

CA NGSS Statewide Implementation

Professional Learning #1

Building Student Sensemaking Through Disciplinary Literacy



When

January 28-29, 2021

8:00 a.m. – 5:00 p.m.

February 22-25, 2021

4:30 p.m. – 7:30 p.m.

March 16, 18, 23 and 25, 2021

8:30 a.m. – 11:30 a.m.

Virtual Online Follow-up

Date Options:

March 10, April 7 and 28, 2021

4:00 p.m. – 5:30 p.m.

Tune Up Sessions:

July 28, August 18 and

September 15

Times TBD

ABOUT THE TRAINING

The California NGSS Statewide Implementation: Building Student Sensemaking Through Disciplinary Literacy is an online professional learning experience designed for K-12 academic coaches, administrators, curriculum leads, and teacher leaders to deepen their understanding and implementation of teaching practices to advance student science understanding.

The sessions are divided into four science and literacy-specific strands as noted below. Participants register for one strand per event where they will experience grade-band specific instructional strategies for student sensemaking, engage in collaborative reflection, develop a classroom plan of action to implement with students, and collaboratively review plan/implementation in online follow-up meetings.

Who

K-12 academic coaches, administrators, curriculum leads, and teacher leaders. It is recommended that districts register teams of four to six educators, including at least one administrator.

Time Commitment

Participants will stay with the strand they registered for during the entire session.

Cost

\$250 per attendee per 12 hour strand (completed in one offering). Registration for a second or third strand for a single attendee is \$200. Fee includes access to all materials. Payment can be made by check or credit card. All payments must be received prior to the professional learning date you are attending. NO purchase orders are accepted. NO participant cancellation refunds.

How

REGISTRATION LINK - <https://bit.ly/33JaQmh>

For questions or more information, please contact Bernadette Gutierrez by email at bgutierrez@ocde.us or by phone at (714) 966-4443.

CA NGSS
Collaborative



CISC
Curriculum and Instruction
Steering Committee



SESSION DETAILS

Building student sensemaking through disciplinary literacy in science is a critical topic for the continued growth and implementation of the California Next generation Science Standards. Four strands have been developed to address literacy including using text, argumentation, discourse and notebooking. In each strand, participants will engage with: the specific topic and strategies for implementation; discussion and assessment of strategies; sharing and collaboration time with colleagues; and planning time. Each strand has both an elementary and secondary section.

How to Use Science Text - Elementary and Secondary Strands

Participants will deepen their understanding of reading in relation to science, experience the flow of a science lesson, and acquire strategies to take back to their classrooms. Additionally, participants will engage with a variety of phenomena-driven science tasks that highlight research-based reading strategies to increase students' engagement and comprehension.

Discourse for Sensemaking in Science - Elementary and Secondary Strands

Designed to engage participants with research-based instructional practices that facilitate students' sensemaking through discourse, including engagement with: elicit students' prior knowledge around phenomena; engage students in building understanding and ongoing revision of their thinking; and support students in drawing evidence-based consensus and explanations.

Use of Notebooks for Sense-Making in Science - Elementary and Secondary Strands

Designed to advance participants' use of student sensemaking notebooks, participants will engage in a learning experience that deepens their understanding of the importance of notebooking and will select strategies to explore further: developing and using models; making notebook entries; publishing using evidence from notebooks; using tools to support student independent sensemaking; going beyond CERs; and, using notebooks to assess student understanding.

Argumentation: Moving Beyond CER to Help Students Make Sense - Elementary and Secondary Strands

Through argumentation, students engage in the process of science by cohesively using evidence to form a scientific explanation. Participants will learn how to support students as they develop initial claims, analyze and examine multiple lines of evidence, and critique and revise arguments in the sensemaking process.

Administrator

Administrators will attend a strand of their choice to learn alongside teachers to deepen their understanding of science practices on student sensemaking through the lens of disciplinary literacy. An opportunity, via a breakout session, will be included to discuss with other administrators how to support teachers in the implementation of new strategies and how to analyze the impacts on student learning.

