Kansas CCR Standards for Science: Implementation Plan

	Year Zero (2013-2014)	
	In the Classroom (what teachers do and what students see)	**Behind the Scenes** (what teachers and admin do, e.g. PD, planning, etc.)
Instructional Practices Outcome: to advance instruction and learning so that students exit school prepared for college and career	Continue existing curricula with special attention to the dimensions of the NGSS; throughout the school year reflect on existing instructional practices and curriculum and which aspects of NGSS they address well and which aspects are targeted for growth; it may be helpful to record which science and engineering practices are being used by students and modeled by instructors in each unit; reflect on how integrated the three dimension of the framework are in curriculum and instruction	Engage in a careful reading of *A K-12 Framework for Science Education* ; designate a strategic leadership team, review your district's capacity for implementation, and create a preliminary timeline for implementation; evaluate and revise what you've done for implementing the 6-12 Literacy History/Social Studies, Science, & Technical Subjects component of the Kansas ELA standards; define district aspiration for science education; build horizontal and vertical teams; evaluate your past and present performance in science education; determine the critical stakeholders for implementation (i.e. teacher leaders, administrators, local school board, business and industry, parents, community, etc.) and develop key messages to engage them; establish baselines and measures that will be used to determine success; evaluate existing curriculum; establish projected district course sequence for middle and high school
Curricula Outcome: to revise and implement curricula to address college and career readiness in science		
Resources, Materials, Textbooks, etc. Outcome: to identify, secure, and implement materials to address college and career readiness	Use existing resources, materials, textbooks, etc., possibly shifting those existing resources and materials as needed to better address NGSS	Find/develop rubrics, questions, methods to evaluate resources, materials, textbooks, etc. for alignment with NGSS; make a decision whether or not this will affect normal adoption cycles; collaborate with other districts to develop resources; mine the NGSS@NSTA database for resources and share local resources

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	Phase II (2014-2015)	
	In the Classroom (what teachers do and what students see)	**Behind the Scenes** (what teachers and admin do, e.g. PD, planning, etc.)
Instructional Practices Outcome: to advance instruction and learning so that students exit school prepared for college and career	Focus on a deliberate, guided integration of the science and engineering practices (SEPs) outlined in *A K-12 Framework for Science Education* and the Next Generation Science Standards into lessons	Facilitate professional learning and reflection on integrating the SEP; focus walkthroughs on use of practices; collaboration within and across district and state lines
Curricula Outcome: to revise and implement curricula to address college and career readiness in science	Pilot new units and classroom assessments designed to address the three dimensional nature of the NGSS; evaluate effectiveness of units based on criteria established in Phase I.	Begin revising existing curricula with a focus on bundling performance expectations (PEs) into classroom experiences (PEs are not curriculum, but rather student outcomes); vertical and horizontal teaming; structured collaboration within and across district and state lines
Resources, Materials, Textbooks, etc. Outcome: to identify, secure, and implement materials to address college and career readiness	Use existing resources, materials, textbooks, etc., supplementing where needed and feasible to fully address NGSS	Vet any new resources, materials, textbooks, etc. against found/developed rubrics, questions, methods for both alignment with NGSS and school/district needs; structured collaboration within and across district and state lines

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	Phase III (2015-2016)	
	In the Classroom (what teachers do and what students see)	**Behind the Scenes** (what teachers and admin do, e.g. PD, planning, etc.)
Instructional Practices Outcome: to advance instruction and learning so that students exit school prepared for college and career	Refine and strengthen implementation and expand frequency of use of instructional practices	Continue professional reflection; PD as necessary; walkthroughs; collaboration within and across district and state lines; share effective use in professional venues (KATS, NSTA, etc.)
Curricula Outcome: to revise and implement curricula to address college and career readiness in science	Enhance and extend special attention to topics and subtopics present in the NGSS but not in existing curricula; pare back on topics not covered in NGSS allowing room for depth	Reflect on and revise piloted NGSS instructional units; use knowledge gained from reflection and revision to guide development of additional units by bundling PEs; collaboration within and across district and state lines
Resources, Materials, Textbooks, etc. Outcome: to identify, secure, and implement materials to address college and career readiness	Implement any new resources, materials, textbooks, etc. to address curricular changes	Facilitate on-going reflection on needed resources, materials, textbooks, etc. to implement NGSS; collaboration within and across district and state lines

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	Phase IV (2016-2017 and beyond)	
	In the Classroom (what teachers do and what students see)	**Behind the Scenes** (what teachers and admin do, e.g. PD, planning, etc.)
Instructional Practices Outcome: to advance instruction and learning so that students exit school prepared for college and career	Continue to refine, strengthen, and extend the use of instructional practices	Continue professional reflection; PD as necessary; walkthroughs; share effective use in professional venues (KATS, NSTA, etc.)
Curricula Outcome: to revise and implement curricula to address college and career readiness in science	Curriculum is written for the Next Generation Science Standards	Complete and vet draft of new curricula; provide PD on new curricula; facilitate on-going reflection and revision of new curricula
Resources, Materials, Textbooks, etc. Outcome: to identify, secure, and implement materials to address college and career readiness	Implement any new resources, materials, textbooks, etc. to address curricular changes	Facilitate on-going reflection on needed resources, materials, textbooks, etc. to implement NGSS