

2013

PHASE 1/YEAR 0

Exploration, Awareness, and Statewide Capacity Building

PHASE 2/YEAR 1

Classroom Transitions, Equity and Practices

PHASE 3/YEAR 2

Leveraging Resources, Materials and Expertise

2017

PHASE 4/YEAR 3

Statewide Application, Assessment and Coordination

ONGOING STATEWIDE COORDINATION AND COLLABORATION TO SUPPORT

Communication (OSPI, State Science Leadership Team, LASER)		Develop messages	General outreach on shifts	ongoing messaging
Statewide Capacity/Network Building (State Science Leadership Team)		Identify existing expertise and gaps	Develop NGSS support networks	Ongoing support of leadership network
Professional Learning (State Science Leadership Team, STEM teachers, School and District Administrator, Informal/Community Educators)				
Identify Professional Learning needs (teachers, administrators, and community educators)	Professional Learning designed for all stakeholders	Professional Learning Implemented for teachers and administrators	Professional Learning Implemented for informal/community educators and ongoing adaptation of Professional Learning	
Instructional Practices/Shifts (State Science Leadership Team, ESD Regional Science Coordinators, STEM teachers)				
Focus on equity and integrating Science and Engineering Practices	Continued focus on equity and integrating SEPs and Cross Cutting Concepts	Integration of three dimensions (SEP, CCCs, and DCIs)	Instructional shifts in place	
Instructional Materials and Curriculum (State Science Leadership Team, ESD Regional Science Coordinators, LASER)				
Evaluate existing materials	Adapt existing materials and explore (e) Innovations	Evaluate placement of kit materials and leverage materials and curriculum	Develop/evaluate new materials	
Assessment (OSPI)				
Analyze/align existing state assessment with NGSS (to the extent feasible)	Focus on classroom and formative assessment	Participate in multi-state assessment consortium with NGSS adopted states		
Data Collection (OSPI)				
Determine metrics to be tracked (e.g. course taking, student achievement, STEM identity, etc.)	Develop data collection plan	Track and report science related data		
Policy Shifts (OSPI, SBE, PESB, Legislature)				
Identify policy changes necessary to implement NGSS (e.g. PESB Teacher competencies, assessment)	Secondary Pathways; PESB Competencies	Assessment Piloting		

Elements, Leads, and Tasks