



Making Sense of SCIENCE



Connecting teaching and learning with a research-proven approach

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.

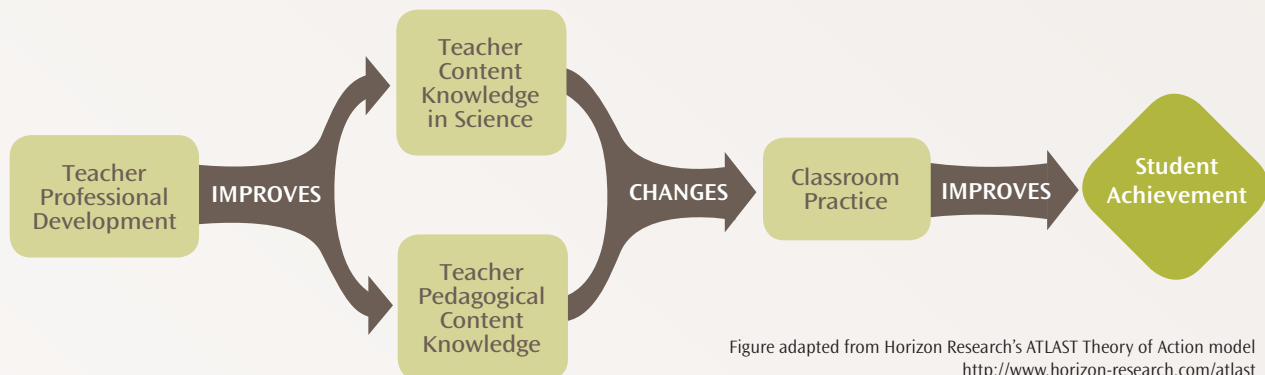


Figure adapted from Horizon Research's ATLAST Theory of Action model
<http://www.horizon-research.com/atlast>

CONTACT

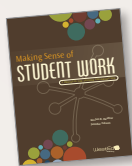
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ORDER & REGISTER

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Products & Resources

Making Sense of SCIENCE Course Materials

This comprehensive series covers K–12 earth, life, and physical science concepts. These materials contain in-depth information related to the science, teaching, and literacy topics covered in a Making Sense of SCIENCE course.

Making Sense of Student Work

This protocol for teacher collaboration is a self-facilitated guide for collaborative groups of K–12 teachers to use in examining and learning from their own students' work.

Formative Assessment Task Banks

This collection of formative assessments is designed to augment teachers' existing curriculum with tasks that go beyond simple recall to promote thinking and reasoning skills.

Digital Resources **FREE!**

We have compiled a set of resources designed to support the work of teachers both in and out of the classroom. The growing library includes array of formative assessments, science tools, and literacy supports.

Services

Teacher Courses *for K–12 classroom teachers*

These professional learning experiences are designed to promote critical thinking, analysis, and reasoning to strengthen teachers knowledge and skill. Each 5-day institute covers one core topic of grades K–12 earth, life, or physical science.

Facilitation Academies *for teacher educators & staff developers*

Our academies prepare staff developers, district science leaders, and other teacher educators to effectively lead a Making Sense of SCIENCE course for teachers. These 5-day institutes give participants the opportunity to experience a teacher course first hand, explore the art of facilitation, and collaborate with other teacher educators around strategies and challenges of facilitating teacher learning.

Custom Trainings *for districts & sites with unique needs*

We can work with your site to design one-of-a-kind trainings that fit the needs of your school, district or university. These trainings can be tailored for pre-service or in-service educators. All trainings are led by seasoned Making Sense of SCIENCE facilitators, are typically held on site, and have flexible dates to fit your scheduling needs.



“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

