



6 th grade	7 th grade	8 th grade
Paul	Scott	Tracey
Wes	Esther	Janel
Cheryl	Cathy	Stacia
Amy	Jake	Sarah
Thad	Renee	Leif

Please sit with the group shown above

January 17, 2017
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

Attendance

Sarah, Tracey, Janel, Leif, Scott, Esther, Renee, Cathy, Cheryl, Paul, Thad, Wes, Amy, Stacia

Slide 1

DA(D1 Diloreto, Angie (Angela D), 1/17/2017



Introductions

Name

Role

Fun or Restful Activity over Winter Break

(2)

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



Agenda



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

{ 3 }

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

We are transitioning from school, work, traffic and entering into a different space for this meeting today. We come as we are – there is a lot going on.

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 –
Flipping name tags up is more difficult to do in the three pods, can we fold out into a U
for our discussion?



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

6

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

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.

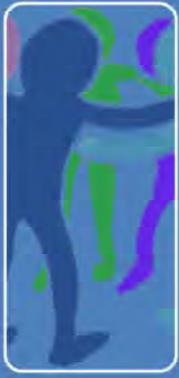
For today, we are going to be looking at the instructional materials themselves and looking for evidence of the criteria that we have identified.

This is the same process we used for our last evaluation day in January.



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

[7]

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We have 800-900 responses from students for each unit from IQWST
We have 50 parent responses so far to the parent survey
We have 32 teacher responses for the IQWST survey

We will have a separate student survey for the Amplify units
We will have a separate teacher survey for the Amplify units



Introduction to Rubric

- 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:
 - Resources available:

(8)

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Flip through the Rubric (on your own)
Identified the most important criteria on the poster

Groups will focus of this meeting will be on 1A, 1B, 2, 3, and 7

Q: does this mean that these will be weighted more?

A: No, we are not quantifying these results but using the results to inform our discussion.

Q: Is amplify still working on modifying simulations for computer science?

A: They are but it is dependent on whether NSF funds this work through ITEST, we should find out in the next month.

Focus should be on the instructional resources – evaluate the materials as you see them. Not about shifts you would make or have experienced.

Teachers can provide information about their experiences in the teacher survey. Not here.



Groups

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

9

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Two groups of two or three with at least one science teacher
Start at opposite ends of the starred criteria

Take a moment to organize yourselves



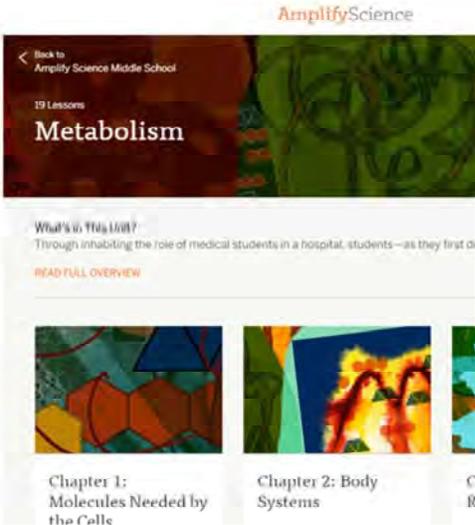
Review of Materials - Amplify

Amplify Science

- Developed for NGSS by Lawrence Hall of Science (UC Berkeley) in partnership with a publisher Amplify
- Navigation Demonstration

Unit Name

- Chapter Number
 - Chapter and Part (1.1)
 - Segments in the lesson



The screenshot shows the Amplify Science interface for the 'Metabolism' unit. It features a header with 'AmplifyScience' and a navigation link 'Back to Amplify Science Middle School'. Below the unit title, it indicates '19 Lessons' and provides a brief description: 'What's in This Unit? Through inhabiting the role of medical students in a hospital, students—as they first do...'. A 'READ FULL OVERVIEW' link is present. At the bottom, two chapter options are visible: 'Chapter 1: Molecules Needed by the Cells' and 'Chapter 2: Body Systems'.

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Each table has a minimum of two people that are experienced navigating Amplify materials.



Visual Repo

Green dot – 6th grade
Red dot – 7th grade
Blue dot – 8th grade

Criteria	1	2	3	4
1A * 3-D Models/Buildings			●	●
1B * El. Roundabout			● ● ● ●	● ●
2 * English Placement			● ● ●	●
3 * Engineering		● ● ●	● ● ●	●
4 Career Preparation				
5 English Math Connect				
6 Academy model for a				
7 * New school program Students selected			● ●	● ●
8 Water Science				



Patterns

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

(12)

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Take time to view the chart and identify patterns and trends.

2 dots from the same grade level group is referring to a range of opinions

Question: What kind of samples were used to collect this data? Did you use the engineering internships?

Answer: Yes

Question: Did all grades look at multiple units

6th – Metabolism, Weather, Plate Motion

7th-Plate Motion, Energy and matter and ecosystems, internships, and launch unit

8th – force and motion, earth moon sun, magnetic fields, natural selection

Observations/Noticing

- There is at least adequate evidence of each criterion from each grade level
- Category 3 – Engineering
- 6th grade curriculum has identified the most excellent evidence

What evidence for meeting standards about 3D assessment?

Formative assessment is really strong and in all units, chapters and pages

Mostly cross cutting concepts and DCI --- mostly 2D actually

7th grade found of evidence in materials provided by Amplify ... how the teachers responds to the assessment could really make that a 3D assessment item

8th Grade – DCI seem strong ... 1/3 of the SEP seemed addressed to different degrees ...
CCC are even less represented in assessments
using models, causes and effect, constructing explanations

6th grade ranked criterion 7 high because of how it compares to other curriculum materials.

There are specific routines built in to the curriculum ... that teacher might use

Differentiation resources are easy to find

Really liked how curriculum calls out specific points of struggle and interest

Wondering if the variation has to do with when unit was published

Very difficult for differentiation on the advanced end – very little provided for those students

7th grade comment

Seems to be a pattern or segmented structure ... DCI out and covered in unit, and then application and SEP happens in Internship ... wondering if other people saw this

8th grade ... Would be nice if engineering were integrated within the unit itself

7th grade ... Could you actually do the Engineering Internship and the Main unit at the same time?

6th grade --- seems like the build knowledge and skills in the unit and then apply

Students are solving the problem in the first unit and then solving another problem

The unit questions are not always very specific ... some could just be looked up on the computer instead of going through the amplify unit (evidence was from the 7th grade unit on plate motion)

Seems to depend on the unit because 6th and 8th grade are not as cut and dry

Worry that this is not going to be rigorous enough. Doesn't seem to be driven by students curiosity. Don't see a lot of places for students to develop questions
Hoping the conversations are rigorous.

Wondering –

6th grade IQWST had a very different experience than 8th grade in terms of accessibility

From a teacher point of view ... Amplify very easy to organize

Rigor and flexibility ... seem like they are going to be a challenge

Open ended questions don't really show up until the end. Seem to be just one or two

options. Doesn't provide the flexibility

Teacher frustrated about their experience --- Pigeonholed, everything lockstep, web-dependent, lacking physical manipulation, all typing

Highly scaffold materials have been really helpful at Highland. Has been more accessible to more students. Easy to add in a discussion on OneNote

Tillicum – having way less discussion

6th grade teacher - No matter what curriculum we will need to adapt and modify. Need a combination of hands-on and digital

8th grade teacher – are difficulties because familiarity with old materials and not this new curriculum?

What is provided does provide a lot of potential for creative thought ... can generate great discussions but doesn't seem to be flexible to respond to those unique thoughts

Teacher -- We cannot pretend that we will teach curriculum as packaged no matter what it is. I am looking at this curriculum thinking, what am I going to do with this? How can I use with OneNote?

With IQWST, I never used the IDE. How could I do the same with this materials? I don't think rigor is provided by the curriculum ... Rigor is going to be a function of me. The district provides the units, the sequences, the standards and objectives. We cant ignore that we will be messing with whatever curriculum we receive. What we will do across the district is going to be the same but a little different. Have to acknowledge that we are going to be messing with this.

IQWST – GMSP are having more discussion on how they are using the sims and getting that instant feedback. Much more authentic. Every lesson has a notest page and having them snip and pastes into OneNote. Using OneNote gives a lot more dynamic. Hopefully we will have time to get together as professionals

Would rather start at a more rigorous level and then creating the scaffolds. This seems to be opposite.

New teachers are feeling very supported by the way Amplify is organized.



Closing and Process Check

- Next Steps:
 - February meeting – Decision time

(13)

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Tension is not bad – we need this
Today's takeaways ...

1) As the conversation showed ...

- Curriculum doesn't teach kids. Teachers do.
- Curriculum doesn't know your kids ... you do.

2) Another important

- Value of collaboration.

3) OneNote use is important, valuable, and useful tool and we want to continue develop

Closing questions:



Middle School Science Adoption Committee Website

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

Next Steps:

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

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