

North Cascades and Olympic Science Partnership

Impact Areas

Analysis of major NCOSP accomplishments described in a recent evaluation report reveal these broad areas of impact, as made evident by the quotes from involved educators:

- ***Improved science learning and teaching throughout the region***

"I now think a lot about student misconceptions, providing depth over breadth, and helping students with their metacognitive skills." —community college science professor

"I spend more time 'thinking' about what I should be teaching rather than just something I enjoy teaching in science. I pull out all the resources to make more specific decisions based on research." —elementary teacher

- ***A cohesive and collaborative regional network of K-16 science educators who are committed to science education reform***

"NCOSP has provided a 'springboard' for the improvement of science teaching and learning in our region, including the development of collaborative networks both within and between our districts." —school superintendent

- ***A collective perspective of research-based educational reform and collaboration***

"... NCOSP's PD has guided my efforts to understand scientific inquiry and how students learn. I feel part of a larger community of educators who have common understandings about research-based instructional practices and a common vision for science reform."—Teacher Leader

- ***Products to sustain and expand the community's work and vision of reform***

"NCOSP has greatly improved my science teaching and a lot of the tools I use now are all from NCOSP (CTS, Lesson Study, Inquiry Boards, Notebooking, Questioning Strategies, LASW, Probes) ...The tools we use we will continue to use because they are excellent." —middle school science teacher

- ***A state-wide reputation synonymous with high quality professional development and materials in science***

"...Principals and teachers in [our district] are so very impressed with the outstanding success of our Science PLC's. Principals want to be able to replicate these PLCs in other content areas. While I know it took several years and an incredible amount of background knowledge for your [NCOSP] science leaders to become so skilled at facilitating effective PLC's, none the less I am

writing to see if you know of anyone who might work with our principals ... to share with them the fundamentals of the science PLCs and help them transfer this knowledge to the development of other teams in their buildings. Our superintendent has set aside funds to pay a consultant, but I wanted to keep it close to home and close to what our science teams are currently experiencing... Any assistance you could give us would be greatly appreciated..." —request sent to the Project Director from a district curriculum director.

- ***Increased leadership capacity among Teacher Leaders***

"I love teaching science ... and I see myself there for a long time to come. I plan on working with the other science teachers in my building... Outside of my building I am the district science coordinator. I think that I can be much more effective now as I have a much better understanding of where as a district we should be aiming. I have much better leadership skills; I can plan a professional development activity for many different audiences (school board, principals, teachers and so on), and I know what my resources are at NCOSP and feel comfortable accessing them." —teacher leader reflecting on NCOSP experience

"There are no words to tell you how proud I was of our Science Team at the science inservice yesterday. The professional development session was well planned, on target, and achieved its purpose. This was an excellent example of NCOSP teacher leaders stepping up to the plate and sharing the expertise they have learned over the past five years. I am very optimistic about [our] Science Program and its future growth and improvement. Well done, and our district can look forward to continued progress with your leadership. Thanks for all that you do in your buildings and for the district. You are a great team!" —Note to district teacher leaders from an elementary school principal.