

Summary

Science Articulation

April 17, 2007

Those Present: David Williams, Washington; Connie Siepman, Columbia; Erin Coyle, Orchard; Ingrid Brooks, Newbery; Dellamy Thomas, Newbery; Taunya Brown, District Office; Robert Matthews, Wenatchee High School; Jenelle Wilhelm, Foothills.

Objective: To communicate with other building sites what is currently going on throughout the system and share upcoming changes.

1. Brief sharing from each site about what is going on.

Columbia: Everything is going fine. Everyone is really trying to teach science. River of Power and Saddlerock field experience kits are really well organized for WASL weeks.

Newbery: 2nd grade did not get butterflies yet and they are fine with that. They like the later time. 3rd grade are wondering what to do with Earth Materials — send back to Karen. Kindergarten loves the tadpoles. Four and Five do not feel like doing River of Power and Saddlerock are a good idea for WASL week.

Washington: Taunya met with our staff at the last late start and discussed all 3-5 teachers doing notebooks in science next year. Monika shared some sample notebooks. Everyone seemed receptive and on board.

Orchard Middle School: Working on cells in 7th grade. There is a large bubble of kids in 6th grade so next year there will need to be an extra section of 7th grade science. All teachers are trying to have kids understand the concept of energy in all systems. We had 4 CBAs last year, 3 this year and we are going back to 4 next year because they are so valuable to inform instruction.

Foothills Middle School: 6th grade is doing KNOW curriculum, 7th grade is getting ready to do KNOW, and 8th grade is doing career counseling — an interest survey from the school counselor.

Wenatchee High School: New text in 9th grade Physical Science AB. Challenging to fit a full year into a semester. Starting a Veterinarian Technician class next fall. There is a new pathways brochure that was intended to meet the following objectives: inform incoming freshman before scheduling, create an equality between ag science and general science, level the playing field of information to all kids, create an advanced pathway to allow kids to take more AP science classes. The high school science department is really excited about the pre-AP class however the name may need to change — Terri Bawden is checking on this.

2. High School Science Brochure — 9th grade options.

People were given time to look over the brochure that went home with 8th graders then there was discussion about the brochure. Everyone thought the brochure was very clear. Some suggestions were made:

- There needs to be clarification that not all AP science classes are offered every year.
- Not all 8th graders got the brochure depending on which high school counselor did the presentation
- There needs to be a face- to- face meeting with all of the high school counselors about the importance of this communication piece so all kids have equal access.

3. Assessment

Notebooking

- All 3rd, 4th, and 5th grade students will use science notebooks in 2007-2008 to display their evidence of learning. The 3rd grade teachers were trained in March, the 5th grade teachers will be trained in May, and the 4th grade teachers early next fall.
- K-2 teachers will incorporate science notebooks the following year.
- Taunya will send an email to all principals and 3-5 teachers to remind them that they may want to have a discussion about what they are going to expect for type of notebook prior to creating their final supply list.

Middle School CBAs

- The CBAs are going well and teachers are getting very efficient at scoring them. The teachers decided to do 4 next year instead of 3. The incoming 6th graders are coming with fewer gaps in their understanding about the science process. There was over a 70% correlation between kids meeting standard on the 3rd science CBA last year and those meeting standard on the 8th grade WASL — teachers attribute part of this to the consistent scoring due to range finding and rubric building together. The middle school teachers would like to move to kid scoring and teacher double scoring a random selection of a certain percentage of their 160+ kids.

High School CBAs

- Beth is using some released items with her biology students. Physical science AB is using 1 CBA between them. Beth Hammerberg developed a CBA that she is using in her class, Biology AB.
- The departments have worked with Chris Stark from the ESD to work on a CBA, but they are still waiting for the final from him and it has been about 3 months. Biology is in the same place — still waiting for final CBA from Chris Stark.
- Last year they used conclusions to track over time and scored kids on the 4 points — it was asked how they knew that this is the area to focus on and Mary said because they gave a test at the beginning and kids were doing fine on the multiple choice but bombing the conclusions. It was suggested that the 9th grade teachers use the 8th grade student data from the previous year as an entry point. Time seemed to be the reason why this might not happen. Taunya will combine the data, and Jodi will suggest that the 9th grade science teachers take some time to look at it prior to the start of school next fall. It was also suggested that rather than taking the physical data folders from each 8th grader to the high school that the data folders

become digital and then kids or teachers could access their middle school science folder when the student is in high school. (OMS will pilot this system in 07-08).

- Steve Niccum has built CBAs at Westside on his own so we will see if we can look at his.
- Jodi has 3 suggestions for the high school — Create a CBA writing team. 9th grade teachers get together and look at the 8th grade data. Use a late start Monday to see the middle school CBA model.
- The biggest obstacles seem to be that people do not want to develop the CBAs and there is no time.

4. Questions/Comments

It was suggested that we build a district science cadre for elementary teachers to help support the sustainability of the teaching of the kits with new teachers and as a support for teachers in the building.