



FULL SERVICE SUPPORT INCLUDES

- 1 Administrative Session
- 8 Teacher Sessions
- 8 Walk-throughs
- 8 Coach Debriefs
- Ongoing Supports




STEM Library Lab's *Engaging Students in LSSS-Aligned Instruction* Professional Development workshop series prepares school science teams to work together holistically with teachers, coaches, and administrators.

Teachers will improve their capacity to implement inquiry-based science instruction aligned with the Louisiana Student Standards for Science. The series guides educators through instructional practices, lesson planning, and in-class strategies necessary for adapting to Tier-1 Aligned curriculum and High-Quality Instructional Materials.

Developed in response to feedback from Louisiana teachers, the *Engaging Students* series addresses challenges schools face in planning, executing rigorous hands-on lessons, and assessing students under the new standards. The program is customized to meet the diverse needs of different schools.

**CONNECT
WITH TODD!**

 todd@stemlibrarylab.org

 504-517-3584



Session Descriptions for 2024-2025

Pre-Service	Admin Session- Administrators will explore the basic underpinnings of the LSSS standards, and engage with rubrics and tools for how to conduct classroom observations and evaluate teacher effectiveness, along with coaching strategies to help teachers improve rigor and engagement
Pre-Service	Session 1: <i>Navigating the Standards</i> - Teachers walk through the Science Storyline model for unit construction, and deep dive into their curriculum planning materials around executing rigorous and student centered unit launches.
September	Session 2: <i>Assessments/Beginning with the end in mind</i> - Teachers evaluate examples of phenomena-based assessments that support new standards and learn how to construct and modify LEAP-aligned assessment questions with the Stimulus-Data-Prompt model.
October	Session 3: <i>Asking Questions</i> - A notable switch in the classroom where students ask the questions while teachers facilitate by guiding students through the scientific process to find the answers. Teachers are no longer the keepers of knowledge.
November	Session 4: <i>Developing and Using Models</i> - Making models is an integral part of phenomena instruction. Scientists use models to play a specific role in inquiry. During this session, teachers will receive the training to guide students to that understanding.
December	Session 5: <i>Analyzing and Interpreting Data</i> - This session focuses on how students interact with data. Based on the LSSS, students are required to use sense-making strategies and draw conclusions that lead to understanding of the DCI while creating claims that are based on evidence provided in data.
January	Session 6: <i>Constructing Explanations and Arguing from Evidence (CERs)</i> - CERs are important to sense-making. As the students explore the phenomena, there are checkpoints within the lessons that allow students to draw conclusions based on evidence from activities and data in the lesson.
February	Session 7: <i>Obtaining and Evaluating Information</i> - Teachers are given strategies that will enable students to get information from scientific text. Teachers will access tools that will allow students the ability to use search engines to gather the most relevant information to add to their understanding of the phenomena.
March	Session 8: <i>Planning and Carrying out Investigations</i> - Teachers are introduced to a variety of the challenges common to hands-on instruction aligned to the LSSS standards, and revise lessons to incorporate strategies that ensure positive academic and management outcomes.

- Sessions 1-8 are coupled with walkthroughs or content specific scaffolds conducted alongside school team
- Admin/Coaches' Debrief Meeting follows each walkthrough or other scaffold