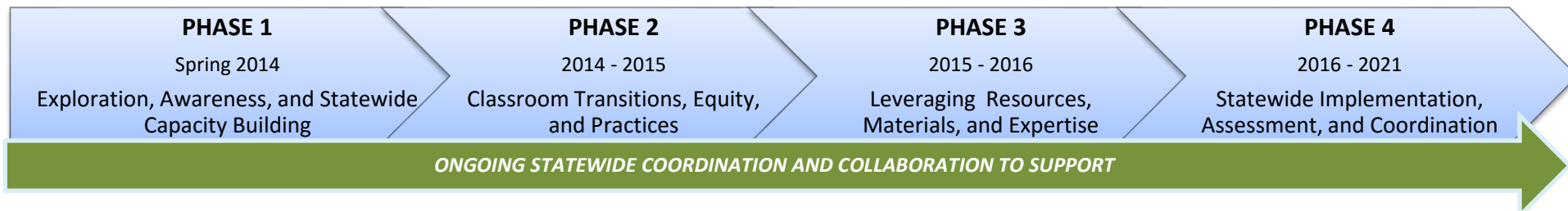


# Washington State Science Learning Standards / Next Generation Science Standards Transition Planning Document

*Each phase is ongoing with the next.*



Elements, Leads, and Tasks	<b>Communication (OSPI, State Science Leadership Team, LASER)</b>			
	Develop messages	General outreach on shifts	Ongoing messaging	
	<b>Statewide Capacity/Network Building (OSPI Programs; State Science Leadership Team)</b>			
	Identify existing expertise and gaps	Develop NGSS support networks	Ongoing support of leadership network	
	<b>Professional Learning (OSPI Programs, State Science Leadership Team, ESD Regional Science Coordinators, STEM teachers, Administrators, Informal/Community Educators)</b>			
	Identify Professional Learning needs (teachers, administrators, and community educators)	Professional Learning designed for all stakeholders	Professional Learning Implemented for teachers and administrators	Professional Learning Implemented for informal/community educators and ongoing adaptation of Professional Learning
	<b>Instructional Practices/Shifts (OSPI Programs, State Science Leadership Team, ESD Regional Science Coordinators, STEM teachers)</b>			
	Focus on equity and integrating Science and Engineering Practices	Continued focus on equity and integrating SEPs and Cross Cutting Concepts	Integration of three dimensions (SEPs, CCCs, and DCIs)	Instructional shifts in place
	<b>Instructional Materials and Curriculum (OSPI Programs, State Science Leadership Team, ESD Regional Science Coordinators, LASER)</b>			
	Examine existing materials	Adapt existing materials and explore (e) Innovations	Evaluate placement of instructional materials and leverage materials and curriculum	Develop/evaluate new materials
	<b>Assessment System (OSPI)</b>			
	Review Board on Testing and Assessment Report (NRC)	Study assessment system opportunities with NGSS adopted states	Develop new assessments and resources	Field test and implement new assessments (NGSA)
	<b>Data Collection (OSPI)</b>			
	Determine metrics to be tracked (e.g., course taking, student achievement, STEM, etc.)	Develop data collection plan	Track and report science related data	
<b>Policy Shifts (OSPI, SBE, PESB, Legislature)</b>				
Identify policy changes necessary to implement NGSS (e.g. PESB teacher competencies, secondary pathways, assessment)				



## Critical Stakeholders in Washington State NGSS implementation

Implementation of NGSS requires the collaboration of various critical stakeholder groups, many of which are included here. (Please note that this is not an all-inclusive list of stakeholders.)

### OSPI Programs

- Teaching and Learning
- Assessment and Student Information
- CTE (STEM, Agriculture, Skilled and Technical Sciences, Family Consumer Science, Health, etc.)
- Migrant/Bilingual
- Special Education
- Indian Education
- Early Learning
- Communications

### State Science Leadership Team

- OSPI
- ESD Regional Science Coordinators
- Higher Ed Partners
- Business Partners
- Administrators
- Teachers

### Statewide Networks

- Leadership and Assistance for Science Education Reform (LASER)
- Educational Service Districts (ESD)

### Higher Education

- Colleges of Education
- Colleges of Science and Engineering
- Community and Technical Colleges
- Content Faculty

### Informal/Community/Non-Profit Partners

- Various informal and community partners with connections to NGSS

### Business Industry Partners

- Various business/industry partners with connections to NGSS

### K-12 (Districts and Building Level) Schools

- Staff
- Students
- Administrators
- Community

### State Boards

- Professional Educators Standards Board (PESB)
- State Board of Education (SBE)

### State Associations

- Educator and Administrator Professional Organizations

### National (Science/STEM) Education Organizations

- Council of State Science Supervisors (CS3)
- Achieve
- National Educator Professional Organizations

