**Ideas for year 2**

Talk to MTs about how they want to start the year and where they see this going for their sites.

Some potential trajectories:

**IDEA 1: naturally occuring science**

1. Begin the year with re-introducing Ts to the science framework
   * Looking for learning experiences (can we share any video with them? Check RISE website and have this organized for them)
   * Have Ts apply this experience to their practice by keeping science journals/logs
     + Ts document at least once per day a practice, crosscutting concept, and core idea ( can all be in one moment or across the day)
   * Use these journals/logs for reflection and extended discussion (starting to get Ts ready to plan for science (and/or around science).
2. Once Ts can ID science, get them to start to think about how they can extend, deepen, and connect *children’s naturally occurring science (as identified in the science journals/logs)*

*Given \_\_\_\_\_ science moment…*

*(think about and discuss one or all of these depending on the readiness of the teacher)*

* + What questions/statements/ actions can you ask/make/do to provoke children’s thinking?
    - What will this get children to think about or do?
      * Does this align to the framework? How?
  + What changes can you make to their environment?
    - What will this get children to think about or do?
      * Does this align to the framework? How?
  + What new vocabulary can you introduce?
    - What will this get children to think about or do?
      * Does this align to the framework? How?
  + What other competencies were demonstrated during this experience?

1. Move into more formal lesson planning moving from children’s interests …use these planned experiences to video record Ts and provide reflections
   1. Using the science as the core and connecting all domains where does the framework fit in here?
   2. Focusing on a science experience (possibly noting what other domains are met during this experience)
   3. Using their existing plans
      1. Next week, you plan to study \_\_\_. What crosscutting concepts, practices, and core ideas do you plan to address? How? We can increase the rigor here slowly

**IDEA 2: modified no planning project approach**

1. Begin the year with re-introducing Ts to the science framework
   * Looking for learning experiences (can we share any video with them? Check RISE website and have this organized for them)
   * Have Ts apply this experience to their practice by keeping science journals/logs
     + Ts document at least once per day a practice, crosscutting concept, and core idea ( can all be in one moment or across the day)
   * Use these journals/logs for reflection and extended discussion (starting to get Ts ready to plan for science (and/or around science).
2. At the same time, engage in a shared experience
   * Ramps, safety, “five photos”, whatever is relevant to their schools/ classrooms
   * MTs can sketch out what they think will be relevant across the year (we can use RISE curriculum to support this) and we can provide materials, lesson plans, etc. to support them
     + LP from ESI can be used in lesson study sessions
     + No other lesson planning will be asked for (maybe this will be Y3?)
   * During DL sessions, Mts can share out what their ts are doing and the group can discuss how the framework is being applied and how Ts can increase rigor …how MTs then motivate Ts to do this will be the focus of the PD portion

IDEA 3: project approach

1. Begin the year with re-introducing Ts to the science framework
   * Looking for learning experiences (can we share any video with them? Check RISE website and have this organized for them)
   * Have Ts apply this experience to their practice by keeping science journals/logs
     + Ts document at least once per day a practice, crosscutting concept, and core idea ( can all be in one moment or across the day)
   * Use these journals/logs for reflection and extended discussion (starting to get Ts ready to plan for science (and/or around science).
2. During DL with MTs, introduce project approach and the way we started planning with Vero (meeting multiple domains and fitting into their existing routines)
   1. Ask MTs when they want to introduce this to their Ts
   2. Ask for documentation of these plans

IDEA 4: science planning

1. Begin the year with re-introducing Ts to the science framework
   * Looking for learning experiences (can we share any video with them? Check RISE website and have this organized for them)
   * Have Ts apply this experience to their practice by keeping science journals/logs
     + Ts document at least once per day a practice, crosscutting concept, and core idea (can all be in one moment or across the day)
   * Use these journals/logs for reflection and extended discussion (starting to get Ts ready to plan for science (and/or around science).
2. Give MTs lesson plans for a variety of experiences (sprinkled across the year based on relevancy)
   1. Ask MTs to support teachers in either enacting these plans, or making their own and video recording the cycle of coaching (planning convo, enactment, reflection)
   2. Move ts into creating their own science LP (we can revise the LP template using MT feedback and direction…using prompts and guiding Qs to ensure that the plan supports application of the framework and rigor).

**Regardless of trajectory, I think it is time to think about how to make this a school-wide effort to:**

1. Maintain the excitement
2. Begin to garner parents’ interests

What can be displayed outside classrooms?

What kind of data (from children’s questions and explorations) can be displayed?

What classroom/home challenges can be proposed?

What questions can be investigated at home?

Will these questions inspire/motivate/intrigue parents?

Infants and Toddlers can stay with the Looking for Learning and science journaling all year… ( this can also serve as data for us and could be a good intro to the website?)

\*\*how and when does website come into play?

Sketch out potential Dl sessions given the chosen trajectory

* ID articles to provoke Ts and MTs thinking
* ID materials to aid classroom explorations
  + Think about wish lists again and see about giving MTs more freedom with purchasing classroom materials
* **Ask MTs about future face to face meetings**