NextGen TIME
Prescreen Phase

Purpose:

- To evaluate all programs under consideration for key characteristics of high-quality instructional materials: use of phenomena/problems, presence of logical sequence, students are figuring out, and three-dimensional performances.
- To reduce the number of instructional materials that will undergo the paperscreen so that the time spent conducting the Paperscreen Phase is productive.

Note: Based on the number of materials to be reviewed and the availability of resources, it is recommended that the prescreen be conducted by a small (2–4 people) leadership team who have a solid understanding of the National Research Council’s *A Framework for K–12 Science Education* and the *Next Generation Science Standards* (NGSS). Once a smaller set of programs have been identified, a larger group of educators can then be involved in the remaining phases of analysis, evaluation, selection and implementation. Alternatively, if a larger group will conduct the prescreen, then we advise that everyone learn the paperscreen to increase readiness for conducting the prescreen.

Session Outline (125 minutes; 2 hours 5 minutes plus 40 min/instructional material)

| Part 1: Introduction and Overview Slides 1-5 | Purpose: The purpose of the introduction and overview is to set the stage for learning to use the Prescreen Tools and Process.  
Summary: Participants review purpose and outcomes for prescreen and PD leader orients participants to the process. | 15 min |
| Part 2: Comparing Lessons X and Y Slides 6-10 | Purpose: The purpose of comparing lessons X and Y is to provide a common experience that highlights the kind of thinking needed to prescreen materials.  
Summary: Participants compare two lessons, Lessons X and Y, based on the criteria in the Prescreen Tool to learn how to use the tool. | 110 min |
| Part 3: Conducting the Prescreen Slides 11 | Purpose: The team conducts the Prescreen Phase to reduce the number of programs so the most worthy are considered using the Paperscreen tools and process.  
Summary: Participants use the Prescreen Tool to evaluate instructional materials and identify those candidates worthy of the time and effort required in the Paperscreen. | 40 min/ per instructional materials |
Materials

Slides

S1  Title
S2  NextGen TIME Overview
S3  Goals and Outcomes
S4  Process
S5  Prescreen Tool
S6  Less of This ... More of This...
S7  Lesson X: Evidence
S8  Lesson X: Consensus
S9  Lesson Y
S10  Aha’s
S11  Conduct the Prescreen

Handouts

HO1  Prescreen Tool (3 copies)
HO2  Less of This... More of This Charts
HO3  Lesson X: Lesson 1.2 BSCS Biology: Green Version 9th Edition
HO4  Lesson Y: Lesson 1.2 Disruptions

Resources

None

Charts

- Parking lot
- Twitter/Social Media
- Goals
- Agenda
- Norms

Other Materials

- Chart paper, markers, and painters tape (1 of each per group)
- Sticky notes (3 x 3"): yellow (1 pad per group)
- Sets of instructional materials (TE & SE)

Advance Preparation

- Prepare charts.
- Identify the number of instructional materials to be reviewed.
- Identify a topic that is consistent across the instructional materials. For example, each set of materials addresses interrelationships among living and nonliving things in ecosystems.
- Identify a learning sequence (approximately five days of instruction) that is necessary to build student three-dimensional understanding of the phenomenon/problem.
- Identify which parts of the front matter are needed to understand the organization of the materials.
# Part 1: Introduction and Overview (15 minutes)

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<th>Slide</th>
<th>Facilitation Notes and Time</th>
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<tr>
<td><strong>Slide 1</strong> Title (10 min slides 1-4)</td>
<td>Welcome participants to the session.</td>
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<tr>
<td><strong>Slide 2</strong> NextGen TIME Overview (see above)</td>
<td>Briefly review the overview of the NextGen TIME tools and processes.</td>
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| **Slide 3** Goals and Outcomes (see above) | a. Review the goals for this session. The prescreen is a “quick look” tool and process to determine if a given set of instructional materials has the potential to have been designed for the NGSS and warrants further review. If the evidence for is not clear and compelling, the materials are likely not worth the time and capacity necessary to fully evaluate the degree to which the programs are designed for the NGSS.  
b. Applying the prescreen is not a thorough vetting of a resource and is not sufficient to support claims of being designed for the NGSS. |
| **Slide 4** Process (see above) | Explain the basic process: The prescreen results in an evidenced-based decision as to whether the materials merit further review. The process involves each team member reading and recording criterion-based evidence. Then as a group, team members discuss their analysis and evidence and reach a consensus decision about conducting deeper analysis of the materials. |
### Slide 5  Prescreen Tool (5 min)

Distribute HO1 (*Prescreen Tool*). Explain that the Prescreen Tool looks at four components that represent major NGSS shifts: use of phenomenon/problem, logical sequence, students figuring out, three-dimensional performance. These components and more are used in the Paperscreen Phase for a more in-depth analysis of what is in the materials.

**Transition:** Note that the team will learn to use this tool by collecting evidence from two similar lessons—Lesson X and Lesson Y.

### Part 2: Comparing Lessons X and Y  (110 minutes)

#### Slide 6  Less of This ... More of This ... (20 min)

- Distribute HO2 (*Resources to Build Common Understanding*).
  
  Explain that the tables help define what these shifts might look like in instructional materials.

- Ask the participants to read and the briefly discuss with a partner, the Use of Phenomena/Problems criteria chart.

- Briefly discuss the chart with the whole group and make sure that there is a common understanding across the team of what to look for as evidence.

- Continue the process with the charts for Students Figuring Out Phenomena or Solving Problems, and Three-Dimensional Performance. Note: There is no chart for Presence of Logical Sequence.

- Remind participants that they can refer to these charts as they analyze the materials.

#### Slide 7  Lesson X: Evidence (20 min)

**Note:** Conduct a “teach piece” on how to use the tool. Use Lesson X (not designed for NGSS) and Lesson Y (designed for NGSS). Have teams analyze both lessons to compare their evidence, analysis, and decision making. Distribute

- Explain to participants that they will review two different lessons to compare and contrast how they show promise for being aligned to the NGSS.
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<td>b.</td>
<td>Distribute HO3 (Lesson X) to the participants and refer to the copy of the HO1 (Prescreen Tool) they received earlier. Ask them to review with a partner the front matter to determine how these materials are organized. Conduct a brief whole-group conversation about how the materials are organized.</td>
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<td>c.</td>
<td>Invite participants INDIVIDUALLY to read holistically the learning sequence to understand the flow of student understanding of the phenomenon/problem that incorporates their prior knowledge and reveals their negotiated understanding at the end of the sequence.</td>
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<td>d.</td>
<td>Ask participants to reread the learning sequence and INDIVIDUALLY gather evidence for how the materials address EACH criterion.</td>
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**Lesson X: Consensus**
- As a group, share evidence for each component. Is the evidence strong enough to show promise?
- Look across all components: How many boxes are checked for promise? What does that mean for further review?
- Consensus score and complete summary page.

**Slide 8 Lesson X: Consensus (20 min)**

a. Ask participants to share, in a whole-group discussion, evidence for each criterion. Discuss, “Is there enough evidence to check the ‘Shows promise’ box for this criterion?” Remember that this is a prescreen and not the full evaluation. It is not necessary to find every piece of evidence in the program.

b. Next, discuss evidence across the criteria. Is there enough evidence to warrant further review? This would mean that each criterion is checked for showing promise.

c. Consensus score. Remind participants that materials that show promise for being designed for the NGSS should have evidence for each of these components. If some boxes are not checked, participants need to be aware that these materials will require more time, effort, and energy in the full review process.

d. Write a brief summary of the lesson and the evidence for the decision.

**Lesson Y**
- Repeat the process for Lesson Y!

**Slide 9 Lesson Y (40 min)**

Distribute HO4 (Lesson Y) and an additional copy of HO1 (Prescreen Tool) to the participants. Repeat the process for evidence gathering and consensus scoring used for Lesson X (without the review of the charts).
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<td>Slide 10  Aha’s (10 min)</td>
<td>Ask participants to debrief their learning from the comparison of Lessons X and Y. What ideas do they want to remember while conducting their prescreen?</td>
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### Part 3: Conducting the Prescreen (time varies: approx. 40 min per instructional material)

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| Slide 11  Conduct the Prescreen (time varies) | Conduct the Prescreen  
- Read each instructional material.  
- Consensus score.  
- Create list of materials to continue to the Paperscreen Review.  

Divide participants as needed to conduct the prescreen on the set of instructional materials.  
After the team has completed its process, construct a list of the instructional materials that will be forwarded to the Paperscreen Process. |