MSELA AT MSTA19: SUPPORTING DISTRICT IMPLEMENTATION OF MSS

https://tinyurl.com/y2hkqbxl

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HOW CAN WRESA SUPPORT IMPLEMENTATION?

- Defining the challenge: All Standards. All Students. Wayne County.
- Prochaska’s Transtheoretical Behavior Change Stages
- NGSS District Implementation Indicator List
- How would you define the stages?
- How do we use the Model to support districts?
- Next Steps?
- 33 Districts
- 108 PSAs
- 270,000 Students
- 20,000 Teachers
PROCHASKA 1977: STAGES OF CHANGE

Not on the radar…

Thinking about it…

Precontemplation

Contemplation

Preparation

Action

Underway…

Progress

Maintenance

Refining…

Relapse
### NGSS District Implementation Indicators

**Foundational Strategies**

**Indicator 1:** Equity and Access
All K–12 students have adequate opportunities to learn science.

**Indicator 2:** Management
The district carefully and intentionally manages implementation efforts.

**Essential Strategies**

**Indicator 3:** Professional Learning for Teachers
High-quality professional learning opportunities for educators that lead to strong implementation of the NGSS in classrooms are readily available, and educators are consistently participating in these opportunities.

**Indicator 4:** Professional Learning for School Leaders
A high-quality professional learning system is created specifically for K–12 school leaders, and school leaders are consistently participating in these opportunities.

**Indicator 5:** Instructional Materials
Educators use high-quality instructional materials designed for NGSS learning and meet diverse student needs.

**Indicator 6:** Assessments
Assessments are designed and used to monitor student progress toward proficiency in the NGSS, and schools are held accountable for science performance.

**Indicator 7:** School Structures
The district develops course scopes and sequences for implementation of NGSS courses.

**Indicator 8:** Internal Communication
Educators in the district have a common understanding of NGSS implementation.

**Indicator 9:** Community Communication
The community understands the shared goal of improving science education and the transitions associated with implementation of new science standards.

**Indicator 10:** Leadership Collaboration with Other Districts
The district implementation leadership team collaborates with other districts to support NGSS implementation and shares solutions to common problems.

**Indicator 11:** Educator Collaboration Within and Across Districts
Educators collaborate with other educators within and across districts.

**Indicator 12:** Partnerships with External Organizations
The district partners with external organizations for implementation support.

**Results**

**Indicator 13:** Student Outcomes
Student outcomes show evidence of three-dimensional science proficiency and engagement in science.
### MSS/NGSS District Implementation Indicators - A Trans-Theoretical Model Approach

<table>
<thead>
<tr>
<th>Indicator #1: Equity and Access</th>
<th>Stage 1: Precontemplation</th>
<th>Stage 2: Contemplation</th>
<th>Stage 3: Preparation</th>
<th>Stage 4: Action</th>
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<td>All K-12 students have adequate opportunities to learn science.</td>
<td>Not on the radar...</td>
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<td>Ready to begin planning...</td>
<td>Implementation is underway...</td>
<td>Ruffling the process...</td>
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<th>Indicator #2: Management</th>
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## WAYNE RESA’S COMPLETED IMPLEMENTATION MODEL

**MSS/NGSS District Implementation Indicators - A Trans-Theoretical Model Approach**

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<th>Indicators (Achieve district implementation goals) / Trans-theoretical Stages (Prochaska, 1979)</th>
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<td>Ready to begin planning…</td>
<td>Implementation is underway…</td>
<td>Refining the process…</td>
<td>District collects relevant data to monitor and adjust science programs for equity and access for all students.</td>
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**Indicator #1: Equity and Access**
- All K-12 students have adequate opportunities to learn science.

**Equity may be a part of this work, but not in alignment with MSS/NGSS.**

**Indicator #2: Management**
- The district carefully and intentionally manages implementation efforts.

**District recognizes new science standards have been adopted, but has not made significant changes.**

**District engages key district leadership team members, including science and key leaders, in forming a district leadership team.**

**District staff develop skills and resources in science learning and work to implement.**

**Elements of implementation plans are carried out. Evidence of completion is gathered and reported to stakeholders. Plan is monitored and adjusted.**

**Science leaders conduct ongoing monitoring of goals and processes toward high quality science teaching and learning.**

**Indicator #3: Professional Learning for Teachers**
- High-quality professional learning opportunities are available and educators are consistently participating in these opportunities.

**Teachers have new science standards and materials adopted.**

**District has a plan to provide continuous PD aligned to NGSS implementation.**

**English professionals, including district leadership, science teachers, and district leadership, are involved in developing the plan.**

**District uses feedback mechanisms to allow for improvements and adjustments to the professional learning system.**

**Indicator #4: Professional Learning for School Leaders**
- A high-quality professional learning system is created specifically for K-12 school leaders, and school leaders are consistently participating in these opportunities.

**Administrators have awareness of major shifts in NGSS 3D science teaching and learning.**

**Administrators enact multi-year implementation plan for new science standards. School leaders monitor school structures for alignment to high school, 3D science teaching and learning are considered when making building or district level decisions.**

**Administrators monitor and refine implementation plan and school structures.**

**Indicator #5: Instructional Materials**
- Educators use high-quality instructional materials designed for NGSS learning and meet diverse student needs.

**District continues to use pre-NGSS resources with no current NGSS lesson plans incorporated.**

**Pilot and Evaluation of NGSS aligned materials for K-12.**

**Adopted NGSS-aligned Science Curriculum.**

**Fully aligned K-12 Science Curriculum - Monitor.**

**Indicator #6: Assessments**
- Assessments are designed and used to monitor student progress toward proficiency to the NGSS, and schools are held accountable for science performance.

**District uses assessments aligned to pre-NGSS standards (example: GCSE/HSMC or single dimension).**

**District is using NGSS assessments.**

**District is closing gaps in alignment of materials to NGSS and schools are held accountable for science performance.**

**District is collecting and using student data classroom, building, district, and state to inform stakeholders regarding progress toward science learning.**

**Indicator #7: School Structures**
- The district develops course sequences for implementation of NGSS courses (Secondary)

**District continues to use pre-NGSS scope and sequence.**

**District understands NGSS grade banding: K-5, 5-8, HS, HS.**

**District evaluates course sequence models (aligned to specific curriculum or achieve models) and district needs for each grade band. Secondary models consider certification and licensure. Curriculum requirements.**

**Adapt scope and sequence (aligned to NGSS and district criteria).**

**Monitoring student outcomes by student cohort (for example: HS graduation, participation in science courses, etc.) All students, All standards.**
Using the Model

- Who: District Leadership, District Implementation Teams, Teacher Leaders
- When to use the Model: Beginning the process
- When to use the Model: During the process
- What: How are we doing now? Where do we need to go?
“All Standards, All Students”

Michigan Science Standards
Next Generation Science Standards