

Developing Scientists Advisory Group

Date: Wednesday, Jan. 13, 2016

Central Services, Room 212

Time: 4-6:30 p.m.

Bellingham Public Schools

A Collective Commitment

Attendees:

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| <input type="checkbox"/> Julie Bennett, KMS | <input type="checkbox"/> Caren Pitsch, ALD | <input checked="" type="checkbox"/> Charisse Berner, DO |
| <input checked="" type="checkbox"/> Jose (Miguel) Boriss, FMS | <input checked="" type="checkbox"/> Sam Stoner, WMS | |
| <input checked="" type="checkbox"/> Lisa Conlon, COZ | <input checked="" type="checkbox"/> Sarah Walker, SMS | |
| <input checked="" type="checkbox"/> Jane Yaude, SHS | <input checked="" type="checkbox"/> Brooke Wertz, HV | |
| <input checked="" type="checkbox"/> Suzanne (Suzy), Laas, SQHS | <input checked="" type="checkbox"/> James Yoos, BHS | |
| <input type="checkbox"/> John Livezey, WK | | |

| Topic | Discussion | Decision |
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| 1. Welcome and Overview | Introductions. | Click here to enter text. |
| 2. Learning Targets & Success Criteria | <u>Learning Target:</u> Deepen our knowledge of the Next Generation Science Standards (NGSS) instructional transition. <u>Success Criteria:</u> Compare our progress on implementation of NGSS with the state timeline. Explore Appendix E and Appendix K | Discussion only |
| 3. Norms | The Norms of Collaboration were reviewed: 1. Pausing; 2. Paraphrasing; 3. Posing questions; 4. Putting ideas on the table; 5. Paying attention to self and others; 6. Presuming positive intentions; 7. Pursuing balance between advocacy and inquiry. | Discussion only |

| <p>4. Compare our progress with the State Timeline</p> | <p>Sarah Walker introduced the state timeline for NGSS implementation. We discussed with partners the successes and barriers for NGSS implementation across our system.</p> <table border="1" data-bbox="441 251 1558 727"> <tr> <th colspan="2">NGSS Transition Success and Challenges</th> </tr> <tr> <th>Successes</th> <th>Challenges</th> </tr> <tr> <td>Strong foundation in inquiry practices from the North Cascades and Olympic Science Partnership (NCOSP) we can build on.</td> <td>Recently implemented shift to Biology EOC at High School has created a reluctance to shift to NGSS without a clear assessment.</td> </tr> <tr> <td>Many of the DCI are evident in our current curriculum.</td> <td>Limited professional development in science</td> </tr> <tr> <td></td> <td>Trust of the system to provide resources and professional development</td> </tr> <tr> <td></td> <td>Shifts are currently happening in isolation</td> </tr> </table> <p>Lisa Conlon emphasized need for immersion experiences for elementary professional development. She explained how beneficial it was during the NCOSP grant to engage in her own meaningful science learning to understand critical teaching strategies for science</p> <p>Sarah Walker discussed the need for a common vision for science instruction across the system. The role of this committee is to establish a vision.</p> | NGSS Transition Success and Challenges | | Successes | Challenges | Strong foundation in inquiry practices from the North Cascades and Olympic Science Partnership (NCOSP) we can build on. | Recently implemented shift to Biology EOC at High School has created a reluctance to shift to NGSS without a clear assessment. | Many of the DCI are evident in our current curriculum. | Limited professional development in science | | Trust of the system to provide resources and professional development | | Shifts are currently happening in isolation | <p>Discussion only</p> |
|---|--|--|--|-----------|------------|---|--|--|---|--|---|--|---|------------------------|
| NGSS Transition Success and Challenges | | | | | | | | | | | | | | |
| Successes | Challenges | | | | | | | | | | | | | |
| Strong foundation in inquiry practices from the North Cascades and Olympic Science Partnership (NCOSP) we can build on. | Recently implemented shift to Biology EOC at High School has created a reluctance to shift to NGSS without a clear assessment. | | | | | | | | | | | | | |
| Many of the DCI are evident in our current curriculum. | Limited professional development in science | | | | | | | | | | | | | |
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| <p>5. NGSS Readings</p> | <p>Two articles were shared with the group: Three Dimensional Instruction by Joe Krajcik Addressing Three Common Myths About the Next Generation Science Standards by Kenneth L. Huff</p> <p>As we discussed these articles, a few key ideas emerged:</p> <ul style="list-style-type: none"> • The second myth, “we are already doing this” is easy to get caught up in. We have some elements of the NGSS in our current curriculum but we are not yet NGSS aligned <ul style="list-style-type: none"> ○ There are limited resources available that are NGSS aligned and the committee (hopefully and expanded version) will need to determine what supports are needed, professional development and materials alignment. | <p>Discussion Only</p> | | | | | | | | | | | | |

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| | <ul style="list-style-type: none"> • How much does an elementary teacher need to know about the NGSS? Could a document be created to limit the necessary depth of knowledge? • We need to develop common definitions of key NGSS terms like phenomena, three dimensional teaching, engineering and inquiry. • Need to develop common understanding of NGSS practices across the district • Need administration support | |
| 6. Appendix E and K | <p>Next Steps: Read Appendix E and K for detail Before our next meeting, we will read appendix E and K for detail, thinking about implications on our system.</p> <p>Closing: Charisse thanked everyone for coming.</p> | Discussion only |

SUMMARY:

This meeting focused on the shift to NGSS at the state level and within our district. We discussed barriers to our district wide implementation as well as successes. To strengthen committee members understanding of this transition, we read 2 articles and will complete a review of Appendix E and K before the next meeting.

Next meeting date: Feb. 18, 2016, Room 205, 4 to 6 p.m.