# Lead *PhD Science® Texas*

## Participant Handout

# Indicators of a Science Classroom

**Throughout the session, identify indicators you look for when observing a science classroom.**

| Part of Session | Indicators |
|---|---|
| **First Minute Activity** | |
| **Learn I: What do the instructional shifts look like in *PhD Science Texas*?** | |
| **Learn II: How does *PhD Science Texas* support shifts in science instruction?** | |

# Texas Essential Knowledge and Skills (TEKS)

**Use this space to take notes on the TEKS.**

# Shifts in Science Instruction

**Use this space to take notes on the shifts.**

| Shift | Notes |
|---|---|
| **Phenomena** | |
| **Practices** | |
| **Coherence** | |

# Notice and Wonder: *PhD Science Texas* Phases of Implementation

**As you explore the Phases of Implementation, record what you notice and wonder.**

| I notice | I wonder |
| --- | --- |
| | |

# Learn II Note Space

**Use this space to take notes on the structure and key components of *PhD Science Texas*.**

| Structure or Key Component | Notes |
|---|---|
| **Curriculum Structure** | |
| **Module Questioning Structure** | |
| **Digital Platform** | |
| **Module Overview**<br><br>**(Module Map and Focus Standards)** | |
| **Lesson Set Prepare Section** | |
| **Lesson Format, Agenda, and Pacing** | |

| Structure or Key Component | Notes |
|---|---|
| **Classroom Discourse** | |
| **Supporting Discourse Resource** | |
| **Instructional Routines** | |
| **Hands-on Investigations** | |
| **ABC → CBT** | |
| **Anchor Visuals** | |
| **Assessments** | |

# Additional Helpful Resources

**Use this space to take notes on additional resources to support teachers in implementing *PhD Science Texas*.**

| Resource | Notes |
|---|---|
| **Resources and Appendices** | |
| **Implementation Guide** | |
| **Implementation Resources** | |
| **Preparation Videos** | |

# Key Indicators of a *PhD Science Texas* Classroom

**Use the key indicators to categorize teacher and student actions listed for the Implement and Inquire phases of the Phases of Implementation.**

| Key Indicator | Teacher Actions | Student Actions |
|---|---|---|
| **Materials** | | |
| **Anchor Visuals** | | |
| **Phenomena-Based** | | |
| **Student-Driven** | | |

# Key Indicator Guiding Questions

**Use these guiding questions to support you when observing a *PhD Science Texas* classroom.**

| Key Indicator | Guiding Questions |
|---|---|
| **Materials** | ▪ What materials are the teacher and students engaging with?<br>▪ Is the teacher implementing the curriculum as designed? |
| **Anchor Visuals** | ▪ Are all three anchor visuals visible?<br>▪ Do anchor visuals represent students' ideas?<br>▪ How do students engage with the anchor visuals? |
| **Phenomena-Based** | ▪ What phenomenon are students engaging with in this lesson?<br>▪ How are students making connections between questions, lesson investigations, and phenomena? |
| **Student-Driven** | ▪ What classroom norms are established to promote a student-led classroom?<br>▪ What are students saying and doing?<br>▫ How are students interacting with the curriculum and materials?<br>▫ How are students interacting with each other? |

# Lesson Set Scavenger Hunt

**Use this space to identify where in the lesson you anticipate observing evidence of the four key indicators of a *PhD Science Texas* classroom.**

| Key Indicator | Notes |
|---|---|
| **Materials** | |
| **Anchor Visuals** | |
| **Phenomena-Based** | |
| **Student-Driven** | |

# Observation Organizer

**Use this space to record observations.**

**Teacher Name:** _____

**Grade Level:** _____ **Module:** _____ **Lesson:** _____

**Areas of Focus:** Materials, Anchor Visuals, Phenomena-based, Student-driven

| Time Stamps | Teacher Words and Actions | Student Words and Actions | Notes |
|---|---|---|---|
| | | | |

# Observation Organizer

**Teacher Name:** _____

**Grade Level:** _____ **Module:** _____ **Lesson:** _____

**Area of Focus:** _____

| Time Stamps | Teacher Words and Actions | Student Words and Actions | Notes |
|---|---|---|---|
| | | | |

## Reflecting on Implementation

**Use this space to reflect on the Inquire and Implement phases of implementation, what you've learned today about the shifts in science instruction, and how *PhD Science Texas* supports those shifts.**

What is your school already doing that you will continue to do?

What will be new and challenging?

# Planning to Support Implementation

**Use this space to take notes on how you plan to support the implementation of *PhD Science Texas* at your own school.**

| Type of Support | Notes |
|---|---|
| **Culture** | |
| **Curriculum Products** | |
| **Time to Plan, Prepare, and Implement** | |

| Type of Support | Notes |
| --- | --- |
| **Supportive and Actionable Feedback** | |
| **Ongoing Support** | https://gmpbc.org/4axpQmA |
| **Other** | |

## Reflection

**Use this space to reflect.**

What are your top two takeaways from today's session?

1. _____

   _____

   _____

2. _____

   _____

   _____

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