students had to talk about their data through some public outreach, etc…). Did students use the **Science Communication Toolkit** and/or Solutionaries Framework to prepare for this outreach event or guide their participation in SEPA this school year? Did students participate in an **Intergenerational Learning** activity (pH exercise etc.)? Please include anecdotes or stories in this section!

**Details**

Did you…

|  | No | Yes | Where appropriate, how many? |
| --- | --- | --- | --- |
| Collaborate with your Scientist Partner?* If so, how?
 | ○ | ○ | \_\_\_\_\_\_ |
| Use the Science Communication Toolkit?* If so, how?
 | ○ | ○ | \_\_\_\_\_\_ |
| Use the Solutionaries Framework?* If so, how?
 | ○ | ○ | \_\_\_\_\_\_ |
| Use any Intergenerational Activities?* If so, how?
 | ○ | ○ | \_\_\_\_\_\_ |
| Collaborate with any other teachers in your school?* If so, who and what do they teach?
 | ○ | ○ | \_\_\_\_\_\_ |
| Conduct any experiments?* If so, what kinds of questions did students ask?
 | ○ | ○ | \_\_\_\_\_\_ |
| Go on any field trips?* If so, where and why?
 | ○ | ○ | \_\_\_\_\_\_ |
| Have any guests visit your classroom? How many?* Who and why? What did the guest do?
 | ○ | ○ | \_\_\_\_\_\_ |
| Have a Community Meeting?* If so, where was it, what did the students do, how many people attended, etc…?
 | ○ | ○ | \_\_\_\_\_\_ |
| Have other Outreach Events?* If so, where were they, what did the students do, how many people attended, etc…?
 | ○ | ○ | \_\_\_\_\_\_ |
| Use your classroom award to purchase anything for your classroom?* If so, what, and how did you use it?
 | ○ | ○ | $\_\_\_\_\_\_ |

Describe the student, or group of students, whose work most exemplified the All About Arsenic+ project this school year. What were they excited about? How did that facilitate their learning? Please include anecdotes and stories here.

Reflect on your students’ primary learning outcomes/gains with reference to data literacy, science communication, and using data visualizations in communication. What are they getting out of their involvement in this project? Please include anecdotes and stories here.

If you are a teacher who has participated in both SEPA grants, how have you shifted your teaching to include the additional goals of science communication and intergenerational learning?

How did you use our Tuva drinking water dataset? Did you use the Tuva software for teaching, was it a tool students used to create data visualizations? What about other Tuva data activities? Did you use them in your teaching? Did students build skills using those activities? Please include stories that illustrate students understanding the link between data visualization and literacy and science communication. If you are a teacher who has participated in both SEPA grants, how have you shifted your data literacy focus to include this grant's science communication goal?

What challenges did your students have with Tuva, the website, the datasheet, Anecdata, anything related to the project process.

If you did not use Tuva this year, how did you analyze drinking water data? Please explain why you did not use Tuva. What challenges and successes did students experience with your chosen data analysis/visualization tool?

How did you enhance *your own* Data Visualization and Science Communication skills, as an educator or scientist partner?

**Science Communication Outreach**

What kinds of science communication outreach products did your students produce?

Did your students work with the Science Communication Toolkit this year? Yes □ No □

If yes, please describe how it went. What worked best? What improvements could be made?

Please include anecdotes or stories here. If you did not use the Science Communication Toolkit, why not? What other resources and activities did you use to teach of facilitate science communication? Did the science communication skill building inspire outreach or build capacity in your students in ways not directly associated with the SEPA project?

**Don’t forget to add all final student products to** [**your teacher folder on the shared google folder**](https://drive.google.com/drive/folders/1vSenpjv2iGrejQX50LKa2pURi1Hlw2mA)**! (Feel free to add additional products that led to the final products. Simply create a separate folder under your teacher folder.)**

**Intergenerational Learning**

Did you send an intergenerational activity home to parents? Yes □ No □

If yes, please describe the activity. What are stories and anecdotes you can include about student participation in intergenerational learning activities?

If no, please describe why. What other resources or activities did you use to teach about or facilitate intergenerational learning?

What worked best? What improvements could be made?

Did the intergenerational activity go home at the same time as the drinking water samples? Yes □ No □ Please explain.

What feedback did you hear about the activity?

**Solutionaries Framework**

Did you use the Solutionaries Framework in your class? Yes □ No □

If yes, please describe.

What worked best? What improvements could be made?

If no, why not? Please include other activities or resources you used to teach about or facilitate systems thinking, placed-based discovery, or project-based learning.

Did you attend the Institute for Humane Education series on the solutionaries framework in your class?

Yes □ No □

Which aspects of this Communicating Data project will you repeat next year?

Which aspects of this project will you change next year?

List and describe the resources that helped your students the most this year.

Provide a list, and links, if applicable, to specific curricular items such as online worksheets, articles, books, YouTube videos, and labs.

Add addendums such as stories and anecdotes, photos, student assessments, testimonials from parents/students, etc.

What were gaps or barriers you experienced this year?

What are the anticipated needs for the 2025-2026 school year?

**Acknowledgments**: The work reported in this publication was supported by the National Institute of Nursing Research of the National Institutes of Health under Award Number **1R25NR021077**. The content is solely the responsibility of the authors and does not necessarily represent the official views of the National Institutes of Health. [Acknowledge any other sources of support/funding/people or organizations involved and explain their role]