

NWESD 189 SMC Members Meeting  
February 13, 2017

Meeting called to order at 10:15

In attendance:

Lloy Schaaf, Stanwood SD  
Tracy Dabbs, Burlington-Edison SD  
Mike Olsen, Sedro-Woolley SD  
Frank Atkinson, Mount Vernon SD  
Lisa Zimmerman, Mount Vernon SD  
Joni Swanson, Mount Vernon SD  
Graham Cook, Lake Stevens SD  
Robert Stoddard, Marysville SD  
Andrea Detrick, Lakewood SD  
Philippa Farrell, Snohomish SD  
David Forsythe, NWESD  
Pam Estvold, NWESD  
Joanne Johnson, NWESD  
Brian MacNevin, NWESD  
Kelly Spears, NWESD, SMC Manager

SMC Operations Update

Kelly Spears reported that the SMC would like to get reports when fish die prematurely in the classroom. Based on the past years refurbishments, kit use are up and teachers are utilizing kits more thoroughly than in the past.

Message from the State

Joanne Johnson shared a message from Ellen Ebert, Science Teaching and Learning at OSPI. (LINK: <https://drive.google.com/open?id=0B54k-iMROttpV0cxczRLWUVmYnM> )

Progress Report SMC Kit Re-write using CBCI and NGSS Alignment

Joanne Johnson shared the NWESD Concept Based Curriculum Progress Report and Timeline. (LINK: <https://drive.google.com/open?id=0B54k-iMROtpbkFiY0t2Y1lrQ2s> and <https://drive.google.com/open?id=0B54k-iMROtpRGdWWIBVVXNRX1k> )

Discussion followed.

- Teachers have created draft units and lessons which they will pilot in their classrooms this spring.
- Adjustments will be made if identified during teaching.
- Following any adjustments, lessons and units will be vetted by scientists and science educators.
- Before teachers other than those that wrote the lessons and units can use them, teachers must receive professional development.
- Following the LASER model, each teacher would get a minimum of 6 hours of professional learning, up to 18 hours of professional learning in order to effectively use the newly updated lessons/units/kits.
- Question: how were the kits selected to re-write to NGSS standards? Districts were asked to send teachers. Teachers who volunteered were instructed to work on kits they taught, avoiding kits that BESD had already begun to re-write.

Tracy Dabbs provided an overview of the Burlington-Edison SD Science curriculum.

See overview at LINK: <https://drive.google.com/open?id=0B54k-iMROttpR3VtTVJ6NUg4dFk> )

See Burlington-Edison SD science site at LINK: [https://sites.google.com/a/be.wednet.edu/besd\\_science/](https://sites.google.com/a/be.wednet.edu/besd_science/) ).

- Teachers will not have a “kit” – a basic set of materials will stay in each classroom all year.
- Every classroom has an aquarium and grow lights,
- All lessons and guides are on website and available to anyone
- BE teachers receive 2 days training in August + day in March + 5 additional days paid for by the district tech levy to incorporate tech into their work.
- 2016/2017 budget of \$3,000 to buy upfront materials
- 2017/2018 budget of \$3,000 to buy upfront materials
- SMC replacing consumables
- Blending science with all other curriculum
- Grades 7-12 on a slower transition path
- 5<sup>th</sup> grade using Mixtures & Solutions and Environments kits because they are sound with NGSS – putting energy into earth science.

What are other SMCs doing?

Joanne Johnson shared a chart that indicates what each ESD is doing to align science. (LINK:

<https://drive.google.com/open?id=0B54k-iMROttpeWxudHVPcUIEcjg> ).

- Most SMCs are re-writing materials. New science materials aligned to 3D NGSS do not yet exist.
- Colleagues across the state have been using modified EQuIP rubrics to guide their work. Everyone only has drafts at this time.
- Oregon has adopted. (LINK: <http://www.ode.state.or.us/search/page/?id=1565> )
- California has not adopted, but has written a framework. California anticipates adopting in spring 2018.

Options for NWESD SMC moving forward

Joanne Johnson shared the draft of options for the SMC Cooperative to consider

(LINK: <https://drive.google.com/open?id=0B54k-iMROttpWVhrNTdmTWQ5VWs> ).

Shared documents included a cost comparison for purchasing kits.

(LINK: <https://drive.google.com/open?id=0B54k-iMROtpalBfYXVGLU0zOG8> ).

Concerns expressed:

- Timeline could be long
- Upfront costs with rewriting kits to stay in classrooms all year would need to be considered to scale the SMC, if doing what BESD were the chosen option. Concerns around “loss of materials by teachers.”
- How to coordinate ordering consumables
- Who manages all the training, ordering, what are the needs and keeping track of the “stuff” at the district level?
- How can the SMC help manage the materials?
- Initial professional learning needs to be developed for ALL teachers.
- Ongoing professional learning would need to be built into the system.
- SMC districts need to consider agreeing to same the same curriculum for efficiency in professional learning and purchasing.
- Teacher buy-in will not happen without teacher involvement in the re-write process.
- Re-writing is hard work and excellent professional learning around NGSS.

Should the NWESD SMC establish a subcommittee to analyze materials?

- Who? – teachers, administration, curriculum and
- Start with standards – full day
- Break into grade level groups
- Start as soon as April

- Current rewrite work will continue and use sub-committee's work to filter the work already done to see how it fits with BESD and other re-writes from across the state.

#### NEXT STEPS Summary

- Stage 1 – Invites to sub-committee
- Start sub-committee with K-2 pilot in April – 3<sup>rd</sup> week. Date set for Tuesday, April 18, 2017. Invitation with details to follow.
- 1<sup>st</sup> meeting to use standards to create story lines – vertical – and immerse in NGSS
- Look across state at what's being done and various scope and sequences
- At least 2 work sessions with teacher groups to establish a recommendation for NWESD SMC Scope and Sequence
- Grades 3-5 meet in June

Next Meeting Advisory Meeting: TBD following K-2 Teacher group

Adjourned at 12:05