

**I) As we get started, to think about.**

**How has this year of teaching been different?**

**What are the key things you did that reached the most students?**

**How has student achievement changed?**

.....

**On tap:**

**A “Courageous Conversation” about our science achievement gap.  
(2:40-3:30)**

**Discussion of quarter four assessments.**

**Review of draft pacing for 07-08.**

**Teacher certification information.**

**Supervisor survey. (Science Fair Survey?)**

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**QUARTER FOUR ASSESSMENTS:**

Notify of mistakes in key IMMEDIATELY! (but questions won't change)  
All questions taken from past finals, NAEP, CAPT, TIMMES, MCAST  
New: One content essay (simulating CAPT)

Use as part of final, or before. Can be given any time after June 10<sup>th</sup>.

2 days OK (to give essay)

Must use district scantrons and send back original.

Do NOT use preslugged if course number, name is different.

Students must right justify bubbled in student id's!

Score essays consistently and fairly.

Need good data back!

Scantrons due back by June 25<sup>th</sup>

“Closing the Achievement Gap”  
does not start with intervention.  
It starts with a mirror!

### **Some Ineffective Practices**

Rationalizing the data before analyzing

“Colorblind practices “

Allowing covert school inequities to become a school culture (that’s the way it has always been)

Not “ALL” students experience school the same

OLD WAY:

Curriculum left up to teachers.

Content “broadcast” to students, one size fits all. Some get it, some don’t.

Teachers don’t know which don’t “get it” due to effort, teaching, lack of ability.

New Way: Common, coherent, conceptually developmentally appropriate curriculum. Variety of strategies for instruction and for individualized and additional instruction. Teachers know which kids are getting it and do something about it.

Framework For Equity-Based Use of data

-Discovery

Discover the holes in the instructional program, through different data sources (qualitative and quantitative)

-Define

Define specific areas needing support

-Dialogue

Critical/different perspective

-Delivery

Quality instructional delivery Multiple instructional strategies to teach one standards

## Key Components to A Culture of Equity:

Spiritual, Emotional, Physical safety

All are greeted enthusiastically

Levels are appropriate, all are challenged to excel.

Individual needs, abilities are welcomed and addressed.

Curriculum and staff reflective of diversity and culture.

Students see themselves in the curriculum and encouraged to relate to it.

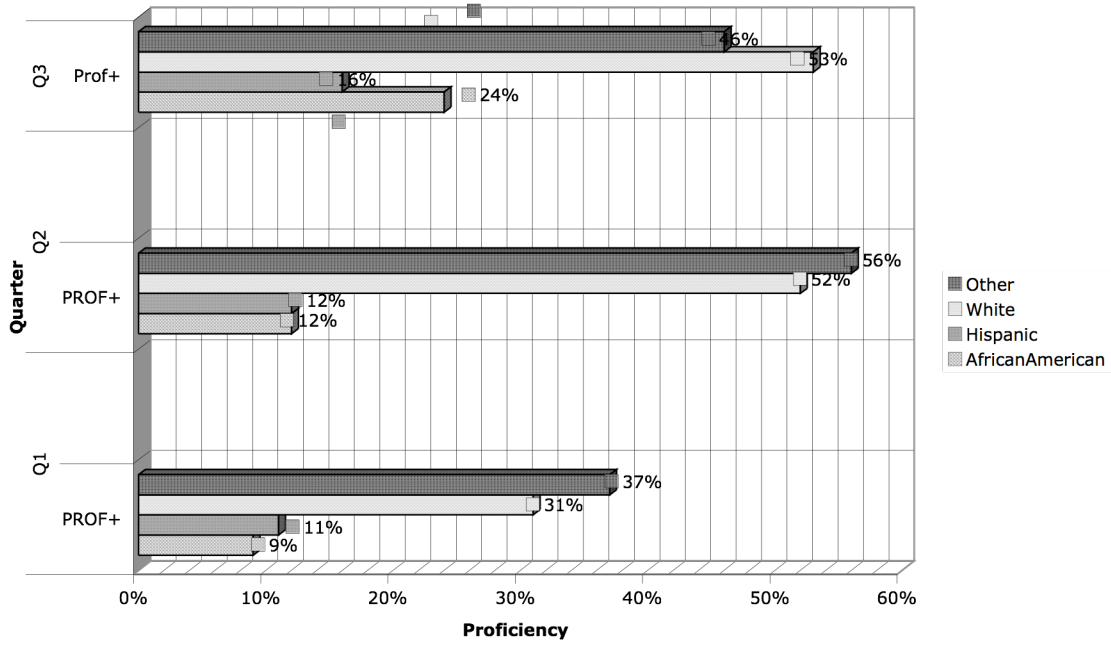
Teach to a standard, learning goals and objectives are clear at all times.

Students never worry that they will be shortchanged in expectations, support, opportunity.

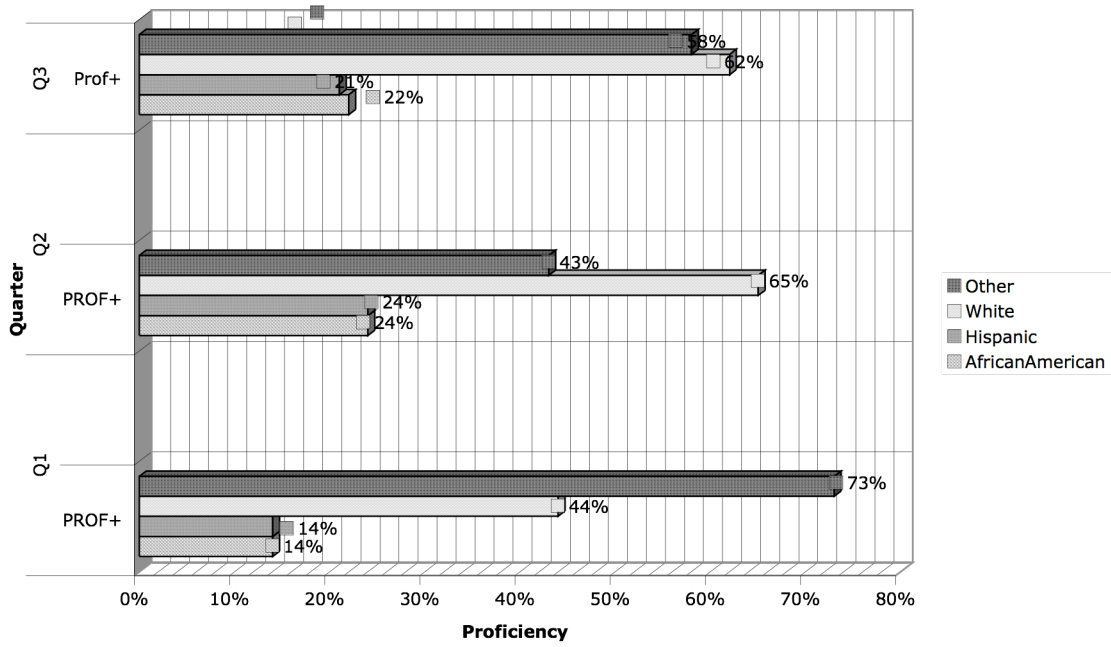
Teachers welcome being held accountable, work as a PLC, and share/support teaching strategies so all excel.

Students treated with respect and dignity, expected to reach HIGH and succeed OFTEN.

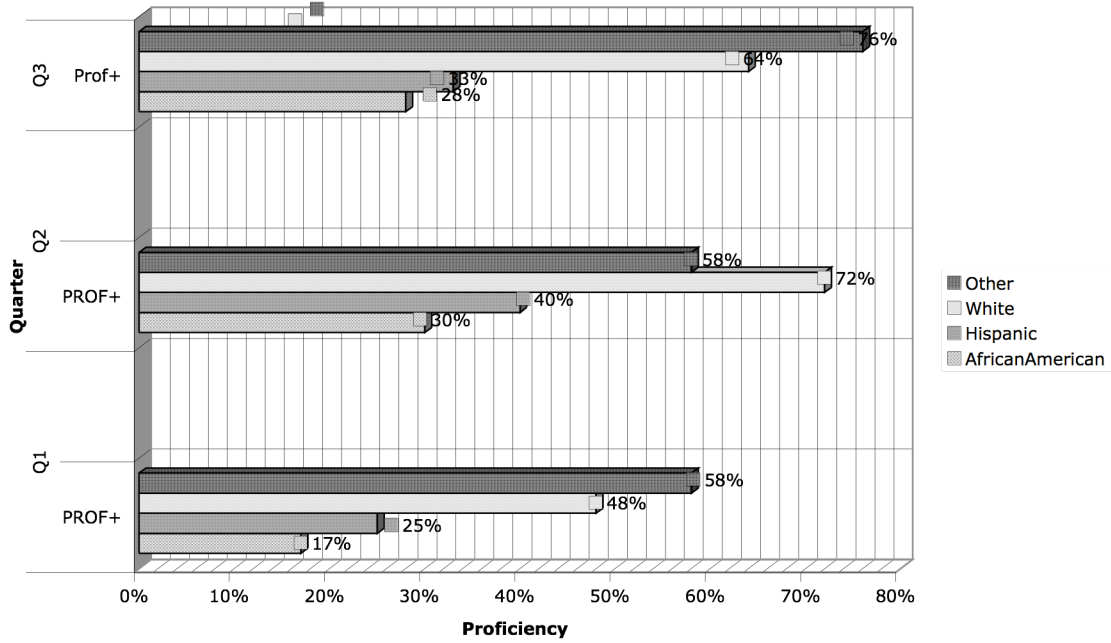
**Science Integrated Assessment by Ethnicity**



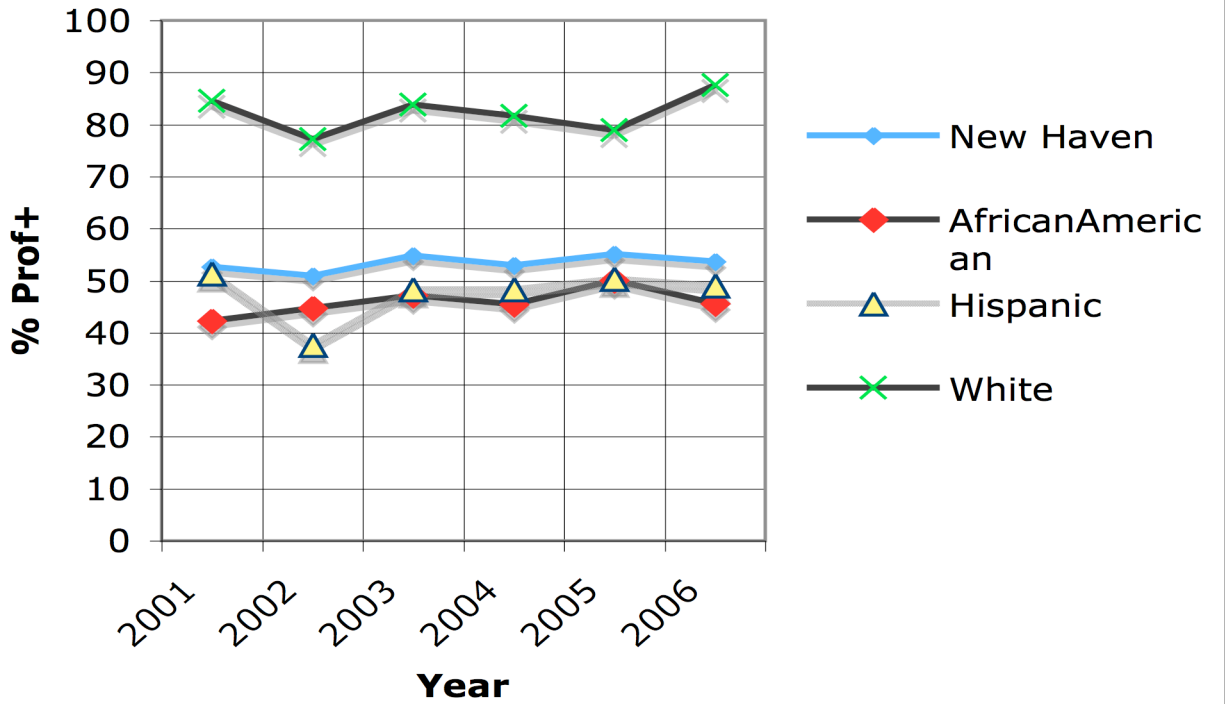
**Science Biology Assessment by Ethnicity**



### Science Chemistry Assessment by Ethnicity



### CAPT Scores Ethnicity



What are things that a classroom science teacher can do?

What are things that a central office can do?

## Science Certifications for New Haven Public Schools

Grade 6-8 Science K-8 001 or 4-8 006, If self contained or split class ( 2 math, 2 science)

If departmentalized ( 1 teacher with > 3 sections of science)

K-8 001 or 4-8 006 meets certification requirements but only current teachers who have taught this science in New Haven for three or more years meet HOUSSE highly qualified status. No new elem certified teachers can be hired or transferred into this position (6-8 departmentalized science) and meet highly qualified status (unless they have a Master's degree in the specific science subject area).

-Grade 6 departmentalized science (integrated): current elem certified teachers, or General Science 234, 235, 034 certified, passed Praxis II in General or Middle School Science.

-Grade 7 departmentalized science (life/chem.): current elem certified teachers, or General Science 234, 235, 034, Biology 230, 030, passed Praxis II in General, Middle School or Biology.

-Grade 8 departmentalized science (physics/earth): current elem certified teachers, or General Science 234, 235, 034, Physics 232, 032, Earth 233, 033, passed Praxis II in General, Middle School, Earth, or Physics.

(A Biology only certified teacher could teach 8<sup>th</sup> grade science up to two periods of their schedule for two years if they receive a temporary minor authorization certificate and have 12 credits in Physics/Earth Science)

**This means for most schools, a grade 7/8 teacher needs 234,235, or 034 cert.**

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Grade 9 Integrated Phy/Chem. General science (034), Physics (032), Earth (033) or Chemistry (031) certified, passed Praxis II in General, Earth or Chemistry. (A Biology only certified teacher could teach 9<sup>th</sup> grade science up to two periods of their schedule for two years if they receive a temporary minor authorization certificate and have 12 credits in Chemistry/Earth/Physics, but they would still have to take the Praxis or have a Master's in this subject area to meet Highly Qualified status)

Biology: Biology (030), Chemistry: Chemistry (031), Anatomy/Physiology: Biology (030), Physics:Physics (032).

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Note: Teachers on a DSAP must be > 9 credits into their planned education program, hve >12 credits in the subject, have passed the Praxis II, received approval from their CT higher ed program, and ONLY teach the subjects for which they have a DSAP. (Chem DSAP must only teach Chem, etc..) DSAP teachers cannot receive the temporary minor authorization.

So in essence:

New Haven Science teachers must be certified and highly qualified in every science area they teach.

Temporary minor authorizations (for two periods a day) are available for up to two years for other subject areas.

DSAP teachers must only teach in the area of their DSAP certificate.

## NHPS SCIENCE SUPERVISOR SURVEY

Name (optional):

School (optional):

Grade/Course You Are In :

For each item identified below, put an "x" over the number that best fits how you rank the statement. Your feedback is valuable to us.

Description/Identification of Survey Item	Scale				
	D i s a g r e	2	3	4	A g r e
1. The supervisor provides opportunities to give input (CIA's, email, telephone, in person).	1	2	3	4	5
Comment:					
2. The supervisor is constantly accessible to staff (CIA's email, telephone, in person).	1	2	3	4	5
Comment:					
3. The supervisor facilitates in-service activities supporting the teaching and learning needs.	1	2	3	4	5
Comment:					
4. The supervisor supplies curricula guides for staff.	1	2	3	4	5
Comment:					
5. The supervisor provides information about teaching and learning.	1	2	3	4	5
Comment:					
6. The supervisor provides opportunities to critique the curricula and central office initiatives (CIA's, surveys).	1	2	3	4	5
Comment:					
7. The supervisor supports the use of data to improve instruction (Data Team, surveys)	1	2	3	4	5
Comment:					
8. The supervisor encourages participation in professional development activities.	1	2	3	4	5
Comment:					

Please provide comments as needed. Use the back side to address any issues or concerns, or simply to comment. Please send a hard copy of the survey back to Richard Therrien via interoffice mail or email: [Richard.Therrien@new-haven.k12.ct.us](mailto:Richard.Therrien@new-haven.k12.ct.us) , or take online at [www.newhavenscience.org](http://www.newhavenscience.org). Confidentiality will be strictly upheld. Thank you for your time.