Outcomes

• Collaborative reflection on NGSS and implications for supporting students with special needs

• Shared understanding of literacy integrated in science to support student’s specific learning needs

• Increased knowledge of assessing student learning and promoting student accountability to meet the needs of students with disabilities
Agenda

- 9:00 – 9:40 Review of NGSS and IEP standards-based objectives, modifications and accommodations

- 9:40 – 11:00 Argumentation and Literacy
  Close Reading to Evaluate Arguments
  “Four-Corners Debate”

- 11:00-11:40 Accountability and Assessment
  Mid-Project Rubric Review

- 11:40- 11:50 Debrief, Q&A and feedback survey
Norms

• Listen for understanding.
• Participate.
• Expect to be disturbed & unresolved.
• Watch and share air time.
• Everyone shares responsibility for the group.
• If you wonder, ask.
• Support each other’s learning.
• Be fully present.
• Acknowledge if you need to bend the norms.
A New Vision for Science Education

• Please take a few minutes to review “A New Vision for Science Education” and the Venn diagram of the commonalities among the practices in your folders.

• **What does this mean for students with special needs?**
Modifications and Accommodations

Shared understanding of modifications and accommodations in IEPs

Key Resources:
• Pg. 8 of the IEP “Program Accommodations and Modifications”
• Pg. 19 of the IEP Manual and Forms: “Frequently Used Accommodations and Modifications”

• What resonates with you in terms of the science classroom?
IEP standards-based objectives

• Making Connections

• Look at the sample IEP standards-based objectives

• What connections do you make between these objectives and the common practices of Common Core and NGSS?

• What possible accommodations and modifications might be used to support students engaging in these practices?
Strategies in Action:
Argumentation and Literacy
Close Reading to Evaluate Arguments

- Select one of the articles for your reading today

- **Close Read #1**
  - As you read it for the first time, circle where you find a claim made in the article.

- **Close Read #2**
  - As you re-read the article, pay close attention to where you have circled claims. As you read, underline when you see evidence to support the claims

- **Close Read #3**
  - As you read for the third time, place [brackets] around the text where you see justifications of the evidence used to support the claims
Instructional Resources

NEWSELA

ProCon.org

Rewordify.com
Understand what you read.

DOGOnews
Fodder for young minds

acespdsi
Prompt:

• Alternative energy can effectively replace fossil fuels.

Reflect:

• Take a few moments to reflect on this statement. Decide if you “strongly agree,” “agree,” “disagree,” or “strongly disagree” with the statement.

• Write down two statements that support your decision. Move to your corner.
Re-organize and Discuss

**Reorganize:**
- In your groups, discuss why you selected that corner
- Using the roles defined below, you will generate a group list of reasoning that supports your claim/corner.

**Roles:**
- **Facilitator** – will be the facilitator of the group discussion
- **Recorder** – will record the claims and rationale
- **Peacemakers** – will uphold and encourage the group following the norms
- **Speaker** – will present the group’s argument
- **Timekeeper** - will keep the group on pace to finish within time limits and negotiate changes in pace
Read-Aloud and Re-Think

Read-Aloud
• The speaker for each corner will then read their group’s rationale/reasoning.

Re-Think and Re-Organize
• Spend a few minutes reflecting on each of the corner’s read-aloud. If you find yourself more aligned to a different corner, you may move to that corner and adopt their position.

Respond
• Write a one paragraph response to the question:

  “Will alternative energy effectively replace fossil fuels? Support your claim with evidence and reasoning from your group’s discussion.”
Debriefing – Strategies in Action

- Look back at the sample IEP standards-based objectives

- How do these strategies support students with specific learning needs in the science classroom?

- What accommodations and modifications might be used to support students’ equitable access to the curriculum?
Strategy in Action:
Accountability and Assessment
Mid-Project Rubric Review

• Teaching Channel - Mid-Project Rubric Review

http://www.sonsteinfinancial.com/sitebuildercontent/sitebuilderpictures/selfassessment.jpg
Debriefing – Strategy in Action

• Look back at the sample IEP standards-based objectives

• How do these strategies support students with specific learning needs in the science classroom?

• What accommodations and modifications might be used to support students’ equitable access to the curriculum?
Reflections

How do the strategies promote equity of access for all learners?
Thank You!

Please complete the feedback survey at the link found below:
[2016.07.08 SCSU Science for All Feedback Survey](#)

Feel free to contact me with questions.

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