

| Time                | What?   | Notes   |
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| 1:30<br>Intro Stuff | <p><b><u>Welcome and Thanks!</u></b></p> <ul style="list-style-type: none"> <li>• Thank you</li> <li>• Introductions - name, role, and ____</li> <li>• Assist with notetaking? Record</li> </ul>  | <p>Jessica is the notetaker!<br/> Laura is the chat monitor</p> <p>Jeff<br/> Katie<br/> Laura<br/> Jessica<br/> Angie<br/> John<br/> Holly<br/> Jeannine<br/> Melissa</p> |
|                     | <p><b><u>Tech Orientation</u></b></p> <p><b><u>Tech Norms</u></b></p> <ul style="list-style-type: none"> <li>• hand raise</li> <li>• chat moderator</li> <li>• thumbs vote with camera on or in forms</li> <li>• Question parking lot</li> </ul>  |   |
|                     | <p><b><u>Content Objectives:</u></b><br/> Participants will:</p> <ol style="list-style-type: none"> <li>1. Explore the Procedure 0130 and reflect</li> <li>2. Apply their understanding of the Prescreening Criteria to <b>two materials</b> with promise in small groups</li> </ol> <p><b><u>Language Objectives:</u></b><br/> Participants will</p> <ol style="list-style-type: none"> <li>1. Read two curriculum materials with promise individually, discuss in a small group and record evidence to support the</li> </ol> |   |

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|             | <p>claims about instructional materials and associated pedagogies are aligned to science standards.</p> <p>2. By engaging in conversation and dialogue in small groups around the identified evidences of alignment to criteria, participants will develop a more complete picture of instructional materials and pedagogies that are aligned to science standards.</p> |  |
|             | <p><b><u>Team Norms:</u></b></p> <ul style="list-style-type: none"> <li>• Using the hand raise when you want to speak</li> <li>• Keep an open mind</li> <li>• Limit distractions if possible</li> <li>• Be honest</li> <li>• Assume positive intentions</li> <li>• Listen for understanding</li> <li>• Ask questions</li> </ul>   |  |
| <b>Time</b> | <b>What?</b>  |  |
|             | <p><b><u>IGNITE:</u></b></p> <ul style="list-style-type: none"> <li>• When I think about reviewing Chemistry materials for NGSS alignment, I want to remember: _____ because _____</li> </ul>   | <ul style="list-style-type: none"> <li>• Think about multimodal learning - equity lens - serving students with a variety of needs.</li> <li>• MLL students - center the needs of students who are typically underserved.</li> <li>• Content is critical for preparing students for their future because it is essential.</li> <li>• How hard it was to come to consensus around the scores. The people who are in this room are a small fraction of the people who will use these materials. We</li> </ul> |

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|           |   | <p>are representatives. We are not always going to see things the same way.</p> <ul style="list-style-type: none"> <li>We are seeking to expand access to success in chemistry - creators of their future world. Multiple experiences are necessary for creative solutions.</li> </ul> |
|           | Policy 0130 and Procedure 0130  | Action Item: Do we have demographic data for the cultural, racial, social, linguistic, and familial background of BSD to share with the group?   |
| 2:00      | <b><u>Pre-screening Criteria Resource</u></b>   | How do/can this promote opportunity or access for those who have been historically excluded? How can this benefit all students equitably? This question got a lot of love and stuck out for many participants.   |
| 2:05-2:50 | <b><u>Prescreening Material 1</u></b> <ul style="list-style-type: none"> <li>We're looking for evidence of those criteria in Pearson Experience Chemistry</li> <li>Remember - not "how I would use these materials to teach..." but do the materials have evidence to support</li> <li>Scoring: <ul style="list-style-type: none"> <li>0 no evidence of this criteria</li> <li>1 minimal evidence of this criteria</li> <li>2 occasional evidence of this criteria throughout</li> <li>3 consistent evidence of this criteria</li> <li>4 consistent and compelling evidence of this criteria</li> </ul> </li> <li>Small group task</li> <li>Unit to explore? _____</li> </ul> |  |
| 2:50-3:05 | <b>Large Group conversation</b><br>Return to the large group at 2:50:   |  |

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|           | <ul style="list-style-type: none"> <li>a. What agreements do you see?</li> <li>b. What questions need to be asked?</li> <li>c. Can you individually commit to a score for each prescreening statement? Be prepared to share evidence to support your score</li> </ul>  |   |
| 3:05-3:45 | <p><b><u>Prescreening Material 2</u></b></p> <ul style="list-style-type: none"> <li>• We're looking for evidence of those criteria in Living by Chemistry</li> <li>• Remember - not "how I would use these materials to teach..." but do the materials have evidence to support</li> <li>• Scoring: <ul style="list-style-type: none"> <li>0 no evidence of this criteria</li> <li>1 minimal evidence of this criteria</li> <li>2 occasional evidence of this criteria throughout</li> <li>3 consistent evidence of this criteria</li> <li>4 consistent and compelling evidence of this criteria</li> </ul> </li> <li>• Small group task</li> <li>• Unit?</li> </ul> | <p>We ran out of time to review the second material. Since the second material is what we have been using for years and is coming out with a new edition, we felt comfortable using the prescreening scores from a team of chemistry teachers in summer 2020.</p> |
| 3:45-4:00 | <p><b>Large Group conversation</b></p> <p>Return to the large group at ____:</p> <ul style="list-style-type: none"> <li>a. What agreements do you see?</li> <li>b. What questions need to be asked?</li> <li>c. Can you individually commit to a score for each prescreening statement? Be prepared to share evidence to support your score</li> </ul>   |   |