Sclince:

## Virtual Focus on Instructional Techniques I

## PROFESSIONAL DEVELOPMENT

## SESSION OBJECTIVES

Participants will:

- Examine the power of using compelling phenomena through three-dimensional teaching and learning to drive discourse and guide instruction.
- Build a deeper understanding of curricular components and resources.
- Engage in a planning process to more thoroughly prepare for instruction.

| TIME | AGENDA | DESCRIPTION |
| :---: | :---: | :---: |
| 10 minutes | Launch | - Set a purpose for building knowledge throughout the session to focus learning. |
| 55 minutes | Learn I <br> The Power of Phenomena | - Study the rich context of and the power behind phenomenon-driven curriculum. <br> - Dissect the impact of phenomena in promoting scientific discourse. |
| 55 minutes | Learn II <br> Three-Dimensional Teaching and Learning | - Examine how three-dimensional components build knowledge in the curriculum. <br> - Deepen understanding of the three dimensions to support instructional decisions. |
| 60 minutes | Offline Interim Work | - Complete a graphic about the module's phenomena structure to gain familiarity with the types of phenomena in the curriculum and how they build on one another. <br> - Explore additional phenomena to determine how phenomenon-driven instruction integrates three-dimensional teaching and learning. |
| 60 minutes | Offline Lunch Break |  |
| 55 minutes | Learn III <br> PhD Science ${ }^{\circledR}$ : What's Inside? | - Understand how key components of the teacher edition and accompanying resources strengthen implementation of the curriculum. <br> - Examine the curriculum and its resources on a deeper level to reinforce planning opportunities. |
| 55 minutes | Learn IV <br> Planning and Preparation | - Apply Teacher Edition components and resources to effectively and efficiently refine lesson planning. <br> - Engage in a lesson-set level study process to enhance planning and preparation. |
| 10 minutes | Land | - Solidify key learning and understanding of the session content. |

