



NYSED Turnkey Guidance:

Introduction to the Integrating Science and Language for All Students with a Focus on English Language Learners series

Goal: To provide educators with an introduction to the **Integrating Science and Language for All Students with a Focus on English Language Learners (ELLs)** webinar and brief series.

Materials needed:

- [Introduction Webinar – Integrating Science and Language for All Students with a Focus on English Language Learners](#)

Optional Materials:

- [Integrating Science and Language for All Students with a Focus on English Language Learners](#) webpage
 - includes links to webinars and seven topic briefs created by the New York State Education Department (NYSED) by New York University (NYU) researchers Dr. Okhee Lee, Lorena Llosa, Alison Haas, and Scott Grapin to promote the implementation of New York State P-12 Science Learning Standards and build the instructional capacity of ELL and science educators
- [New York State P-12 Science Learning Standards \(NYSP12SLS\)](#)

Instructions:

- Prior to the presentation, it is suggested that the educators receive the above linked pages. You may want to encourage them to review the pages before beginning the presentation.
 - Links are embedded where necessary.
 - Allocate appropriate time for each stop based on the number of educators and any time constraints.
 - Please read all directions before presenting so that you are aware of the layout and expectations.
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Stop 1: The New York State P-12 Science Learning Standards

Begin the [Introduction to Webinar and Brief Series](#) presentation. Stop the webinar at 0:44 and discuss slide 2, showing the [New York State P-12 Science Learning Standards](#). These standards were adopted in December 2016 and initial transition began July 2017. The NYSP12SLS are based on *A Framework for K-12 Science Education* and the [Next Generation Science Standards](#) (NGSS).

To orient the educator to the NYSP12SLS, ask them the following:

- *What do you know about the NYSP12SLS?*
- *Which standards have you implemented so far?*
- *What has been successful?*
- *What has been challenging?*

Provide an opportunity for pairs or groups to share their thinking. Continue the webinar.

Stop 2: The Purpose of the Webinars and Briefs

Stop the webinar at 10:43. Discuss slide 10. The webinars and briefs provide key understandings about the intersection of science, language instruction, and assessment, increasing accessibility for all students.

Before we move forward in today's introduction, consider asking the following:

- *How are we, as educators, providing meaningful opportunities for all learners in science classrooms?*
- *How do we make science accessible to our diverse learner populations?*
- *How do we connect content to practice using the NYSP12SLS?*

Provide an opportunity for educators to share their individual thinking with the group (i.e., post-it notes on chart paper or a digital whiteboard). Continue the webinar.

Stop 3: Overview of Series

Stop the webinar at 12:17. Discuss slide 11. This slide focuses on the set of seven webinars and briefs that the group will be reviewing.

- Webinar 1 and Brief 1: **Unpacking the New York State P-12 Science Learning Standards**
- Webinar 2 and Brief 2: **Science & Language with English Language Learners**
- Webinar 3 and Brief 3: **Science Instructional Shifts - Integrating Science and language for All Students with a Focus on ELLs**



- Webinar 4 and Brief 4: **Language Instructional Shifts - Integrating Science and language for All Students with a Focus on ELLs**
- Webinar 5 and Brief 5: **A Classroom Example - Integrating Science and language for All Students with a Focus on English Language Learners**
- Webinar 6 and Brief 6: **Science and Language Assessment Shifts**
- Webinar 7 and Brief 7: **Formative Assessment in the Science Classroom**

Together, these 7 sets of webinars and briefs illustrate contemporary approaches to science and language instruction and assessment with ELLs.

Stop 4: Brief Review

Tell educators they will now work in pairs or in groups to review and summarize one of the seven briefs. Assign one brief to each pair/group. Assign one reporter to share out at the conclusion of this activity. Allow each pair/group time to review the brief and create a poster that summarizes the brief.

Provide time for each pair/group to present their posters. Continue the webinar.

Stop 5: Summation

Discuss slide 14 and give the group one minute to think about the needs of all learners, including ELLs. Allow educators an opportunity to revisit the questions from Stop 2.

- *How are we, as educators, providing meaningful opportunities for all learners in science classrooms?*
- *How do we connect content to practice using the NYSP12SLS?*

Provide time for closing thoughts and reflection. If time allows, educators may also want to consider the following:

- *How do we integrate science and language in instruction and classroom assessment for all students with a focus on ELLs currently?*
- *What approaches do we use with ELLs when it comes to science assessments?*

Remind educators that the webinars and briefs can be found on the [Integrating Science and Language for All Students with a Focus on English Language Learners](#) webpage.