**NextGen TIME Pilot Leader Guide**

**Introduction**

To analyze instructional materials for how student thinking and engagement is addressed, how teachers are supported in providing NGSS aligned instruction and to enable participants to apply Pilot tools and process.

**Goals and Outcomes:**

- **Overall**
  - learn a process for analyzing instructional materials in light of the NGSS
  - apply the process and tools to help you
    - Increase your shared understanding of the characteristics of high-quality instructional materials and the NGSS
    - Use the results of the process to inform the selection of instructional materials
    - Use the results of the process to inform planning for classroom use.

- **Pilot**
  - Test instructional materials in the classroom
  - Use evidence to inform final selection decision or recommendation
  - Use evidence to inform PL and other support needed for broad and effective use of selected program across the district

**Overview**

<table>
<thead>
<tr>
<th>Part</th>
<th>Introduction to Pilot (Slides 1-12) [15 minutes]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose:</td>
<td>Set the stage for the focus of the session.</td>
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<tr>
<td>Summary:</td>
<td>Review purpose and outcomes for NextGen TIME, orient participants to where they are in the process, and introduce and provide time for participants to consider the components of the Pilot tools and process.</td>
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</table>

| Part 2 | Focus on Student Learning (Slides 13-24) [105 minutes] |
| Purpose: | Introduce participants to Tools 1-4. |
| Summary: | Participants complete the appropriate portions of Tool 1 and are oriented to how Tools 1-4 will be used during the Pilot. |

| Part 3 | Focus on Teacher Support (Slides 25-28) [15 minutes] |
| Purpose: | Introduce participants to Tool 5. |
| Summary: | Participants complete the appropriate portions of Tool 5 and are oriented to how Tool 5 will be used during the Pilot. |

| Part 4 | Scoring (Slides 29-31) (10 minutes) |
| Purpose: | Explain how evidence is used to score the student learning and teacher support components of the pilot and to share how pilot scores, combined with paper screen score, enable a district to make a recommendation for selection |
Part 5  Reflection (Slide 32) [10 min]

Purpose: Close the session.

Summary: Revisit the goals and link to Planning Phase of NextGen TIME

Materials:  
- NextGen TIME Process and Tools chart with arrow
- Instructional materials
- Artifacts from Paper Screen for programs that will be piloted

Handouts PER TEACHER
- HO 1  Pilot Overview
- HO 2  Tool 1 X 5/program
- HO 3  Tool 2 X 5 X # students/program
- HO 4  Tool 3 X 5/program
- HO 5  Tool 4 X 5/program
- HO 6  Tool 5/program

Handouts PER TEAM
- HO 7  Pilot Score Sheet: Student Learning
- HO 8  Pilot Score Sheet: Teacher Support
- HO 9  Task Sheet (What to do; What to bring)

Resources
Optional Text Resources
- R 2  *Next Generation Science Standards For States, By States Volume 1: The Standards* (2013) by NGSS Lead States
- R 3  *Next Generation Science Standards For States, By States Volume 2: The Appendices* (2013) by NGSS Lead States

Other Resources
- NA

Advance Preparation:  
- Create and post the score sheet chart
- Share electronic version of all Tools
## Part 1 Introduction Slides 1-13 (30 minutes)

<table>
<thead>
<tr>
<th>Slide and Time</th>
<th>Facilitation Notes</th>
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<tbody>
<tr>
<td>Slides 1-3 (3 minutes)</td>
<td>Slide 1 Title</td>
</tr>
<tr>
<td></td>
<td>Welcome participants to the session.</td>
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<td><img src="Image" alt="NextGen TIME Graphic" /></td>
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<td></td>
<td>Highlight where we are in the overall NextGen TIME Process.</td>
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<tr>
<td>Slides 1-3 (see above)</td>
<td>Slide 2 NextGen TIME Graphic</td>
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<tr>
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<td>Highlight where we are in the overall NextGen TIME Process.</td>
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<td><img src="Image" alt="NextGen TIME Graphic" /></td>
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<td></td>
<td>Slide 3 Purpose</td>
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<tr>
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<td>Share with participants the purpose of the Pilot Phase of NextGen TIME.</td>
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<td><img src="Image" alt="Pilot Phase: Purpose" /></td>
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<tr>
<td>Slide 4-5 (3 minutes)</td>
<td>Slide 4 Focus and Phases</td>
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<td>Provide an overview of the focus and phases of the Pilot. Provide an idea of the</td>
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<td>timeline for each phase of the process.</td>
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<tr>
<td>Slide and Time</td>
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</table>
| Slides 4-5 (see above) | Slide 5 Session Goals  
Share with participants the session goals. |
| **Session Goals**  
- Learn to use the Next Gen TIME Pilot processes and tools.  
- Apply Pilot processes and tools to up to two programs as determined in the paper screen. | |
| Slide 6 (6 minutes) | Slide 6 Linking  
Invite participants to consider the questions on the slide. Gather ideas from the group.  
Forecast that for the next few minutes, you’ll provide an overview of Pilot Tools and Process. |
| **Paperscreen and Pilot Phases** | |
| Slide 7-12 (5 min) | Slide 7 Overview  
Note the three phases of the Pilot and that as noted earlier, the focus will be on student learning (pink boxes) and support for teachers (brown boxes). By the end of the process, participants will have planned for classroom use, gathered evidence from using the Tools, and scored each program under consideration (blue box) |
| **Linking back to the Paperscreen**  
- What one or two programs will you pilot in the classroom?  
- Why did you choose these one or two programs?  
- Which “units” will you pilot? How will you decide? | |
| Slide 7-12 (see above) | Slide 8 Overview  
Note the purpose of Tool 1 to help participants focus on student learning by planning how to assess student learning. |  

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| **Slides 7-12 (see above)** | Slide 9  Overview  
Note that during the gathering evidence phase, each teacher piloting the identified program/programs and “units” of instruction will score student work, gather student reflections, and reflect themselves on the student work. |
| **Slides 7-12 (see above)** | Slide 10  Overview  
In the follow-up meeting teachers will share the evidence gathered during classroom use and reflect together on the process. |
| **Slides 7-12 (see above)** | Slide 11  Overview  
Note that the process also includes a focus on teacher support. Note that participants will have an opportunity to plan for evidence collection using Tool 5. They will continue to use Tool 5 to gather evidence in the classroom, and for reflection as a team to score this component. |
| **Slides 7-12 (see above)** | Slide 12  Overview  
The team then reflects on and scores the evidence to inform a selection decision and identify support for widespread and effective use for the selected program. |
## Part 2: Focus on Student Learning (105 minutes or more) 

**NOTE:** Refer to appropriate HO for each Tool.

<table>
<thead>
<tr>
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</table>
| Slide 13-15 (25 min) | **Slide 13 Tool 1**  
Share Tool 1 and ask participants what they notice. Validate responses and ask follow-up questions. Follow-up questions may include: How would that help focus on student learning? Why is that important?  
Note that this tool is used for PLANNING to help gather evidence. |
| Slide 13-15 (see above) | **Planning: Tool 1 Overview**  
Provide a brief overview of the tool and what they need to complete during this planning phase.  
Explain that they will use this tool with 5 different learning experiences |
| Slide 13-15 (see above) | **Planning: Tool 1**  
Provide a few minutes for participants to consider what kinds of learning experiences they think would be valuable for assessing how well the materials support and assess student learning.  
Follow-up questions may include: Where would you find fruitful examples (artifacts from Paper Screen)?  
Provide time for teams to choose ONE learning experience (or point them in a productive direction).  
Provide instructions for completing the student learning outcomes.  
If learning outcomes are not provided, go to the next slide to help participants determine how students will demonstrate their understanding. Work backwards from student work to create learning outcomes.  
Record learning outcomes on Tool 1. |
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| Slide 16 (20 min) | **Planning: Tool 1**
- Determine if the materials include how students will make their thinking visible.
- Record responses on Tool 1.
- If the materials don’t provide how students will make their thinking visible, write a description of how that might layout in the classroom.

**Slide 16** Planning: Tool 1
Provide instruction for determining if the materials include how students will make their thinking visible.

If the materials do not include how students will make their thinking visible, brainstorm ways student thinking might be described.

Record on Tool 1.

| Slide 17 (20 min) | **Planning: Tool 1**
- Determine if the materials include guidance for assessment, i.e., score descriptors, of student work that is high, medium, or low performance.
- Also determine, if a rubric or scoring guide is included in the materials. If it is not provided, help participants to craft a rubric.

**Slide 17** Planning: Tool 1
Provide instruction to help participants determine if the materials include guidance for assessment, i.e., score descriptors, of student work that is high, medium, or low performance.

If guidance for assessment of student work is not provided in the materials, provide instruction to help participants identify or determine score descriptors.

Also determine, if a rubric or scoring guide is included in the materials. If it is not provided, help participants to craft a rubric.

Note that if guidance is provided, participants should copy and staple the relevant pages to the completed Tool.

| Slide 18 (5 min) | **Gathering Evidence: Tool 1**
- You will tally results after the learning experience to support student understanding of the phenomenon after they have looked at student work.
- Also explain to participants that they will tally the number of students performing at each score descriptor.

**Slide 18** Gathering Evidence: Tool 1
Explain to participants that they will score student work samples after instruction.

Also explain to participants that they will tally the number of students performing at each score descriptor.

Participants will also indicate the extent to which the learning experience supports student understanding of the phenomenon after they have looked at student work.

Share with participants that the tallies will be used at the follow-up meeting.
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| Slide 19 (5 min) | Slide 19 Tool 2  
Share Tool 2 and ask participants what they notice. Follow-up questions may include: How would that help focus on student learning? Why is that important? Note that this tool is used to help gather evidence and in the reflection/scoring component of the Pilot. They will use this tool for every student for each of the learning experiences. |
| Slide 20 (5 min) | Slide 20 Gathering Evidence: Tool 2  
Provide an overview of how participants will use the Tool and what they’ll bring back with them to the follow-up meeting.  
For K-1 students, they will interview students and write their ideas. For 2-12 grade students, the students will write their ideas.  
Refer participants to H09 for what they need to do during each phase and the artifacts they need to collect and bring with them to the follow-up meeting. |
| Slide 21 (5 min) | Slide 21 Tool 3  
Share Tool 3 and ask participants what they notice. Follow questions could include: How would that help focus on student learning? Why is that important? Note that this tool is used to help gather evidence which will contribute to information on Tool #4 in the reflection/scoring component of the Pilot. |
| Slide 22 (5 min) | Slide 22 Gathering Evidence: Tool 3  
Provide an overview of how participants will use the Tool and what they’ll bring back with them to the follow-up meeting.  
Refer them to H09 for what they need to do during each phase and the artifacts they need to collect and bring with them to the follow-up meeting. |
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<tr>
<td>Slide 23 (5 min)</td>
<td>Provide an overview of how participants will use the Tool when the team reconvenes at the Follow Up Meeting.</td>
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<tr>
<td>Tool 4</td>
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<td>Slide 24 (5 min)</td>
<td>Explain that this tool is a summary of what the individual teachers gathered in Tools #1, #2, and #3.</td>
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<tr>
<td>Reflecting: Tool 4</td>
<td>Clarify how to complete the Overall Student Score (if time is limited, they only need to complete the high quality work tallies) form Tool #1.</td>
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<td>Remind them to use the results from individual Tools #2 and Tools #3 to complete the recommendations for changes to the learning experiences and for identifying what professional learning is needed to better implement this learning experience.</td>
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<tr>
<td>Slide 25 (5 min)</td>
<td>Share Tool 5 and ask participants what they notice. Follow questions could include: How would that help focus on teacher support? Why is that important?</td>
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<tr>
<td>Tool 5</td>
<td>Note that this tool is used in planning, gathering evidence, and to help in the reflection/scoring component of the Pilot. Today they will plan, then gather evidence in their classroom, and then bring Tool 5 for each learning experience back to the Follow Up Meeting.</td>
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### Part 3: Focus on Teacher Support (40 min) NOTE: Refer to appropriate HO for each Tool.

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<thead>
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</table>
| Slide 26 (10 min) | Slide 26 Planning: Tool 5  
Have participants enter the paper screen score for each component. Provide time for participants to complete the top portion of the Tool.  
They will complete one Tool 5 for each learning experience. |
| Slide 27-28 (5 min) | Slide 27 Gathering Evidence: Tool 5  
Explain that they will gather evidence about teacher support as they are teaching. Using the questions in this column, they will enter evidence about each component. |
| Slide 28 (see above) | Slide 28 Gathering: Tool 5  
They will then score the pilot column based on their evidence.  
Remind participants that they will bring back Tool 5 for each learning experience to the Follow Up Meeting. |
### Part 4  Score (10 minutes)

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| Slide 29-31 (10 min) | Slide 29  Reflecting and Scoring: Student Learning  
Explain that the score sheet has two parts: 1) student learning and 2) teacher support.  
At the Follow up Meeting, the teams will use their evidence gathered during teaching and their discussions about that evidence to score each part.  
On this score sheet they will enter the 5 learning experiences, with a score and then provide a summation of the evidence that was used to determine the score. |

| Slide 30 (see above) | Slide 30  Reflecting and Scoring: Teacher Support  
On this score sheet, participants will enter the scores for each component and then provide a summation of the evidence that was used to determine the score.  
They will then add the score for student learning with the score for teacher support to get a total score for the pilot. |

| Slide 31 (see above) | Slide 31  Score for Selection  
Explain that participants then combine the scores from the paper screen and the pilot. They then rank order the instructional materials and decide on which they select and recommend for adoption.  
Participants can also create documentation of their scoring (using information from the score sheets and the evidence pages) to present to authorities for the purchase/implementation of the selected materials. |
**Part 5  Reflection (10 minutes)**

<table>
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<tr>
<th>Slide and Time</th>
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</table>
| Slide 32 (10 min) | Slide 32  
Forecast  

Forecast the Plan Phase  

* How can you use information gathered through the Pilot to help you plan for broad and effective use of the program you select?  

Provide an opportunity to participants to consider the question and then gather ideas from the group.  

Close the session with a reminder of what is needed for the Follow Up Meeting (H09) and the time and place for that meeting. |