



Nebraska's College and Career Ready Standards for Science Implementation Toolkit | #nebsci

Implementation Pathway Model | What Stage Are You In?

This document is intended to provide support for successful implementation of Nebraska's College and Career Ready Standards for Science. (NCCRS-S). Click on the links below each stage to find support resources.

- The Exploration stage represents an introduction to NCCRS-S, the initial planning of systems implementation, and establishment of collaborations.
- The Transition stage focuses on deepening understanding of the instructional shifts, building foundational resources, establishing new professional learning opportunities, and expanding collaborations.
- The Initial Implementation stage expands the new professional learning support, aligns curriculum, instruction, and assessments, and effectively integrates these elements across the field.
- The Scale Up stage aligns curriculum, instruction, and assessments, and effectively integrates these elements across the field.



<p>Stage 1: Initial Exposure to Nebraska's College and Career Ready Standards for Science</p> <p>Stage 1 Resources</p>	<p>Stage 2: Deepening Understanding of the Instructional Shifts</p> <p>Stage 2 Resources</p>	<p>Stage 3: Planning Instruction Using Nebraska's College and Career Ready Standards for Science</p> <p>Stage 3 Resources</p>	<p>Stage 4: Alignment of Instruction and Assessment to Nebraska's College and Career Ready Standards for Science</p> <p>Stage 4 Resources</p>
<p>Educators and district leaders are <u>beginning to learn and become familiar with the instructional shifts</u> (innovations), phenomena driven three dimensional learning, and NCCRS-S.</p>	<p>Educators and district leaders <u>engage in ongoing research and the building of personal understanding</u> of the instructional shifts (innovations), phenomena driven three dimensional learning, and NCCRS-S.</p>	<p>Educators and district leaders <u>begin planning lessons and units</u> aligned to phenomena driven three dimensional learning and performance indicators of NCCRS-S, <u>returning to the previous stage as needed</u> to ensure coherence with the instructional shifts.</p>	<p>Educators and district leaders <u>design/plan instruction and assessments</u> aligned to phenomena driven, three dimensional learning and the performance indicators of NCCRS-S, <u>returning to the previous stages as needed</u> to ensure coherence with the instructional shifts.</p>