

Summary

January 11, 2007
Science Articulation Team Meeting

Objective: To communicate what is occurring at each site in regards to science education and to plan how to support science education vertically (notebooks in elementary and a map for incoming freshman).

Members Present: Ingrid Brooks, Dellamy Thomas, LeAnn Finley, Susan Ballinger, Erin Coyle, Steve Niccum, Karen Rutherford, David Williams, Alison Haug, Jenelle Wilhelm, Shayne Wrzesinski, Taunya Brown.

1. What is happening at each site to celebrate or discuss?

Newbery: 3rd grade pilot of Earth, Moon, and Sun kit and the kids love it. Voted, as a staff not to loop, and one of the things that was said was which science kit do I have to give up?

Mission View: Primary teachers are asking for information on science.

Field Experience: Great meeting on 1-10 with the education director at the hospital and there is a great promising potential for the 3rd grade field experience to go to the hospital, and implement a new 3rd grade human body kit next year. March 2nd two schools will pilot the tour.

Orchard: 8th grade science night projects are going well and the kids are very excited. Science night is Tuesday January 23.

Westside: Steve has created a CBA monitoring system for his students to track throughout their 4 years. Student attendance is still a struggle with the group work required of the new curriculum, but Steve really like the new curriculum. They are in the process of finding Biology materials for next year.

Warehouse: Everything is out except for the New Plants kit, and Lifecycle of a Butterfly.

Washington: Majority of people are using science notebooks. 1st grade loves the new Solids and Liquids kits.

Columbia: All grade levels have some teachers note booking.

Foothills: 8th graders are deep into their science night project. Science night is January 16th. 7th graders are working on a research project.

Sunnyslope: 3rd grade teachers are enjoying the pilot kit and thus feel like the kids are enjoying science more.

2. Share elementary feedback and principal meeting feedback.

Principals were open to having students use science notebooks in K-5 as a way to show evidence of learning and for teachers to have a tracking system with kids (rather than CBAs in science). They want to make sure that teachers get adequate training before they are supposed to implement notebooks. They agreed that science must be taught. They requested a timeline of what kits should be taught when at each grade level and then also how long the lessons should take. They would also like to have the essentials spelled out clearly for teachers.

3. Split into two groups.

Elementary brainstormed on how to get science notebook training embedded at each site. The goal of the elementary members is to have Science Notebooks K-5 as appropriate for each grade level. The discussion was about how to get training for everyone on how to correctly implement and use science notebooks. The teachers felt that there was a need for 1 full day training for each grade level on notebooks and how to use them with their adopted kits. The teachers felt like this training needed to be early in the school year and not as an August Institute class. Teachers would like to see table of contents developed for each grade level that would act as a guide for teachers. There was also a request to create and share templates for various science forms for each grade level.

The question was raised as to whether or not we could use August Institute days with a few teachers from each grade level to create teacher tips, templates, and table of contents for each grade level.

Middle School and High School: Work on starting the map for incoming frosh so that a plan exists prior to 8th grade scheduling.

Recommendations by the Science Articulation sub-committee on 1/11/07 regarding 9th grade science placement for 2007 (Action needed immediately, before registration begins)

Release time is required to gather all stakeholders together to come to consensus and present a plan, both for 2007-2008, and a five-year plan. Stakeholders include: Director of Learning and Teaching, High School Administrator, WHS science teachers, WSHS science teachers, 8th grade science teachers, Terri Bawden, AP Committee Head, WHS Counselor, Middle School Counselors, Ag. Science teachers. Strong district leadership will be needed to facilitate and ensure consensus. Deadline: Late February 2007 (Before 9th grade registration begins).

Template for 2007-2008 — What 8th grade teachers present to each student:

Guiding Principle: Student and/or parent self-selects science courses: no entrance requirements.

Example of the kind of qualitative guidelines needed by 8th grade science teachers, parents, and counselors as they sign students up for 9th grade coursework.

TAKE BIOLOGY:

- If you like science, and have been a hard-working above average student in middle school and are headed for a 2 or 4-year college or for a science/health career, we suggest you take Biology and Chemistry, 9th and 10th grades (either order). Junior and Senior year, students can take Physics, AP Chemistry, and/or AP Biology, or 2-4 elective sciences completing 4 years of lab science in high school. Or, you can take science courses at Wenatchee Valley College in Running Start junior and senior years.

TAKE AGRICULTURE SCIENCE:

- If you love animals or plants, and/or have been an average science student in middle school, or if you want to have an applied science career working with animals or plants, take Agriculture Science as a 9th grader and Biology as a 10th grader. Junior and senior year, you can take Chemistry, Physics, and any AP Science, and/or any Elective Science.

TAKE INTEGRATED SCIENCE:

- If you have struggled with science in 8th grade, this is an indicator to WSD that you are less likely to pass the 10th grade WASL, without focused preparation during your upcoming 9-10th grade years. WSD recommends you take Integrated Science as a 9th grader, Agriculture Science or Biology or Chemistry as a sophomore. Junior and senior years, you can take any science elective to complete graduation requirements and/or any other lab science offered.

Other Comments:

There was a request to put more guided and shared reading in the elementary science kits. This request cannot be met with the budget that currently exists for science refurbishment so other sources will need to be sought. One suggestion was to check with librarians about Washington State Library grant. Also give librarians a list of books that would be beneficial and they may be able to support the purchases over time. We talked about putting a space on the inventory sheet for teachers to write in books that they use and have found beneficial. We may be able to apply for an EPA grant next fall if we have a list.

We discussed the issue of dissection in middle school. Our kits do not call for dissection and it has been done as an extra. With very little time to cover what we have agreed upon as essential we discussed meeting the high schools request. “We do not have the budget to dissect fetal pigs anymore and need to stick to more affordable specimens. Perhaps they (middle schools) could consider dissecting worms or other smaller invert and leave the frogs for the high school.”