

RESPeCT Summer Institute Professional Development Leader Guide (PDLG)

Grade Level	4	Day	7	STeLLA Strategy	SCSL Strategy D: Select Content Representations and Models	Subject Matter Focus	Energy Transfer
Focus Questions	<ul style="list-style-type: none"> • How do you know when a content representation is appropriate and matched to the main learning goal? • How can we engage students in using content representations and models in meaningful ways? • Where does energy come from? Where does it go? 						
Main Learning Goals	<p>Participants will understand the following:</p> <ul style="list-style-type: none"> • Content representations can be helpful tools if they're matched to the learning goal of a lesson, are scientifically accurate, and address common student misconceptions. In addition, they must be comprehensible to students without reinforcing or introducing misconceptions and without distracting students with too many details or new terms. • To ensure meaningful learning from content representations, students need to be engaged in modifying or creating the representations, in analyzing their meaning, and in critiquing them. • Energy isn't created or destroyed, but it can undergo many changes (transformations). • Student understandings of energy transfer can be facilitated by modeling energy as discrete objects that can be moved between containers. • Heat is the end form of energy and isn't easily transformed to other forms. 						
Preparation			Materials			Videos	
<p>Daily Setup Tasks</p> <ul style="list-style-type: none"> • Check that video clips are correctly linked to PowerPoint (PPT) slides. • Set up PowerPoint. • Make sure video clips play correctly with good sound. • Arrange furniture and food. • Arrange participant materials. • Put up posters and charts. <p>Planning and Preparation Tasks</p> <ul style="list-style-type: none"> • Study the PDLG, PowerPoint slides (PPTs), video clips, and handouts. Make changes to PPTs if needed. • Review the reflections from day 6 and create a summary slide (PPT 2). • Watch the video clips and anticipate participant responses. • Prepare charts for the day's agenda and 			<p>Posters and Charts</p> <ul style="list-style-type: none"> • STeLLA Framework and Strategies poster • Day-7 Agenda (chart) • Norms for Working Together (chart) • Day-7 Focus Questions (chart) • Strategy charts from days 1–6 (STL strategies 1–7 and SCSL strategies A, B, C, and I) • Parking Lot poster <p>Handouts in RESPeCT PD Binder Front Pocket</p> <ul style="list-style-type: none"> • Z-fold summary chart: Science Content Storyline Lens Strategies <p>Handouts in RESPeCT PD Binder, Day 7</p> <ul style="list-style-type: none"> • 7.1 Analysis Guide D (5 copies: 2 for examples matched to learning goal; 2 for lesson analysis; 1 for content deepening 			<ul style="list-style-type: none"> • Video Clip 7.1: Bernstein classroom (SCSL strategy D); 7.1_stella_et_bernstein_L3_c1 • Video Clip 7.2: Knight classroom (SCSL strategy D); 7.2_stella_et_knight_L3_c1 	

<p>focus questions.</p> <ul style="list-style-type: none"> • Review the information on energy-flow diagrams (including examples) in ET lesson 5a in the lesson plans binder. • For content deepening: <ul style="list-style-type: none"> • Assemble materials for energy-beans investigation. 	<p>analysis)</p> <ul style="list-style-type: none"> • 7.2 Transcript for Video Clip 7.1 • 7.3 Transcript for Video Clip 7.2 • 7.4 Energy-Beans Worksheet • 7.5 Energy-Beans Procedure • 7.6 Daily Reflections—Day 7 <p>Handouts in RESPeCT Lesson Plans Binder</p> <ul style="list-style-type: none"> • 4.2 Potential and Kinetic Energy: Energy Changing Costumes (from ET lesson 4b) • 5.1 Mumford and Leroy’s Big Crash, Part 4 (from ET lesson 5a) <p>Supplies</p> <ul style="list-style-type: none"> • Science notebooks • Chart paper and markers • Optional: Ramp-and-marble setup (from ET lesson 2a) • For content deepening energy-beans investigation (per pair of participants): <ul style="list-style-type: none"> • Six 1-ounce plastic cups • 30 dried pinto beans <p>PD Resources</p> <ul style="list-style-type: none"> • STeLLA strategies booklet • RESPeCT PD program binder • RESPeCT lesson plans binder <p>Resources in Lesson Plans Binder</p> <p><i>Resources section:</i></p> <ul style="list-style-type: none"> • Energy and Energy Transfer Content Background Document • Common Student Ideas about Energy 	
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DAY 7 SESSION OUTLINE

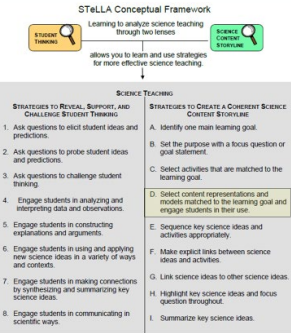
Time	Activities	Purpose
8:00–8:25 25 min	Getting Started: Housekeeping, Agenda, Day-6 Reflections, Norms, Focus Questions	<ul style="list-style-type: none"> • Build community by sharing participants' reflections from day 6. • Set the stage for a day of learning.
8:25–9:00 35 min	Introducing SCSL Strategy D	<ul style="list-style-type: none"> • Deepen participants' knowledge of the purpose and key features of SCSL strategy D.
9:00–10:20 80 min (Includes 10-min break)	Sample Analysis of Content Representations	<ul style="list-style-type: none"> • Develop participants' ability to analyze content representations to determine how well they match the main learning goal. • Deepen participants' science-content knowledge as it emerges from analyzing content representations.
10:20–12:00 100 min	Lesson Analysis: SCSL Strategy D	<ul style="list-style-type: none"> • Develop participants' ability to analyze content representations to determine how well engaged students are in their use. • Use lesson analysis of classroom videos to better understand STeLLA strategy D. • Deepen participants' science-content knowledge of energy transfer through lesson analysis.
12:00–12:45 45 min	LUNCH	
12:45–3:15 150 min (Includes 10-min break)	Content Deepening: Energy Transfer	<ul style="list-style-type: none"> • Deepen participants' science-content knowledge of energy transfer by using content representations and models matched to the learning goal. • Deepen participants' science-content knowledge of energy transfer by conducting an investigation from ET lesson 5a.
3:15–3:30 15 min	Wrap-Up: Summary, Homework, and Reflections	<ul style="list-style-type: none"> • Summarize and reflect on key ideas about SCSL strategies A, B, C, D, and I and the SEC science content, lesson plans, and lesson analysis work.

DAY 7

PD Model: Time/Phase	Purpose, Content, and What Participants Do	Slides	Process
<p>8:00–8:25 25 min</p> <p>Getting Started</p> <p>Slides 1–7</p>	<p>Purpose</p> <ul style="list-style-type: none"> • Build community by sharing participants’ reflections from day 6. • Set the stage for a day of learning. <p>What Participants Do</p> <ul style="list-style-type: none"> • Review the day’s agenda. • Discuss reflections from day 6. • Review and discuss progress on the RESPeCT program norms. • Read today’s focus questions. <p>Posters and Charts</p> <ul style="list-style-type: none"> • STeLLA Framework and Strategies poster • Day-7 Agenda (chart) • Norms for Working Together (chart) • Day-7 Focus Questions (chart) 	<div data-bbox="856 310 1325 654"> </div> <div data-bbox="856 654 1325 1057"> <p>Agenda for Day 7</p> <ul style="list-style-type: none"> • Day-6 reflections • Focus questions • Introducing SCSL strategy D • Sample analysis of content representations • Lesson analysis: SCSL strategy D • Lunch • Content deepening: energy transfer • Summary, homework, and reflections </div>	<p>Display Slide 1. RESPeCT PD Program (5 min)</p> <p>a. Take care of any housekeeping issues.</p> <hr/> <p>Display Slide 2. Agenda for Day 7 (5 min)</p> <p>a. Talk through the agenda for the day.</p>

PD Model: Time/Phase	Purpose, Content, and What Participants Do	Slides	Process																
		<p style="text-align: center;">Trends in Reflections</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Lesson Analysis</th> <th style="width: 50%;">Science Content Learning</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	Lesson Analysis	Science Content Learning															<p>Display Slide 3. Trends in Reflection (3 min)</p> <p>a. Give participants time to review your feedback on their reflections from day 6 and offer reactions, comments, or follow-up questions.</p>
Lesson Analysis	Science Content Learning																		
		<p style="text-align: center;">Norms for Working Together: The Basics</p> <p>Purpose: Build trust and develop a productive study group for all participants.</p> <p>The Basics</p> <ul style="list-style-type: none"> • Arrive prepared and on time; stay for the duration; return from breaks on time. • Remain attentive, thoughtful, and respectful; engage and be present. • Eliminate interruptions (turn off cell phones, email, and other electronic devices; avoid sidebar conversations). • Make room for everyone to participate (monitor your floor time). 	<p>Display Slide 4. Norms for Working Together: The Basics (2 min)</p> <p>a. Review the norms and ask participants to think about areas where they could improve individually or as a group.</p> <p>b. “How do you think we’re doing individually and as a group applying these norms? Do you have any comments or suggestions about areas where we could improve?”</p>																


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		<p>Norms for Working Together: The Heart</p> <p>Purpose: Build trust and develop a productive study group for all participants.</p> <p>The Heart of RESPeCT Lesson Analysis and Content Deepening</p> <ul style="list-style-type: none"> • Keep the goal in mind: analysis of teaching to improve student learning. • Share your ideas, uncertainties, confusion, disagreements, questions, and good humor. All points of view are welcome. • Expect and ask questions to deepen everyone's learning; be constructively challenging. • Listen carefully; seek to understand other participants' points of view. 	<p>Display Slide 5. Norms for Working Together: The Heart (5 min)</p> <p>a. Review the norms that are at the heart of the RESPeCT program and ask participants to think about areas where they could improve individually or as a group.</p> <p>b. Emphasize: “We’re doing quite well with our norms, but as we approach the fall, I hope to see our interactions evolving so that you feel comfortable interacting less through your PD leaders as the ‘teachers’ and direct more of your questions and comments to one another, challenging each other, piggybacking on each other’s ideas, and listening carefully to one another so that everyone is contributing to the kind of productive analysis that will help us figure out ways to strengthen our students’ science learning.”</p> <p>c. Offer an opportunity for participants to comment on how the group is doing with these norms. Ask, “Are there any areas where we could improve? Any suggested changes?”</p>

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		<p style="text-align: center;">Today's Focus Questions</p> <ol style="list-style-type: none"> 1. How do you know when a content representation is appropriate and matched to the main learning goal? 2. How can we engage students in using content representations and models in meaningful ways? 3. Where does energy come from? Where does it go? 	<p>Display Slide 6. Today's Focus Questions (1 min)</p> <p>a. Introduce the focus questions on the slide.</p>
		<p style="text-align: center;">STeLLA Conceptual Framework</p>  <p>The diagram illustrates the STeLLA Conceptual Framework. At the top, it states 'Learning to analyze science teaching through two lenses' with arrows pointing to 'Student Needs' and 'Science Content'. Below this, it says 'allows you to learn and use strategies for more effective science teaching'. The framework is divided into two columns: 'STRATEGIES TO REVEAL, SUPPORT, AND CHALLENGE STUDENT THINKING' and 'STRATEGIES TO CREATE A COHERENT SCIENCE CONTENT STORYLINE'. The first column lists 8 strategies for student thinking, and the second column lists 9 strategies for creating a coherent science content storyline.</p>	<p>Display Slide 7. STeLLA Conceptual Framework (2 min)</p> <p>a. “We’ll be focusing on STeLLA strategy D today. Notice that this SCSE strategy has two parts. The first part—select content representations and models matched to the learning goal—sounds similar to strategy C—select activities that are matched to the learning goal. The second part focuses on <i>engaging</i> students in the use of content representations. This ensures that students aren’t just <i>looking</i> at diagrams or models but are <i>actively engaging</i> with them.”</p>

PD Model: Time/Phase	Purpose, Content, and What Participants Do	Slides	Process
8:25–9:00 35 min Introducing of SCSL Strategy D Slides 8–10	<p>Purpose</p> <ul style="list-style-type: none"> • Deepen participants’ knowledge of the purpose and key features of SCSL strategy D. <p>Content</p> <ul style="list-style-type: none"> • Strategy D content representations can be especially useful in helping students see how the science content storyline fits together. • Content representations (such as diagrams, analogies, graphs, concept maps, models, videos, simulations, and role-plays) can make science ideas more concrete and real for students. • Content representations are most meaningful when students are engaged in constructing and critiquing them. • Content representations support English language learners by providing a variety of ways for them to understand science ideas that extend beyond words. <p>What Participants Do</p> <ul style="list-style-type: none"> • Make, share, and discuss charts summarizing the purpose and key features of SCSL strategy D. • Discuss questions about strategy D. <p>Supplies</p>	<p>Lesson Analysis: Focus Question 1</p> <p>How do you know when a content representation is appropriate and matched to the main learning goal?</p>	<p>Display Slide 8. Lesson Analysis: Focus Question 1 (Less than 1 min)</p> <p>a. “Now let’s explore the first part of strategy D and our first focus question.”</p> <p>b. Read the focus question on the slide.</p>
		<p>SCSL Strategy D: Purpose and Key Features</p> <p>What are the purpose and key features of this strategy?</p> <p>Cite ideas and examples from the STeLLA strategies booklet and your SCSL Z-fold summary chart.</p>	<p>Display Slide 9. SCSL Strategy D: Purpose and Key Features (25 min)</p> <p>a. Small groups (12 min): Divide participants into two groups and have each group make a chart identifying the purpose and key features of strategy D described in their SCSL Z-fold summary charts and the STeLLA strategies booklet.</p> <p>b. Whole group (8 min): Have groups report out. Then ask, “What differences do you notice between the two charts?”</p> <p>Key ideas:</p> <ul style="list-style-type: none"> • Content representations can help students envision things that are too big or too small for them to see firsthand in the classroom, or processes that take place too quickly or slowly for them to perceive. • Content representations give students access to different ways of making sense of

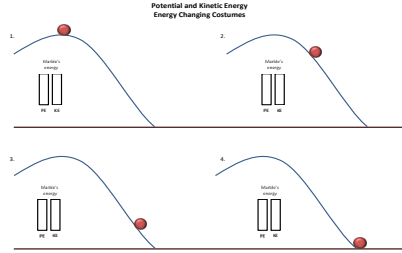
PD Model: Time/Phase	Purpose, Content, and What Participants Do	Slides	Process
	<ul style="list-style-type: none"> Chart paper and markers <p>PD Resources</p> <ul style="list-style-type: none"> STeLLA strategies booklet SCSL Z-fold summary chart (front pocket of PD binder) 	<div style="background-color: #e0e0e0; padding: 5px; margin-bottom: 10px;"></div> <p>Strategy D: Discussion Questions</p> <ol style="list-style-type: none"> How is this strategy similar to or different from selecting activities matched to the learning goal (strategy C)? How might good content representations be especially helpful for English language learners? 	<p>key science ideas.</p> <ul style="list-style-type: none"> If content representations or models are closely matched to the main learning goal, they can be especially useful in helping students see how the science content storyline fits together. There are many different types of content representations (analogies, metaphors, and visual representations, such as diagrams, charts, graphs, concept maps, models, and role-plays). Content representations can reveal and challenge student thinking if students are involved in creating, modifying, and analyzing the representations (instead of just listening to the teacher explain them). <hr/> <p>Display Slide 10. Strategy D: Discussion Questions (10 min)</p> <p>a. Whole group: Discuss the questions on the slide.</p> <p>Key ideas:</p> <ul style="list-style-type: none"> Slide question 1: Both strategy C and strategy D emphasize that all activities must be matched to the main learning goal. Strategy D, however, emphasizes a very important kind of activity: content representations. It also emphasizes that teachers should actively engage students in creating, modifying, and using content representations. Slide question 2: Good content representations can benefit all students, but they especially benefit ELL students because they present science ideas in

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			pictures, images, and other visual formats in addition to words.
<p>9:00–10:20 80 min (Includes 10-min break)</p> <p>Sample Analysis of Content Representations</p> <p>Slides 11–17</p>	<p>Purpose</p> <ul style="list-style-type: none"> Develop participants’ ability to analyze content representations to determine how well they match the main learning goal. Deepen participants’ science-content knowledge as it emerges from analyzing the content representations. <p>Content</p> <ul style="list-style-type: none"> There are six criteria used in analyzing and selecting a content representation that is matched to the main learning goal. <p>What Participants Do</p> <ul style="list-style-type: none"> Study how Analysis Guide D is organized. Use the analysis guide to analyze three examples of energy-transfer content representations (drawn from content deepening or Energy Transfer lessons). 	<p>Analysis Guide for Strategy D</p> <ul style="list-style-type: none"> Read through Analysis Guide D (handout 7.1 in your PD program binder). Keep this question in mind: What do you notice about how this guide is organized? 	<p>Display Slide 11. Analysis Guide for Strategy D (10 min)</p> <p>a. Have participants locate Analysis Guide D in their PD program binders (handout 7.1).</p> <p>c. Individuals: “As you read through the analysis guide, keep in mind the discussion question on the slide.”</p> <p>d. Whole group: Discuss the question on the slide.</p> <p>Key ideas:</p> <ul style="list-style-type: none"> The analysis guide focuses on the main learning goal by having participants write that down first. The guide is divided into three parts. Part 1 focuses on how well matched the content representation is to the main learning goal. Part 2 focuses on how well engaged students are in using the content representation. The guide ends with identifying ways to improve the content representation and its use in a lesson (part 3).

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	<p>Handouts in PD Binder</p> <ul style="list-style-type: none"> 7.1 Analysis Guide D (two copies) <p>Handouts in Lesson Plans Binder</p> <ul style="list-style-type: none"> 4.2 Potential and Kinetic Energy: Energy Changing Costumes (from ET lesson 4b) <p>Supplies</p> <ul style="list-style-type: none"> Optional: Ramp-and-marble setup (from ET lesson 2a) <p>PD Resources</p> <ul style="list-style-type: none"> STeLLA strategies booklet RESPeCT lesson plans binder 	<p>Content Representation 1: Ramp-and-Marble Model</p> <p>Read the main learning goal and the description of the content representation in Analysis Guide D1 (page 1 of handout 7.1).</p> <p>Main learning goal: Energy can move or transfer from object to object.</p> <p>Description of content representation: Students use a ramp-and-marble model (a ruler-ramp of varying heights, a marble, and a block of Styrofoam) to simulate the transfer of kinetic energy from one object to another.</p> <hr/> <p>Content Representation 1: Ramp-and-Marble Model</p>  <p><small>Photo courtesy of Cal Poly Pomona</small></p>	<p>Display Slide 12. Content Representation 1: Ramp-and-Marble Model (5 min)</p> <p>a. Set the context: “Now we’re going to analyze a content representation to see how well it’s matched to the learning goal stated on the slide.”</p> <p>b. Have participants read the main learning goal and the description of the content representation in Analysis Guide D1 (page 1 of handout 7.1).</p> <hr/> <p>Display Slide 13. Content Representation 1: Ramp-and-Marble Model (15 min)</p> <p>a. Individuals: Have participants work independently on part 1 of Analysis Guide D1.</p> <p>b. Pairs: “Now pair up and discuss your answers to the analysis questions.”</p>

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		<p>Does Content Representation 1 Match the Main Learning Goal?</p> <p>How did you answer these questions from part 1 of Analysis Guide D1?</p> <ol style="list-style-type: none"> 1. Is the content representation scientifically accurate? 2. Is it closely matched to the main learning goal? 3. Does it present science ideas to students in comprehensible ways? 4. Does it reinforce/introduce any misconceptions? 5. Does it address common misconceptions? 6. Does it contain distracting details? 	<p>Display Slide 14. Does Content Representation 1 Match the Main Learning Goal? (15 min)</p> <ol style="list-style-type: none"> Whole group: Discuss participants' responses to the questions in part 1 of Analysis Guide D1. (See ideal responses below.) Ask: "How might this content representation be improved? Would you use it with your students?" <p>Key ideas:</p> <ul style="list-style-type: none"> • Students roll a marble down a ruler-ramp, and it collides with a Styrofoam block at the bottom of the ramp. The marble pushes the Styrofoam across the table. • The height of the ramp affects the amount of potential and kinetic energy in the system. • The model shows a transfer of energy from the marble to the Styrofoam block when they collide. • The Styrofoam block moves farther when the marble rolls down a higher, steeper ramp than when it rolls down a lower, less-steep ramp. • The marble on the steeper ramp is moving faster and therefore has more energy than the marble on the lower ramp. <p>Ideal responses:</p> <ol style="list-style-type: none"> 1. Yes. 2. Yes, this model closely matches the learning goal (energy can transfer from object to object).

PD Model: Time/Phase	Purpose, Content, and What Participants Do	Slides	Process
		<p data-bbox="890 846 1289 898">Content Representation 2: Hill-and-Marble Diagram</p> <p data-bbox="890 915 1289 976">Read the main learning goal and the description of the content representation in Analysis Guide D2 (page 2 of handout 7.1).</p> <p data-bbox="890 987 1289 1029">Main learning goal: Energy can change, or transform, from potential energy to kinetic energy.</p> <p data-bbox="890 1040 1289 1143">Description of content representation: Students examine a diagram showing four positions of a marble rolling down a hill and describe the amount of potential and kinetic energy the marble has in each position.</p>	<p data-bbox="1352 277 1885 456">3. Yes. 4. No. 5. Yes. 6. No, it doesn't distract students with too many details. No really difficult vocabulary terms.</p> <p data-bbox="1352 477 1892 776">Take-home message: Trying to address all six of these criteria is a balancing act or trade-off. To make complex science ideas meaningful and comprehensible to students, the content representation needs to be simplified, but simplifications can sometimes be misleading in terms of scientific accuracy. The important thing is for teachers to be aware of such problems so they can be addressed.</p> <p data-bbox="1352 813 1892 872">Display Slide 15. Content Representation 2: Hill-and-Marble Diagram (5 min)</p> <p data-bbox="1352 938 1885 1300">a. Set the context for analyzing another content representation. b. Have participants turn to Analysis Guide D2 (page 2 of handout 7.1) and read the main learning goal and a description of the content representation. c. Direct participants to locate handout 4.2 (Potential and Kinetic Energy: Energy Changing Costumes) in their lesson plans binders and review the activity in ET lesson 4b.</p>

PD Model: Time/Phase	Purpose, Content, and What Participants Do	Slides	Process
		<p style="text-align: center;">Content Representation 2: Hill-and-Marble Diagram</p>  <p style="text-align: center;">Potential and Kinetic Energy Energy Changing Costumes</p>	<p>Display Slide 16. Content Representation 2: Hill-and-Marble Model (10 min)</p> <p>a. Individuals: Have participants work independently on part 1 of Analysis Guide D2.</p> <p>Note: If time is short, just do partner work.</p> <p>b. Pairs: “Now pair up and discuss your answers to the analysis questions.”</p>
		<p style="text-align: center;">Does Content Representation 2 Match the Main Learning Goal?</p> <p>How did you answer these questions from part 1 of Analysis Guide D2?</p> <ol style="list-style-type: none"> 1. Is the content representation scientifically accurate? 2. Is it closely matched to the main learning goal? 3. Does it present science ideas to students in comprehensible ways? 4. Does it reinforce/introduce any misconceptions? 5. Does it address common misconceptions? 6. Does it contain distracting details? 	<p>Display Slide 17. Does Content Representation 2 Match the Main Learning Goal? (10 min)</p> <p>a. Whole group: Discuss participants’ responses to the questions in part 1 of Analysis Guide D2. (See ideal responses below.)</p> <p>b. Ask: “How might this content representation be improved? Would you use it with your students?”</p> <p>Key ideas:</p> <ul style="list-style-type: none"> • Energy moves from place to place and can transfer from object to object in a collision. • Some energy, such as potential energy, can’t be detected in the same way kinetic energy can. • Objects above the ground have potential energy. This form of energy is stored. • Energy isn’t created; it comes from somewhere.

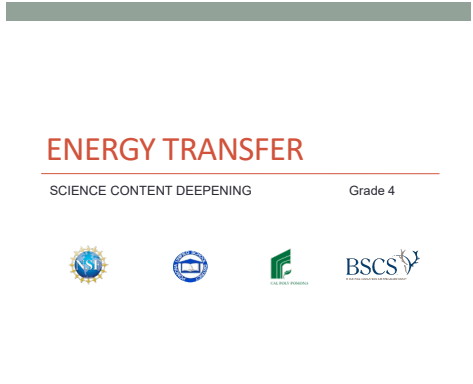
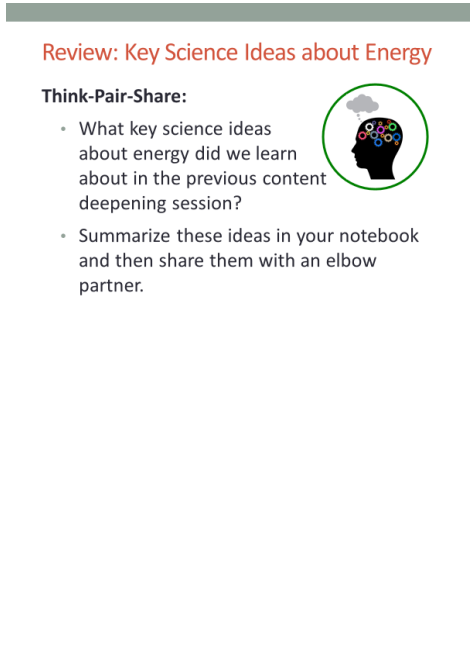
PD Model: Time/Phase	Purpose, Content, and What Participants Do	Slides	Process
			<ul style="list-style-type: none"> • Potential energy can transform into kinetic energy as an object moves from a higher place to a lower place. <p>Ideal responses:</p> <ol style="list-style-type: none"> 1. Yes. 2. Yes, this content representation is matched to the learning goal. 3. Yes. 4. No. 5. Yes. 6. No. <p>Take-home message: Trying to address all six of these criteria is a balancing act or trade-off. To make complex science ideas meaningful and comprehensible to students, the content representation needs to be simplified, but simplifications can sometimes be misleading in terms of scientific accuracy. The important thing is for teachers to be aware of such problems so they can be addressed.</p>
10:10–10:20 10 min	BREAK		

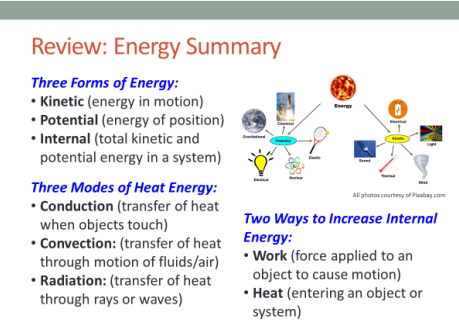
PD Model: Time/Phase	Purpose, Content, and What Participants Do	Slides	Process
<p>10:20–12:00 100 min</p> <p>Lesson Analysis: SCSL Strategy D</p> <p>Slides 18–23</p>	<p>Purpose</p> <ul style="list-style-type: none"> Develop participants' ability to analyze content representations to determine how well engaged students are in their use. Use lesson analysis of classroom videos to better understand STeLLA strategy D. Deepen participants' science-content knowledge of energy transfer through lesson analysis. <p>Content</p> <ul style="list-style-type: none"> There are six criteria used in analyzing and selecting a content representation that is well matched to the main learning goal. There are three criteria to analyze in terms of how well teachers engage students in using content representations. <p>What Participants Do</p> <ul style="list-style-type: none"> Use Analysis Guide D to analyze student engagement with a content representation in two classroom video clips and determine how well it matches the main learning goal. Identify key ideas participants have learned about strategy D and the science content from the lesson analysis work. <p>Videos</p> <ul style="list-style-type: none"> Video Clip 7.1, Bernstein 	<p>Lesson Analysis: Focus Question 2</p> <p>How can we engage students in using content representations in meaningful ways?</p>	<p>Display Slide 18. Lesson Analysis: Focus Question 2 (Less than 1 min)</p> <p>a. Transition slide: “Next we’ll watch two video clips of strategy D in use in an Energy Transfer lesson. In addition to completing part 1 of Analysis Guide D3, we’ll focus on parts 2 and 3: <i>How well engaged are students in using the content representation? And what suggestions do you have for improving the content representation and its use with students?</i>”</p>
		<p>Lesson Analysis 1: Strategy D</p> <ol style="list-style-type: none"> Read the context for the first video clip at the top of the transcript (handout 7.2). Review the main learning goal and description of the content representation at the top of Analysis Guide D3. Watch the video clip, keeping in mind the criteria for strategy D (part 1 of the analysis guide). Work with a partner to complete part 1 of the analysis guide. Share your responses with the group. <p>Link to video clip 1: 7.1_stella_et_bernstein_L3_c1</p>	<p>Display Slide 19. Lesson Analysis 1: Strategy D (25 min)</p> <p>a. Orient participants to Analysis Guide D3 and the transcript for video clip 1 (handout 7.2 in PD binder).</p> <p>b. Have participants read the main learning goal and description of the content representation at the top of the analysis guide.</p> <p>c. Show the video clip.</p> <p>d. Pairs: Have participants pair up and complete part 1 of the analysis guide.</p> <p>e. Whole group: Discuss participants' responses to the questions in part 1 of the guide. (See ideal response below.)</p> <p>Key ideas:</p> <ul style="list-style-type: none"> The height of the ramp affects the amount of energy in the system.


PD Model: Time/Phase	Purpose, Content, and What Participants Do	Slides	Process
	<p>classroom</p> <ul style="list-style-type: none"> Video Clip 7.2, Knight classroom <p>Handouts in PD Binder</p> <ul style="list-style-type: none"> 7.1 Analysis Guide D 7.2 Transcript for Video Clip 7.1 7.3 Transcript for Video Clip 7.2 <p>PD Resources</p> <ul style="list-style-type: none"> STeLLA strategies booklet RESPeCT lesson plans binder SCSL Z-fold summary chart (front pocket of PD binder) <p>Resources in Lesson Plans Binder</p> <p><i>Resources section:</i></p> <ul style="list-style-type: none"> Content background document 	<p style="background-color: #cccccc; padding: 2px;">Lesson Analysis 1: Strategy D</p> <p>Analysis Guide D3</p> <p>Part 2</p> <ol style="list-style-type: none"> Are students engaged in modifying or creating the content representation? Are students engaged in analyzing the meaning of the content representation? Are students engaged in critiquing the content representation? <p>Part 3</p> <p>What did you learn from watching the video clip that might suggest ways to improve the content representation?</p>	<ul style="list-style-type: none"> The speed of the marble increases as the ramp height is increased. <p>Ideal responses:</p> <ol style="list-style-type: none"> Yes. Yes, this content representation is matched to the learning goal. Yes. No. Yes. No. <p>Display Slide 20. Lesson Analysis 1: Strategy D (25 min)</p> <ol style="list-style-type: none"> “Now we’re going to turn our attention to part 2 of strategy D, which engages students in using content representations. We’ll also consider ways the content representation could be improved.” Individuals: “Study the video transcript again and think about parts 2 and 3 of Analysis Guide D3. Be ready to share evidence that supports your conclusions.” Pairs: “Compare your conclusions about student engagement with the content representation in the video clip.” Whole group: Review participants’ responses to parts 2 and 3 of the analysis guide. Challenge participants to support their answers with evidence from the video transcript. If it didn’t already come up in the discussion, ask participants, “How might the

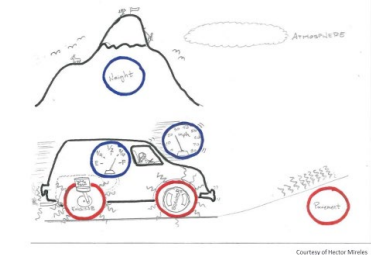
PD Model: Time/Phase	Purpose, Content, and What Participants Do	Slides	Process
		<p style="text-align: center;">Slides</p> <p>Lesson Analysis 2: Strategy D</p> <ol style="list-style-type: none"> 1. Read the context for the second video clip at the top of the transcript (handout 7.3). 2. Review the main learning goal and description of the content representation at the top of Analysis Guide D4. 3. Watch the video clip, keeping in mind the criteria for part 2 of the analysis guide and looking for ways the content representation might be improved (part 3). 4. Pairs: Complete parts 2 and 3 of the analysis guide. <small>Link to video clip 2: 7.2_stella_et_knight_L3_c1</small> 	<p>teacher have engaged these students in analyzing or critiquing the representation?"</p> <p>Display Slide 21. Lesson Analysis 2: Strategy D (25 min)</p> <ol style="list-style-type: none"> a. "Next, we'll focus only on parts 2 and 3 of the analysis guide: <i>How well engaged are students in using the content representation? And what suggestions do you have for improving the content representation and its use with students?</i>" b. Orient participants to Analysis Guide D4 and the transcript for the second video clip (handout 7.3 in PD binder). c. Have participants review the main learning goal and description of the content representation at the top of the analysis guide. d. "For this analysis, we're going to look at a new classroom video and examine how students are (or are not) engaged in using the content representation." e. Show the video clip. f. Pairs: Have participants pair up and complete parts 2 and 3 of the analysis guide.

PD Model: Time/Phase	Purpose, Content, and What Participants Do	Slides	Process
		<p>Lesson Analysis 2: Strategy D</p> <p>Analysis Guide D4</p> <p>Part 2</p> <ol style="list-style-type: none"> 1. Are students engaged in modifying or creating the content representation? 2. Are students engaged in analyzing the meaning of the content representation? 3. Are students engaged in critiquing the content representation? <p>Part 3</p> <p>What did you learn from watching the video clip that might suggest ways to improve the content representation?</p>	<p>Display Slide 22. Lesson Analysis 2: Strategy D (15 min)</p> <ol style="list-style-type: none"> a. Whole group: Discuss participants' responses to parts 2 and 3 of Analysis Guide D4. Challenge participants to support their answers with evidence from the video transcript. b. If it didn't already come up in the discussion, ask participants, "How might the teacher have engaged these students in analyzing or critiquing the representation?"
		<p>Strategy D: Synthesize and Summarize</p> <ol style="list-style-type: none"> 1. What new ideas do you have about these aspects of today's lesson analysis work? <ul style="list-style-type: none"> • How to select content representations • How to engage students in using content representations 2. Did our content-representation work give you any new insights about energy transfer and transformations? 	<p>Display Slide 23. Strategy D: Synthesize and Summarize (10 min)</p> <ol style="list-style-type: none"> a. Individuals (5 min): Have participants work on the slide questions. Encourage them to use their resources (e.g., the strategies booklet, their Z-fold summary charts, the content background document, notes they've taken). b. Whole group (5 min): Have participants share their new ideas for each question in a round-robin format, if time allows. Otherwise, have a couple of volunteers share their ideas for each question.
12:00–12:45 45 min	LUNCH		

PD Model: Time/Phase	Purpose, Content, and What Participants Do	Slides	Process
<p>12:45–3:15 150 min (Includes 10-min break)</p> <p>Content Deepening: Energy Transfer</p> <p>Slides 24–42</p>	<p>Purpose</p> <ul style="list-style-type: none"> Deepen participants’ science-content knowledge of energy transfer by conducting investigations using content representations and models matched to the learning goal. <p>Content</p> <ul style="list-style-type: none"> Energy can’t be created or destroyed, but it can transfer from object to object and transform from one form to another. <p>What Participants Do</p> <ul style="list-style-type: none"> Review and summarize key ideas about energy. Use a content representation to investigate energy transfers and transformations in a system. Read the conclusion of the story about Mumford and Leroy’s big crash. Create an energy-flow diagram to model the energy transfers and transformations that occurred in Mumford and Leroy’s collision. <p>Handouts in PD Binder</p> <ul style="list-style-type: none"> 7.4 Energy-Beans Worksheet 7.5 Energy-Beans Procedure <p>Handouts in Lesson Plans Binder</p> <ul style="list-style-type: none"> 5.1 Mumford and Leroy’s Big Crash, Part 4 (from ET lesson 5a) 		<p>Display Slide 24. Content Deepening: Energy Transfer (Less than 1 min)</p> <p>a. Transition: This slide marks the transition to the content deepening work.</p> <p>Note: Throughout this content deepening phase, refer as needed to the content background document and Common Student Ideas about Energy.</p>
			<p>Display Slide 25. Review: Key Science Ideas about Energy (8 min)</p> <p>a. Think-Pair-Share (5 min): “What key science ideas about energy did we learn about in the previous content deepening session? Summarize these ideas in your notebooks and then share them with an elbow partner.”</p> <p>Note: If participants need a refresher on the definition and characteristics of science ideas, have them reread the information in the STeLLA strategies booklet (Student Ideas and Science Ideas Defined).</p> <p>b. Whole group (3 min): Invite participants to share their ideas with the group.</p> <p>c. During this share-out, record key ideas on chart paper. Combine similar ideas into one statement on the chart.</p>

PD Model: Time/Phase	Purpose, Content, and What Participants Do	Slides	Process
	<p>Supplies</p> <ul style="list-style-type: none"> For energy-beans investigation (per pair of participants): <ul style="list-style-type: none"> Six 1-ounce plastic cups 30 dried pinto beans <p>PD Resources</p> <ul style="list-style-type: none"> Science notebooks RESPeCT lesson plans binder <p>Resources in Lesson Plans Binder</p> <p><i>Resources section:</i></p> <ul style="list-style-type: none"> Content background document Common Student Ideas 	 <p>Review: Energy Summary</p> <p>Three Forms of Energy:</p> <ul style="list-style-type: none"> Kinetic (energy in motion) Potential (energy of position) Internal (total kinetic and potential energy in a system) <p>Three Modes of Heat Energy:</p> <ul style="list-style-type: none"> Conduction (transfer of heat when objects touch) Convection: (transfer of heat through motion of fluids/air) Radiation: (transfer of heat through rays or waves) <p>Two Ways to Increase Internal Energy:</p> <ul style="list-style-type: none"> Work (force applied to an object to cause motion) Heat (entering an object or system) 	<p>Display Slide 26. Review: Energy Summary (10 min)</p> <ol style="list-style-type: none"> Summarize the key concepts on the slide from the previous content deepening session. Have participants locate the content background document in their lesson plans binders. Individuals: Ask participants to scan the document and identify key concepts about energy that reflect their content deepening work from the past two sessions. Make sure they note the relevant sections in the content background document. Whole group: Invite participants to share their findings with the group and cite the relevant sections in the content background document that match concepts discussed in content deepening sessions. As participants share their findings, record them on chart paper.

PD Model: Time/Phase	Purpose, Content, and What Participants Do	Slides	Process
		<div style="background-color: #d3d3d3; padding: 5px; margin-bottom: 10px;">  Key Science Ideas </div> <ul style="list-style-type: none"> • All energy is conserved in a closed system (law of conservation). Energy can't be created or destroyed, but it can transfer from place to place and object to object. It can also transform from one form of energy to another form. • Some forms of energy, such as potential energy and heat energy, aren't easy to detect or measure, but they're always present in our environment. • Heat energy transfers automatically from warmer objects to cooler objects. Ultimately, all energy transforms to heat. • Some forms of energy are more useful than others. Useful forms (oil, coal, natural gas) are valuable because the process for extracting and using them is lengthy and complex. These forms of energy are vital for our existence and shouldn't be wasted. 	<p>Display Slide 27. Key Science Ideas (8 min)</p> <ol style="list-style-type: none"> a. Read the key science ideas on the slide. b. Whole-group discussion: “Does everyone agree with these ideas based on our energy review? Would you like to add or revise anything?” c. Have participants copy these ideas into their science notebooks. d. Ask participants, “How might we represent these concepts for our students as we teach the Energy Transfer unit?” e. During this discussion, copy participants’ ideas on chart paper. Probe participants’ responses and differing views. f. “Next, we’ll explore how we can facilitate student understandings of energy transfer using content representations and models.”

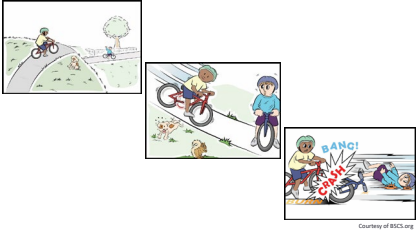

PD Model: Time/Phase	Purpose, Content, and What Participants Do	Slides	Process
		 <p>The diagram, titled "Investigation 1: Energy Beans", illustrates energy forms and transfers in a car system. It shows a car with a fuel tank, engine, speedometer, and wheels. A mountain is in the background, and a cloud is labeled "Atmosphere". Beans are placed in cups representing different energy forms: a blue cup for "Height" (gravitational potential energy), a blue cup for "Speedometer" (kinetic energy), a red cup for "Fuel-tank" (chemical energy), and a red cup for "Engine piston" (internal energy). A red cup labeled "Rear wheel" is shown performing work on the ground. A red cup labeled "Atmosphere" is shown with beans being moved out of the system. The diagram is credited to "Courtesy of Heston Minter".</p>	<p>Display Slide 28. Investigation 1: Energy Beans (10 min)</p> <ol style="list-style-type: none"> Distribute handouts 7.4 (Energy-Beans Worksheet) and 7.5 (Energy-Beans Procedure). Walk participants through the information on handout 7.5. Emphasize that in this investigation, participants will explore energy transfers and transformations in a system. The system is a gas-powered car driving up a hill, the beans represent energy, and the cups represent four possible forms of energy: chemical energy, kinetic energy, gravitational potential energy, and internal energy. Energy transfers can take place in the system through work or heat. Energy transfers out of the system when beans are moved out of a cup and placed in the atmosphere. Energy transformations take place when beans are moved from cup to cup, signifying that energy has changed from one form to another. Ask participants to study the diagram on handout 7.4. Highlight the form of energy each object represents: <ul style="list-style-type: none"> Mountain = gravitational potential energy Speedometer = kinetic energy Fuel-tank meter = chemical energy Engine piston (red rear wheel) = internal energy (performs work on


PD Model: Time/Phase	Purpose, Content, and What Participants Do	Slides	Process
			<p>wheels to give the car kinetic energy)</p> <ul style="list-style-type: none"> • Brakes (red front wheel) = internal energy (converts to heat energy when brakes are applied, which reduces car's kinetic energy) • Pavement (red circle) = internal energy (converts to heat energy from wheels' rolling friction and braking) • Atmosphere = heat energy (end destination of any heat that transfers away from the red objects)
		<p>Investigation 1: Energy Beans</p> <p>Review the rules on handout 7.5 (Energy-Bean Procedure).</p> <ul style="list-style-type: none"> • Can you justify each rule using the laws of energy transfer? 	<p>Display Slide 29. Investigation 1: Energy Beans (5 min)</p> <p>a. Highlight the rules on handout 7.5 (Energy-Beans Procedure).</p> <p>b. Ask participants, "Can you justify each rule using the laws of energy transfer?"</p>

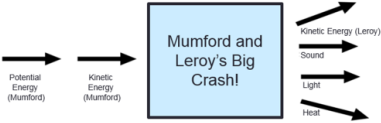
PD Model: Time/Phase	Purpose, Content, and What Participants Do	Slides	Process
		<p style="background-color: #d9ead3; padding: 2px;">Investigation 1: Energy Beans</p> <p>Pairs: Follow the directions and rules on handout 7.5 (Energy-Beans Procedure) for each scenario.</p> <ol style="list-style-type: none"> 1. For each step, decide how to distribute your beans and then arrange them on the diagram (handout 7.4, Energy-Beans Worksheet). 2. Record your bean-distribution decisions in your science notebook. Make sure to describe the energy transfers and transformations in each step. 3. Discuss the questions at the end of each scenario and write your answers and evidence in your notebook. 	<p>Display Slide 30. Investigation 1: Energy Beans (25 min)</p> <ol style="list-style-type: none"> a. Have participants pair up; then distribute 30 beans and six plastic or paper cups to each pair. b. Review the directions on the slide. c. Pairs: Direct pairs to work through each scenario on the handout, deciding how to distribute their beans for each step and arranging them on the worksheet (handout 7.4) to reflect their decisions. Have participants record their bean-distribution decisions in their science notebooks and describe the energy transfers and transformations that take place in each step. Then have pairs discuss the questions at the end of each scenario and write their answers and evidence in their notebooks. <p>Note: A specific quantity of beans should be moved from object to object or place to place in each step of the scenario (e.g., from the gas tank to the engine to the atmosphere). Example from scenario 2:</p> <ul style="list-style-type: none"> • <i>Idling:</i> One energy bean goes from the gas tank to the engine and out of the exhaust pipe into the atmosphere. • <i>Accelerating:</i> Two or three energy beans work to accelerate the car to a constant speed. • <i>Cruising:</i> One energy bean per minute is the cost to sustain a constant speed. The only work performed is against the friction between the tires and the road.

PD Model: Time/Phase	Purpose, Content, and What Participants Do	Slides	Process
			<ul style="list-style-type: none"> • <i>Climbing</i>: The engine must now work against gravity, which costs two energy beans per minute.
		<p>Investigation 1: Energy Beans</p> <p>As pairs share their energy distributions and descriptions for each scenario, be prepared to agree, disagree, ask questions, or add on.</p> <ul style="list-style-type: none"> • How did you answer the questions for each scenario on the handout? <p>Follow-up question:</p> <ul style="list-style-type: none"> • What are the strengths and limitations of the energy-beans content representation? 	<p>Display Slide 31. Investigation 1: Energy Beans (10 min)</p> <p>a. Whole-group discussion: Invite one or two pairs to share their energy distributions and descriptions for each scenario, as well as their answers to the questions on the handout. Probe participants’ decisions and reasoning. Encourage others to agree, disagree, ask questions, or add on.</p> <p>b. During this discussion, record key ideas on chart paper.</p> <p>c. At the end of the discussion, ask participants to evaluate the strengths and limitations of the energy-beans content representation.</p>
		<p>Content Representation: Energy-Beans Model</p> <p>Locate the blank copy of Analysis Guide D (last page of handout 7.1) and record the following information:</p> <p>Main learning goal:</p> <ul style="list-style-type: none"> • Energy in a system is neither created nor destroyed, but it can transfer from object to object and transform from one form to another. <p>Description of content representation:</p> <ul style="list-style-type: none"> • Students model energy transfer and transformation in a system (a gas-powered car) using dried pinto beans representing energy and plastic cups representing different forms of energy. 	<p>Display Slide 32. Content Representation: Energy-Beans Model (10 min)</p> <p>Note: If time is running short, work as a group on part 1 of Analysis Guide D.</p> <p>a. Have participants locate the blank copy of Analysis Guide D on page 5 of handout 7.1 and copy the learning goal and description from the slide onto the handout.</p> <p>b. Pairs: Direct participants to work with their partners to complete part 1 of the guide.</p>

PD Model: Time/Phase	Purpose, Content, and What Participants Do	Slides	Process
		<p>Does the Content Representation Match the Main Learning Goal?</p> <p>How did you answer these questions from part 1 of the analysis guide?</p> <ol style="list-style-type: none"> 1. Is the content representation scientifically accurate? 2. Is it closely matched to the main learning goal? 3. Does it present science ideas to students in comprehensible ways? 4. Does it reinforce/introduce any misconceptions? 5. Does it address common misconceptions? 6. Does it contain distracting details? 	<p>Display Slide 33. Does the Content Representation Match the Main Learning Goal? (5 min)</p> <p>a. Discuss participants' responses to the questions in part 1 of the analysis guide.</p>
10-MINUTE BREAK			
		<p>Content Deepening: Focus Question</p> <p>Where does energy come from? Where does it go?</p>	<p>Display Slide 34. Content Deepening: Focus Question (Less than 1 min)</p> <p>a. Read the focus questions on the slide.</p> <p>b. Emphasize that these questions will guide student learning throughout ET lesson 5a.</p> <p>c. Ask participants to write the focus questions in their science notebooks and draw a box around them.</p>

PD Model: Time/Phase	Purpose, Content, and What Participants Do	Slides	Process
		<p style="text-align: center;">Mumford and Leroy's Big Crash!</p> 	<p>Display Slide 35. Investigation 2: Mumford and Leroy's Big Crash (10 min)</p> <ol style="list-style-type: none"> Have participants locate handout 5.1 (Mumford and Leroy's Big Crash, Part 4) in their lesson plans binders. Read the first page of the handout aloud and pose the questions at the bottom of the page. Pairs: Have participants discuss these questions with their partners from the previous investigation and write their answers in their science notebooks. Whole group: Finish reading the handout aloud as participants highlight key energy words and sentences in their handouts.
		<p> Key Science Idea</p> <p>All of the energy in Mumford and Leroy's big crash came from somewhere and went somewhere.</p>	<p>Display Slide 36. Key Science Idea (Less than 1 min)</p> <ol style="list-style-type: none"> Highlight the key science idea on the slide.

PD Model: Time/Phase	Purpose, Content, and What Participants Do	Slides	Process
		<p>Investigation 2: Mumford and Leroy's Big Crash</p> <p>To track the energy in Mumford and Leroy's collision, we'll use an energy-flow diagram.</p> <p>This sample energy-flow diagram includes a box with a label and arrows showing where energy comes from and where it goes.</p> 	<p>Display Slide 37. Investigation 2: Mumford and Leroy's Big Crash (2 min)</p> <p>a. "Next, we'll track the energy transfers and transformations in the story using an energy-flow diagram."</p> <p>b. "The sample diagram on the slide includes a box with a label and arrows indicating where energy comes from and where it goes."</p>
		<p>Investigation 2: Mumford and Leroy's Big Crash</p> <ol style="list-style-type: none"> 1. Think about where the energy came from and where it went in the story about Mumford and Leroy's big crash. 2. Review the energy words and sentences you highlighted in the story. 3. Pair up and design an energy-flow diagram showing the energy transfers and transformations that happened in the story. Draw your diagrams in your notebooks. 	<p>Display Slide 38. Investigation 2: Mumford and Leroy's Big Crash (10 min)</p> <p>a. Read the instructions on the slide.</p> <p>b. Circulate around the room as pairs work on their energy-flow diagrams. Answer questions and probe participants' thinking as needed.</p>

PD Model: Time/Phase	Purpose, Content, and What Participants Do	Slides	Process
		<p>Investigation 2: Mumford and Leroy's Big Crash</p> <ol style="list-style-type: none"> As you explain your energy-flow diagram to the group, make sure to include the following: <ul style="list-style-type: none"> Show where energy transfers and transformations take place in your diagram. Use evidence from the handout to support your ideas. As others share their diagrams, be prepared to agree or disagree, ask questions, or add on. 	<p>Display Slide 39. Investigation 2: Mumford and Leroy's Big Crash (10 min)</p> <ol style="list-style-type: none"> Invite pairs to share their energy-flow diagrams with the group, describing where energy transfers and transformations happened in the story. "As others present their energy-flow diagrams, listen carefully and be prepared to agree or disagree, ask questions, or add on." During this discussion, encourage participants to use evidence (words, phrases, or sentences) from the story to support their ideas and comments.
		<p>Investigation 2: Mumford and Leroy's Big Crash</p>  <p>Does your energy-flow diagram look something like this? Do you want to make any changes to your diagram?</p>	<p>Display Slide 40. Investigation 2: Mumford and Leroy's Big Crash (5 min)</p> <ol style="list-style-type: none"> Highlight the energy-flow diagram on the slide. Ask participants, "Does your energy-flow diagram look something like this? In what ways is your diagram similar to or different from this diagram?" Give participants an opportunity to revise their energy-flow diagrams based on this discussion.

PD Model: Time/Phase	Purpose, Content, and What Participants Do	Slides	Process
		<p>Reflect Content Deepening Focus Question</p> <p>Where does energy come from? Where does it go?</p>	<p>Display Slide 41. Reflect: Content Deepening Focus Question (5 min)</p> <ol style="list-style-type: none"> Review the focus question on the slide. Invite participants to share their ideas for answering the question, using science ideas about energy and evidence from the story about Mumford and Leroy’s collision and their energy-flow diagrams. Encourage participants to agree, disagree, ask questions, or add to the ideas others share.
		<p>Key Science Ideas</p> <ul style="list-style-type: none"> Energy is conserved in a system. It can’t be created or destroyed, but it can undergo many changes. Energy can transfer from object to object or transform from one form to another. Ultimately, all energy transforms into heat, which spreads out into the atmosphere. An energy-flow diagram tracks the energy transfers and transformations that occur in interactions within a system. In other words, it can show where energy comes from and where it goes. 	<p>Display Slide 42. Key Science Ideas (5 min)</p> <ol style="list-style-type: none"> Review the key science ideas on the slide that answer the focus question. Emphasize that participants’ observations and evidence from the investigations helped shape these responses. Whole-group discussion: “Does everyone agree with these ideas? Would you like to add or revise anything?” Have participants copy these science ideas into their science notebooks under the focus question.

PD Model: Time/Phase	Purpose, Content, and What Participants Do	Slides	Process
<p>3:15–3:30 15 min</p> <p>Wrap-Up: Summary, Homework, and Reflections</p> <p>Slides 43–45</p>	<p>Purpose</p> <ul style="list-style-type: none"> Summarize and reflect on key ideas about SCSL strategies A, B, C, D, and I and the Energy Transfer science content, lesson plans, and lesson analysis work. <p>What Participants Do</p> <ul style="list-style-type: none"> Write about and share key ideas from Science Content Storyline Lens strategies A, B, C, D, and I. Write about and share key ideas about today’s content deepening work. Copy down the homework assignment for day 8. Write reflections on today’s learning. <p>Handouts in PD Binder</p> <ul style="list-style-type: none"> 7.6 Daily Reflections—Day 7 <p>Supplies</p> <ul style="list-style-type: none"> Science notebooks 	<p>Summarizing Today’s Work</p> <ol style="list-style-type: none"> Think about the Science Content Storyline Lens strategies we’ve studied so far: <ul style="list-style-type: none"> A—Identify one main learning goal. B—Set the purpose with a focus question or goal statement. C—Select activities that are matched to the learning goal. D—Select content representations and models matched to the learning goal and engage students in their use. I—Summarize key science ideas. Think about your science-content-learning work today. Reflect: What ideas or questions do you want to remember from today and refer back to? <p>Homework</p> <ul style="list-style-type: none"> Read about SCSL strategies F, G, and H in the STeLLA strategies booklet and complete the Z-fold summary chart for these strategies. Be ready to share your assigned lesson in the Energy Transfer (ET) lesson series. Bring your calendar for the academic year so we can schedule the dates for our school-year study-group meetings! 	<p>Display Slide 43. Summarizing Today’s Work (6 min)</p> <ol style="list-style-type: none"> Individuals (4 min): Ask participants to think about the first two tasks on the slide and respond to the reflection question in their notebooks. Whole group (2 min): Ask for volunteers to share an idea or question from their responses to the reflection question. <p>Display Slide 44. Homework (3 min)</p> <ol style="list-style-type: none"> Review the homework assignment and have participants write it in their notebooks. Make sure participants understand the assignment. “We won’t address strategy E about sequencing science ideas and activities until the school year, since you’ll learn a lot about sequencing from teaching the RESPeCT lesson plans.”

PD Model: Time/Phase	Purpose, Content, and What Participants Do	Slides	Process
		<p style="background-color: #d9ead3; padding: 2px;">Reflections on Today's Session</p> <ul style="list-style-type: none"> • What are your reactions to the strategy of selecting content representations and models that are matched to the lesson's main learning goal? • What is something new you've learned about energy transfer? Did your content-representation analyses support this learning in any way? • Provide feedback about today's session and the PD program so far (likes, dislikes, questions, concerns, and suggestions). 	<p>Display Slide 45. Reflections on Today's Session (6 min)</p> <p>a. Allow at least 5 minutes for participants to think about today's session and write their reflections and feedback on the Daily Reflections sheet (handout 7.6 in PD program binder).</p>