Blog Post: Integrating Place-Based, Data-Rich Instruction in Science Education

The most recent *On The Same Wavelength* blog post shares a framework for place-based, data-rich science instruction. The framework was developed to support connections to local communities as well as the use and value of data in science investigations. In the blog post, the authors describe the framework and share lessons learned from a project to support teachers to incorporate these features into their classroom.

See the NextGenScience blog post [here](#).

How Do We Scale Up Science Education Reform?

"One of our pivotal roles [at the state department of education] in informing policy is really to lift up the voices of those in the field that are either being impacted directly by education, that are a part of the education profession, or communities and families that are also a part of that education system through their students."

Listen to the *Unpack Everything* podcast episode with Dr. Tiffany Neill [here](#).
Practitioner-reported Needs for Enacting, Implementing, and Adopting a High-Quality Science Curriculum

This report identifies the needs of teachers and leaders transitioning to a new high quality curriculum, factors driving these needs, and potential solutions. The report outlines the most important support a school district needs in order to achieve sustained, effective practice when adopting and implementing high-quality instructional materials.

See the Digital Promise report here.

Science Curriculum Reviewer Spotlight

In this interview, curriculum reviewer Therese Arsenault shares her experience with the challenging and critically important task of evaluating science programs. She highlights the value of teacher involvement in the curriculum review and selection process as well as the importance of adopting a program that fits the needs of a community’s students.

Listen or read the transcript to the EdVoices Podcast here.

Inaugural State of the Science Address

This National Academies event brings together leaders to explore the current state of science and technology in the U.S., including what actions may be needed to make the country more globally competitive in research and innovation. One issue to be discussed will be STEMM (Science, Technology, Engineering, Mathematics, and Medicine) education and how to adequately prepare the next generation of leaders.

Learn about the June 26 event here and register here.
ICYMI: We Talk a Lot About Phenomena-Driven Instruction, But What About Problem-Driven Instruction?

“Using problems to drive learning can be a powerful approach to teaching both science and engineering content. However, it’s important for this learning to be grounded in situations people want to change. This is different from a task where students are challenged to design something for the sake of a competition or a construction project rather than designing a solution to a meaningful problem.”

Read the NextGenScience resource here.