NextGen TIME Paperscreen  
Designed for the NGSS: Foundations  
Lead the Process  

Purpose:  
- To evaluate instructional materials for the purpose of gathering and analyzing evidence of quality to inform a selection decision and, if the program is selected, to inform professional learning to support their broad and effective implementation in the classroom.

Anticipated time to complete Foundations review per program: Approximately 3 hours (First program: 30 minutes to consider their ideas, 60 minutes to read and gather evidence, and 90 minutes to represent evidence, review the Foundations Rubric, identify strengths and limitations, and score components; Additional programs: 60 minutes to read and gather evidence (could be done prior to full group meeting) and 90 minutes to represent evidence, review the Foundations Rubric, identify strengths and limitations, and score components). NOTE: One important difference in the application phase is that readers MUST be discerning as to the grain size of ideas developed through the materials. In the example unit, big ideas were developed. That may not always be the case in other programs under review. NOTE: A second important difference is that reviewers should use what they have learned about the quality of phenomena/problems.

Advance Preparation  
- Assign participants to develop their yellow sticky notes of “what students should learn” so they come ready to organize their ideas BEFORE reading the materials to gather evidence.  
- Prepare charts.  
- Print Foundations strengths and limitations chart (1 copy/program/person).  
- Ensure adequate space for posting the Conceptual Flow Evidence charts.  
- Determine the unit of instruction that will be analyzed across each program under consideration.  
- Secure access or copies of the student and teacher editions of each program under consideration for chapter groups. Each member of the chapter group will need a copy of the materials (SE, handouts, and TE) for their assigned chapter or a copy of the entire unit that will be analyzed.  
- Determine how you will group participants.  
- Determine how you will divide the materials based on the number of people who will be evaluating the materials and the amount of “reading” they will need to do.  
- Develop a navigation guide for each set of instructional materials under consideration.  
- Create the appropriate sticker set and print. Note that you will only need the DCI stickers. Uline Stickers available at [https://www.uline.com/Product/Detail/S-19643/Laser-Labels/Uline-Laser-Labels-White-3-x-2](https://www.uline.com/Product/Detail/S-19643/Laser-Labels/Uline-Laser-Labels-White-3-x-2)  
  - Stickers by DCI: available on NextGen TIME website (nextgentime.org)  
  - Stickers by Topic: available on NextGen TIME website (nextgentime.org)  
- Customize the Lead the Process PPT (F-R3) and use the instructions provided in the Learning the Process PD leader guide to support the process.
NextGen TIME Paperscreen
Designed for the NGSS: Student Thinking
Lead the Process

Purpose:

- To evaluate instructional materials for the purpose of gathering and analyzing evidence of quality to inform a selection decision and, if the program is selected, to inform professional learning to support their broad and effective implementation in the classroom.

Anticipated time to complete Student Thinking review: Approximately 2 hours (60 minutes to review rubric, gather evidence, and represent evidence, 20 minutes to identify strengths and limitations, and 40 minutes to score components)

Advance Preparation:

- Prepare charts.

- Ensure adequate space for adding the charts for the Student Thinking Rubric to the wall under the conceptual flow from the Student Thinking Rubric.

- Choose the appropriate sticker set and print. Note that you will need DCI, SEP, and CCC stickers.
  
  o Text by DCI: available on the NextGen TIME website
  
  o Text by Topic: available on the NextGen TIME website

- Customize the Lead the Process PPT and use the instructions provided in the main PD leader guide to support the process.
NextGen TIME Paperscreen
Designed for the NGSS: Monitoring Student Progress
Lead the Process

Purpose:
- To evaluate instructional materials for the purpose of gathering and analyzing evidence of quality to inform a selection decision, and, if the program is selected, to inform professional learning to support their broad and effective implementation in the classroom.

Anticipated time to complete Student Progress review: Approximately 2 hours (60 minutes to review rubric, gather evidence, and represent evidence, 20 minutes to identify strengths and limitations, and 40 minutes to score components)

Advance Preparation:
- Prepare charts.
- Ensure adequate space for adding the charts for the Student Progress Rubric to the wall under the conceptual flow from the Foundations Rubric.
- Choose the appropriate sticker set and print. Note that you will need DCI, SEP, and CCC stickers.
  - Text by DCI: available on the NextGen TIME website
  - Text by Topic: available on the NextGen TIME website
- Customize the Lead the Process PPT and use the instructions provided in the main PD leader guide to support the process. Note that “learning the process” is a truncated version of the full process required to lead the process.
NextGen TIME Paperscreen
Designed for the NGSS: Teacher Support
Lead the Process

Purpose:

• To evaluate instructional materials for the purpose of gathering and analyzing evidence of quality to inform a selection decision and, if the program is selected, to inform professional learning to support their broad and effective implementation in the classroom.

Anticipated time to complete Teacher Support review: Approximately 2 hours (60 minutes to review rubric and review evidence, 20 minutes to identify strengths and limitations, and 40 minutes to score components)

Advance Preparation:

• Prepare charts.
• Customize the Lead the Process PPT and use the instructions provided in the main PD leader guide to support the process. Note that “learning the process” is a truncated version of the full process required to lead the process.