

## NJDOE Science Education Webinar Series for Academic Year 2017-2018

The webinars are scheduled on the second Tuesday of every month from 3:00 pm to 4:00 pm. The webinar platform can accommodate up to 100 participants and recordings of the events can be accessed at times more convenient for teachers and supervisors who cannot attend the live event.

The audience for the webinars include teachers of science and administrators responsible for their supervision.

To register click [here](#). The URL and ancillary resources are sent to participants approximately one week prior to the scheduled event.

### Dates and Titles of the Webinars

October 10, 2017	What does a NJSLS-Science Classroom Look Like?
November 14, 2017	What is so phenomenal about Phenomena Focused Curriculum?
December 12, 2018	How do I use the Science Companion to the Danielson Framework?
January 9, 2018	How can I use the Science Program Rubric to Evaluate our Science Program?
February 13, 2018	What does assessment look like in a NJSLS-Science Classroom?
March 13, 2018	How do we evaluate a textbook or other science curriculum materials?
April 10, 2018	How do I write 3-D Science Assessment Items?
May 8, 2018	What do Equitable and Accessible High Quality Science Learning Tasks Look Like?

### Webinar Titles and Descriptions

#### What does a NJSLS-Science Classroom Look Like?

How do I know if I am doing this right? What should I see when I walk through a science classroom? The webinar examines the characteristics of what NJSLS-S learning looks like with the goal of developing common language and a common starting point for professional discussions.

#### What is so phenomenal about Phenomena Focused Curriculum?

The development of science ideas in an NJSLS-Science classroom is anchored in explaining phenomena or designing solutions to problems. Why have the standards shifted to a focus on explaining how and why the world works or to solving problems than simply learning about topics? The webinar examines why engaging and authentic phenomena are essential to student learning

and how to identify high quality phenomena. The goal of this workshop is for participants to develop an understanding of what phenomena are and how to use them to focus learning.

#### How do I use the Science Companion to the Danielson Framework?

The new science standards are richer and more complex than previous editions. This results in educators needing to shift from a focus from simply teaching science ideas to helping students figure out phenomena and design solutions to problems. It is because of this, past instructional practices may not be sufficient to support student success in meeting the new Performance Expectations. The webinar explores the science specific criteria and how each influences student achievement in science.

#### How can I use the Science Program Rubric to Evaluate our Science Program?

This document is intended to help teams of educators answer the following questions. *Is the science program aligned, or designed, to be consistent with the letter, spirit, and intent of the New Jersey Student Learning Standards for Science (NJSLS-S)? What should be our next goal(s) be for continual improvement?* The webinar explores how the document can be used in a non-evaluative process to examine the quality of the revised science program and to provide evidence for making decisions about goals for continuous improvement.

#### What does assessment look like in a NJSLS-Science Classroom?

The NJSLS-Science focus on 3-dimensional performance expectations. How do we develop and use assessment items, tasks, and prompts that will generate student artifacts that show direct, observable evidence of learning, building toward all three dimensions of the NJSLS-S at a grade-appropriate level. The webinar examines the need for a system of local assessments that are coherent with the *Framework for K-12 Science Education* (NRC, 2012), NJSLS-Science, and the statewide science assessment system. The goal of the workshop is for participants to develop a fundamental understanding of the shifts necessary in local assessments and to set the stage for future webinars that focus on Formative, Summative, Benchmark, and Statewide assessments.

#### How do I write 3-D Science Assessment Items?

The new vision for K-12 science education calls for a new three-dimensional model of science learning. From this 3D integrated perspective, research shows that students learn science best by engaging in science and engineering practices (SEPs) as part of sustained and meaningful investigations as they learn and apply disciplinary core ideas (DCIs) and cross-cutting concepts (CCCs). This integrated approach to learning has major implications for how classroom-based assessments should be developed and used. The goals for this webinar is for participants to develop an understanding of the attributes of effective 3-D science assessments and the professional learning resources that are available.

#### What do Equitable and Accessible High Quality Science Learning Tasks Look Like?

All Standards/All Students: The NJSLS-Science are built on the National Research Council's consensus reports in recent years, including *Taking Science to School* (2007) and its companion report for practitioners *Ready, Set, Science!* (2008), *Learning Science in Informal Environments* (2009), and most notably *A Framework for K-12 Science Education* (2012). These reports consistently highlight that, when provided with equitable learning opportunities, students from diverse backgrounds are capable of engaging in scientific practices and constructing meaning in

both science classrooms and informal settings. This webinar focusses on evidence-based instructional design strategies can improve student outcomes for all students. The goal for this webinar is for participants to understand how and why a handful of design strategies can significantly improve learning outcomes for students who have traditionally not been successful in science courses.