

NGSS NOW

7 things to know about quality K-12 science education in **May 2020**



1 NGSS Now Has a New Home!

Last month, the Achieve Board of Directors and the organization's President, Michael Cohen, [announced](#) they will wind down operations at Achieve and pass the baton to others in the field that are well-positioned to advance the work Achieve helped launch. Our team will continue to manage the nextgenscience.org website, share news on [@OfficialNGSS](https://twitter.com/OfficialNGSS) Twitter, and publish the NGSS Now newsletter as part of our new project housed at WestEd, [NextGenScience](#).



Read more about our transition [here](#), and get the latest on our other project activities by following us at [@NextGenScience](https://twitter.com/NextGenScience).

2 Learning Engagements for Families



Learning in Places, a project with the goal of creating more culturally and community relevant, field-based learning opportunities for students, has been posting weekly Learning Engagements for K-3 students and their families. These materials were designed to support students and their families to engage in science that matters in the places they live. The materials facilitate families to ask and explore "should we" questions that engage the intersection of natural and social phenomena in our everyday lives. The project is a partnership of University of Washington, Northwestern University, Seattle Public Schools, and Tilth Alliance.

See the resources [here](#).

Eric Hirsch of EdReports talks about the critical role of educators

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in curriculum decision-making on IEL's "Talk Supes and CEOs" Podcast

"It's less about how [curriculum leaders] engage with us and more about how they engage in their district and how much they prioritize not just what gets selected but how that selection is made. Because what we found out is: the how matters. If teachers don't understand why are they changing curriculum? What happened in the first place? Why is this any good? How did it get selected? And it just ends up on their doorstep. [Then] it ends up in its shrink wrap or in the supply closet."



Listen to the interview [here](#).

4

NAAEE Webinar: "Plugged In: A Practical Guide to Moving Place-Based Education Online"

"What can learning look like when we're separated from our classrooms and collections and the places we love? How can we support our students and communities-and maintain physical distancing? Educators Anna Kassinger, content strategist and information architect at Echo&Co and Emily Harris, research scientist at BSCS Science Learning presented this interactive session on principles, best practices, and field-tested examples for bringing place-based lessons online."

You can view the recording at [NAAEE's YouTube channel](#). Slides and notes can be downloaded at this [Google Drive folder](#).

5

Creating a system of professional learning that meets teachers' needs: What a teacher survey says about the direction of science education

"Taking stock of teachers' vision is important, because ultimately the long-term success of any reform depends on teacher buy-in. Educators may comply in the short term with mandates and reforms that are handed down from above, but real change demands sustained professional learning that teachers want to engage in. At the same time, if state leaders deem a particular goal - such as equity - to be important, then we need a way to measure progress toward that goal and discuss together how to improve."



Read more [here](#).

6

Responding to an Emerging Epidemic Through Science Education (REESE) Project

"Working with researchers from two universities, nine teachers designed high school science activities they hope will accomplish two things at once. Students will get the chance to study a natural phenomenon that's meaningful in their lives - a key aim of the NGSS - and they'll also get to process the pandemic's impact on their lives."

Read more [here](#).

7 OpenSciEd Webinar Series: Staying Grounded When Teaching Remote



OpenSciEd has released a [webinar series on remote teaching](#). A recent webinar focused on elements of the Problematizing Routine (i.e., a routine used when students encounter a gap in their knowledge they need to develop further) in a virtual setting, including foregrounding a new phenomenon or question, arguing for competing ideas, and determining a way to answer the question or competing explanations.

See the [archived recording of the webinar](#) and the [corresponding slides](#).



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