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