



2

OR6MMDRPPPL3LRLLM in Phenomena

This one-hour professional learning facilitation module is designed to deepen participants' capacity to identify a variety of instructionally productive and meaningful phenomena. Participants consider effective use of phenomena in a classroom and their importance for ensuring all students engage in science and engineering.

See the ACESSE Resource H on the STEM Teaching Tools website [here](#) and register for a related webinar [here](#).



3

Reimagining Science Education: The Pathway to Convergence Education

In this panel discussion hosted by the U.S. Department of Education, policymakers and practitioners will come together to discuss the growing interdisciplinary nature of real-world issues in the science classroom, promising practices, and the benefits for students when we don't teach and learn in silos.

Register for the U.S. Department of Education event [here](#).

4

Commentary: California Must Prioritize Science Education to Stay Competitive

Learner populations—continued to use science content to engage students in ELA and math [during the 2020-21 school year]. This helped ensure that science education continued in these districts amid the pandemic.”

See the EdSource commentary about a recent PPIC report on the impact of COVID-19 on science education [here](#) and a PPIC virtual event recording about the same report [here](#).

5

Safety Lessons Learned From the COVID-19 Pandemic

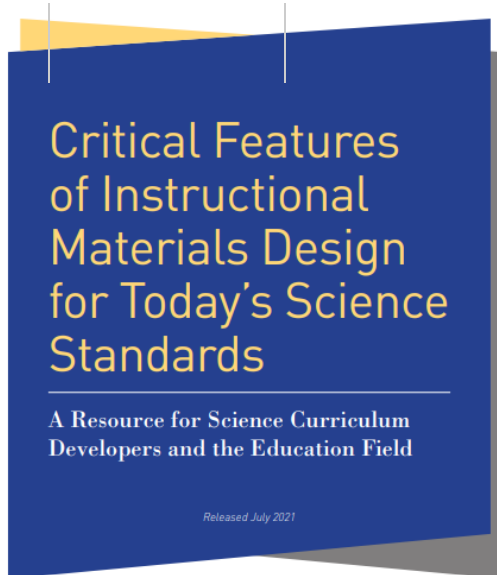
The COVID-19 pandemic caused schools to increase focus on safety and health for students in school and the science classroom. This NSTA blog post discusses ways to promote STEM safety during hands-on activities and demonstrations, including lessons learned from modifications to safety protocols made during the COVID-19 pandemic.

See the blog post [here](#).



6

ICYMI: Critical Features of Instructional Materials Design for Today's Science Standards



Last year, EdReports and NextGenScience teamed up to create a resource that describes some of the most important features of instructional materials that are based on *A Framework for K–12 Science Education*. Intended for both educator and science curriculum developer audiences, it reflects findings based on hundreds of reviews of science instructional materials, implications for the field, and examples of what these features can look like.

See the resource and a corresponding webinar recording [here](#).

