Increasing Language Skills and Access to Rigorous Science Education:
Examining the Opportunities that the Next Generation Science Standards Provide to English Learners

National Science Teachers Association
Professional Development Institute
Boston, MA
April 2, 2014
Okhee Lee, Facilitator
New York University
PURPOSE

• This session will highlight best practices, effective teaching strategies, and educational policies for making the Next Generation Science Standards (NGSS) more accessible to ELs and increasing their language skills.

• Participants will:
  - learn about science and language activities that demonstrate the relationship between science learning and language learning
  - observe real classroom examples that achieve language and science content goals simultaneously
  - participate in discussions on how the NGSS provide opportunities for enriching science learning and language learning for ELs
• This session is geared toward science teachers of all
  grade levels, higher education faculty who prepare
  science teachers of ELs, and state and district leaders
  who design and implement educational programs and
  policies.

• This session is a collaborative effort of the OELA (U.S.
  Department of Education), NSTA, NGSS at Achieve,
  Inc., Understanding Language Initiative at Stanford
  University, and National Science Foundation.
PRESENTATIONS

This session will include five presentations led by highly experienced teachers, school leaders, researchers, and policy makers:

1. How can teachers integrate the three dimensions stressed by the NGSS – science and engineering practices, crosscutting concepts, and disciplinary core ideas – to increase ELs’ language skills and access to rigorous science standards?

2. What are classroom practices teachers can use to support language development and science learning for ELs, while simultaneously implementing discourse-rich practices called for by the NGSS?
3. What are promising practices being used by teachers, coaches, and principals in one school district to improve ELs’ academic language development and science learning?

4. How can parent-student-teacher relationships be developed and nurtured in ways that enhance science learning, language skills development, and college and career readiness for secondary school ELs?

5. What are professional development strategies that support teachers in designing and implementing science instruction for ELs?
ORGANIZATION

Morning
1. Stephen Pruitt – NGSS
2. Helen Quinn – NGSS in relation to ELs
3. Maria Santos – District level policies and professional development

Afternoon
4. Emily Miller – Classroom practices
5. Cory Buxton – Parent-student-teacher relationships for college and career readiness
6. Andres Henriquez – National Science Foundation
7. Libia Gil – Office of English Language Acquisition
8. Okhee Lee – Implications and Q&A
PATHWAY SESSIONS
THURSDAY, APRIL 3, 2014

Okhee Lee: Facilitation

Morning

1. Helen Quinn: NGSS in relation to ELs
2. Maria Santos: District level policies and professional development

Afternoon

3. Emily Miller: Classroom practices
4. Cory Buxton: Parent-student-teacher relationships for college and career readiness
THANK YOU