

# NGSS NOW

## 8 things to know in January 2024



### 1 Your Feedback is Needed: NGSS Now Survey

Happy New Year, NGSS Now readers! In order to better support you in the year ahead, please take our quick 1-minute survey to help us improve the NGSS Now newsletter and share the types of resources most valuable to you. **Please complete the survey [here](#) by Friday, January 19.**

### 2 Blog: Seeing is Believing — Building a Shared Vision of Quality Science Instruction

When transitioning to today's science standards, one of the first priorities is building a shared vision of quality science instruction. A new [On the Same Wavelength](#) blog explores how teachers and leaders can build a shared understanding of the shift in teaching and learning expected in today's science classrooms and why this step matters for successful change efforts.

Read the NextGenScience January 2024 blog post [here](#).



### 3

## Research Brief: Supporting Science Learning and Literacy Development Together: Initial Results from a Curriculum Study in 1st Grade Classrooms



Initial results from a randomized trial in 1st grade classrooms show that use of science instructional materials that integrate science and literacy led to increased science outcomes and vocabulary knowledge for students. At the same time, these students' performances in reading assessments did not decrease, suggesting dedicating time to science can support student learning in both reading and science.

See the WestEd research brief [here](#).

### 4

## Rise and Thrive with Science: Teaching PK–5 Science and Engineering

This practitioner guide is a companion to the 2022 National Academies report, *Science and Engineering in Preschool Through Elementary Grades: The Brilliance of Children and the Strengths of Educators*. The guide is intended to support on-the-ground educators and leaders to put research into practice in order to implement high-quality science instruction for students grades K–12.

See the National Academies guide [here](#).



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## At One Louisiana School, 'Phenomenon-Driven' Curriculum Is Boosting Students' Confidence & Learning Skills



This article highlights the impact of a phenomenon-driven science curriculum at a school in Louisiana. After beginning implementation of the new curriculum, teachers noticed a difference in students' confidence, communication skills, and writing abilities as they engaged in scientific learning based on real-world experiences. The article illustrates how phenomena-driven curriculum can prepare students for their futures in the scientific community and beyond.

See The 74 article [here](#).

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## Curriculum: Not Your Average Silver Bullet

*“While some see HQIM [(high-quality instructional materials)] as a silver bullet for improving academic outcomes in the short term, we see its potential to be much more than that. It can be a doorway to big, bold change. It's an opportunity to ease our way into rewiring how school systems operate, enabling them to learn, adapt, evolve, and dismantle systemic inequities in a rapidly transforming world.”*

See the Columbia University article [here](#).



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## From Beliefs to Action: Designing Culturally Responsive Systems

The Western Educational Equity Assistance Center (WEEAC) is hosting a webinar series called, *From Beliefs to Action: Designing Culturally Responsive Systems*. The series will examine the root causes of systemic educational inequities and seek evidence-based practices that move towards equitable outcomes for all students.

Register for the five-part WestEd WEEAC webinar series [here](#).

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## How We Can Use Artificial Intelligence to Increase Access and Equity in Science Education



This article explores Artificial Intelligence (AI)'s potential in K–12 science education. It highlights resources that can be used to enhance learning such as AI-driven assessments, grading tools, and virtual lab assistants. The article recommends learning for science educators and school leaders to maximize AI’s positive impacts and mitigate risks.

See the Thomas B. Fordham Institute article [here](#).



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