

**ALABAMA SCIENCE STANDARDS  
SHIFT GEARS**  
Dr. Amy Fowler Murphy, AMSTI/ASIM-UM

ALCCRS Implementation Summit III  
April 29, 2016

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Are we ready for this?



Some of the events in this video should not be attempted in your classroom.

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Position Statements

- Read the assigned statement.
- Chart the Title of the Position Statement, Points of Most Significance (**POMS**), Impact to Instruction (**I to I**), and **Any Shifts** from the previous course of study documents.

Position Statement	POMS
I to I	Any COS Shifts

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### Position Statements

- Use the Gallery Walk to gather information for your chart.

Position Statement	POMS (Points of Most Significance)	I to I (Impact to Instruction)	Shifts (from previous COS documents)
Assessment			
Classroom Environment			
...etc., etc., etc.			

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### Conceptual Shifts in the New Standards

- There are 7 Conceptual Shifts in the *2015 Alabama Course of Study: Science*
- Working in groups, complete the assigned page of the Conceptual Shifts handouts.
- Consider the following:
  - If these are the shifts, what does that mean to me in my grade level?




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### Standards as Performance Expectations

The performance expectations describe what students should be assessed on at the end of instruction but do not describe how to support students in realizing them.

Joe Krajcik  
 "Project-Based Science"  
*The Science Teacher, Jan. 2015*

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**Contact Information**

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- Dr. Amy Fowler Murphy, AMSTI/ASIM-UM
- Email: [amurphy@montevallo.edu](mailto:amurphy@montevallo.edu)
- Twitter:
  - [@amykfmurphy](#)
  - [@AlabamaASCD](#)
- Website: [www.AlabamaASCD.org](http://www.AlabamaASCD.org)

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