

How do you describe an Effective Program?

Program: DL Science

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Should See and Hear Almost Daily	Might See and Hear but not daily	Should Never See or Hear
- Questions from teacher to student and vice versa - All students engaged in science and engineering practices, cross cutting concepts and disciplinary core ideas - Communication and cooperation between students - Communication between ESU staff and classroom teachers or administration - Students doing the majority of the work and thinking so that they build a conceptual level of understanding	- Updating resources - Lesson and program evaluation	- Ignoring questions - Lack of communication between ESU staff and classroom teachers - Staff and teachers providing “answers” to the science investigation - Breach of confidentiality

Description of an Effective Program

The Distance Learning Science Program should result in students who are engaged in scientific discussions about crosscutting concepts, science and engineering practices while working through investigations on the disciplinary core ideas. Each science lesson should facilitate scientific understanding of content as defined by the Nebraska College and Career Readiness Standards for Science.

Data to measure Program Effectiveness

Already Collecting	Could Collect
- State testing results (comparison of districts using vetted to those not using curriculum) - Teacher feedback of lessons and program effectiveness - Science Instructor evaluations - Anecdotal Evidence	- Enrollment in STEM classes as electives after 6th grade - Career choices based on school data - Administrator feedback - ACT Composite scores in science - Student Survey - Teacher responses after grade-level work days over vetted units - Teacher and student perceptual data in relation to vetted units and/or non-vetted lessons