Oregon Science Content and Assessment Panel February 2014

**2014 Oregon Science Standards Timeline**

**District Level Professional Development**

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| **2014-2015**  **School Year** | **2015-2016**  **School Year** | **2016-2017**  **School Year** | **2017-2018**  **School Year** | **2018-2019**  **School Year** |
| **AWARENESS AND PLANNING**  **All Levels Community and District Stakeholders\***   * Intro and connection to STEM and CCSS * Introduction to MS Integration * Conceptual Shifts * Crosswalk * Timeline * Assessment Plan   **District Administration**   * As the result of the analysis of a Needs Assessment of teacher instructional strategies and practices, district and building administrators: * Identify teacher leaders as a resource * Determine areas of focus * Schedule teacher professional development * Allocate funds to provide professional development * Create PD implementation plan based on needs and goals * Select PD implementation team * Seek, request and participate in State-level PD (i.e. early implementors, administrators, teacher leaders)   **Teacher Leaders**   * Participate in district PD Implementation plan (with equity lens in mind)   **Teachers**   * Involved with all stakeholders in introduction   **\*Bulleted points at each level include all stakeholders listed below.** | **TRANSITION AND BEGINNING IMPLEMENTATION**  **All Levels Community and District Stakeholders\***   * Presentation of Implementation Plan * Alignment and connection to STEM and CCSS   **District Administration**   * Curriculum review, pilot, and adoption process through equity lens * Conceptual Shifts of NGSS and impact on teaching and learning * Analysis and allocation of resources * Seek, request and participate in State-level PD   **Teacher Leaders**   * Develop PD on how to read and apply NGSS * Use leadership and staff meeting and PLC/T times for updates, ongoing communication and hot topics * Recruit volunteer teachers to revise a lesson to NGSS standards. * Coaching   **Teachers**   * Receive PD on how to read and apply * Teachers model revised lesson, current content skills and practices to peers. (i.e. lessons, units and formative assessment) * Use PLC/T to adapt, revise, and align current curriculum * Pilot curriculum materials | **TRANSITION AND IMPLEMENTATION**  **All Levels Community and District Stakeholders\***   * Update on implementation with connections to STEM and CCSS   **District Administration**   * Continuation of curriculum review, pilot, and adoption process through equity lens * PD on curriculum materials * PD regarding assessment tools * The district offers coaching and/or professional development on evidence-based instructional strategies and delivering differentiated instruction * Seek, request and participate in State-level PD   **Teacher Leaders**   * Use leadership and staff meeting and PLC/T times for updates, ongoing communication and hot topics * Develop/find/compile model lessons to demonstrate to teachers * Debrief with teachers practicing model lessons (may include instruction coach, peer coaching, administrator, etc.)   **Teachers**   * Continuation pilot curriculum materials * Use PLC/T to adapt, revise, and align current curriculum to NGSS * Observations (variety of digital media, in person and other modes of observation) of model lessons | **FULL IMPLEMENTATION**  **All Levels Community and District Stakeholders\***   * Update on implementation with connections to STEM and CCSS   **District Administration**   * On-going PD on curriculum materials through equity lens * Seek, request and participate in State-level PD * Develop PD regarding assessment tools   **Teacher Leaders**   * Use leadership and staff meeting and PLC/T times for updates, ongoing communication and hot topics * Provide PD for assessment tools   **Teachers**   * Use PLC/T to adapt, revise, and align current curriculum to NGSS | **ASSESSMENT**  **All Levels Community and District Stakeholders\***   * Update on implementation with connections to STEM and CCSS   **District Administration**   * As the result of the analysis of a Needs Assessment of teacher instructional strategies and practices, district and building administrators: * Identify teacher leaders as a resource * Determine areas of focus * Schedule teacher professional development * Allocate funds to provide professional development * The district uses multiple data sources (needs assessments, student performance data, observations) to plan professional development on designing assessments progress monitoring, and informing instruction * Development of PD regarding assessment tools   **Teacher Leaders**   * Provide PD for assessment tools   **Teachers**   * Use PLC/T to evaluate progress in implementation |