

LINKING
SCIENCE  **LITERACY**
FOR ALL LEARNERS

The primary aims of the program are dependent upon teachers' input about content:

Aim 1: With partner teachers, develop 6th- to 8th-grade-level STEM multimodal text sets and linked inquiry activities that address NGSS Life Science Performance Expectations and CCSS-ELA.RST.

Aim 2: Provide instructional support to the partner teachers for using the STEM multimodal text sets and linked inquiry activities, with special attention to the needs of diverse learners.

In fulfilling these aims, we offer annual teacher professional development with summer and academic year sessions for 6th-8th grade Science, English Language Arts and Special Education teachers. Professional development will focus primarily on three main areas: review of NGSS Life Science Performance Expectations and development of inquiry activities, development of STEM multimodal text sets, and development of evidence-based practices to enhance learning related to critical thinking and literacy skills for diverse learners.

This will occur in two phases: an initial Year 1 workshop in July 2018 to establish needs and capacities of partner teachers, paired with the development of appropriate instructional support; and then a second implementation phase in years 2 through 4. Candidates may apply each year, but at this time we are accepting applications only for Phase 1 participants.

Phase 1; Year 1

Prior to the pilot workshop in Summer 2018, participants will collaborate with the program's team to choose content for development of STEM multimodal text sets with a particular focus in life science content related to inquiry, and communication practices in alignment with NGSS Performance Expectation and assessment practices - all linked to instructional practices to support diverse learners. During the weeklong summer workshop, team faculty will guide participants in the development of the STEM multimodal text sets. Teachers will create a personal implementation plan for using the text sets in the following academic year in their classroom. In this manner, participants will provide important feedback for any revisions.

Support of the professional development will persist through the academic year with four work sessions held on Saturdays at MU. At these sessions, participants will share their own implementation practices, challenges and solutions. Informed by their classroom experiences, participants will work together to refine text sets and linked inquiry activities.

Phase 2, Years 2-4

Building on Year 1, we will continue to conduct yearly summer professional development workshops comprising a 1-day spring orientation, a 5-day summer workshop and 4 Saturday workdays during the next academic year. During each summer workshop, those teachers selected to participate will write materials and develop text sets and linked inquiry, and identify instructional practices to support diverse learners.

Potential participants in both phases of the LS&L4AL program are middle school teachers in Missouri who wish to partner in and aid in the development of innovative methods to strengthen students' understanding of science content, critical thinking skills, and literacy skills to support concurrent STEM learning and inquiry.