

CA NGSS Toolkit for Instructional Materials Evaluation (TIME)

The following graphics represent the six sections of the CA NGSS TIME.

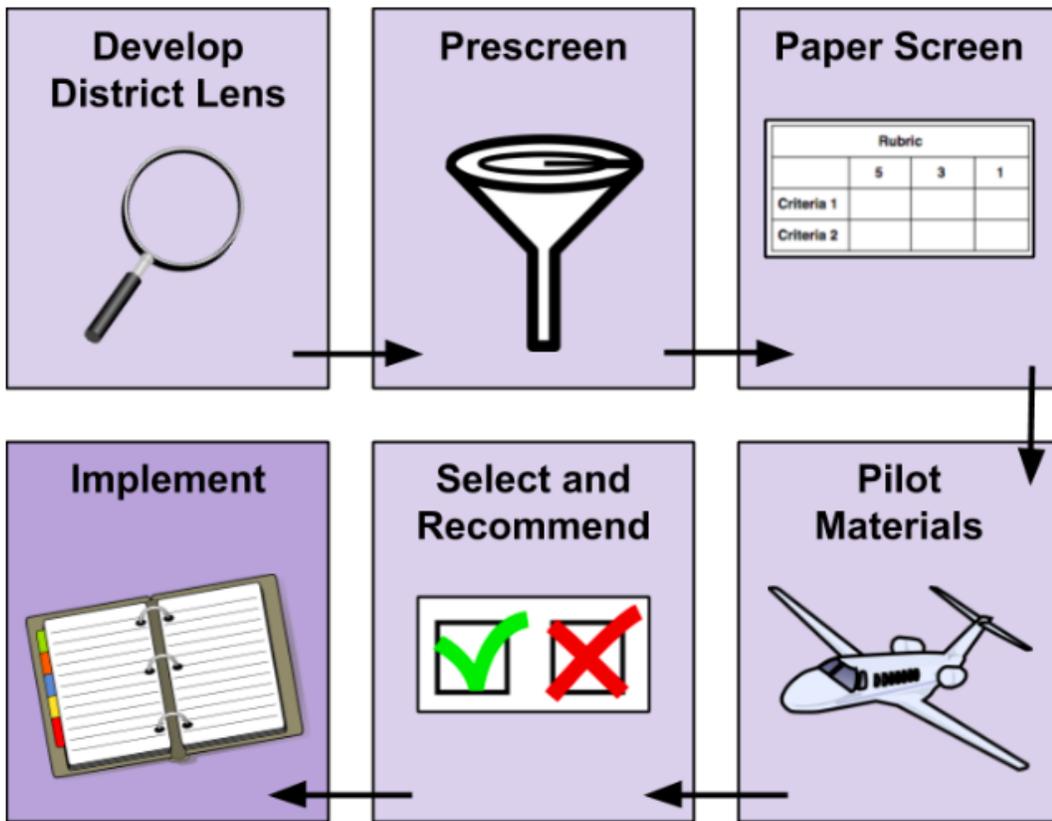


Figure 1.4. Six Sections of the CA NGSS TIME

Overview of the CA NGSS TIME Sections

The implementation of the CA NGSS TIME is an iterative process and requires multiple perspectives and lenses. The process is divided into six sections.

Introduction. The introduction provides the purpose and rationale for using the *CA NGSS TIME* and includes short excerpts from the CA Science Framework that introduce users to CA NGSS terminology and reinforce the instructional shifts for the CA NGSS.

Section 1: Develop District Lens. Time: approximately 3–4 Hours

Preparing the team to evaluate instructional materials based on the district's unique needs is an important part of the adoption process because it can assist adoption committees in selecting the best possible programs for their particular student population. Section 1 provides support for forming a district adoption committee and establishing a profile of the district's needs and resources. The District Lens can serve as a guide that will lead to an informed perspective regarding the needs of students and teachers in this adoption cycle. *This Section needs to be completed by each district and should be led by the district adoption committee chair.*

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Section 2: Prescreen. Time: approximately 16 Hours (CA NGSS TIME professional learning and 6-8 Hours)

The Prescreen process narrows the field of programs to the most promising options. The Prescreen process does not provide a thorough vetting of resources and is not sufficient to support claims of being designed for the NGSS. Section 2 begins broadly in scope and moves toward a more targeted examination of CA NGSS alignment. The tasks in section 2 include a broad look at each program to help districts determine which programs move forward in the adoption process. It is recommended that a small subgroup of the district adoption committee completes the Prescreen process. Prior to the activities in section 2, the district needs to obtain copies of instructional materials. An essential component of Section 2 is a professional learning session that calibrates teams and models the Prescreen process to be used for instructional materials under consideration. These professional learning sessions will be led by county partnership teams. Districts should plan to attend a CA NGSS TIME professional learning session prior to completing the Prescreen process. *A facilitator script and presentation are included in CA NGSS TIME for adoption committees that do not attend.*

Section 3: Paper Screen. Time: approximately 28 Hours (CA NGSS TIME professional learning and approximately 6 Hours per program under consideration)

- Overview
- Rubric 1 – Foundations
- Rubric 2 – Student Learning
- Rubric 3 – Monitoring Student Progress
- Rubric 4 – Teacher Support
- Rubric 5 – Program Evaluation (Optional)

The Paper Screen process gives the adoption committee an opportunity to examine instructional materials prior to piloting programs. The whole committee uses rubrics to conduct a deeper, more thorough investigation of each of the programs selected in section 2: Prescreen. An essential component of section 3: Paper Screen is for the adoption committee to engage in a shared professional learning experience in order to calibrate themselves using resources not under review. This essential component of section 3: Paper Screen should not be skipped. Using evidence and rubrics, this deeper dive leads districts through the process they will use for determining which programs to pilot. These professional learning sessions will be led by county partnership teams. Districts should plan to attend a CA NGSS TIME professional learning session prior to completing the Paper Screen process. *Facilitator scripts and presentations are included in CA NGSS TIME for adoption committees that do not attend.*

Section 4: Pilot Materials. Time: will vary

The Pilot Materials process allows for analyzing instructional materials while using them in classrooms. The instructional materials used in this process are chosen based on section 3: Paper Screen. This gives a more thorough analysis of each program under review and allows for additional evidence from teachers and students to be used in section 5: Select and Recommend.

Section 5: Select and Recommend. Time: will vary

The Select and Recommend process provides a decision-making framework to support the adoption committee in coming to consensus about the instructional materials to be adopted. Evidence and data from sections 1–4 is used as support for selections.

Section 6: Implement. Time: Length of adoption

Provides tools to support planning and monitoring the ongoing implementation of adopted instructional materials.