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

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

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

Teachers across California are beginning to transform 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?

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

**Eligibility:** The Challenge is open to CRS elementary teacher members who are science specialists or science prep teachers. (CRS members who are self-contained classroom teachers can participate using the classroom challenge form.)

**Prizes and Recognition:**

* Receive recognition including a digital badge and certificate of excellence
* Be listed on the CRS Science Super Star web page, in press releases, social media, and messages to your district leadership.
* Entered into a drawing for prizes ranging from classroom books to gift certificates to field trips and in-school programs.

Because we know that you are teaching many grade levels, you can use examples from one or two of the science or engineering units (from any grade level) 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)

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| **Making Meaning and Critical Thinking** | | |
| 1. Give an example of how you used **phenomena** as a launching point for your science or engineering unit. Were you able to close the loop at the end of unit by having students able to explain their knowledge about the phenomena? Did students revisit their original ideas and reflect on how their understanding changed after doing the investigation? (I used to think \_\_\_ and now I think \_\_\_ because \_\_\_.) |  | |
| 1. How did students apply something from a science lesson to their own lives or “**the real world**”? |  | |
| 1. Give an example of how your students are learning how to **make meaning** from your lessons. How are they thinking critically and showing their deep learning? |  | |
| **Connecting Science Across the Curriculum and in the Wider School Community** | | |
| 1. Give an example of you build **language skill development** into your science lessons (such as science notebook prompts, academic discussions, or reading text for information to build background or contextual knowledge). Did you try something new this year, and if so, how did it work? Do you coordinate with classroom teachers so that students are able to do some of the science-related language arts tasks (reading or writing) with the classroom teacher? |  | |
| 1. Give an example of how you build **math skill development** into your science lessons? Did you try something new this year, and if so, how did it work? Are students doing some of the math tasks related to the science lesson with their classroom teacher? |  | |
| 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. Give an example of how you are incorporating some aspect of environmental science in your teaching. For example, are you addressing California's Environmental Policies (https://bit.ly/2YLksvK or https://bit.ly/2Z2Lr14) or questions of human impact on the environment, the interdependence of humans and the natural environment. |  | |
| 1. Tell us about how you are working with the wider school community to nurture a vibrant **culture around science and engineering**. Do you support family science nights/events, Science Saturdays, science fair? |  | |
| **Learning and Sharing** | | |
| 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