Supporting English Learners in STEM Subjects
Open Agenda — Meeting #3

Beckman Center, Huntington Room
Irvine, California
October 26-27, 2017

DAY 1: Thursday, October 26 (times are PT)

9:30 am **Welcome and Overview of the Meeting**
David Francis, Study Chair

Presenters will be asked to respond specifically to questions included in our Statement of Task. Guiding consideration: What are the implications for our report? What is the strength of the evidence?

9:35 am **Three Areas of Emerging Research on Science Education with DLL Preschoolers: Curricular Development, Home-to-School Connections, and Assessment of Student Science Ability**
Daryl Greenfield, University of Miami

10:15 am Clarifying Questions and Discussion

11:00 am **Teachers Perceptions, Attitudes, and Biases for English Learners and Implications for STEM Content Learning**
Julie Bianchini, University of California, Santa Barbara

11:20 am Clarifying Questions and Discussion

12:00 pm **Lunch**

1:00 pm **Adjourn Open Session**

TO PARTICIPATE REMOTELY:

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1. Go to
https://nationalacademies.webex.com/nationalacademies/j.php?MTID=mbf5c3cd76757ce38e18cbe5ff93ff0bb
2. If requested, enter your name and email address.
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Provide your phone number when you join the meeting to receive a call back. Alternatively, you can call:
Call-in toll-free number: 1-8666680721 (US)
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Show global numbers: https://www.tcconline.com/offSite/OffSiteController.jpf?cc=8815040396
Conference Code: 881 504 0396

Presenter Bios

DARYL GREENFIELD is Professor of Psychology & Pediatrics at the University of Miami, Coral Gables, FL. Dr. Greenfield's work is positioned at the interface of research, policy and practice at the international, national, state and local level broadly focused on school readiness with a more specific focus on early science education. He is currently the Principal Investigator on federally (National Science Foundation, Institute of Education Science, Administration for Children and Families) and privately (United Way, Buffett Early Childhood Fund) funded research grants to develop and evaluate early childhood science programs, and develop and evaluate touch screen computer adaptive science assessments, for both English and Spanish speaking young children. He serves as an advisor on multiple national, state and local panels, advisory boards and work groups for issues related to research, policy and practice in early science including the new Head Start National Center on Early Child Development, Teaching and Learning. He was the invited speaker on early science at the 2016 White House summit on STEM in early childhood. He gave the 2017 Hansen Endowed Early Childhood Lecture at Iowa State University on his work in early childhood science and was the keynote speaker at the 2017 Buffett Early Childhood Institute Conference on "Children as Scientists: Scientific Inquiry for Every Child."

JULIE BIANCHINI is Professor of Science Education, Faculty Director of CalTeach/Science and Mathematics Initiative, and Department of Education Chair at the University of California Santa Barbara. Dr. Bianchini's research investigates ways to make science education accessible, interesting, and understandable to all students. More specifically, she examines issues related to equity and diversity, teacher education and professional development, and the teaching and learning of science. She also has expertise in curriculum development and groupwork instruction. In her dissertation, she explored how sixth-grade students attending an urban middle school learned science during groupwork. Later studies included investigating a three-year faculty and curriculum development initiative designed to help scientists transform their teaching of undergraduate science; examining beginning science teachers' experiences in both preservice science education courses and secondary science classrooms; and exploring the views and experiences of practicing secondary science and mathematics teachers engaged in a two-year professional development project to learn about equity and equitable instruction. Current research projects include a study of how secondary science teachers use learning progression-based teaching strategies to teach their students environmental science, a study of Latino/a preschoolers' understanding of germs and nutrition, and a study of how beginning science and mathematics teachers teach the new standards to all students, including English language learners. Dr. Bianchini received both her undergraduate degree in Biological Sciences and her Ph.D. in Curriculum and Teacher Education from Stanford University. Between degree programs, she taught biology and physics at an all-girls high school in San Francisco.