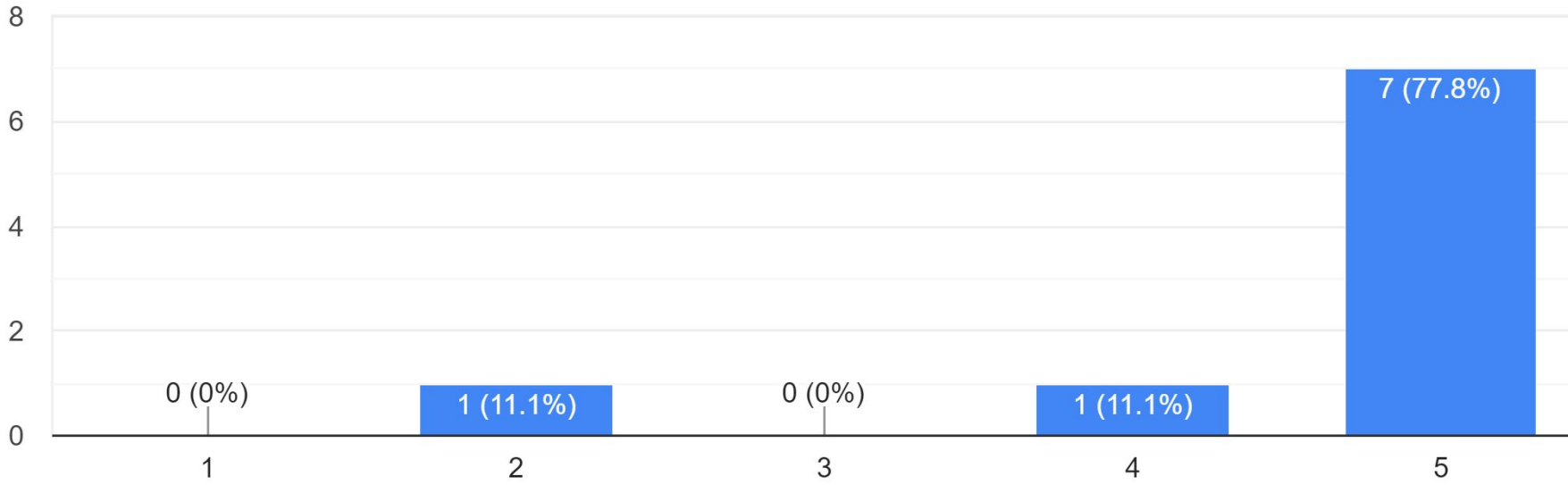
Mean = 4.56

1. Provide context for the workshop. Provide the “big picture” up front.

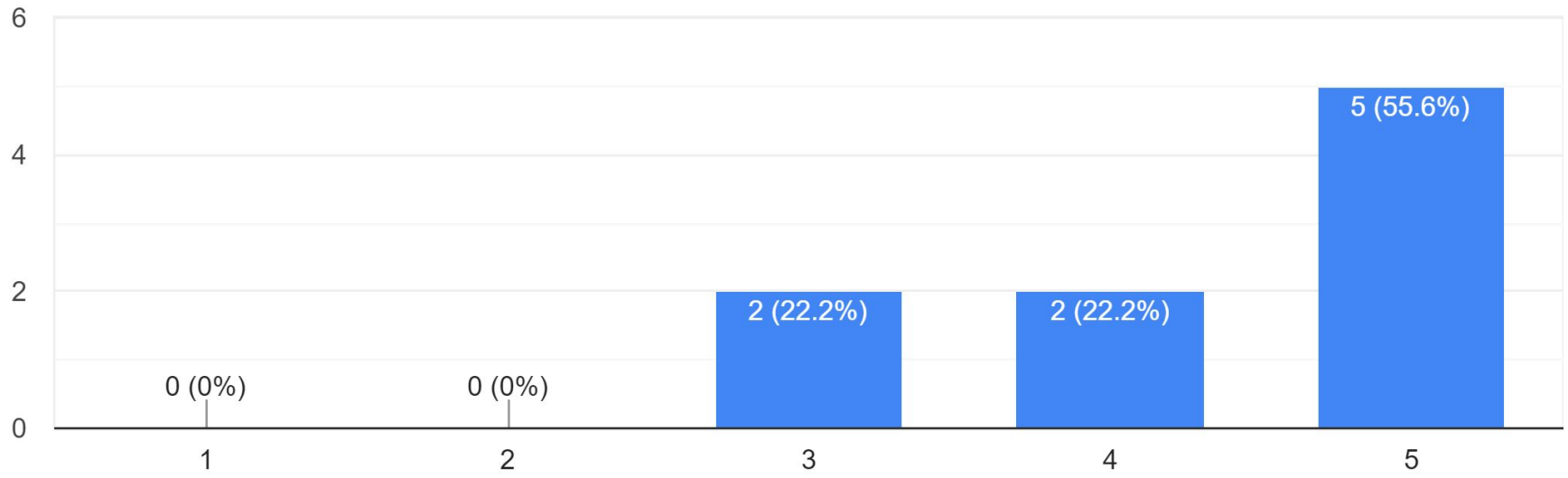
9 responses



Mean = 4.33

2. Lead as a facilitator rather than a lecturer.

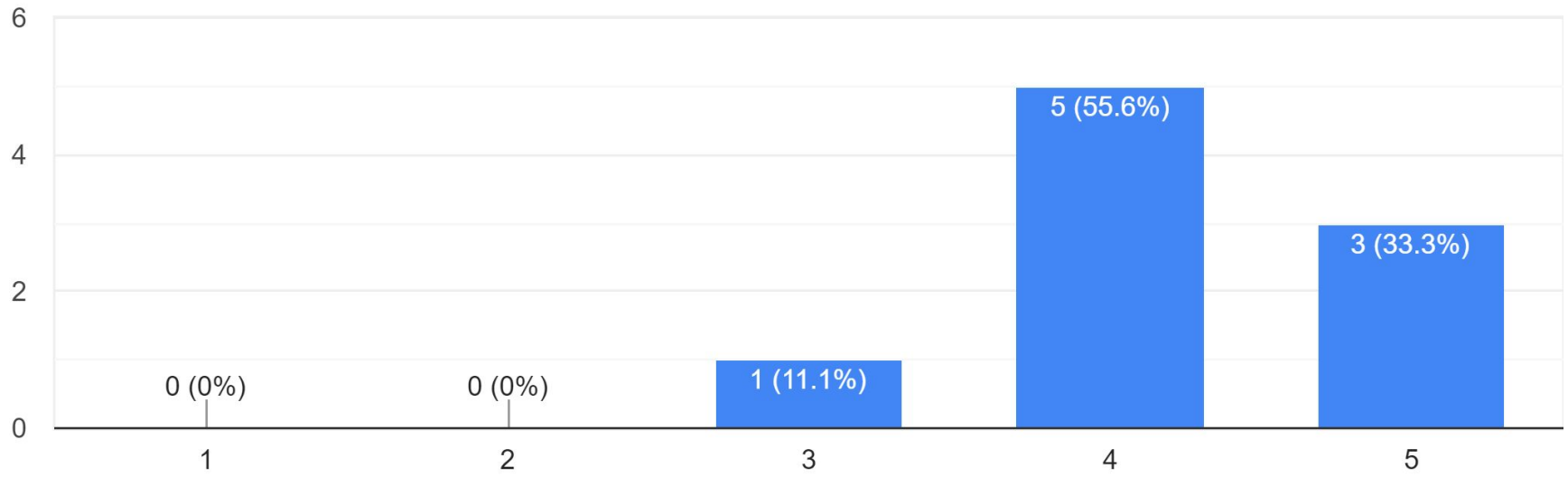
9 responses



Mean = 4.22

3. Focus on habits of mind and on the process of science. “Teach science as science is done."

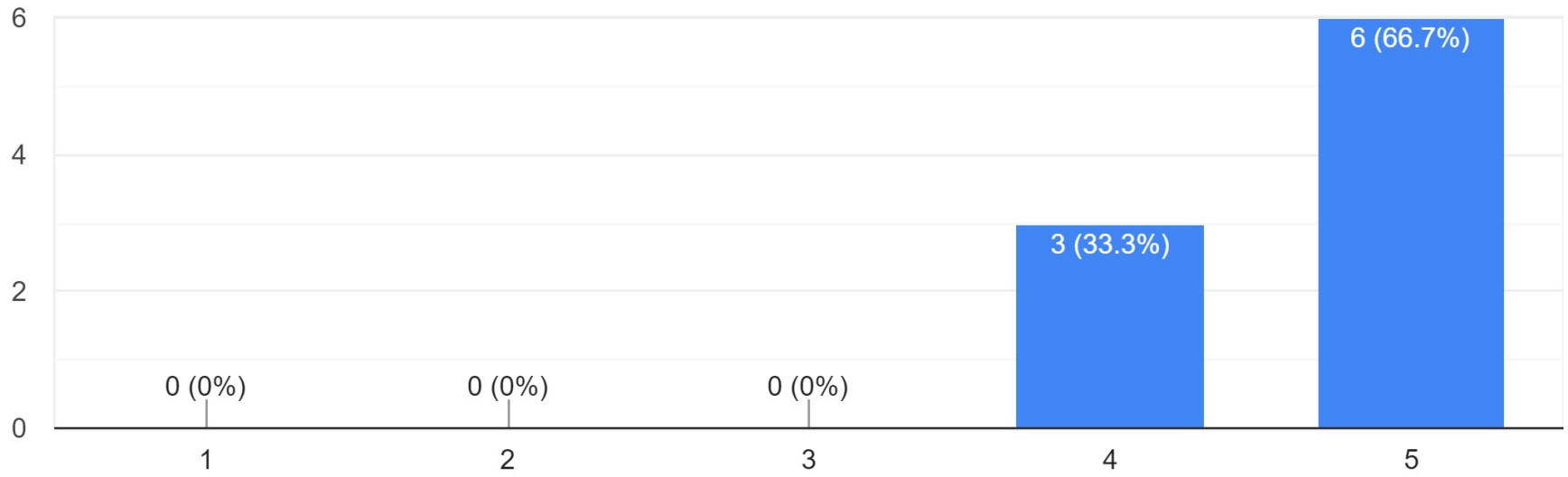
9 responses



Mean = 4.67

4. Focus on active engagement over presentation.

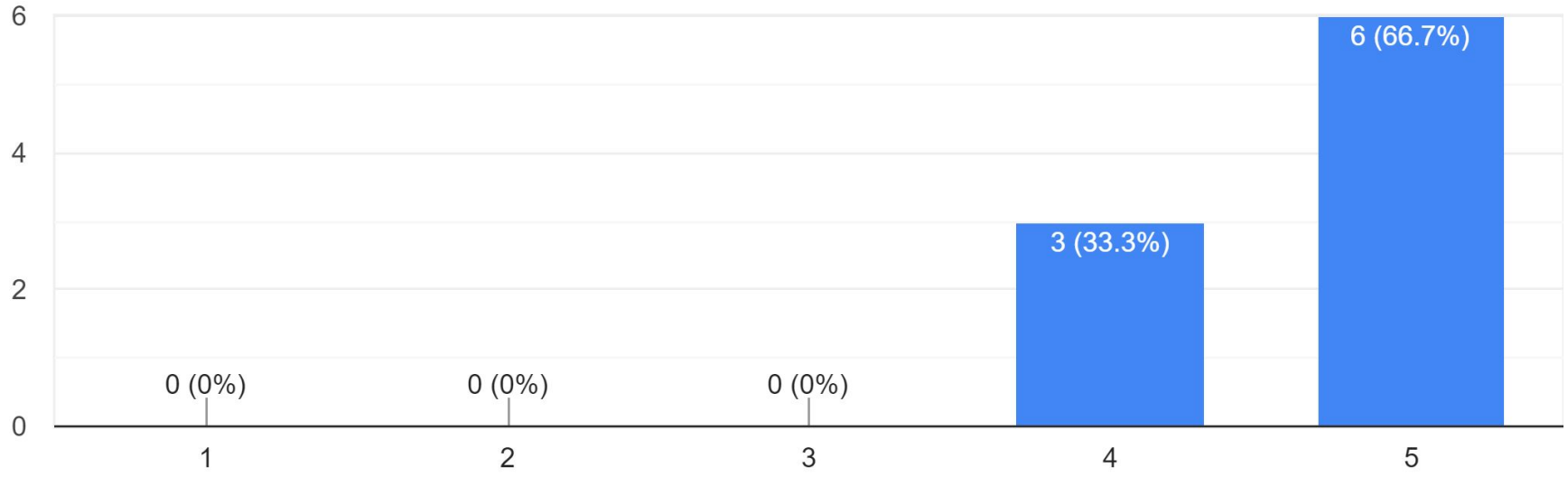
9 responses



Mean = 4.67

5. Use guided inquiry: Participants practice data collection, organization, interpretation as scientific process.

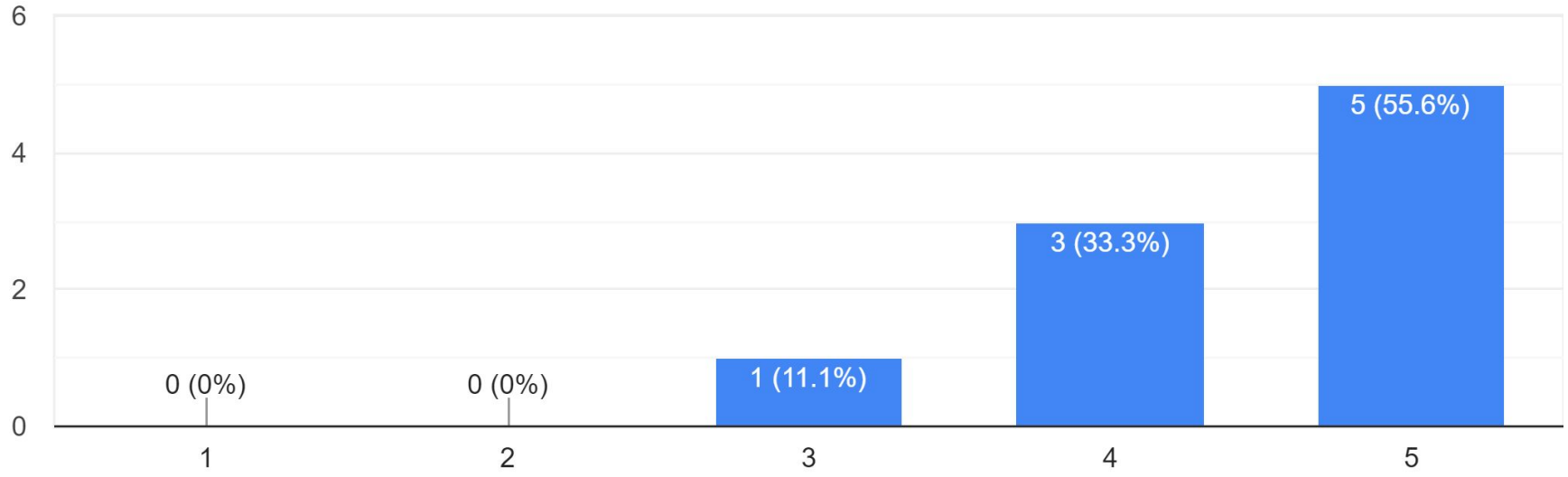
9 responses



Mean = 4.44

6. Provide opportunities for participants to support their claims with evidence (Claims - Evidence - Reasoning).

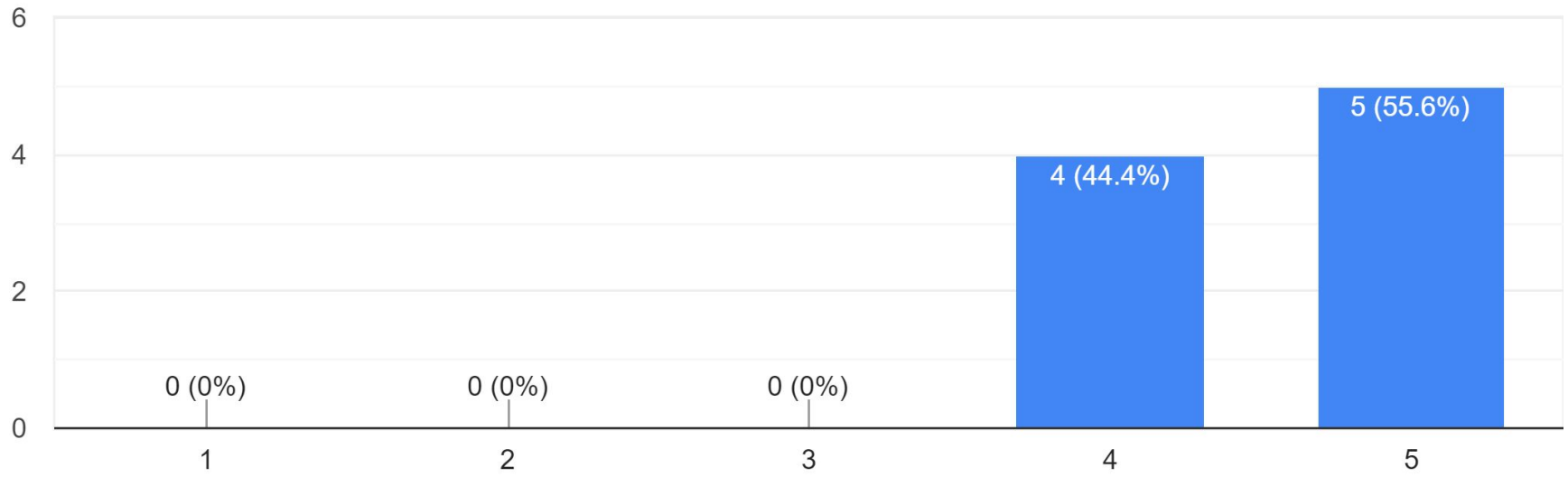
9 responses



Mean = 4.56

7. Include a balance of scientific content and process.

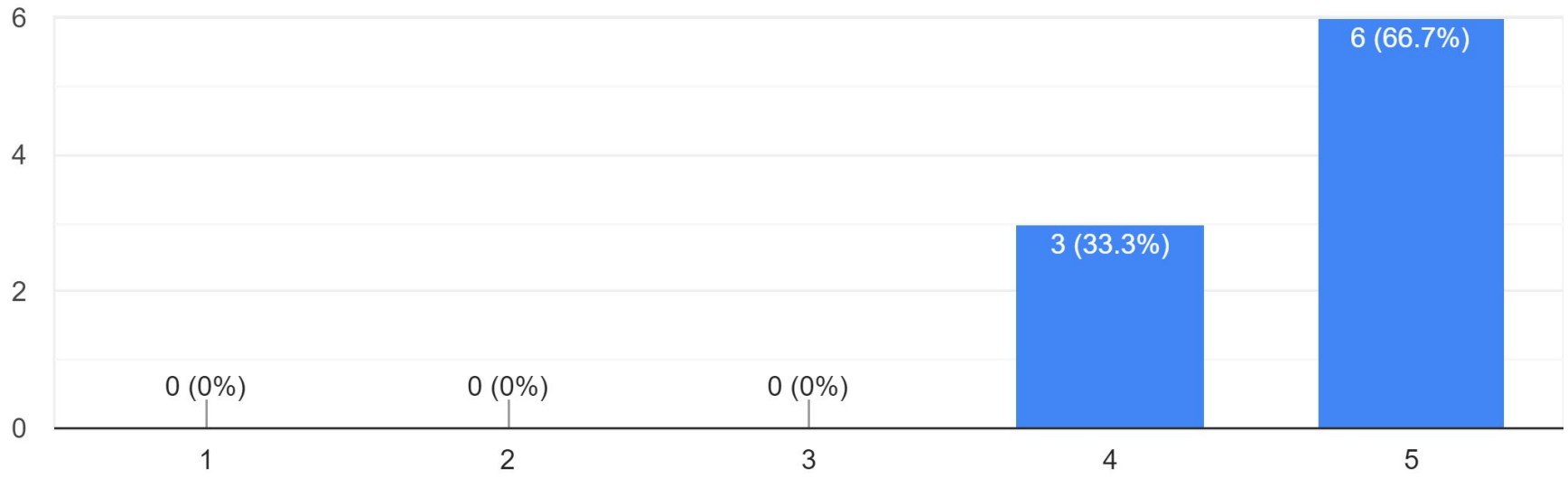
9 responses



Mean = 4.67

8. Include an agenda that was prepared in advance with participant prior experience in mind.

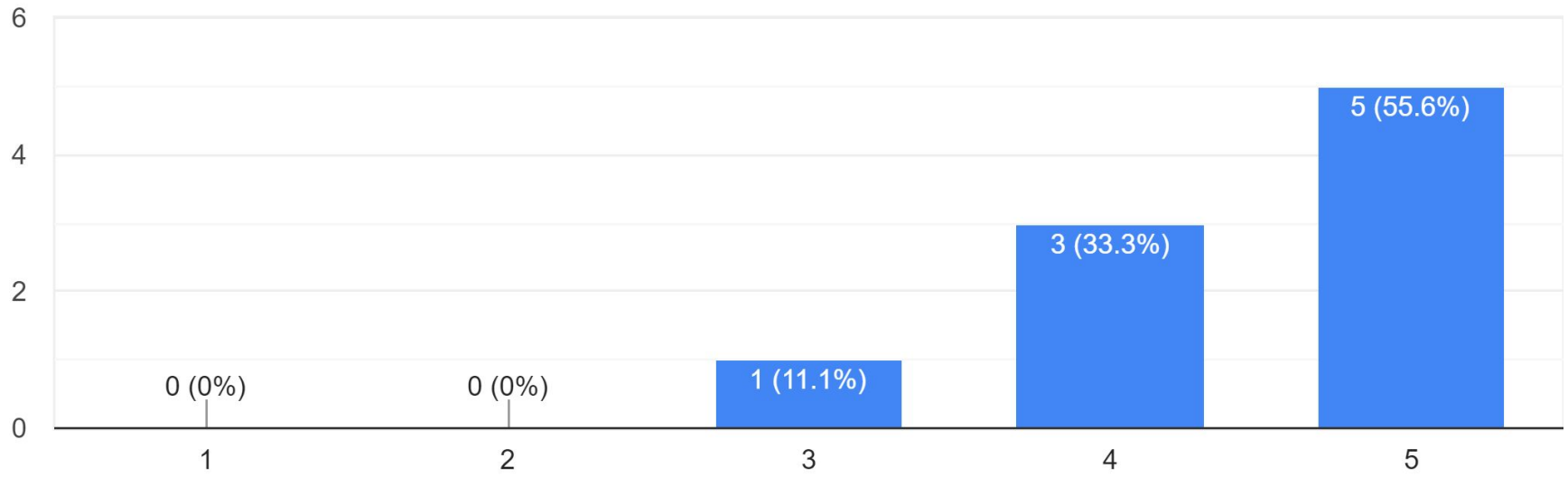
9 responses



Mean = 4.44

9. Include an agenda that is flexible.

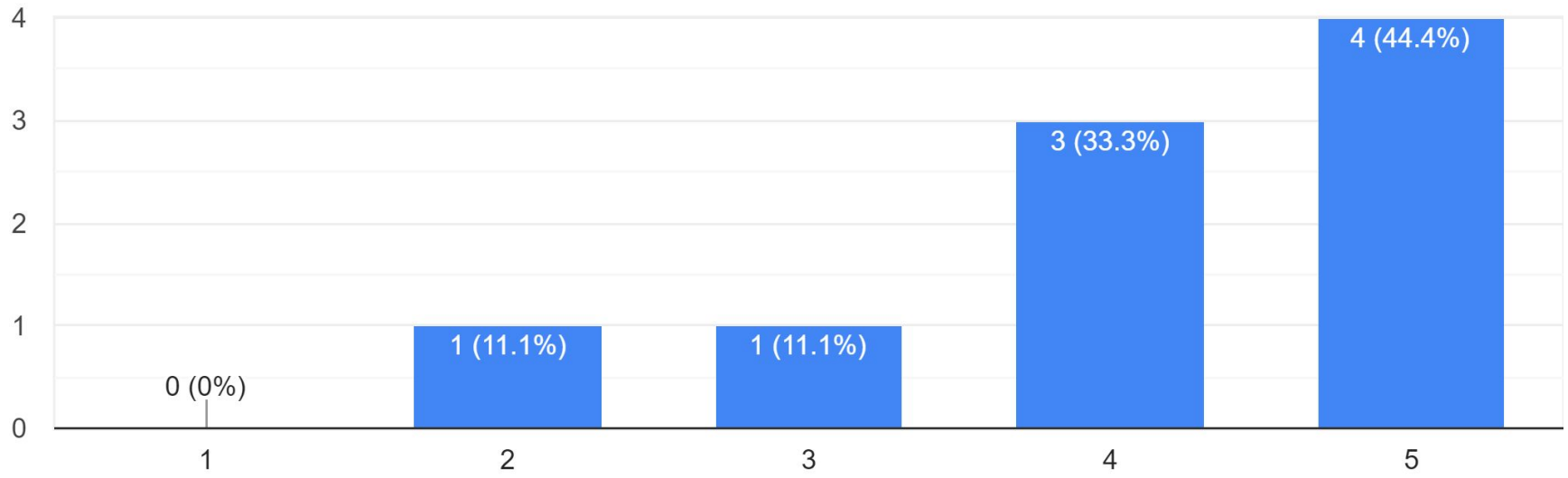
9 responses



Mean = 4.11

10. Include an agenda that is posted online, either on or linked to Quarknet.org.

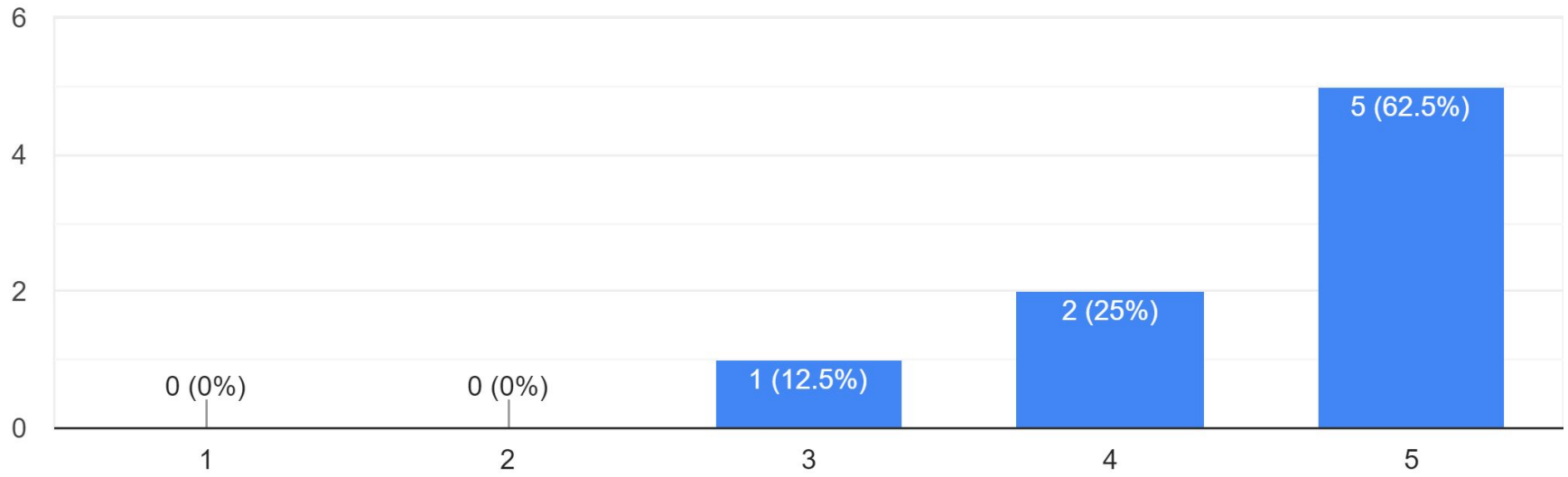
9 responses



Mean = 4.50

11. Include time for reflection and discussion.

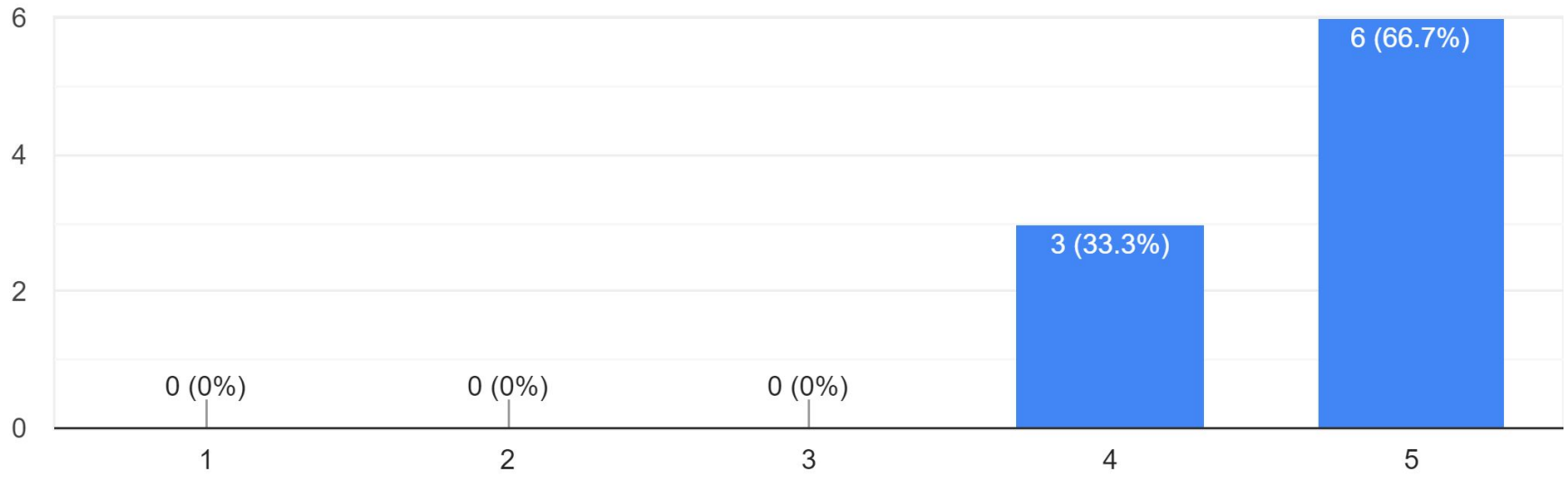
8 responses



Mean = 4.67

12. Keep participants actively engaged.

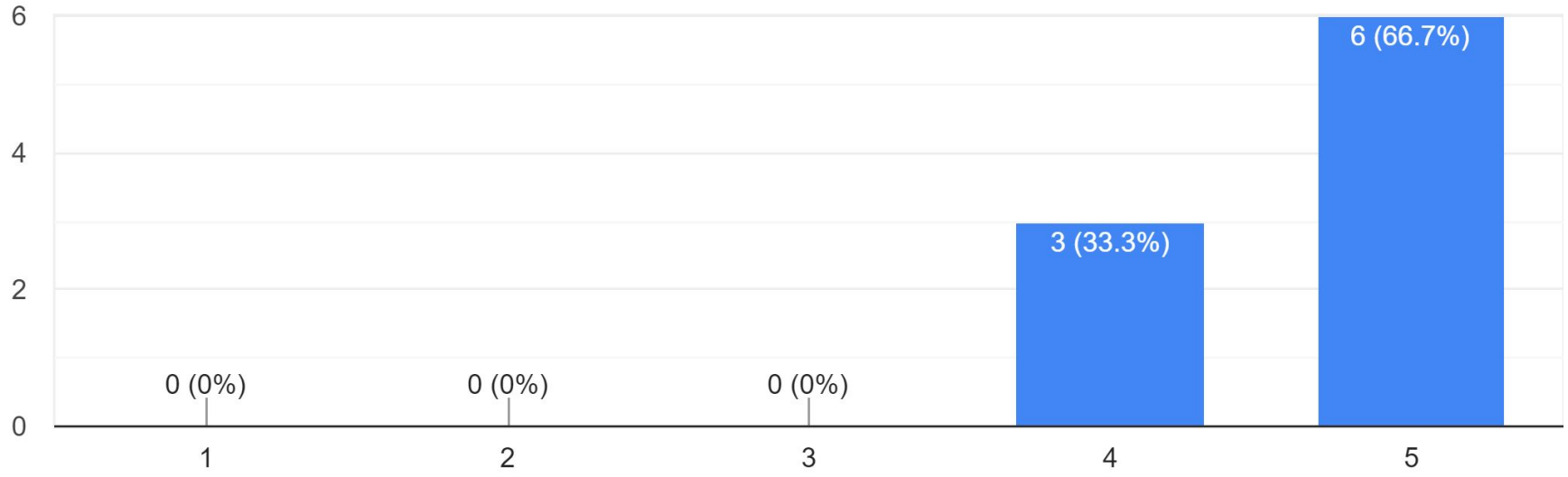
9 responses



Mean = 4.67

13. Have participants work through activities as if they are students first (“student hat”), then talk about teacher strategies and implementation plans (“teacher hat”).

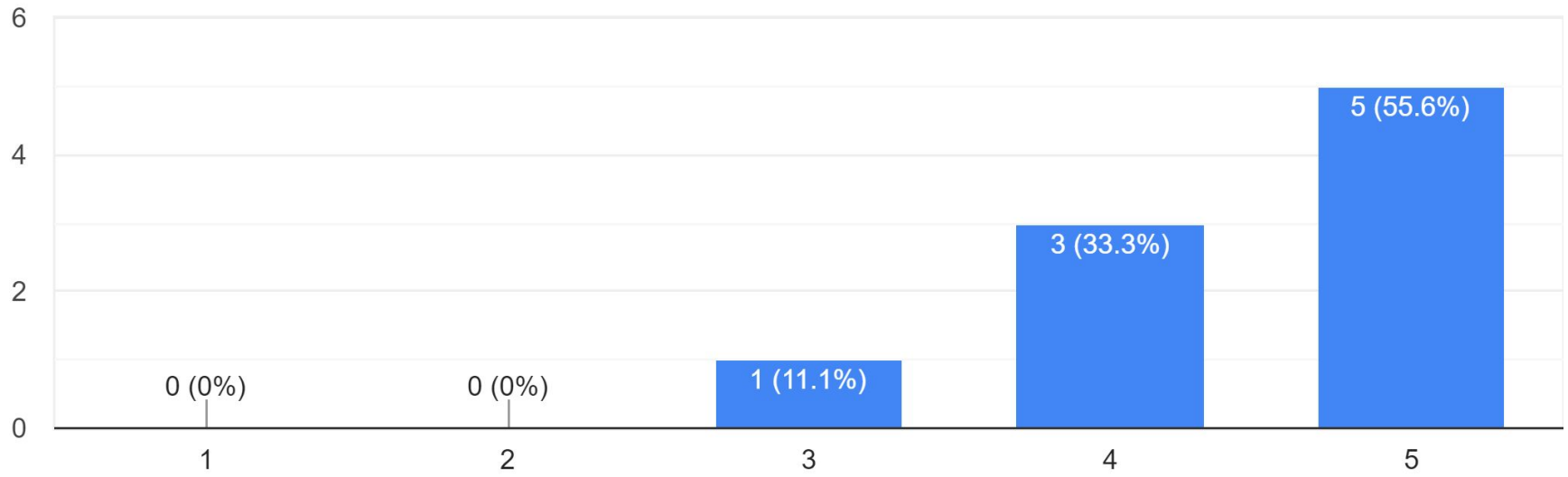
9 responses



Mean = 4.44

14. Have participants work through activities that progress from simple to complex.

9 responses



Please pick one (or two) best practice(s) that you would like to see covered in the Fellows Workshop that will help you lead your workshop(s).

6 responses

setting up more guided inquiry lessons

discussion norms, pedagogical framework (5E, NSTA's recs for PD)

Lead as facilitator rather than lecturer.

How to determine/predetermine level of understanding of workshop participants. How to lead diverse (novice to expert) groups, and maintaining universal engagement.

claim, evidence, reasoning and habits of mind