Middle School Science and Social Emotional Learning Instructional Materials

Charisse Berner and Trina Hall,
Directors of Teaching and Learning
Bellingham Public Schools
Middle School Science Curriculum Materials

Amplify Science Middle School
A new NGSS-designed core curriculum for grades 6-8

THE LAWRENCE HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY
MS Science Committee

Year long
21 members including four community members
Diverse roles
Science Committee Process Thus Far

EQuIP Rubric for Lessons & Units: Science
Version 3.0

Introduction:

The Educators Evaluating the Quality of Instructional Products (EQuIP) Rubric for science provides criteria by which to measure the alignment and overall quality of lessons and units with respect to the Next Generation Science Standards (NGSS). The purposes of the rubric and review process are to: (1) review existing lessons and units to determine what revisions are needed; (2) provide constructive criterion-based feedback and suggestions for improvement to developers; (3) identify exemplars/models for teachers’ use within and across states; and (4) to inform the development of new lessons and units.

To effectively apply this rubric, an understanding of the National Research Council’s A Framework for K-12 Science Education and the Next Generation Science Standards, including the NGSS shifts (Appendix A of the NGSS), is needed. Unlike in the EQuIP Rubrics for mathematics and ELA, there is not a category in the science rubric for shifts. Over the course of the rubric development, writers and reviewers noted that the shifts fit naturally into the other three categories. For example, the blending of the three-dimensions, or three-dimensional learning, is addressed in each of the three categories; coherence is addressed in the first two categories; connections to the Common Core State Standards is addressed in the first category; etc. Each category includes criteria by which to evaluate the integration of engineering, when included in a lesson or unit, through practices or disciplinary core ideas. Another difference between the EQuIP Rubrics from mathematics and ELA is in the name of the categories; the rubric for science refers to them simply as categories, whereas the math and ELA rubrics refer to the categories as dimensions. This distinction was made because the Next Generation Science Standards already uses the term dimensions to refer to practices, disciplinary core ideas, and crosscutting concepts.

The architecture of the NGSS is significantly different from other sets of standards. The three dimensions, crafted into performance expectations, describe what is to be assessed following instruction and therefore are the measure of proficiency. A lesson or unit may provide opportunities for students to demonstrate performance of practices connected with their understanding of core ideas and crosscutting concepts as foundational pieces. This three-dimensional learning leads toward eventual mastery of performance
Additional Steps in the Process for MS Science

- Submit formal recommendation to Dr. Baker
- Determine scope and sequence
- Develop professional support plan
- Implement the program in 2018-19 school year
Science Celebrations!
Elementary & Middle School
Social & Emotional Learning Curriculum

Caring School Community®
SECOND EDITION

RULER®
P-8 Social & Emotional Learning Curriculum Advisory

September - January
26 members
Including teachers, counselors, specialists, admin & six parent/community members
SEL Process Thus Far

Enhanced Emotional Climate

SEL Skill Development

22%ile Social and Emotional Skills

9%ile Positive Attitudes

9%ile Prosocial Behavior

11%ile Academic Achievement

9%ile Conduct Problems

10%ile Emotional Distress


Community Review & Input Open through May 11
Additional Steps in the Process for SEL

1. Submit formal recommendation to Dr. Baker
2. Develop professional development plan
3. Develop implementation plan
4. Staggered timeline of implementation
SEL Celebrations!  Elementary

The Power of Community

The Caring School Community® (CSC) program builds community among students, faculty, and families with common expectations, language, and structures. Implemented schoolwide, CSC improves the school climate, making it a place where the sense of connectedness is felt throughout the entire school.

Guiding Principles

1. Relationships
2. Autonomy & Influence
3. Collaboration
4. Ideals & Common Purpose

1) Morning Circle
   3-5x/week

2) Class Meeting
   1x/week

3) Closing Circle
   3-5x/week
SEL Celebrations!
*Middle School*

**ANCHOR TOOLS**

**IMPACT**

**Students:**
- Less anxious and depressed
- More developed emotional skills
- Fewer attention problems
- Better academic performance
- Greater leadership skills

**Teachers:**
- More engaging, supportive, and effective

**Classrooms/Schools:**
- More positive climates and less bullying