



# CASTL

## Collaboration for Ambitious Science Teaching and Learning

### What is CASTL?

The Collaboration for Ambitious Science Teaching and Learning (CASTL) is a network (of ESD's, school districts, and teachers) that supports and expands upon the work of the Partnership for Ambitious a Teacher Leaders (PASTL). This network focuses on equitable access to science learning through job embedded collaborative learning and implementation of the Ambitious Science Teaching practices.

### 2018 CASTL Summer Institute

August 13-15 2018, Anacortes WA\*  
18 Clock Hours (Free; covered by grant)

During these three days, CASTL Teachers will work with PASTL Teacher Leaders to engage as a learners in the Ambitious Science Teaching Practices and also to use them in considering and plan for their own practice and instruction. Participants will learn about planning for engagement with important science ideas; eliciting students' ideas; supporting on-going changes in students' thinking; and in pressing for evidence-based explanations. Integrated into this are phenomenon-anchored instruction, modeling of thinking, supporting discourse, and supporting claims with evidence.

Participants will understand the process of creating phenomenon-anchored student-centred units and will be able to apply that understanding to their own units or to build upon any of the PASTL or AST unit starters that exist.

### Cost

Estimated participation is \$300 per teacher

\*It is suggested that districts cover a stipend to teachers for the CASTL Summer Institute

### 2018-19 Reflective Planning Days

Three days at NWESD, School year dates TBD  
18 Clock Hours (\$41)

Participants will:

- Engage in common learning to further their science pedagogy and student engagement in the NGSS.
- Share tools they have developed and evidence of student engagement in sense-making (often these are student modeling examples). Together with colleagues they will examine the tools and student thinking through the lens of how well the tool supported students and how they might respond instructionally or how they might revise the tool to better-support students.
- Have time to reflect on their practice and to collaborate with colleagues in planning for next steps.

### More Information:

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