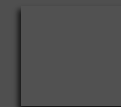


Louisiana Science Standards Review

January 11-14, 2017 Workgroup Meeting



Schedule

- Review K-12 Framework and vision
- Public Portal Feedback
- Small group work
- Whole group work
 - Environmental Science (Wednesday)
 - Physical Science (Thursday)
 - Life Science (Friday)
 - Earth and Space Science (Saturday)

Purpose of Meeting

Purpose: Revise the draft of Louisiana Student Standards for Science using feedback from the public portal. The final draft will be sent to the committee by January 17 and will be discussed during the committee meeting on January 25.

*Note: After the January committee meeting, the workgroups will have one additional meeting to make revisions as necessary. The committee may request that the workgroups address specific areas prior to their final vote on February 13, 2017.

K-12 Vision and Framework

Group Activity

- As a table, create a 2-3 minute presentation (with visuals as needed) to explain the framework.
- In your presentation, highlight the guiding principals of the science and engineering practices, disciplinary core ideas and crosscutting concepts.
- Identify the top three ways these standard will impact K-12 science instruction in Louisiana.

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Public Portal Feedback

Overview:

- 1946 people accessed the portal
- 375 people provided feedback
- 10,272 points of feedback were given
- 34 emails were sent in to LouisianaStandards@la.gov with additional feedback
- 78% of feedback was to keep as drafted or “agree”
- 22% of feedback recommended changes

Access the
summary and
complete feedback
[here](#)

Feedback

Common Themes:

- The quality of the standards is fundamentally strong. The committees have put substantive expert work in to the proposal.
- The middle school integration will allow students to better understand the connections among the science disciplines.
- The consistency with three dimensional learning will better allow Louisiana educators to implement quality instruction and resources.
- The unique Louisiana standards are strong and will help students explore the unique setting here (e.g. coastal erosion). Though, at times, the specificity to Louisiana could be more clear.

Feedback

- Performance expectations become overwhelming and difficult for students to demonstrate if they address more than one SEP or CC.
- Some of the Louisiana-created DCIs would actually fall under the broader category of others.
- High school standards brought down into middle school should be double checked for developmental appropriateness.
- Check number of DCIs at each grade level in middle school to ensure balance.
- Standards are repeated in multiple courses (hs) with varying clarifying statements.
- CS are too specific at times, this can lead to narrowing the focus of instruction.
- It is helpful to think of the standards as what students should be able to do at the END of that grade level or course. The standards are not the roadmap or every piece needed to get students to the PE.

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Small Group Work

Break into small groups to review the public portal data. Use the “comment” button in the Google sheets to mark desired changes.

- Considering overarching feedback, do any standards warrant a change?
- Focus on the standards that received the most feedback. Acknowledge the number of people who supported it, does the feedback warrant a change?
- Using the vertical alignment spreadsheets, do any standards warrant a change
- For every change you make, what additional changes will be needed to ensure alignment?

Groups: K-2, 3-5, middle school, physics and chemistry, biology, earth and environmental, STEM

Small Group Work

If time allows in small-groups:

- Consider “bundling” the standards and how that impacts instruction. Do any standards warrant a change? If so, how do these changes impact other areas?
- Debrief small group work

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Whole Group Work

As a table, review **Environmental Science** standard by standard. Use the “comment” button in the Google sheets to mark desired changes, questions, or concerns.

Discuss as a whole group.

Individualized Roles

As used in the last workgroup meeting, specialized roles by table may help the process go more efficiently and strategically. These are only for the purpose of ensuring a deliberate and most time efficient process.

SEP supports PE

SEP is word for word of SEP document

DCIs support PE

DCIs are word for word of DCI document

CC support PE

CC are word for word of DCI document

PE appropriately interweaves 3 dimensions

DCI vertical alignment experts

SEP vertical alignment experts

CC vertical alignment experts

Kentucky standard experts

Oklahoma standards experts

Coding expert

ETS vertical alignment experts

Whole Group Work

As a table, review K-12 **Physical Science** (including all related high school courses) standard by standard. Use the “comment” button in the Google sheets to mark desired changes, questions, or concerns.

Discuss as a whole group.

Whole Group Work

As a table, review K-12 **Life Science** standard by standard. Use the “comment” button in the Google sheets to mark desired changes, questions, or concerns.

Discuss as a whole group.

Whole Group Work

As a table, review K-12 **Earth and Space Science** standard by standard. Use the “comment” button in the Google sheets to mark desired changes, questions, or concerns.

Discuss as a whole group.

Next Steps

Complete logistics memo for February meeting before leaving today.