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| Time | ***Duration*** | Presenter | Agenda/Topic | Description/Notes/Process | ***Materials/Logistics*** | |
|  |  | **All** | **Preparing for the day** | **Reminders to participants:**   1. Bring Framework books (newbies will receive one) 2. Journals 3. iPads, laptops  * Put up Agenda & Goals, Parking Lot Posters * Set up presentation technology & music * Stage handouts * Table signs * Table boxes | IPod & Dock  Lap top,  Doc Cam  Trainer box  Sign in sheet  Name tags  Folders w/Handouts (see below) | Posters:   * Agenda * Goals   SLN Topics  Table boxes  Table Signs  Framework books  Journals |
| **8:30-**  **9:00** |  |  | **Sign-In**  **(2 minute warning for the opening)** | * Remind participants to sign in * Folders * Notebooks * Framework books for newcomers * NGSS books for all * 3-D glasses | Sign in sheet  Name tags  Music  PPT Slide – Welcome! | |
| **9:00-**  **9:20** | 20 | **Mike** | **Opening**  **&**  **Framing the Day**  **Where have we been?**  **Where are we going?** | **Welcome Participants -**   * **Thank you for attending!** * **Who is in the room?** * **Logistics:**   + Rest rooms, big picture of the schedule   + ***Maximize the Experience*:** Refer to table signs   + ***Parking Lot*** *for related questions*   + ***Goals & Agenda (See hand out w/doc camera, table sign)***   **Frame:**  NGSS have been adopted by the state! *What does that mean?*   * HB 1450 provides for a transition to a comprehensive assessment. * State leaders & ESDs are crafting Implementation plan   **Transition:** There are many innovations impacting our classrooms:   * TPEP * Common Core * And now, the NGSS….   With any innovation, there is discomfort and stress. There has been research done about the emotions related to implementing innovations. One tool that is useful to meet the challenges of personal concerns is called CBAM (Concerns-Based Adoption Model) A link to more information about CBAM will be provided. | * Goals Poster * Parking Lot Poster * HO: Goals & Agenda * Table Signs * Action Plans * HO: HB1450 * Rose Colored Glasses * 3-D glasses | |

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| **9:20-**  **9:40** | 20 | **Mike** | **Focus:**  **CBAM: Claims & Evidence for the NGSS** | **Focus: Thinking about what you heard about the Transition Plan, what are your concerns implementing the NGSS?**   1. Introduce the CBAM Claims & Evidence document. 2. Ask participants to think about which CBAM level best aligns with their concerns about transitioning to the NGSS and make a claim about why that level is an accurate assessment and provide evidence. 3. Repeat the process for the District Column? (Or do that one first?) 4. What do you and/or your district need to be able to move to the next level(s)   Transition: You probably have many questions about transitioning to the NGSS. Think about some of those questions, pause…… We will use a protocol that will help us focus our questions. | HO: 7 Stages of Concern/Addressing 7 Stages of Concern copied 2-sided  HO: CBAM Claims & Evidence  Show PPT Slide Inquiring Minds Want to Know… |
| **9:40-**  **10:30** | 50 | **Mechelle** | **Focus:**  **Refining our questions with the Question Formulation Technique** | **Process:**   * Introduce the seven components of the QFT (see slide) * Use the Question Formulation Technique document for facilitation moves. * Create Posters w/three questions. * Gallery Walk (leave a docent) * Identify the common questions in the room and chart.   **Reflection:** Is there a reason for you use this protocol in your classroom?  Tease out responses: (NGSS Practices?)  **Application – Cite Evidence**   * Claim: Students should learn to ask their own questions. * NGSS Practices: Let’s read the K-12 Framework Book, pp54-56   + Use EL Achieve Discussion Cards – “Cite Evidence” to facilitate your thinking and a table conversation for the reading. * Ask the room to share evidence for the need for students to ask their own questions   **Wrap Up/Transition:**  Review the key ideas of the morning, so far. Forecast that we will start addressing their concerns and questions about the NGSS after a quick break. | PPT Slides for QFT  The Question Formulation Technique document for presenter.  Materials:   * Extra sticky notes in table boxes.   HO: QFT Small Group worksheet  Framework Books  EL Achieve Cards  (Cite Evidence)  Chart Pad & markers |
| **10:30-**  **10:40** | 10 | **All** | **Break** | | |

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| **10:40-**  **11:25** | 45 | **Mechelle** | **Analyzing an NGSS Performance Expectation** | **Frame:** You may have questions that reflect Stages 1, 2, and/or 3. (Take another look at the 7 Stages of Concern hand out). The purpose of the next activity is to address those concerns (or possibly surface more?) by:   * providing you with clear and accurate information about the NGSS (Stage 1 Concern) * Connect you with others whose personal concerns have diminished and who will be supportive (Stage 2 – Regional Science Coordinators, or hopefully you for your colleagues that are not here! * Clarifying the steps and components of the NGSS. ( Stage 3 concerns)   **Explore: Analyzing an NGSS Performance Expectation**  (See NGSS Performance Expectation Analysis Guide)   1. Pick a performance expectation that aligns with your assignment or a concern you have. 2. We will use the BSCS Highlight Comments and Captions Protocol to analyze the PE you chose. (Display slide of the protocol’s 3 steps). Make no judgments or inferences at this point. We are not reflecting or applying the implications of the PE yet. **We are just recording data.** 3. Follow the prompts on the slides (reflected by the NGSS Performance Expectation Analysis Guide).   **Reflection:** (Step 3 of the BSCS Highlight Comments and Captions Protocol) Participants create a caption for the completed NGSS PE Analysis Placemat. | NGSS Booklets  PPT Slide Summary of BSCS Highlight Comments and Captions Protocol  HO: NGSS Performance Expectation Analysis Placemat  NGSS Acronym Key  Sticky Notes (1 pad per 2 people) |
| **11:25-**  **11:30** | 5 | **Mike** | **Morning closing** | **Options for your Team Network Lunch**   1. Continue your reflection of the morning activities. 2. Network with your team or others. 3. After lunch we will watch an important announcement, look at NGSS supports, and get into team planning |  |

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| Time | ***Duration*** | Presenter | Agenda/Topic | Description/Notes/Process | ***Materials/Logistics*** |
| **11:30-**  **12:15** | 45 | **Team Network Lunch**  **Set up your technology for the afternoon.** | | | |
| **12:15-**  **12:30** | 15 | **Mike** | **Afternoon Opening:**  **Revisit** | **Revisit & Revise CBAM Claims & Evidence**  *Are you at a new CBAM Level? If so, what are your new questions?* | HO: CBAM Claims & Evidence |
| **12:30-**  **12:45?** | 15 | **All** | **NGSS Adoption Announcement??** | (Joint-announcement by Sup. Dorn & Gov. Inslee of WA State adopting the NGSS? TVW Live webcast) | Live-stream the announcement from TVW? |
| **12:45-**  **1:00** | 15 | **Dawn** | **NGSS Appendix D**  **All Standards – All Students** |  | HO: NGSS Appendix D? |
| **1:00-**  **1:10** | 10 | **Mike** | **Wrap-up** | 1. Show the NGSS Website    1. Roll-over Functions, links to CCSS    2. Appendices 2. Respond to the Google form survey    1. Use the CBAM comments for the “Before” responses. | iPads & laptops  HO: CBAM Claims & Evidence |
| **1:30-**  **2:00** | 25 | **Mike** | **Team Reflection Planning** | Thinking about what you experienced today, what idea would your science team like to take action on?  Create a post card reminder that I can mail to you in the future (November?) for an action you and/or your team wants to take. | Journals  RSC Post Cards |