OSE High School Biology Unit B.1 Curriculum Launch and Facilitator Training Workshop Series (Hybrid)
EDUO 9359 2 Semester Credits/Units

Course Syllabus

NSTA National Conference Denver, Wednesday, March 20, 2024, with virtual workshops during April 2024.

NSTA National Conference Denver Wednesday, March 20, 2024, 8:15 am MT - 3:15 pm MT.
Virtual Workshops, Tuesdays and Thursdays from 6:00 pm ET - 9:00 pm ET, between April 9, 2024, and April 25, 2024
Virtual Workshops, Saturday, April 6, 2024, and Saturday, April 27, 2024, from 10:00 am ET to 2:00 pm ET

Workshop Overview:
The OSE High School Biology Unit B.1 Curriculum Launch and Facilitator Training Workshop Series is for educators who plan to implement the High School Biology Unit B.1 Ecosystem Interactions & Dynamics in their classrooms and/or want to develop a professional learning facilitator "tool kit" to provide the Full Curriculum Launch workshop for high school biology teachers in their school or district.

Workshop Objectives:

In this 5-day hybrid PD we will:

- Experience and analyze examples of the Anchoring Phenomenon Routine to launch a unit.
- Experience key student investigations and discussions from the unit, build the storyline for| a unit, and reflect on how the curriculum and teacher can support coherence for learners.
- Experience and reflect on establishing classroom Community Agreements to support a culture of figuring out.
- Analyze, experience, plan for, and rehearse key sensemaking discussions.
- Identify assessment opportunities and supports in the unit, analyze student work from an assessment, and reflect on how these support student learning.

Course Assignments/Workshop Agenda:

Day 0 - Introduction to Facilitation of OSE PL
Time Block Focus
11:00 - 4:30 ET Facilitator Foundation: Introduction to OpenSciEd Facilitation

Day 1 - Phenomena and Questions
Time Block Focus
11:00 - 12:00 ET Whole-Group Session
12:00 - 12:10 ET Break and Transition to Unit-Specific
12:10 - 2:00 ET Unit Time: Experience Anchoring Phenomenon Routine
2:00 - 3:00 ET Lunch
3:00 - 6:00 ET Unit Time: Anchoring Phenomenon Routine

Day 2 - Storyline and Coherence
Time Block Focus
11:00 - 12:30 ET Whole-Group Session

12:30 - 12:30 ET Break and Transition to Unit-Specific
12:40 - 2:00 ET Unit Time: Developing the Storyline
2:00 - 3:00 ET Lunch
3:00 - 6:00 ET Unit Time: Key Lessons
Independent Reflection on Days 1 + 2 in the Facilitator Jamboard

Day 3 - Sensemaking Discussions
Time Block Focus
11:00 - 12:30 ET Whole-Group Session
12:30 - 12:30 ET Break and Transition to Unit-Specific
12:40 - 2:00 ET Unit Time: Experience Key Lessons
2:00 - 3:00 ET Lunch
3:00 - 6:00 ET Unit Time: Experience Key Lessons and Plan and Rehearse a Discussion

Day 4 - Supporting and Assessing Students
Time Block Focus
11:00 - 12:15 ET Whole-Group Session
12:15 - 12:30 ET Break and Transition to Unit-Specific
12:30 - 2:00 ET Unit Time: Experience Key Lessons and Analyze Assessment System 2:00
- 3:00 ET Lunch
3:00 - 5:00 ET Unit Time: Experience Key Lessons
5:00 - 5:10 ET Break and Transition to Whole Group
5:10 - 6:00 ET Closing: Discussion, Reflection, and Feedback

Workshop Assessment Rubric:

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
Shows exemplary understanding of the OSE High School Biology Unit B.1 Curriculum Launch and Facilitator Training Workshop Series	Shows basic understanding of the OSE High School Biology Unit B.1 Curriculum Launch and Facilitator Training Workshop Series.	Needs more time to develop an understanding of the OSE High School Biology Unit B.1 Curriculum Launch and Facilitator Training Workshop Series
Shows exemplary application of new knowledge evidenced by completion of the trackers shared during the course	Shows basic application of new knowledge evidenced by completion of the trackers shared during the course.	Needs more time to develop the application of new knowledge evidenced by completion of the trackers shared during the course.
Work is very organized. Supporting material is easy to locate, clearly labeled, and aligns with course assignments	Work is fairly-well organized. Supporting material is hard to locate, not clearly labeled, and aligns only loosely to course assignments.	Work is poorly organized. There is a lack of supporting material, the material is not related to course assignments.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.