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.*

Teacher Leader Institute (TLI)
Open to 2 Teacher Leaders from each elementary school
Network Designee also attends
Focus on NGSS practices and CCC through science investigations

Professional Learning Community (PLC)
All TLI attendees are encouraged to attend
Network Designee encouraged to attend
Deeper learning that is in line with the Institute sessions

Deep School Supports
6-10 elementary schools per network, selected jointly by network and university partner
Classroom coaching, school-level planning and support


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

**TLI 1**

- Crosscutting Concept #5: Energy & Matter
- Using Notebooks to Promote Written Explanations and Student Discourse
- Leadership: Setting Individual Goals for Leadership

**TLI 2**

- Crosscutting Concept #4: Systems and System Models
- Questioning Strategies and Talk Moves to Promote Student Discourse
- Leadership: Anticipating Resistance to Change

**TLI 3**

- Crosscutting Concept #2: Cause & Effect
- Using Questioning Strategies and Talk Moves to Promote Student Discourse
- Leadership: Advocating for Change

**TLI 4**

- Crosscutting Concept #1: Patterns
- Anticipating Student Misconceptions through Questioning and Written Explanations
- Leadership: Exploring and Developing a School-based Needs Assessment

**PLC 1**

- Developing a deeper understanding of the learning in TLI 1 and exploring classroom applications
- Using science notebooks in order to support written explanations, enhance communication skills, support differentiated instruction, and guide future instruction

**PLC 2**

- Developing a deeper understanding of the learning in TLI 2 and exploring classroom applications
- 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

**PLC 3**

- Developing a deeper understanding of the learning in TLI 3 and exploring classroom applications

**PLC 4**

- Developing a deeper understanding of the learning in TLI 4 and exploring classroom applications
- 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

12/18/14