

NATIONAL RESEARCH COUNCIL
BOARD ON SCIENCE EDUCATION WITH TEACHER ADVISORY COUNCIL
STRENGTHENING SCIENCE EDUCATION THROUGH A TEACHER LEARNING CONTINUUM

**Fourth Committee Meeting
September 12-13, 2013
PUBLIC AGENDA**

Thursday, September 12
National Academy of Sciences Building, Room 125
2101 Constitution Ave, NW, Washington, DC

CLOSED SESSION: 8:45 AM – 9:00 AM

OPEN SESSION

9:15 AM Welcome and Overview
o *Suzanne Wilson*, committee chair, University of Connecticut

9:30 AM Deploying Resources for Science Teachers' Professional Learning: Panel Discussion on State-Level Decision-Making

- *Ellen Ebert*, State of Washington Office of Superintendent of Public Instruction
- *John Olson*, Minnesota Department of Education
- *Sam Shaw*, South Dakota Department of Education

Guiding Questions for panel discussion:

- What are your state’s priorities for allocating resources to improve teacher quality and teacher learning? Where does science fit into those priorities?
- What is the predominant form of resources for supporting science teachers (financial, human, material), and how do you decide how to allocate those resources across the state?
- What are your major challenges in supporting science teachers in developing their expertise? How do those challenges vary within your state?
- What kinds of statements can the committee’s report make that would be useful to you in your role?

**10:15 AM Deploying Resources for Science Teachers' Professional Learning:
Panel Discussion on District-Level Decision-Making**

- *Xavier Botana*, Michigan City Area Schools, Indiana
- *Pauline Dow*, Austin Independent School District, Texas

Guiding Questions for panel discussion:

- Where do resources in your district come from, and how sufficient are the available resources to meet your district's needs?
- How do you make decisions about allocating resources to support teachers?

- Where do discipline-specific professional learning needs (like biology, chemistry, physics, English, math, history) fit into that broader scheme?
- Within this mix, how do you think about supporting teachers to work with student populations that have special needs (e.g., English learners, students with disabilities, low-income students)?
- Which two or three 2-3 factors exert the greatest effect on your decision making? What are some creative ways you've found to get around your major constraints to support teachers' learning and professional growth?
- What kinds of statements can the committee's report make that would be useful for you in your role?

10:45 AM **Break**

11:00 AM **Invited Responses to Panel Discussions**

- *David Evans*, National Science Teachers Association
- *Melanie Hobbs*, American Federation of Teachers
- *Mike Kaspar*, National Education Association

11:15 AM **Open Discussion of State and District-Level Decision Making**

12:00 PM **Continue discussions over lunch**

12:55 PM **Adjourn open session**

CLOSED SESSION: 1:00 PM – 8:30 PM

Friday, September 13

Keck Center Room 201, 500 5th Street, NW, Washington, DC

CLOSED SESSION 9:00 AM – 3:00 PM