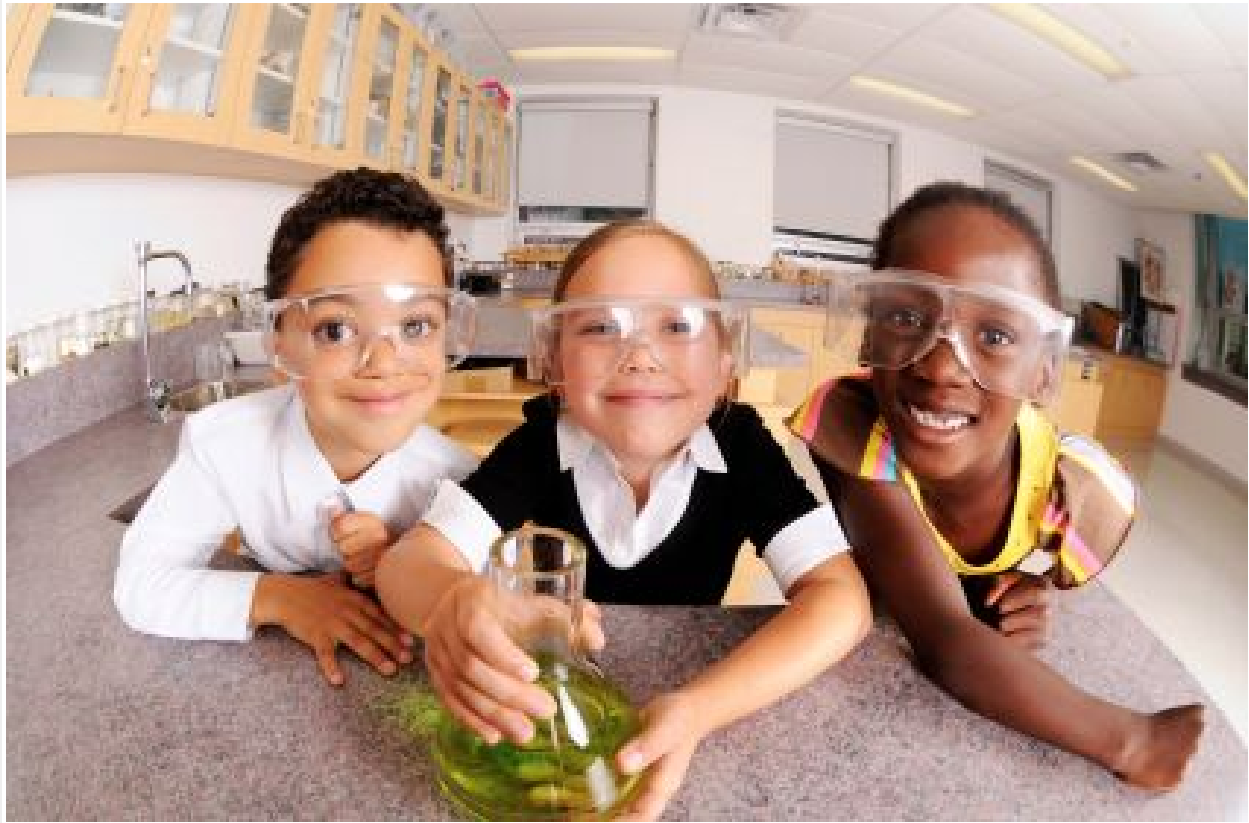


**Elementary Day @ NSTA is Friday, November 11 at the Multnomah Room of the Lloyd Center DoubleTree Hotel.**



**Session 1: 8am-10am**

**Title:** Articulating the “Why”: Science in the Elementary Years

**Short Description:**

Principals and elementary teachers will learn why science instruction is important for students and why it is an equity issue if science is not taught.

**Abstract:**

Nationally 39% of elementary schools report that no science teaching occurs in their schools. Oregon is last in the nation with only 1.9 hours/week (on average) of elementary science instruction. It becomes an equity issue when students are not provided the opportunity to become scientifically literate so they can fully function in the 21st century as adults. In education reform efforts, the role of the principal in effecting school-level change is key, from ensuring that 1.) science is regularly scheduled, 2.) there is available lab space and materials and supplies, and 3.) teachers are supported in science professional development efforts. This session is intended for principals and teachers who are interested in a dialogue about elementary science instruction and how the lack of it impacts the futures of our most vulnerable students. A panel of local business/industry, PK-20 educational leaders, and STEM Hubs will share their experiences so participants can see argument for why it is important that we change what we are doing and why it is important for our students, communities and state. Together, we will identify the barriers that can hold schools back from providing science instruction and the solutions to overcome those barriers.

**Session #2: 10:30am-12:30pm****Title:** Taking Stock and Planning for Three-Dimensional Science Teaching and Learning in Elementary Schools**Short Description:**

Elementary teacher and administrators will learn implementation strategies for transforming their schools' culture to be more inclusive of 3-D science teaching and learning.

**Abstract:**

At the elementary level, science has traditionally taken a back seat to subjects that are included in national accountability measures. However, in order to ensure that all students develop skills and habits of mind that will prepare them for future education, career pathways, and citizenship in the 21st Century, even our youngest students need to have access to "three-dimensional" learning opportunities called for by the *NGSS*. In this session, elementary teacher and administrator teams will have the opportunity to assess the state of science teaching and learning within their schools. Drawing from the research discussed in the *Guide to Implementing the Next Generation Science Standards* (NCR, 2015), and *Science Teachers' Learning: Enhancing Opportunities, Creating Supportive Contexts* (NCR, 2015), participants will reflect on strengths and weaknesses in their schools' elementary science programs, interact with elementary administrators who have successfully established a strong culture of science/STEM learning within their schools, and begin developing a plan for supporting teachers as they increase student access to three-dimensional science learning experiences.

**Session 3: 3-5pm****Title:** The State of Science/STEM/STEAM Education in Oregon**Short Description:**

In this networking session, participants will learn about various science, STEM, and STEAM projects that have been made possible by funding granted by the State of Oregon.

**Abstract:**

In December 2015, the STEM Investment Council made a strong argument that the future growth of Oregon's economy is dependant on the state increasing and engaging all students in STEM. Various state initiatives have led to an increase in funding for science, STEM and CTE programming and research throughout the State of Oregon. In this networking session, projects resulting from Math and Science Partnerships, STEM Hub and STEM innovation grants, will be shared. Participants will learn about the exciting programs across the state that have already begun to propel STEM education forward and are closing the achievement gap. Our hope is that you will walk away with ideas that could be replicated in your classroom, school and/or district and with connections that will help you transform your school(s).

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