

On the Same Wavelength Blog

This blog dives into areas of curricular design not explored elsewhere – questions that arise in our materials review work, topics debated in the field, and anything else on our mind.



Are SEPs in the Science Instruction Cake Batter or Just Sprinkled on Top?

What would it look like for students to progressively develop science and engineering practices?

By Jennifer Childress Self | September 9th, 2021

Over the last decade, we've all shifted from focusing on inquiry skills to defining specific science and engineering practices (SEPs). We've seen the work of engaging students in SEPs explode in a good way. It's becoming normal for students to use models to describe what is going on in a phenomenon or to use claim-evidence-reasoning [...]



in meaningful, authentic ways that more effectively engage all students. The webinar will be held today, September 9 at 4:00 p.m. ET, and the recording will be posted shortly after.

Register [here](#) and see the webinar recording on the AGI YouTube Channel [here](#).



5 Preparing Day-One Ready Teachers



EdReports and the National Center for Teacher Residencies share early observations and lessons learned from a pilot program rooted in curriculum literacy for new educators. The program worked to support future teachers with the ability to use high-quality materials, an uncommon design for teacher preparation programs.

Read the findings [here](#).

6 Using COVID to Change Science Education

“The idea of how can we address societal inequities in science education is kind of central to what we do and COVID created an opportunity. ... (COVID is) something that deeply affected the lives of students, not only in Rochester, but all over the country and created inequities and showed inequities,” says Eleanor Coonce, a science teacher in the Rochester City School District. “So, it was almost a perfect anchor point for us to take and run and create a justice-centered science unit to kind of kickstart the work of doing that across studies.”

See the Rochester Beacon article [here](#).

7 Seeking Initial Public Comment on the NAEP Assessment Framework

The National Assessment of Educational Progress (NAEP) Science Assessment Framework, used to develop the 2019 NAEP Science Assessment and Report Card, was last revised in 2005. The National Assessment Governing Board is initiating a preliminary review of the current NAEP framework to determine if revisions are necessary to develop new assessment questions and recommendations for stakeholders in the science education field.

See the current NAEP Framework and call for public comment [here](#).

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