The Making Sense of SCIENCE approach to teacher learning focuses on the connections between science understanding, classroom practice, and literacy support. Bridging learning in these areas is key to teachers' success, and ultimately the success of their students.

Research-proven Approach to Teacher Learning
Quality professional development is critical to the success of teachers and students alike. Shaped by years of rigorous research and development, WestEd’s Making Sense of SCIENCE (MSS) approach addresses the key elements known to have the greatest impact on moving the dial in science education. Multiple large-scale studies have consistently shown positive gains in teacher knowledge and student achievement. When teachers participate in Making Sense of SCIENCE, their students gain a deeper understanding of challenging concepts and greater skill in articulating scientific ideas. The greatest gains were seen among english learners and low-performing students.

Student Success Stems From Quality Teaching
Teachers are the single most important variable impacting student success. To improve student achievement in science, teachers need a deep understanding of the content and a mastery of effective instructional strategies. When teachers experience professional learning that promotes critical thinking, analysis, and reasoning, their approach to teaching is transformed.

This logic is the underpinning of the Making Sense of SCIENCE approach. By investing in high-quality teacher professional development, teacher knowledge and skill improves, and their classroom practice changes in ways that profoundly benefit student achievement.

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“I learned new ways to get kids talking about science, ways to analyze student work, and ways to improve my lessons. I also came face-to-face with some of my own science misconceptions. My teaching practice is changed forever.”

~Vicki Baker
National Board Certified Teacher