

# AP BIOLOGY ADOPTION

# Parent Night: Synopsis/Overview

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- Shared Interests of the Committee
- Timeline for the adoption of AP Biology materials in LWSD
- Overview of LWSD curriculum review and adoption process
- Composition of AP Biology Curriculum Adoption Committee
- Overview of current pilot materials
- Next steps

# HONORING THE STEWARDS OF THE LAND

We acknowledge that we are on the Indigenous Land of the Coast Salish peoples who have reserved treaty rights to this land, including the Duwamish (Dx<sup>w</sup>dəwʔabš), Suquamish Tribe (dx<sup>w</sup>səq<sup>w</sup>əb), Muckleshoot Indian Tribe (bəqəlšut), and Snoqualmie Indian Tribe (S·duk<sup>w</sup>albix<sup>w</sup>). We thank these caretakers of this land who have lived, and continue to live, here since time immemorial.

We honor their stewardship of the land, past, present, and future. We acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.



Washington State Tribal  
Reservations and Draft Treaty  
Ceded Areas

# Shared Interests of the AP Biology Committee

- Make rigorous AP Biology a more ACCESSIBLE class to all students.
- More students feeling welcome & interested in AP Biology as it will result in more students being successful in AP Biology.
- Helping students understand the breadth of opportunity in biology, not just health science careers.
- AP Biology class reflecting actual research processes. AP Biology students should be able to see themselves as scientists.

# Overview of LWSD Adoption Process

# Timeline for AP Biology Instructional Resources

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- **January 2022:** Adoption Committee formed and began process of professional learning, research, and rubric development
- **February 2022:** Adoption Committee reviewed materials and recommended pilot materials
- **March/April 2022:** Piloting in most buildings
- **May/June 2022:** Recommended materials to IMC & Recommendation made to Board
- **Fall of 2022-23:** Implementation of new AP Biology curriculum

# Composition of AP Biology Adoption Committee

# AP Biology Adoption Committee

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- 9 members, including teachers, administrators, community members, and specialists
  - Schools from all regions within the district
  - Specialists from Accelerated Programs and Teaching and Learning
  - Community members and students
  - Additional teachers added during pilot



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# Adoption Work

# Adoption Work: Learning & Equity

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- Session focused on current enrollment data & identifying problems of practice
- Committee identified ten problems of practice that may be impacting current enrollment data.
- Committee reviewed Educators Evaluating the Quality of Instructional Products (EQulP) rubrics in preparation for considering what makes for *effective* science practice and curriculum
- Committee asynchronously review “The Opportunity Myth Report”
- Included student voice to share hopes, skills and desired outcomes for learning

# Problems of Practice Identified:

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- Prioritizing content delivery over understanding/relevancy
- Most new research is paywalled
- Difficulty finding diverse perspectives represented in supplementary educational resources
- Outdated ideas about race, sex, and gender tend to be perpetuated in HS biology classes
- The amount of time it takes to prep labs is often prohibitive without assistance from TAs or a lab manager
- Balancing memorizing without understanding (necessary content) vs understanding deeply (but not going too deep)
- Focus on lecture - flipped classroom model might be more effective
- Puzzling phenomena threaded through the chapter is not as common - would like to see in curriculum
- Students need to be able to see themselves in the science
- Aligned to new AP Biology standards

# District Rubrics for Evaluating Curriculum

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- Core District Rubrics revised to align with current research
  - Standards & Assessment
  - Effective Practice
  - Digital Resources and Organization & Design

# Adoption Work: Evaluation Rubrics

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- Refinement of District Rubrics by Adoption Committee
- Review current best practice research in science
- Revise with intentional lens for equity and equitable practices, attributes, and elements

# Adoption Work: Reviewing Materials

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## Criteria Used to Identify Materials to Review

- Aligned to College Board Standards
- Focuses on resources that align to equitable practices
  - Diverse, authentic perspectives
  - Engaging inquiry opportunities
  - Student voice opportunities
- Includes digital resources
- Supports preparation for the AP test

# Adoption Work: Reviewing Materials

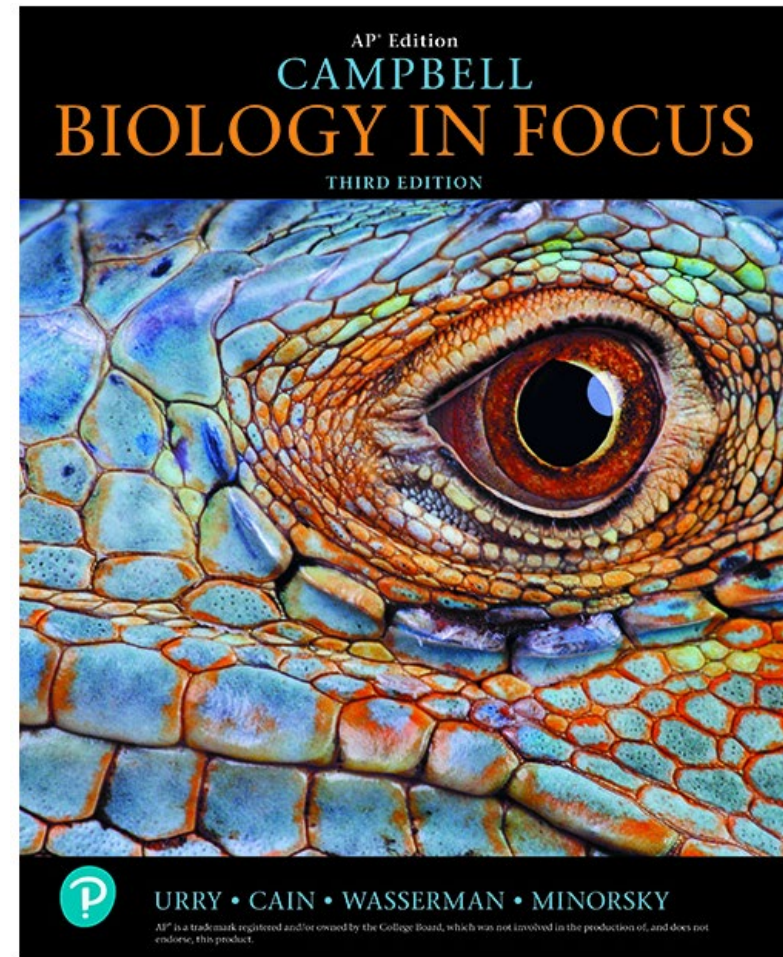
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- Criteria Used to Identify Materials to Review
  - Texts approved by College Board as part of syllabi from around the country
  - Review of authors with an eye for diverse voices, well-respected scientists, reputable collegiate affiliations
- Structured, evidence-based evaluation for each program using the three alignment rubrics:
  - Multiple criteria per rubric
- Committee narrowed down from 5 curricula to 2 for piloting purposes

# Savvas Campbell: *Biology in Focus*

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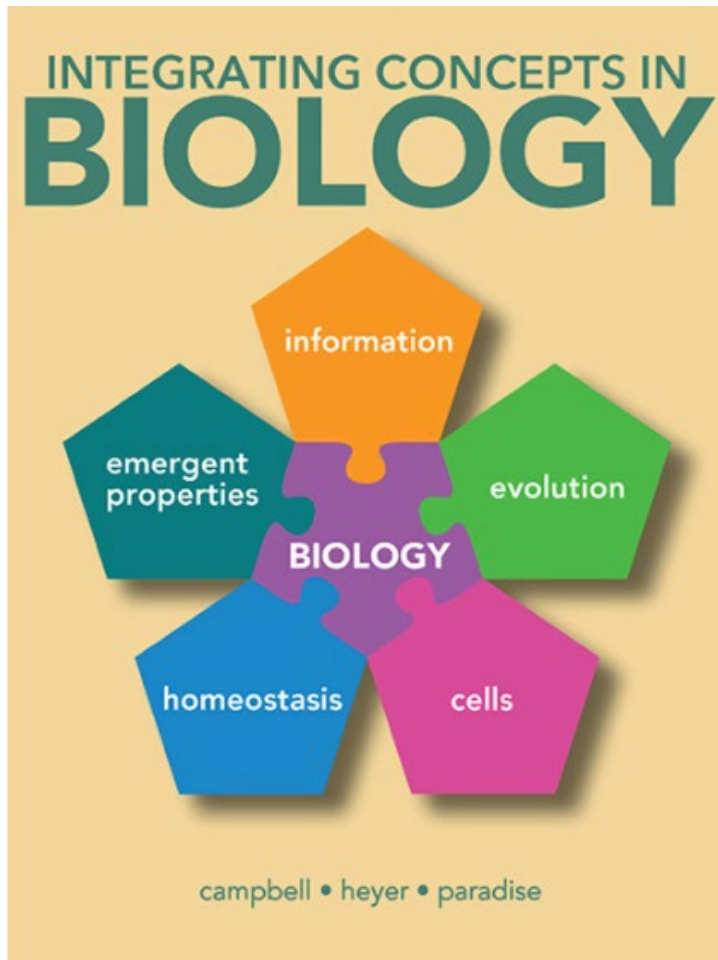
- Updated version of current textbook.
- Online textbook with the option for physical copies
- Includes access to Mastering Platform online





# Trinity Integrating Concepts in Biology

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- Online textbook with the option for physical copies
- Organized around 5 Big Ideas
- Includes access to TruBooks platform online

# Reviewing Materials - Pilot Process

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## **Pilot programs**

Adoption members using materials in classrooms

Additional teachers trained and piloting materials

All pilot teachers piloting both programs



## **Additional information collected during pilot**

Student feedback

Parent and community feedback

Teacher feedback

# Pilot Process

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Teachers began piloting round one materials in March



Goal of 3-week pilot rounds for each pilot curriculum



Round 1: March 7-March 27



Round 2: March 28-April 24



Debrief meeting after each piloting round

# Student Survey Feedback

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Student committee members participated in the learning process informed the development of the rubrics



Student feedback will be collected during the last week of each pilot period through a Forms survey



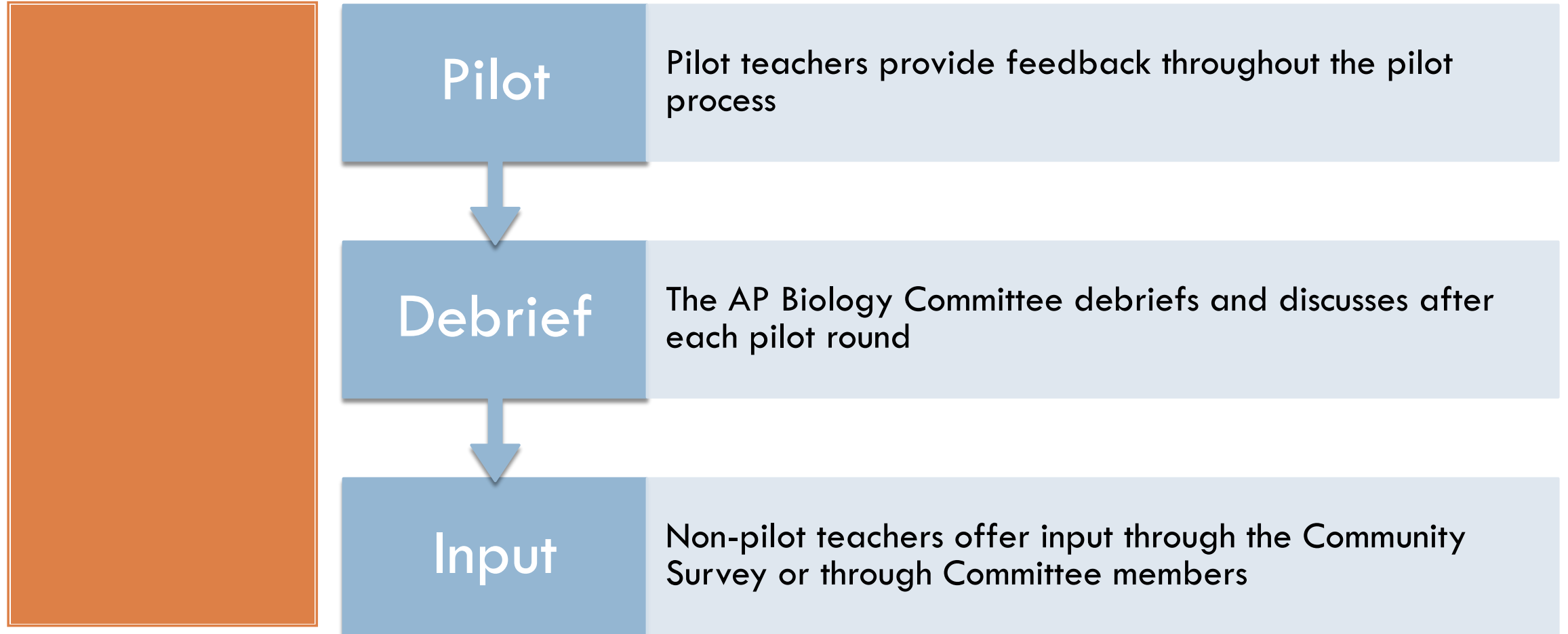
Student feedback will also be gathered through discussions in classrooms with teachers



Pilot teachers will directly email parents with links to instructional resources being piloted and community input survey

# Teacher Feedback

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# Parent/Community Feedback

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- Parent and community feedback is essential in this process, and we welcome your input.
- Access digital versions of the programs, along with survey link for providing feedback here: [Community Access for Pilot Resources](#).
- Resources are also linked on the LWSD [Curriculum Adoption and Resources webpage](#).
- All access and feedback options are available online.

# Next Steps

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- Piloting concludes in April
- Committee makes recommendation to the Board in June
- Committee meeting scheduled for Spring to develop an effective implementation plan
- New materials will be implemented in the 2022-23 school year

# Additional Questions?

- Please share your questions in the Chat
- We will address as many as possible here and respond to additional questions through Connections and on the website
- You may also contact members of the Accelerated Programs Department:
  - Director of Accelerated Programs, Becky Kadrmas, [rkadrmass@lwsd.org](mailto:rkadrmass@lwsd.org)
  - Accelerated Programs Secondary Specialist, Erin Fleshman, [efleshman@lwsd.org](mailto:efleshman@lwsd.org)