

Navigating Phenomenal Landscapes: Using Phenomena as a Way to Guide Science Instruction

Research shows that effective professional development includes extended engagement with a topic, including time to implement learning, reflection on what happens during implementation, and dialogue with other educators working on the same topic. Thus, this strand will provide a richer and deeper dive in the professional learning experience. This pilot blended-learning model will include the following:

- 90-minute face-to-face session at the area conference. The session will be structured around modeling research-based instructional strategies that focus on in-class engagement to support gathering of evidence, developing reasoning using evidence, and the communication outcomes students should experience.
- Ongoing support will be provided through discussions using an NSTA Learning Center forum. The chats will be monitored by both the presenter(s) and NSTA planning committee members for a minimum of two weeks. The presenter will be responsible for initiating at least two conversation prompts that focus on the topic of phenomena-driven instruction. The prompts should be generated during the 90-minute face-to-face session that will encourage participants to join in the forum to further engage with the topic.
- Presenter(s) and participants will be asked to participate in a feedback survey following the extended professional learning time period to determine the effectiveness of the professional learning experience.
- Final session selections will require an interview with the Strand Planning and NSTA Professional Development Committee members. Once final selections are determined, the presenters will meet (via electronically) for two one-hour planning sessions with the Strand Chair to ensure all sessions build a cohesive and powerful experience for the participants.