

**High School Science Leaders Network Meeting
October 15, 2015**

Content	Notes/Reflection
Welcome, Framing the Day and Quick Review	
Engaging in Science Together as Learners	
Engaging in Science Together as Teachers – Debriefing our Practice	
<i>5 Practices for Orchestrating Productive Task-Based Discussions in Science – Chapter 4</i>	
Inquiry and Learning Science	
Digging Deeper into Data	
Formative Assessment in the Science Classroom	
Closure	

When students work with adults who continue to view themselves as learners, who ask questions with which they themselves still grapple, who are willing and able to alter both content and practice in the pursuit of meaning, and how to treat students and their endeavors as works in progress, not finished products, students are more likely to demonstrate these characteristics themselves.

- Brooks and Brooks, *The Case for the Constructivist Classrooms*