

November 14, 2016

MS Science Adoption Committee

Our mission is to provide all students with an exemplary college preparatory education so they can succeed in college, career, and life.

Set out Name Cards into groups first



Introductions

Name

Role

Fun or Restful Activity last weekend

(2)

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Members in attendance:

Catherine, Bailey, Renee, Leif, Cathy, Cheryl, Janel, Paul, Amy M, Tracey, Wes, Stacia, Scott, Esther, Jessica, Angie, Jake



Agenda



- Welcome and Agreements
- Introduction to the rubric
- Divide into three groups and do the task
- Visual representation of the Group Work
- Patterns and Discussion
- Closing and Feedback

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We come as we are – there is a lot going on, acknowledge that we bring ourselves in our humanity to this meeting today. Take a moment and take a few deep breaths, relax, reflect on our task, reflect on our middle school students. This is why we're here, to provide the best science learning experiences to each and every student in our middle school science classrooms.



Norms

- Flip name cards up when you want to speak
- Keep an open mind
- Time for technology breaks – be present
- Be honest
- Assume positive intentions
- Listen for understanding
- Ask questions

(4)

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Come to consensus around norms -



Consensus

Consensus for Establishing the Decision-Making Process

- **Thumbs Up:** I think it's a good decision and will advocate for it.
- **Thumbs Sideways:** I am comfortable with the proposal but might want to discuss some minor issues.
- **Thumbs Down:** I still need to discuss certain issues and suggest changes that should be made.

(5)

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Adoption Committee Evaluations



Nov 14, 2016 12:30-3:30

- Divide into three teams, evaluate the IQWST program
- Use BSD adapted PEEC evaluation document



Jan 17, 2017 12:30-3:30

- Same teams as above, evaluate the Amplify program
- Use BSD adapted PEEC evaluation document

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Our task today is to evaluate the materials using evidence from the materials using the rubric that we have developed.

Classroom teachers will have experiences with the materials and your experience can help us as we look at other units we are not evaluating.

For classroom teachers, you will undoubtedly have opinions supported by your experiences. We will have a teacher survey to capture your experiences.

For today, we are going to be looking at the instructional materials themselves and looking for evidence of the criteria that we have identified.

We are going to use this same process for our next evaluation day in January. We will be looking for feedback on the process we engage in today to inform our January meeting.

Meeting Notes:

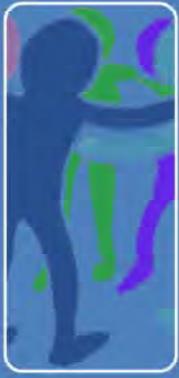
Q: If there is evidence in the instructional materials that supports the rubric ... but your experiences seem to contradict that this “evidence” did not support student learning do we not include that in our response?

A: Your teacher experiences and the materials are both evidence. Teacher experiences will be captured in the teacher survey.



Adoption Committee Recommends

February 16, 2017, 3:30-5:30



- Review Data
 - Adoption Committee Evaluations
 - Pilot teacher surveys
 - Student surveys
 - Parent surveys
- Discussion and Recommendation

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Meeting Notes:

Q: When are we doing surveys?

A: Teachers and students will respond to teacher survey twice. After the piloting of both curriculums? There will be a link on the MS Science Adoption site that parents can access to provide feedback.



Introduction to Rubric

- Reduced to 8 Criteria (5 Innovations plus 3 BSD Criteria)
- Scoring (see page 2)
 - 4 is Excellent Evidence
 - 3 is Adequate Evidence or Meets Standard
 - 2 is Inadequate Evidence or Approaching Standard
 - 1 is Little or No Evidence or Below Standard
- Get oriented with the rubric:
 - List resources you'll need
 - Identify clarifying questions
 - Identify deeper questions

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Flip through the Rubric (on your own): 5 min
 List resources you'll need
 Identify Clarifying questions
 Identify deeper questions

Answer the questions

Meeting Notes:

Q: Are you giving us samples of the curriculum to evaluate?

A: I am giving you access to the entire curriculum

Q: Which appendices are you talking about?

A: NGSS Appendices D, E, & F

Materials provided to assist adoption committee with evaluation of IQWST:
 NGSS Standards, Appendices, Computer Access to all IQWST units, Unit assessments,
 list of Science and Engineering Practices, Cross Cutting Concepts, California Integrated
 Framework, Integrated Model from Appendix K, Publisher provided engineering
 documents, Publisher provided coherence.

Q- Do we just look at the unit we piloted?

A-We should look at multiple units 6-8

Q- What is ETS?

A-ETS refers to the engineering standards

Q-How much do you want us to use the PASTL lens? (Ambitious Science Teaching:
<http://ambitioussciencelearning.org/>)

A- The PASTL partnership are all represented in the first page criterion

Q- Do you want us to be objective when looking at this materials?

A- Yes, be objective as possible. 1 out of the three samples you will have your experience to find evidence.

Additional Comment -- The biggest problem -- is it looks like these materials should do these things. In Practice -- I don't feel these materials do this in practice.

Additional Comment -- We want to look bigger and try to get a larger picture of the entire unit.

Additional Comment -- If I am looking at something and it is not covered, look around at additional materials

Additional comment -- What if I don't believe that there is enough time and opportunity to make the desired things happen? If you don't think there is as great of a possibility of making it happen, don't rate it as high.

Q- Are you organizing us in a certain way?

A- Yes, see the next slide.



Groups

6 th grade	7 th grade	8 th grade
Paul	Scott	Cathy
Wes	Esther	Tracey
Cheryl	Bailey	Janel
Amy	Jake	Stacia
Leif	Renee	Cynthia
Thad	Lauren	Jessica

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Pairs (preferred) with one science teacher, or a threesome if needed

Grade Level progress –

Start at opposite ends of the criteria or at a criteria that is important to your pair

Q- When you say sequences of instruction, what do you mean?

A- Things that you would do as a teacher from day to day. I.e. Activity 1.1, 1.2, 1.3, 1.4



Review of Materials - IQWST

IQWST (Investigating and Questioning our World through Science and Technology)

- Originally developed as a 10 year NSF funded grant by a team of researchers and educators out of MSU– Joe Krajcik was a lead in this project – simultaneous to Framework development
- Published by Activate Learning, some original researchers still on the project



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Visual Reporting

Evidence for the **IGWST**
Innovation Rating

Criterion	1	2	3	4
1A			●	●
1B		●	●	
2		●	●	
3	●	●	●	
4				●
5		●	●	●
6		●		●
7	●	●	●	
8	●	●		



Patterns

- What patterns do you see?
 - Things in common
 - Greater diversity
- Describe the outliers
 - Evidence presented by the outliers

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Criterion 8 Comments

- Potential for CS and computational thinking is there but not overly clear or specifically called out.

Criterion 7 Comments:

- One of the difficulties in coming to consensus on this criterion is that the units IQWST had varied levels of useful differentiation suggestions
- The only obvious approach to equity is that there is a Spanish translation
- There is not easy place for kids to get supports on academic vocabulary. We have added all of the support ourselves.
- The IDE doesn't allow for us to change any of the language/wording in student materials
- A positive -- Every person is having a shared experiences around the driving question and all experience together rather than relying some past experience.
- Negative -- The readings do expect kids to have specific experiences
- Readings are very text heavy and they do not always relate will to the activities.
- Some of the readings are way too simple for our advanced learners but too complex for our struggling learners.
- Many of our Spanish speakers do not read Spanish so having a Spanish text is not that helpful. If it was read in Spanish, that would be more helpful.
- Could be too integrated. If instruction relies on receiving previous units of instruction, this could be a challenge for students moving around the district or

moving into the district.

- New teacher vs. Veteran teacher ... would this be effective at a new teacher level? What is this going to be like for the veteran teacher? This would not draw us together and we would be doing different things around the district.
- Experienced teachers may find it easier to use these materials and be able to differentiate but the new teachers may not have the experience or skill to do so.

Criterion 6 Comments

- IQWST sequence did follow the appendix K model but it feels like they are just checking the box.
- IQWST sequence does follow the appendix K model and the publisher did have a rationale for placing their units in this particular sequence.

Criterion 5 Comments

- Lots of opportunities to analyze data but there were not really any choices for how approach data
- Not rigorous computational connection within the standards. Way asked to work with students asked to manipulate
- ELA – last lessons have a place for CER ... doesn't give standard of how to write that
- ELA piece much stronger than the mathematical practices
- Did list ELA and math standards for every lesson

Criterion 4

Criterion 3

- Hard to split up ... had to look at three different components, separately.



Closing and Process Check

- Anything we could do to improve the process?
- Next Steps:
 - January – evaluate the Amplify materials using the same process (with slight adjustments)
 - February – decision meeting

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Q: Any improvements and/or shifts for our process?

A: No recommendations

We will most likely be able to move through this much faster when we do this again with Amplify curriculum

Q: This seems like very hard data, where is the room for our options and feelings?

A: This is only one piece of data that we are collecting. Teacher surveys, parents surveys, student data, and this data will all be used as we have conversations at the end of the process

Q: Is there any weight for the different components?

A: That is a good suggestion. Maybe we can not spend as much time so we can spend more time looking at the more relevant

Q: I am wondering is it our goal that we are in the middle of Amplify during our next meeting?

A: Yes

Note: The materials for Amplify grade 7 & 8 have still not been shipped. They will be sent here and we will get them out to buildings.



Middle School Science Adoption Committee Website

<http://www.bsd405.org/get-involved/advisory-committees/imc/middle-school-science-adoption/>

Next Steps:

- January 2017 meeting to evaluate Amplify
- February 2017 meeting to look at the data and make a recommendation to the IMC

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