

# English Language Learners - Closed

- [A Practice-Based Approach to Professional Development in Science](#) —

**Principal Investigators:** [Ann S Rosebery](#) and [Beth Warren](#)

**Funders:** [Institute of Education Sciences, US Department of Education](#)

**Website:** <http://chechekonnen.terc.edu/>

*A Practice-Based Approach to Professional Development in Science* (PBA) addresses an enduring challenge in U.S. education: providing students from historically non-dominant communities (e.g., students of African descent, students from low-income households, students for whom English is a second language) with high-quality, intellectually-engaging learning experiences in science. [More »](#)

- [ArtScience](#) —

**Principal Investigator:** [Ann S Rosebery](#) and [Beth Warren](#)

**Funders:** [Ford Foundation](#)

This project, a collaboration between the [Chèche Konnen Center](#) at TERC and the King Open School, is exploring connections between artistic and scientific literacies and the pedagogical opportunities such connections may create for engaged and equitable learning for all children, in particular children of color, children who speak a first language other than English, and children who live in low-income communities. [More »](#)

- [Astrobiology Afterschool](#) —

**Principal Investigator:** [Dan Barstow](#)

**Funders:** [National Aeronautics and Space Administration](#) and the [National Science Foundation](#)

The Astrobiology Afterschool Instructor's Guide has been designed to meet the unique needs of afterschool students. Astrobiology Afterschool engages learners in the fascinating study of the possibilities of life elsewhere in the universe. [More »](#)

- [Astrobiology Institute Educator Resource Guide](#) —

**Website:** <http://nai.nasa.gov/media/medialibrary/2013/10/Astrobiology-Educator-Guide-2007.pdf>

In affiliation with NASA's Astrobiology Institute, TERC developed the Astrobiology Institute Educator Resource Guide, a series of five hands-on activities to introduce core ideas in Astrobiology. [More »](#)

- [Children and Science Tests](#) —

**Principal Investigator:** [Ann S Rosebery](#) and [Beth Warren](#)

**Funders:** [National Science Foundation](#)

**Website:** <http://chechekonnen.terc.edu/>

This project seeks to understand how elementary school children from diverse ethnic, linguistic, and socioeconomic backgrounds interpret items on high stakes achievement tests. [More »](#)

- [Cultural Context of Learning: Native American Science Education](#) —

**Principal Investigator:** [Megan Bang](#)

**Funders:** [National Science Foundation](#) and [Northwestern University](#)

Past research shows that rural Menominee children and urban inter-tribal children begin school with advanced understandings of biology and that they reason ecologically, much like practicing expert scientists. [More »](#)

- [Educating the Imagination](#) —

**Principal Investigator:** [Ann S Rosebery](#), [Beth Warren](#), [Eli Tucker-Raymond](#), and [Linda Nathan \(BAA\)](#)

**Funders:** [National Science Foundation](#)

**Website:** <http://chechekonnen.terc.edu/>

In *Educating the Imagination*, a collaborative team of [Chèche Konnen](#) staff, faculty of the Boston Arts Academy and King Open School, and scientists and artists from the greater Boston community are designing, developing and investigating a prototype "studio science learning environment" for high school students from historically underrepresented communities. [More »](#)

- [English Learners and Science Tests \(ELAST\)](#) —

**Principal Investigator:** Tracy Noble and [Ann S Rosebery](#)

**Funders:** [US Department of Education](#)

**Website:** <http://chechekonnen.terc.edu/>

In this project, Chèche Konnen Center researchers will explore whether linguistic features of multiple-choice science test items on high-stakes assessments are interfering with the ability of English Learners (ELs) to demonstrate what they know about science. [More »](#)

- [Learning in Practice](#) —

**Principal Investigator:** [Ann S Rosebery](#) and [Beth Warren](#)

**Funders:** [National Science Foundation](#)

**Website:** <http://chechekonnen.terc.edu/>

The [Chèche Konnen Center](#) at TERC is collaborating with a K-8 faculty to investigate ways of developing a professional learning-in-practice community in which teachers learn to use their everyday practice as a terrain of analysis and action. [More »](#)

- [National Center for Improving Student Learning and Achievement](#) —

**Principal Investigator:** [Ann S Rosebery](#) and [Beth Warren](#)

**Funders:**

**Website:** <http://chechekonnen.terc.edu/>

In collaboration with the National Center for Improving Student Learning and Achievement at the University of Wisconsin, Madison, the [Chèche Konnen Center](#) worked with teachers of grades 2-9 to investigate ways of building communities in diverse classrooms. [More »](#)

- [On Being Explicit: Toward A New Pedagogical Synthesis in Science](#) —

**Principal Investigator:** [Ann S Rosebery](#) and [Beth Warren](#)

**Funders:** [National Science Foundation](#) and the [Spencer Foundation](#)

**Website:** <http://chechekonnen.terc.edu/>

In "On Being Explicit" the [Chèche Konnen Center](#) is intensifying its focus on documenting the intellectual power of the ideas and sense-making practices that children from diverse ethnic and linguistic communities bring to the study of science. [More »](#)