

AD1

Biology Adoption Committee

MARCH 20, 2019

PLEASE SIT WITH YOUR ASSIGNED TEAM

- PHIL, YUSRA, MIKE
- JAKE, SUE, JOHN D, LEE
- SUZANNE, ROSE, JEREMY
- CINDI, BETH, CAROLINE

Please
Sign In

*Angie DiLoreto, Science Curriculum Developer – Facilitator

Cindi Guyer, BHS Science teacher

*Phil Allen, IHS Science Teacher

*Beth Gatewood, IHS Science Teacher

*Lee Holt, IS Science Teacher

Jeremy Brown, NHS Science Teacher

*Rose H, student

Yusra Obaid, OMS Advanced Learning Science Teacher

*Mike Schiehser, BHS principal

*John Delpont, Special Education specialist

Sue Kelly, English Language Learner specialist

Caroline Titan, Equity specialist

*Jake Duke, STEM Developer

*Suzanne Reeve, SHS Instructional Technology Curriculum Leader

Tom Duenwald, central office director and parent

*Present

Slide 1

AD1

Diloreto, Angie (Angela D), 2/15/2019

Agenda

- ▶ Welcome
- ▶ Bias Review – central office
- ▶ Review discrepancy data
- ▶ Compare two curricula:
Educurious and Inquiry Hub
- ▶ Next steps and Check-out



Team Norms



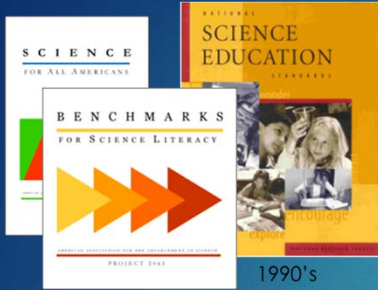
- ▶ In large group conversation: Prop card vertical when you want to speak
- ▶ In small group conversation: monitor your airtime
- ▶ Keep an open mind
- ▶ Be present (limit technology use)
- ▶ Be honest
- ▶ Assume positive intentions
- ▶ Listen for understanding
- ▶ Ask questions

Consensus 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.

Important Convergence

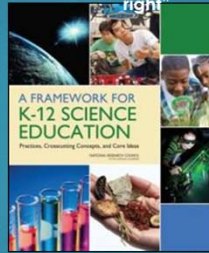


1990's



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.

Reflect on Innovations



5 Innovations of NGSS:

1. Making sense of phenomena and designing solutions to problems
 2. Three dimensional learning
 3. Building K-12 Progressions
 4. Alignment with English language arts and mathematics
 5. All standards, all students
- 

Timeline Draft – *All meetings in Olympic room*

Date	Task
10/24/18	Begin adoption committee orientation, look at NGSS, look at evaluation docs
12/19/18	Use the unit evaluation docs to review Next Gen Storylines – <i>Why Don't Antibiotics Work Like They Used To?</i>
2/27/19	Use the unit evaluation docs to review Educurious – <i>Environmental Health</i>
3/20/19	Use the course evaluation docs to review both materials
4/24/19	Review Teacher and Student Survey Data, review Evaluation data, determine if we have enough evidence to make a recommendation

We changed the focus of this meeting to review all of the units in the course with a course evaluation tool.

Our April meeting will review Teacher and Student Survey Data, committee data and make a recommendation.

Discrepancy Data

- ▶ Some criteria statements had data points between groups that were 2 or more points apart (e.g. 0-2 or 1-3 or 0-4)
- ▶ Take a look at the two curricula and compare between them

Scoring Training

4 Superior Evidence	3 Strong Evidence	2 Moderate Evidence	1 Minimal Evidence	0 No Evidence
Strong representation	Consistent	Present in a few places	Inferred but not explicitly stated	Not present
Clear connections and through-line	Many places	Appropriate opportunities	Saying criteria there but not really in depth	
Relevant	Where relevant, deeply attended to	Present but not elaborated	Shallow	
Explicitly described	Clear throughout			

*Be sure to describe evidence location(s) on Evaluation document

EVIDENCE in the Instructional Materials

Superior evidence – rarely achieved, best example of this component

Strong evidence

Moderate evidence

Minimal evidence

No evidence – not present, or not found

Describe evidence location on

Evaluation document

Accessing the Curriculum



Participants were given access to the instructional materials

Compare Courses



- ▶ Innovation 1
- ▶ Innovation 2
- ▶ According to standards (DCI, SEP, CCC)
- ▶ Category 2 – Assessments
- ▶ Category 3 – Inclusive Educational Practices
- ▶ Category 5 – Instructional Planning and Support

Participants looked at both materials and scored them using the evaluation documents

Resources



- ▶ Use the Links to Resources page in OneNote
 - ▶ Angie has some paper copies
 - ▶ Glossary Link: <http://bit.ly/BSDBioGloss>
- 

Feedback

+

What worked for you today?

△

What would you change?

Questions?

Next Steps

- ▶ Meet again April 24 to review data and make a recommendation