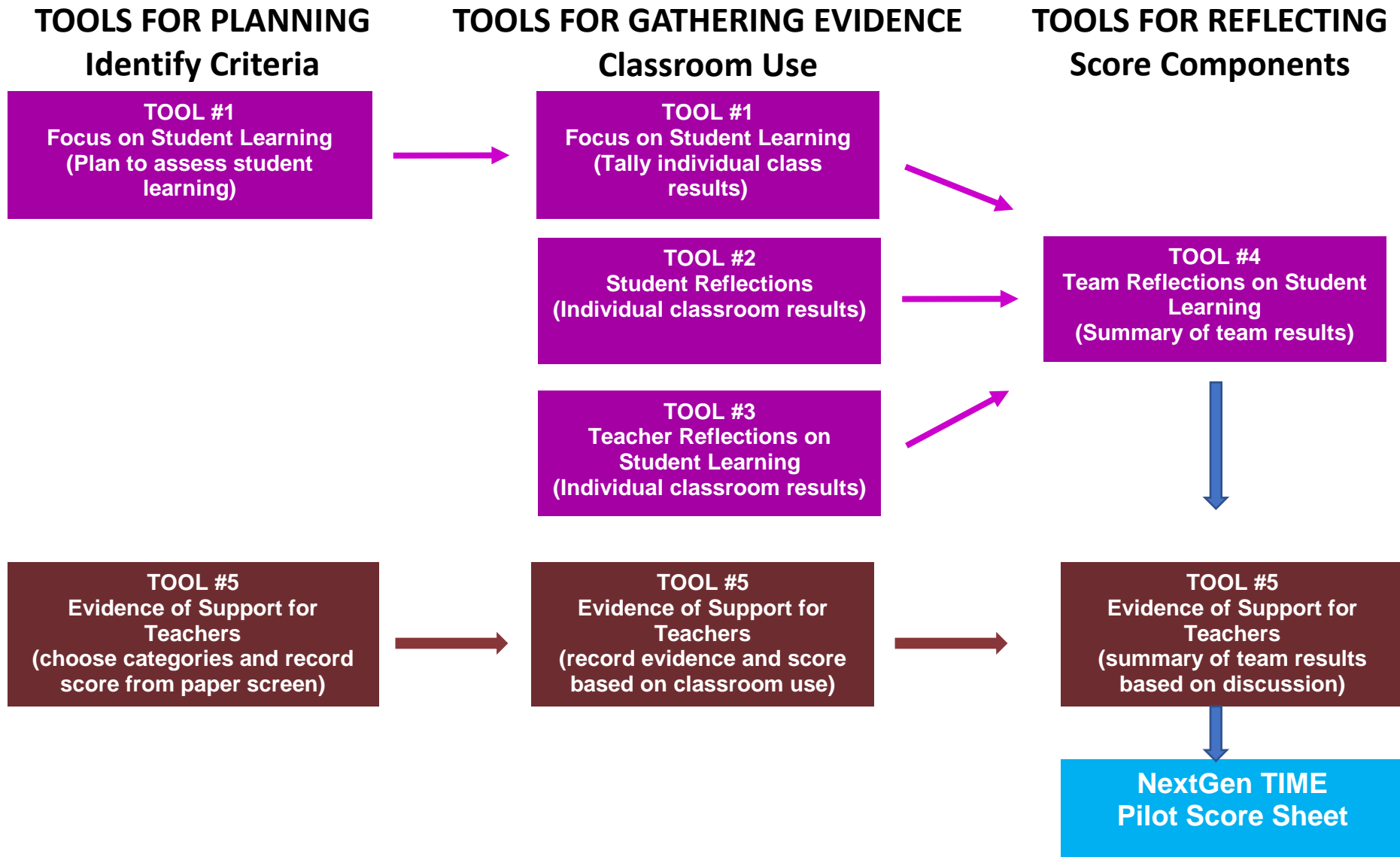


Overview: Next Gen AIM Pilot Tools and Processes



Pilot Tool #1: Focus on Student Learning

Directions: Complete this tool for each of five selected student learning experience. Add type of experience to score sheet.

Program _____ **Grade** _____

Chapter/Module # and Title _____ **Lesson Title** _____

Student Learning Experience

(e.g., investigation, experiment, lab, concept map, graphic organizer, assessment, discussions, etc.) _____

Phenomena/Problem _____

NGSS Expected Student Learning Outcomes List the intended learning outcomes from the instructional materials. If the materials don't provide learning outcomes, use the student work to write outcomes	3 Dimensional Learning Determine if the outcome is 2D or 3D	How will students make their thinking visible? Describe the student work that will demonstrate students' understanding of each outcome.
Description: High Quality Work (Rubric included? ___Y___N)	Description: Medium Quality Work (Rubric included? ___Y___N)	Description: Low Quality Work (Rubric included? ___Y___N)
Tally for Your Students	Tally for Your Students	Tally for Your Students
To what extent does this learning experience support student understanding of the phenomena? (1 = none; 5 = a lot) 1 2 3 4 5		

Pilot Tool #2: Student Reflection on Learning

Program _____ Grade _____

Chapter/Module # and Title _____ Lesson Title _____

Student Learning Experience

(e.g., investigation, experiment, lab, concept map, graphic organizer, assessment, discussions, etc.) _____

Phenomena/Problem _____

What did I learn?	Write questions you still have about _____.
How hard did you have to think? (1= very little; 5 = a lot) 1 2 3 4 5	

What was most helpful for your learning?

What was least helpful for your learning?

Pilot Tool #3: Teacher Reflection on Student Learning

Directions: Complete this tool for each selected student learning experience using results from Tools 1 and 2.

Program _____ **Grade** _____

Chapter/Module # and Title _____ **Lesson Title** _____

Student Learning Experience
 (e.g., investigation, experiment, lab, concept map, graphic organizer, assessment, discussions, etc.) _____

Phenomena/Problem _____

Summarize key lesson learned (e.g., what did students “get”, what are they still missing?) from analyzing student work? (Tool #1)

Summarize student reflections (e.g., range and trends in student responses (Tool #2)

Strengths	Limitations

Modifications/Recommendations for Customization

Pilot Tool #4: Team Reflection on Student Learning

Directions: Use this tool to summarize each person’s results from Tools #1, #2 and #3. Complete one Tool #4 for each selected student learning experience.

Program _____ Grade _____

Chapter/Module # and Title _____ Lesson Title _____

Overall Student Score (Combine individual class results from Tool #1)					
High Quality Work		Medium Quality Work		Low Quality Work	
Pooled Tally for All Students	Pooled Percentage <i>(Pooled Tally/N X 100%)</i>	Pooled Tally for All Students	Pooled Percentage <i>(Pooled Tally/N X 100%)</i>	Pooled Tally for All Students	Pooled Percentage <i>(Pooled Tally/N X 100%)</i>
Score <i>How well did the instructional materials support student learning? Circle the score (i.e., 5, 3 or 1) based on Pooled Tally Percentage based on the percentage of <u>high-quality</u> work. Record on Next Gen AIM Pilot Score Sheet.</i>			5 <i>(66% and above High- Quality Student Work)</i>	3 <i>(33 to 65% High-Quality Student Work)</i>	1 <i>(32% and below High-Quality Student Work)</i>

As a team, would you recommend that this student learning experience remain as is? Why or why not? What changes would you recommend?

What professional learning is needed to better implement this learning experience to increase student understanding?

Pilot Tool #5: Evidence of Support for Teachers

Directions: Record the score from the Paperscreen for each component in the space provided. Record and analyze evidence from your actual experience using the following questions as a guide.


- To what extent did the evidence cited and the score in Paperscreen match your experience with the materials?
- How did the materials support your use? What were the missed opportunities?

Determine score (5 = high- quality, 3 medium-quality, 1 low-quality) for each component of the Support for Teachers based on your pilot experience.

Component of Support for Teachers	Pscreen Score	Pilot Score	Response to Questions (Cite Evidence)
<p>TS1. Phenomenon/Problem Driven Three-Dimensional Learning. Teacher materials provide:</p> <ul style="list-style-type: none"> • background information about the phenomena or problems included in the learning sequence and across sequences. • an explanation of the role of phenomena or problems in driving student learning. • rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, and CCCs. 			
<p>TS2. Coherence. Teacher materials describe and provide a rationale for:</p> <ul style="list-style-type: none"> • the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences. • strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions. • Connections to other science domains, nature of science, engineering, technology, and applications of science, math, and ELA. 			
<p>TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that:</p> <ul style="list-style-type: none"> • support students in learning through authentic and meaningful phenomena or design problems. • support student learning across the three dimensions. • make student thinking visible; promote reasoning, sense-making, and problem-solving; challenge student thinking; and develop metacognitive abilities. 			
<p>TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies:</p> <ul style="list-style-type: none"> • to support student access to the targeted learning goals, experiences, and performances. • that help teachers differentiate instruction. 			
<p>TS5. Support to Monitor Student Progress. Materials provide support for teachers to:</p> <ul style="list-style-type: none"> • monitor student learning and progress over time. • make decisions about instruction and provide feedback to students. 			

NextGen TIME Pilot Score Sheet

Component	Score	Evidence
STUDENT LEARNING		
TOTAL Student Learning	T=	Student Learning Program Score = $T/25 \times 100\% =$

Component	Score	Evidence
TEACHER SUPPORT		
TS1. Phenomenon/Problem Driven Three-Dimensional Learning.		
TS2. Coherence.		
TS3. Effective Teaching.		
TS4. Support for Students with Diverse Learning Needs.		
TS5. Support to Monitor Student Progress.		
TOTAL Teacher Support	T=	Teacher Support Program Score = $T/25 \times 100\% =$
GRAND TOTAL (average score)		Student Learning Score + Teacher Support Score/2 =