Science Leadership Network
April 17, 2015

Teacher Evaluation Criteria Focus: Select one that you feel best matches your learning from this event or how you will use this learning in your role.

- [ ] 1   Centering instruction on high expectations for student achievement.

- [ ] 2   Demonstrating effective teaching practices.

- [ ] 3   Recognizing individual student learning needs and developing strategies to address those needs.

- [ ] 4   Providing clear and intentional focus on subject matter content and curriculum.

- [ ] 5   Fostering and managing a safe, positive learning environment.

- [ ] 6   Using multiple student data elements to modify instruction and improve student learning.

- [ ] 7   Communicating and collaborating with parents and the school community.

- [ ] 8   Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Purpose of the Science Leadership Network

Science teacher leaders will meet regularly throughout the school year. This group's role is to address the following district needs:

- Provide information in regards to the professional development needs of teachers in their district.
- Act as a conduit to share information from the Science Leadership Network meetings with the teachers in their district.
- Serve as a science advocate within their building and district.
- Assist district leadership in planning and implementing their district science plan.
- Serve as a science teacher leader within the region, attending SLN professional development, and then coordinating or delivering these professional development offerings within their district. (e.g. Next Generation Science Standards, Instructional Shifts for the NGSS and CCSS ELA, etc.)

Today's Goals:

Overarching Goal: *What does implementation of the NGSS look like in "my classroom"?*
- Apply the practice of *Developing and Using Models* to instructional design.
- Connect the practices called *Constructing Explanations & Designing Solutions, Engaging in Argument from Evidence* to *Developing and Using Models* and WA State Learning Standards (ELA and Math).
- Develop the capacity to engage all learners in classroom discourse and the public representation of their ideas.
- Emphasize Crosscutting Concepts as part of a three dimensional lesson.

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Agenda

Morning Session 8:30-11:30	**Opening** • Sharing of our work in the classroom with Science & Engineering Practices **Focus/Engage** • Are they using Crosscutting Concepts? **Explore** • Supporting Student Discourse **Reflect/Explain** • Summary Chart and Rubrics Revisited
Working Lunch	Regional Announcements- STEAM Grants and Strategies Potluck
Afternoon Session 12:00-2:30	**Explore/Elaborate** • Pelican Colonies: A Model-Eliciting Activity **Apply/Evaluate**: • Crosscutting Concepts, Supporting Student Discourse, and Relationships and Convergences **Reflection/Action** • Practices Survey • Post Card Reminders **Evaluation** – AESD Online Survey **Closing**

Based on your district's framework, how has participating in today's Science Leadership Network demonstrated that you are working towards a distinguished level in the criteria you identified?

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