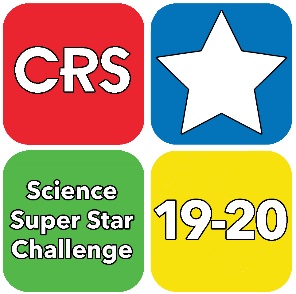
|  |
| --- |
| **2019-20 Science Super Star Challenge – Classroom Teachers**  How are your science teaching practices impacting your students? **Due: February 14, 2020!** |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade(s): \_\_\_\_\_\_\_\_\_\_\_\_ # of Students: \_\_\_\_\_\_\_\_\_\_

If you also teach science for a partner teacher, please put their name here \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teachers across California are transforming how they plan and lead science and engineering lessons in their classrooms to meet Next Generation Science Standards. **This year’s Science Super Star Challenge shines the spotlight on the impact of that transformation: how have the changes to your science teaching resulted in deeper, more thoughtful, engaged learning opportunities for your Science Super Star Students?**

**Eligibility:** The Challenge is open to CRS elementary teacher members who are general Kindergarten through 6th grade classroom teachers. (CRS member teachers who are science specialists can participate using the science specialist challenge form.)

**Deadline:** Completed forms and examples of student work due February 14, 2020.

**Prizes and Recognition:**

* Receive recognition including a digital badge and certificate of excellence
* Be listed on the CRS Science Super Star webpage, in press releases, social media, and messages to your district leadership.
* Entered into a drawing for prizes ranging from classroom books to field trips and in-school programs. Our goal is to bring a science experience to every participating classroom.

Use examples from one or two of the science or engineering units you have taught this year to reflect on the following questions**:** (You may attach a separate sheet if you prefer; 2-3 sentences are sufficient)

|  |  |
| --- | --- |
| **Setting the Stage for Inquiry** | |
| 1. Give an example of a ***phenomenon*** your students explored: (for example, differences in the coloration of insects or flowers, or the phases of the moon) |  |
| 1. How did you elicit their ***prior knowledge*** about the topic at the start of the unit? Were there many misperceptions? |  |
| 1. What was a ***question*** your students explored? How did they settle on that question? |  |
| **Engaging in Science & Engineering Practices** | |
| 1. What did you observe your students **saying to one another** about the focus question while they were **conducting an experiment**? |  |
| 1. How did your students **collect data** during their investigation? Did they use charts, graphs, or sketches to explain information? |  |
| 1. How did your students use **computational thinking** to evaluate the data they collected and relate the information to their initial thinking? Did their thinking change? |  |
| 1. Did your students **use models** to explain the phenomenon they explored or to predict something that might happen if the experiment conditions changed? (e.g. How would bounce height change by dropping a ball from a different height). |  |
| 1. How did your **students support a claim with evidence** (in science notebook? Science talks? Other?) What did you observe as the students shared their claims and chose to agree or disagree with one another? |  |
| 1. Share with us an example of **how your students communicated** what they learned. (Did they make a poster or display, make a video or present a report, write in their notebooks, etc.?) |  |
| **Science Across the Curriculum** | |
| 1. Give an example of how you designed a science lesson to include **development of student language arts skills** (such as writing in science notebooks, reading texts for information, speaking and listening during academic discussions)? How did you use these tasks to assess student understanding of the lesson? |  |
| 1. Give an example of how you designed a science lesson to include **development of student math skills** (such as collecting data, measuring, calculating, predicting patterns)? How did you use these tasks to assess student understanding of the lesson? |  |
| **Making Meaning and Critical Thinking** | |
| 1. How did students apply something from a science lesson to their own lives or “**the real world**”? |  |
| 1. Science in the community: Provide an example of how **your students interacted with scientists** or other experts in the community to explore science, engineering, or environmental education. (Field trips, BASIS lessons, in-class programs, visitors to class) **Describe how this impacted your students and their learning**. |  |

|  |  |
| --- | --- |
| 1. How has CRS supported your teaching and your students’ science learning? |  |
| 1. Do you have any **tips for fellow teachers** interested in strengthening their own science teaching practices? |  |
| 1. Give an example of how one student (without giving names) for whom participating in science lessons was a particularly powerful way to be engaged in learning. |  |
| **Look at What We Did! Examples of Student Learning** | |
| **Please attach, or email to us 2-3 examples of “evidence” to support your “claim” of great science**. These could be photos of students investigating, video clips of science talks, copies of student notebooks, or other student work. | |
| **Would You Like Us to Shout Out to You on Social Media?** | |
| Would you like us to shout out to you on social media when you have completed the challenge? If so, please list any twitter, Facebook, LinkedIn, or Instagram links you'd like us to link or post to. |  |

Community Resources for Science

**www.crscience.org Email:** CRS@crscience.org

**Phone:** 510-527-5212 ● **Fax:** 510-527-5216

**Mail:** 1611 San Pablo Ave. Suite 10 B, Berkeley, CA 94702