

# NGSS NOW

## 5 things to know about quality K-12 science education in May 2019

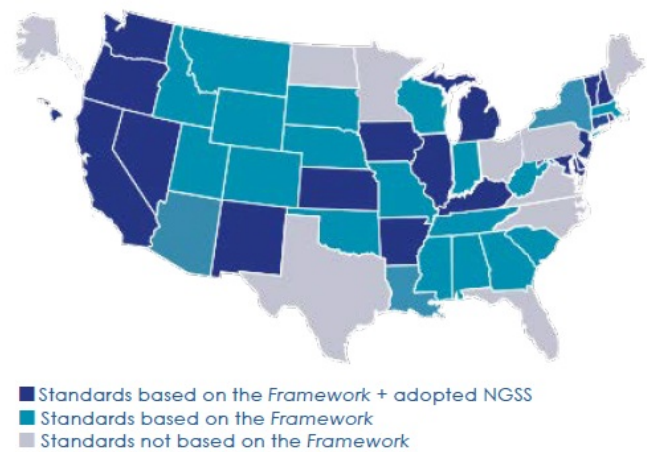


### 1 The State of State Science Education Policy: Achieve's 2018 Science Policy Survey

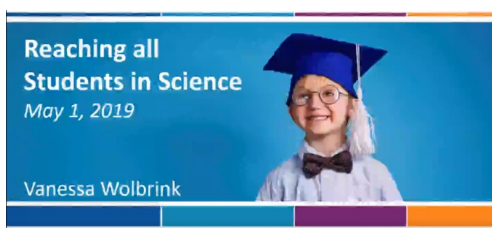
In the six years since the Next Generation Science Standards were released, forty-two states have adopted new science standards. Standards are an important policy lever for states to ensure that there are high expectations for all students; but for initiatives to have a long-term impact on the state education system, change needs to happen at all levels of the system - from the classroom level up through state policies. A [new report from Achieve](#) reveals the findings from a Science Policy Survey administered during the summer of 2018 to state education agencies to better understand state-level science education policies. The report summarizes the key survey results and provides an overview of states' K-12 education policies and goals in science. It also aims to identify where states may need to adjust science education policies to create more coherence among policies, elevate examples of state leadership, and to encourage states to take steps to strengthen and develop their programs based on the evidence and resources available.

Read the full report [here](#).

Figure 1: Science Standards Across the U.S. <sup>4</sup>



### 2 Webinar: Reaching All Students in Science



Don't miss [the recording of Reaching All Students in Science](#), a 30-minute equity-focused webinar presented by Achieve's own Vanessa Wolbrink. In the webinar, Vanessa dives into four key features of equity in the classroom: relevant and engaging phenomena, asset-based thinking, student agency and identity, and accessibility.

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### 3 From California Classroom Science: Using Authentic Science Texts as the Anchoring Phenomenon to Engage English Learners

This [blog post](#) from *California Classroom Science* looks at how using central, authentic science texts can be an anchoring phenomenon in supporting student mastery - particularly among English Learners - of the NGSS.

*"...science texts (when chosen and used properly) can act as powerful anchoring phenomenon to drive instruction, engagement, and align with assessments of student learning. For ELs, interacting with the text and others to make meaning of science ideas from the text, provides them with the instruction needed to thrive in science classrooms and develop language and literacy."*

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### 4 From Scientific American: Where Are the Black Women in STEM Leadership?

This [piece](#) in *Scientific American* points out the ongoing struggle to attract and retain diverse talent in STEM fields and examines a few possible solutions.

*"Today, Black women are working in every industry imaginable and doing jobs that, just a generation or two ago, we could only dream of. Yet the number of those working at senior levels in STEM fields remains distressingly low. In March, the National Science Foundation reported that in 2016 alone, Black women earned more than 33,000 bachelor's degrees in science and engineering, and 24 percent of doctorates awarded to Black women were in STEM. But that same report showed that in 2017, only 5 percent of managerial jobs in STEM were held by Black women and men combined. So, where are we?"*



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### 5 Maine Adopts the NGSS

Congratulations to Maine for officially adopting the Next Generation Science Standards, ensuring even more students will experience three-dimensional science learning.

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