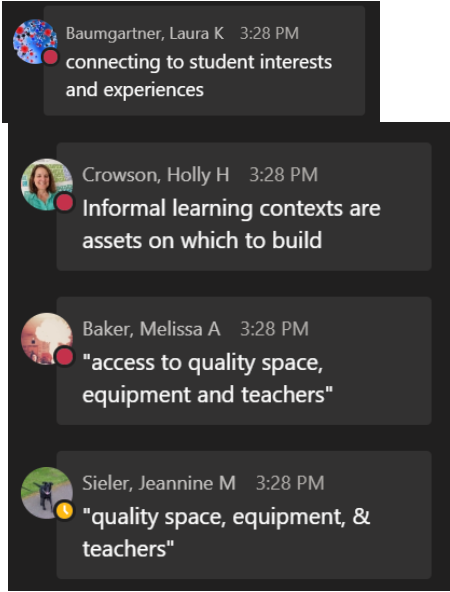
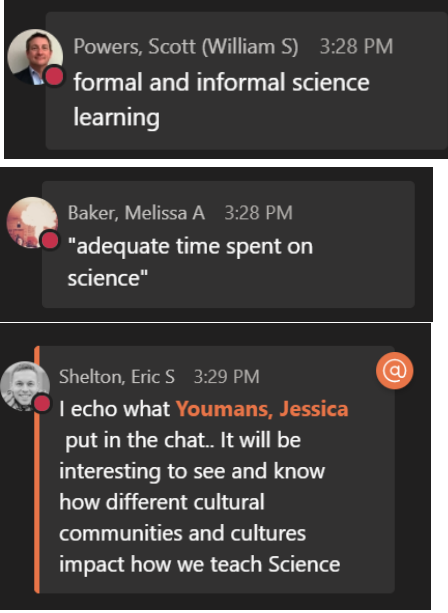


11/17/20 Chemistry Instructional Material Adoption Committee Meeting #1

Time	Agenda	Notes
2:45 (5 min)	<p><u>Welcome and Thanks!</u></p> <ul style="list-style-type: none"> • Thank you • Introductions - name and role • Assist with notetaking? Record 	<p>Attendance:</p> <ul style="list-style-type: none"> • Melissa Baker (NHS) • Holly Crowson (IHS) • Angie Diloreto (Curriculum Dev) • Soraya Costa (Parent) • Scott Powers (Teaching and Learning Director) • Eric Shelton (MLL Curriculum Developer) • Jeannine Sieler (BHS) • Jessica Youmans (SHS)
2:50 (5 min)	<p><u>Tech Orientation</u></p> <p><u>Tech Norms</u></p> <ul style="list-style-type: none"> • hand raise • chat moderator - Eric Shelton • thumbs vote with camera on or in forms 	<p>No additional tech norms.</p>
2:55 (10 min)	<p><u>IGNITE:</u></p> <ul style="list-style-type: none"> • Engaging learning experience for something that was hard (not in science) - <ul style="list-style-type: none"> ○ How did you feel? ○ How did you persist or not? ○ How did you show up in that learning space? 	<p>Bored, frustrated, embarrassed, stubborn, self-conscious, isolated, stressed</p> <p>Most hands raised to indicate that they persisted</p> <p>What would have others seen as they watched you persist?</p> <ul style="list-style-type: none"> • Jessica: They would have seen me ask questions when no one else would. • Jeannine: A realization that you do not know it all. A realization that is how students must feel.
3:05 (5 min)	<ul style="list-style-type: none"> • Content Objectives: Participants will learn: <ul style="list-style-type: none"> ○ The school board process for selecting an instructional material ○ Important criteria for considering instructional materials aligned to state science standards 	<p>No questions.</p>

	<p>Language objectives: Participants will use reading and small group conversation to make sense of instructional material criteria</p>	
<p>3:10 (20 min)</p>	<p><u>Overview of the Adoption Process</u></p> <ul style="list-style-type: none"> • What do you think is involved in the adoption process? • Compare with process • What was on your list that wasn't in the process? 	<p>Laura was wondering when the chemistry teacher meeting was on 11/25.</p> <p>Laura would like to know when future meetings are and getting those on the calendar.</p>
<p>3:30 (15 min)</p>	<p><u>Why new materials now?</u></p> <ul style="list-style-type: none"> • Storytelling - Chemistry Curriculum Materials • NGSS is WA state science standards • <i>Framework for K-12 Science Education</i> centers on equitable outcomes for students • Also connects to Board Policy 0130 - Equity and accountability 	<p>No questions.</p> <p><u>What parts stood out to you from Framework quote?</u> “There is increasing recognition that the diverse customs and orientations that members of different cultural communities bring both to formal and to informal science learning contexts are assets on which to build—both for the benefit of the student and ultimately of science itself.”</p> <div data-bbox="717 1213 1164 1801" style="background-color: #333; color: #fff; padding: 10px; border-radius: 10px; margin-top: 20px;">  <p>Baumgartner, Laura K 3:28 PM connecting to student interests and experiences</p> <p>Crowson, Holly H 3:28 PM Informal learning contexts are assets on which to build</p> <p>Baker, Melissa A 3:28 PM "access to quality space, equipment and teachers"</p> <p>Sieler, Jeannine M 3:28 PM "quality space, equipment, & teachers"</p> </div>

		
<p>3:45 (20 min)</p>	<p><u>NGSS Standards - Small Groups</u></p> <ul style="list-style-type: none"> Four criteria from NextGenTIME.org Prescreen: <ul style="list-style-type: none"> Read through the additional document published by Achieve and NGSS: Using Phenomena in NGSS-Designed Lessons and Units. Read the document and look for connections and/or deeper descriptions for each of the criteria. 	<p>Use of Phenomena/Problems. Materials provide relevant and authentic learning contexts through which students</p> <ul style="list-style-type: none"> engage as directly as possible with phenomena or problems to ask and answer their questions as well as questions from other sources and have the potential to use the three dimensions to make sense of phenomena or design solutions to problems.* <hr/> <p>Presence of Logical Sequence. Student learning across the three dimensions is</p> <ul style="list-style-type: none"> arranged in a logical sequence sufficient and appropriate for students to figure out the phenomena or problems.* <hr/> <p>Students Are Figuring Out. Materials position students to make sense of phenomena and design solutions to problems by</p> <ul style="list-style-type: none"> asking and answering questions that link learning over time using the three dimensions to link prior knowledge and negotiate new understandings and abilities.* <hr/> <p>Three-Dimensional Performances. Materials include assessments designed to</p> <ul style="list-style-type: none"> match the targeted learning goals elicit evidence of students' use of the three dimensions to make sense of phenomena and/or to design solutions to problems.* <hr/> <p><u>Group 1: Use of Phenomena/Problems</u></p> <p>Most Important Connections:</p> <ul style="list-style-type: none"> Culturally, personally relevant. <ul style="list-style-type: none"> Not just the "wow" factor. Consequential for students. <ul style="list-style-type: none"> Students need to be able ask questions about phenomena.

- Grade specific/appropriate.
- Honoring student knowledge.
- Using student ideas to drive instruction.
- Motivating.

Questions about this criteria:

- What about Earth Science standards in this curriculum adoption process?
- How do we ensure that we select culturally relevant phenomena (not like "wow" but stuff that all of our students can relate to)?
- How do we (as white teachers) pick phenomena that are appropriate for all learners (multicultural in nature)?
 - Maybe we would find it relevant but our students/community will not?

Group 2: Presence of Logical Sequence

Most Important Connections:

Phenomena may motivate lines of investigation that aren't grade-level appropriate, in which case teacher-guidance is needed to help bring the students back into sequence.

There doesn't have to just be one anchoring phenomenon for your course sequence.

Phenomena plus student generated questions can lend themselves to student driven coherence

Group 3: Students are Figuring Out

Most Important Connections:

1. We/Students may think we understand but we need to increase our understanding, making it deeper and deeper, going beyond what we knew before.
2. We can use the anchoring phenomenon as a jumping off point for students to identify other relevant phenomena and their own questions and answers that are relevant for their context.

Questions about this criteria:

		<p>1. Seems like a lot to incorporate 3-dimensions (DCI, CCC, SEP) with phenomena and student context/prior learning.</p>
4:05 (10 min)	<p><u>Closing</u></p> <ul style="list-style-type: none">• Groups report out and Next Steps• Meeting 11/25 with Chemistry Teachers• Meeting 12/2 with Adoption Committee	