Chemistry Adoption Committee

NOVEMBER 17, 2020

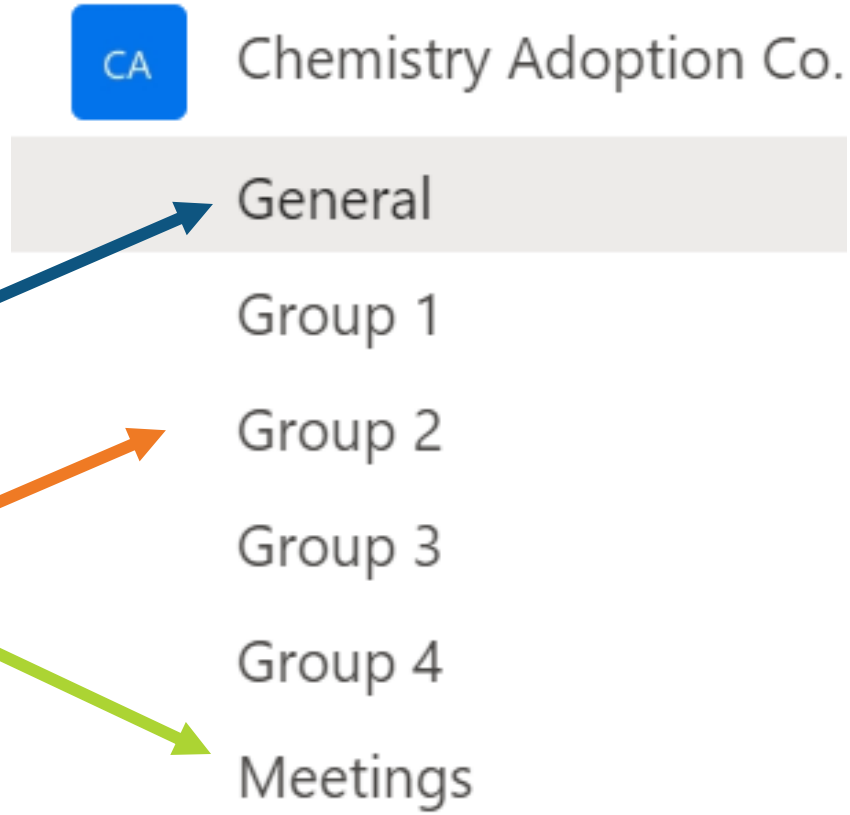
Introductions:

- Name
- School/Course/Role
- Favorite Subject in School

- Thank you so much for joining us!
- We will be notetaking and **recording**
- Find resources in the MS Team

Technology Orientation

- Microsoft Teams
  - Where meetings occur
    - Check the "Meetings" channel
  - Resources in **Files** in the "General" channel, notes in "PLC Notebook"
  - Small groups will meet in the "Group x" channels
  - Links to resources will be posted in the Meeting Chat
  - Chat Window for the Meeting



Technology Norms

- Questions? Use the hand raise or type in the chat
- There will be Q&A time throughout our session
- Limit additional tech distractions
- Other tech norms to help our process to suggest?

Additional Roles:

- Chat monitor –voice questions, determine level of urgency for those questions, answer navigation and/or easy questions
- Note taker – take notes in the Meeting Notes tab using the scaffold provided

Think about a time…

- When you were in an environment learning something new and challenging
- Not your favorite subject
- Relive/replay that experience

- How did you **feel** in that learning environment? How did you **persist or not persist**? How did you show up in that learning space?

Objectives for our time

Participants will learn:

- The process for selecting an instructional material
- Important criteria for considering instructional materials aligned to state science standards

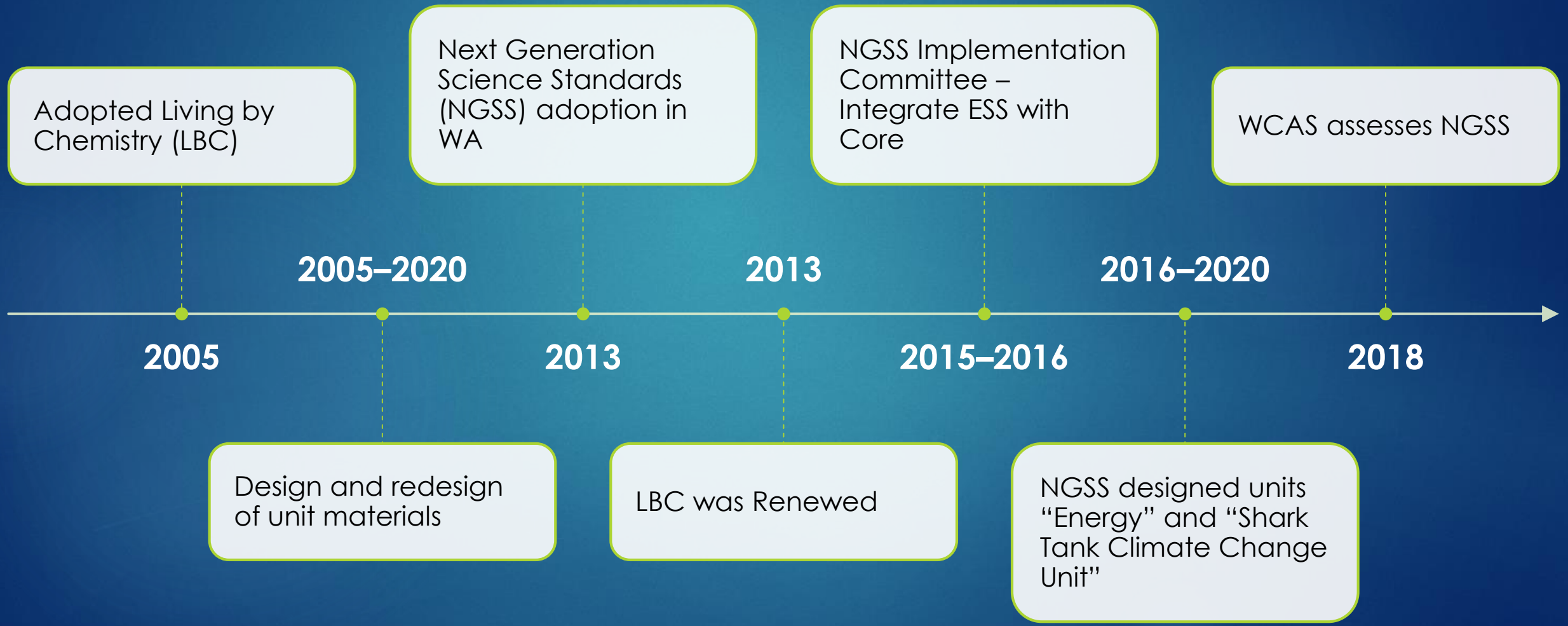
Language objectives:

- Participants will use reading and small group conversation to make sense of instructional material criteria

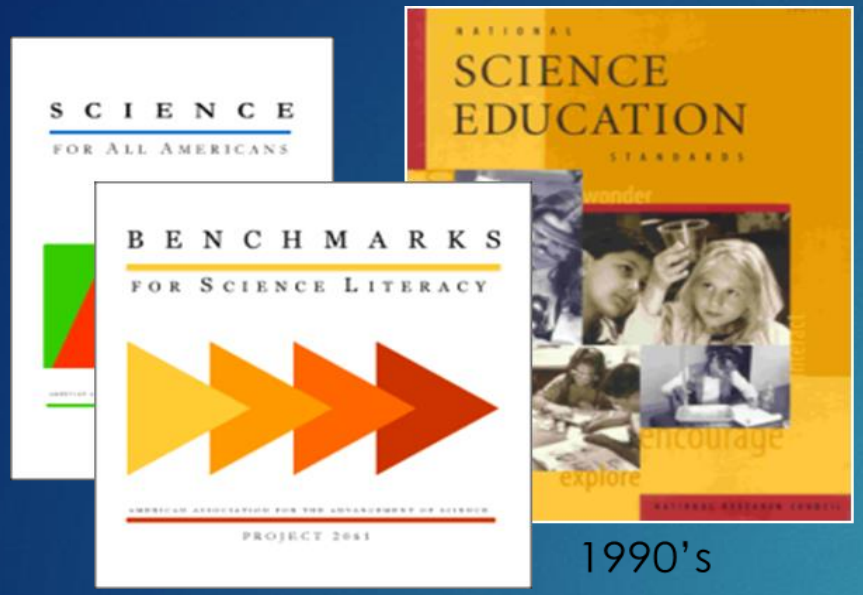
Overview Adoption Process

1. **Pre-screening** of available materials to determine pilot resources
   - August with Chemistry Teachers
   - Next Meeting – December 2 1:30-4:00 PM
2. Adapt **criteria for evaluation**
3. **Pilot** two materials and collect data while using the materials with students (student surveys and teacher surveys)
4. Elicit **parent**, family and community feedback
5. **Adoption committee** uses the criteria for evaluation to take a deeper dive into the materials
6. **Analyze all data** and come to **consensus,** identify **implementation** needs
7. **Adoption recommendation** to the Instructional Materials Committee (IMC) – including implementation plan
8. **Implementation** following School Board approval to begin district-wide use

Why new materials now?



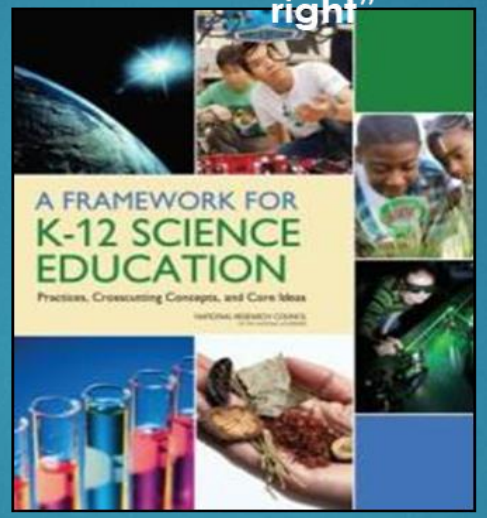
Important Convergence



1990's

1999-2009

Step 1
"Getting the science right"



Step 2
"States developing NGSS"

The Framework & Standards were reviewed and refined by over 40,000 teachers, scientists, engineers, educational researchers, youth and other stakeholders in K-12 science ed.

Promoting Equity

Equity in science education requires that all students are provided with equitable opportunities to learn science and become engaged in science and engineering practices; with access to quality space, equipment, and teachers to support and motivate that learning and engagement; and adequate time spent on science. In addition, the issue of connecting to students' interests and experiences is particularly important for broadening participation in science. 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.

"2: Guiding Assumptions and Organization of the Framework." National Research Council. 2012. *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*

Equity and Accountability

Board Policy 0130

This policy establishes that our District shall:

- A. Adopt curriculum, and teaching and learning strategies, that leverage, reflect, and affirm the unique experiences and social, racial, cultural, linguistic, and familial backgrounds of our Bellevue School District community.

Evaluation Resources

- NextGenTIME.org – instructional materials eval for NGSS
- BSCS, WestEd and Achieve developed this resource

NextGenTIME Prescreening Criteria

- Use of Phenomena/Problems
- Presence of Logical Sequence
- Students Are Figuring Out
- Three-Dimensional Performances

Small Group Activity

TASK: Every team member will have one of the four criteria.

1. Read through the description of your given criteria from the prescreening doc – this is your lens
2. Read through the "Using Phenomena in NGSS-Designed Lessons and Units" document to identify connections or deeper descriptions of the lens (criteria) you were assigned.
   - Underline or highlight connections to your criteria
   - Discuss in your groups the three most important connections or deeper descriptions and record on OneNote
   - Surface questions about this criteria and record on OneNote
3. Be back at 4:05

Groups:
1: Holly, Clinton, Ms. Costa
2: Melissa, Jeannine, Angie (John)
3: Jessica, Jeff, (Katie)
4: Laura, Scott, Eric

Next Steps

Nov 25 – Chem Team – rest of year discussion – opts for pilot units

Dec 2 – 1:30-4:00 - Return to pre-screening

Respond to the Survey that will be emailed to you:

- Feedback for the meeting
- Clock hour verification for teachers