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
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