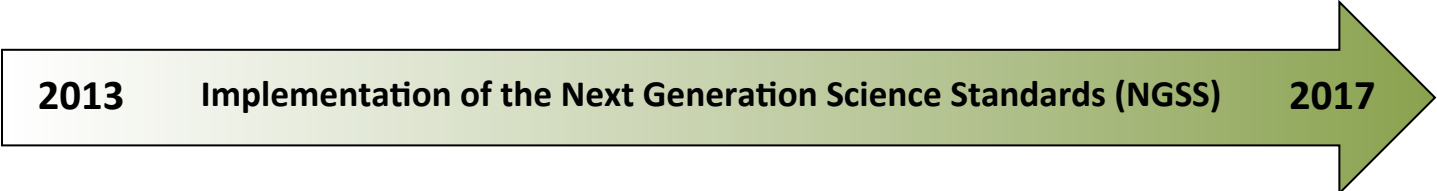


NGSS Collaborative

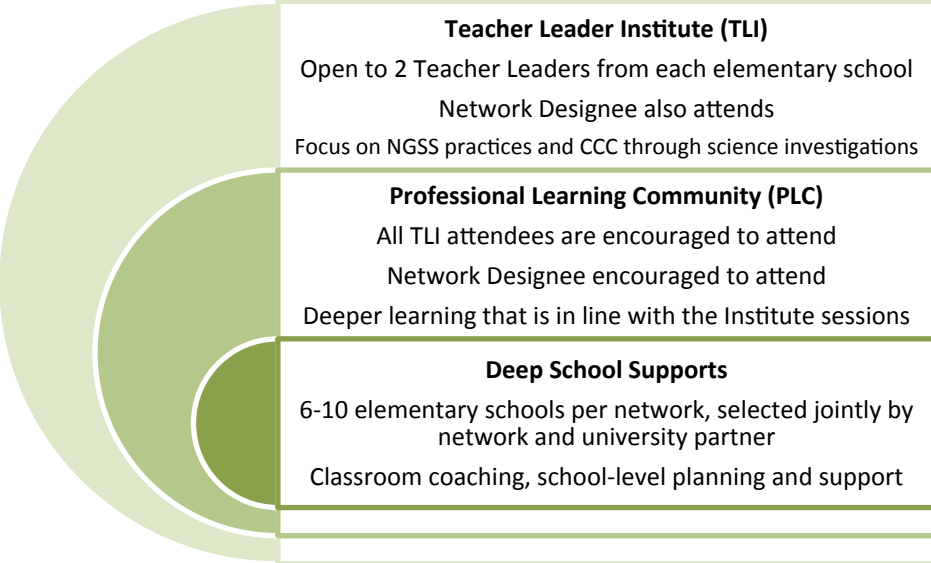
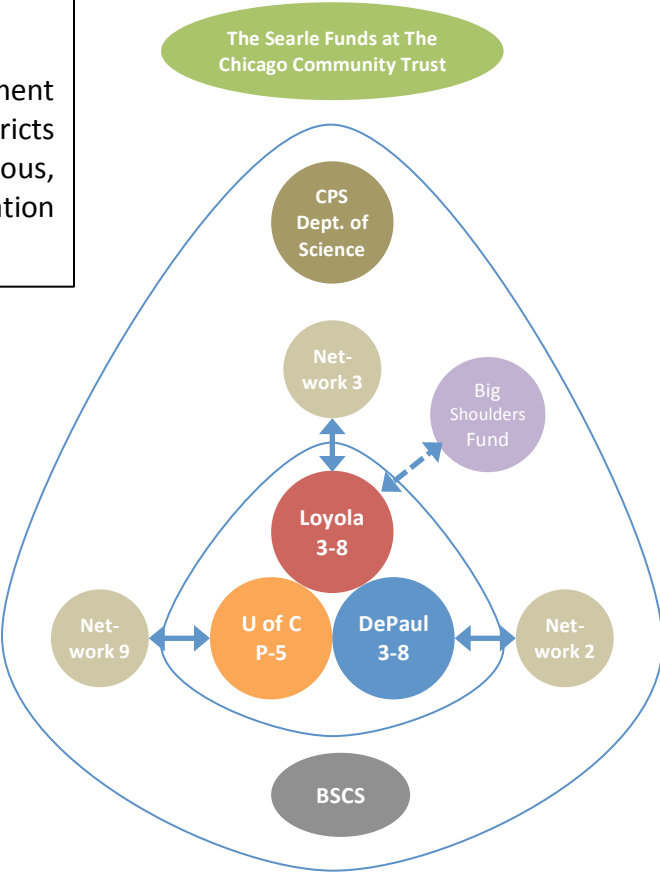


Mission

The NGSS Collaborative provides professional development supports and guidance for teachers, administrators and districts to ensure that all students have access to and receive a rigorous, high-quality science education as defined by the Next Generation Science Standards.

Overarching Goals of the NGSS Collaborative

- Work towards **a model for NGSS implementation** in school systems through coordinated efforts among a subset of Networks.
- Build and **expand capacity to implement the NGSS** in school systems, participating Networks, schools, and classrooms.
- Establish **communities of learners** and practitioners centered around implementing high-quality science instruction as outlined in the NGSS.
- **Improve student outcomes and success in science.**



End-of-Year Learning Outcomes 2014-2015

Advance high-quality science instruction and the transition to the Next Generation Science Standards by:

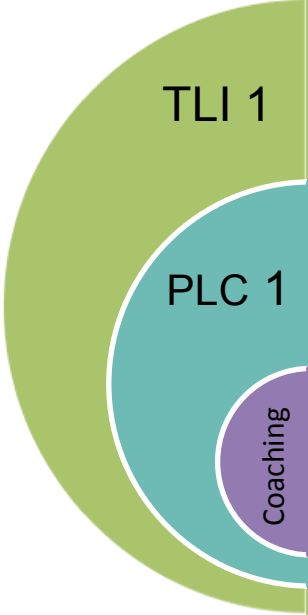
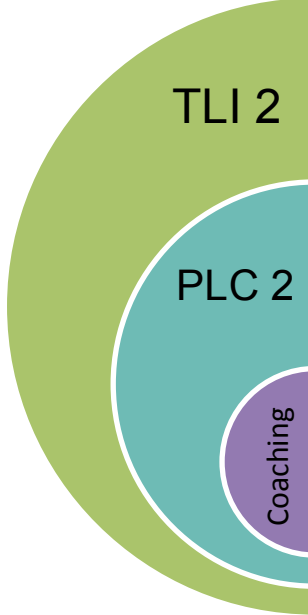


- Increasing understanding and use of NGSS practices and crosscutting concepts in classrooms
- Promoting student-to-student discourse and written explanations

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Funded by the Searle Funds at The Chicago Community Trust

For more information on the NGSS Collaborative, contact Lisa Parker-Short, Project Manager, at lisaparkershort@gmail.com.

NGSS Collaborative, Quarterly Focus 2014-15

- Teacher Leader Institute (TLI)--Coherent Professional Learning on High Quality Science Teaching and Learning as Aligned with the NGSS for Two Teacher Leaders Per School
- Professional Learning Community (PLC)--Extended Support of Learning from TLI
- Coaching--Intensive Classroom Support for a Subset of Teacher Leaders attending Both TLIs and PLCs.

 <p>TLI 1</p> <ul style="list-style-type: none"> • Crosscutting Concept #5: Energy & Matter • Using Notebooks to Promote Written Explanations and Student Discourse • Leadership: Setting Individual Goals for Leadership <p>PLC 1</p> <ul style="list-style-type: none"> • Developing a deeper understanding of the learning in TLI 1 and exploring classroom applications <p>Coaching</p> <ul style="list-style-type: none"> • Using science notebooks in order to support written explanations, enhance communication skills, support differentiated instruction, and guide future instruction 	 <p>TLI 2</p> <ul style="list-style-type: none"> • Crosscutting Concept #4: Systems and System Models • Questioning Strategies and Talk Moves to Promote Student Discourse • Leadership: Anticipating Resistance to Change <p>PLC 2</p> <ul style="list-style-type: none"> • Developing a deeper understanding of the learning in TLI 2 and exploring classroom applications <p>Coaching</p> <ul style="list-style-type: none"> • Using Elicit/Probe/Challenge Questions to learn about student ideas and to challenge student thinking • Establishing classroom norms and developing "talk moves" to promote discourse and to engage students in the Science and Engineering Practices
 <p>TLI 3</p> <ul style="list-style-type: none"> • Crosscutting Concept #2: Cause & Effect • Using Questioning Strategies and Talk Moves to Promote Student Discourse • Leadership: Advocating for Change <p>PLC 3</p> <ul style="list-style-type: none"> • Developing a deeper understanding of the learning in TLI 3 and exploring classroom applications <p>Coaching</p> <ul style="list-style-type: none"> • Using different types of questions to help ALL students extend and apply their thinking in small group and whole class settings. • Sustaining classroom norms and using "talk moves" to promote discourse 	 <p>TLI 4</p> <ul style="list-style-type: none"> • Crosscutting Concept #1: Patterns • Anticipating Student Misconceptions through Questioning and Written Explanations • Leadership: Exploring and Developing a School-based Needs Assessment <p>PLC 4</p> <ul style="list-style-type: none"> • Developing a deeper understanding of the learning in TLI 4 and exploring classroom applications <p>Coaching</p> <ul style="list-style-type: none"> • Learning common misconceptions related to the science content they are teaching • Providing opportunities for written work and using questioning strategies to support students in overcoming misconceptions