

SYMPAB - (16598) - A CASE STUDY OF A K-8 SCIENCE RESEARCH-PRACTICE PARTNERSHIP'S RESPONSE TO COVID-19 IN THE US

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Short Abstract

In March of 2020 the outbreak of COVID-19 shut down schools across the United States. With little national or local guidance, schools were left to adapt instruction. As part of a research-practice partnership, the Institute for School Partnership (ISP) used design-based research, improvement science, and a trauma-informed approach, to develop and test interventions, and continuously improve, in order to support educators to keep teaching science. As a result, the ISP created virtual adaptations to their science curriculum and designed a new model for professional development. Using the Evidence for Improvement framework to collect and analyze data, the findings suggest that the solutions developed sustained teachers' ability to equitably engage students in science learning and created long-term improvements in the program.