

Teacher

NGSS Professional Learning for Teachers Planning Guide: "All Students, All Standards, & All Teachers"

District/School:

Admin Support



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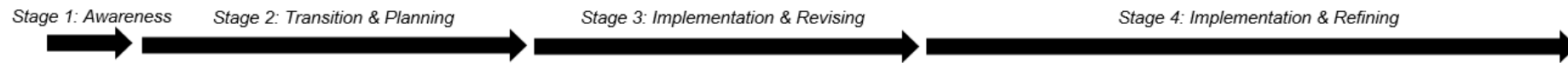
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District/School Implementation Phase	Implementation Activity (What teachers should be doing during this phase)	PD Days/Dates	Year
1 (Awareness)	Describe the NGSS (Overview) and architecture. Experience a model lesson(s).		
	Understand the NGSS conceptual shifts & instructional models (5E, PBL, etc...).		
	Understand the types of NGSS formative and summative/State-wide assessments.		
2 (Transition & Planning)	Select MS/HS pathways and create pilot curriculum maps/storylines. Identify ELA/literacy & NGSS integration for elementary and MS/HS.		
	Plan initial units/lessons using an instructional model (5E, PBL, etc...) and evaluate for the 3 dimensions of NGSS in the units/lessons. Identify existing NGSS resources (EEI, ProjectWet, etc...).		
	Identify SEP, CCC, and technology progressions, skills, and capacities for each grade level. Develop and analyze NGSS authentic assessments/performance tasks.		
3 (Implementation & Revising)	Revise curriculum maps/storylines. Revise NGSS units/lessons using an identified instructional model (5E, PBL, etc...), NGSS, CA Science Framework, evidence statements, CCSS literacy* standards, CCSS math standards*, & ELD standards*.		
	Integrate existing NGSS resources (EEI, ProjectWet, etc...) & support ELA/literacy for elementary and MS/HS. Revise NGSS authentic assessments/performance tasks based on student work and data.		
	Revise and document DCIs, SEPs, CCCs, and technology progressions, skills, and capacities for each grade level (portfolio, course syllabus, room posters, etc...).		
4 (Implementation & Refining)	Refine curriculum maps/storylines, authentic assessments, & units/lessons using NGSS, CA Science Framework, evidence statements, CCSS, ELD, EQulP, and other resources. Integrate additional NGSS resources & implement literacy strategies into units/lessons.		Continuous Implementation & Refining Cycle/Year
	Collect and analyze data from NGSS authentic & statewide assessments. Refine NGSS authentic assessments/performance tasks based on student work and data.		
	Refine, document and evaluate DCIs, SEPs, CCCs, and technology progressions, skills, and capacities for each grade level (Portfolio, course syllabus, room posters, etc...).		

Key: Each row indicates a recommended activity or activities to be experienced during an identified and planned teacher collaboration/professional development. The teachers and administrators should identify the given amount of time for each topic(s) based on their available resources and collaboration infrastructure.

**Assumes background knowledge.*



Planning Guide Timeline

