Supplement to the Implement MA Guide: Using Science HQIM

Phases 3 & 4
Launch, Implementation & Monitoring

dese MASSACHUSETTS Department of Elementary and Secondary Education

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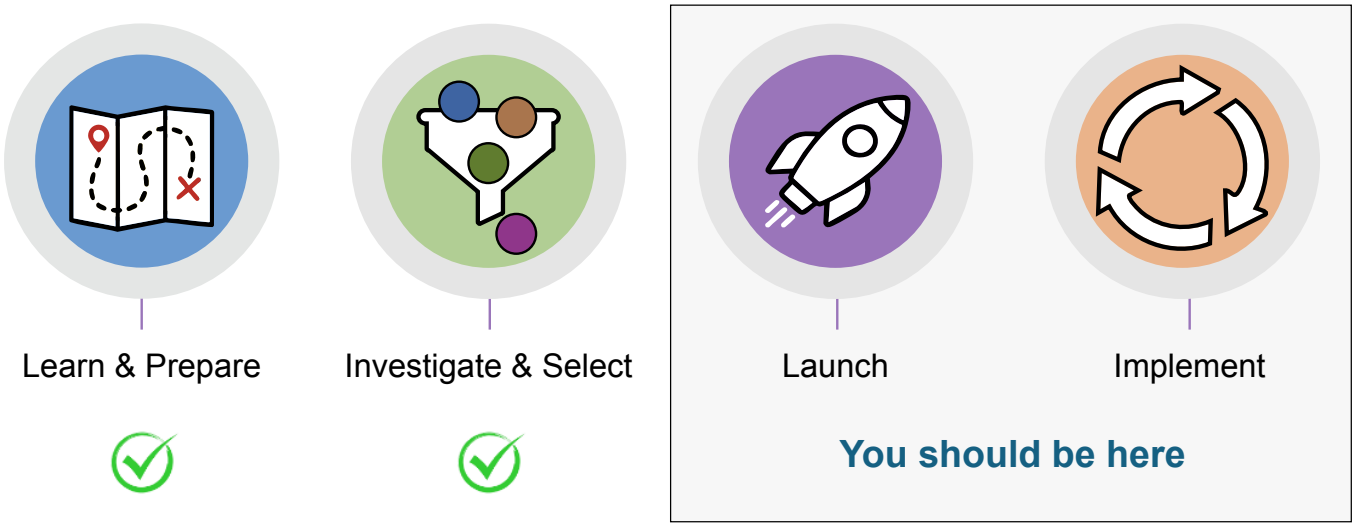
WPI STEM Education Center

About this Guide

The Massachusetts Department of Elementary and Secondary Education's (DESE) **IMplement MA Guide** outlines a recommended four-phase, equity-centered process to evaluate, select, and implement skillfully high-quality instructional materials, and includes supportive guidance, tools, and other resources.

The purpose of this document is to provide **more granular support and supplemental guidance for science HQIM curriculum implementation** for schools and districts that already completed Phases 1-2 (Learn & Prepare and Investigate & Select) of IMplement MA and are prepared for Phases 3 and 4 (Launch and Implement & Monitor.)



About this Guide

The guide was put together by the **STEM Education Center at WPI** and DESE's STEM Teaching & Learning Team, as part of the High School Science HQIM Leadership Academy. It was developed based on data gathered from multiple schools and districts engaged in the process of adopting high-quality science instructional materials (science HQIM).The project summarizes years of field testing the OpenSciEd curriculum by several Massachusetts school districts, as well as the 4 years that followed the implementation process.

The purpose of this guide is to learn from and build on the experience of others in order to streamline the implementation process and avoid pitfalls, leading to engaging science learning experiences that benefit all students. Based on broad district experience, we expect the process to take 4 years. We thank Alison Riordan (Science Curriculum Coordinator, Plymouth Public Schools), Jennifer Saunders (Dean of Science, Fall River Public Schools), and Jessica Stodulski (Director of Science Curriculum, Fitchburg Public Schools) for their feedback and support.

For questions, contact Casandra Gonzalez, Science Content Support Specialist, Massachusetts Department of Elementary and Secondary Education (DESE) at casandra.gonzalez@mass.gov.
For more information, visit the **Department of Elementary and Secondary Education** website.

Using this Guide

The guide begins with a **Roadmap that outlines key goals for different stakeholders.** The people who fulfill these roles may be different depending on the district size and set-up. There may also be overlap of these roles. Guidance is provided below.

Implementation Council

- A representative group of teachers (including content, language support, and special education support), coaches, and administrators who will **create and monitor the implementation plan** for training & distribution of materials, schedule instructional and professional learning time, as well as set expectations for grading, assessments, pacing and collaborative planning, and budgeting for all of the above.

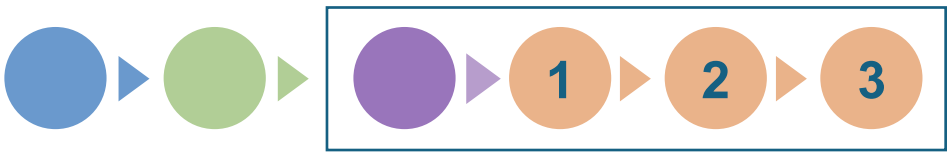
Coaches & Administrators

- Administrators who **execute scheduling and budget decisions and participate in teacher evaluation** as well as coaches, teacher mentors and/or science department heads who are familiar with the **instructional model and may lead Professional Learning or PLC meetings.**

Science Teachers

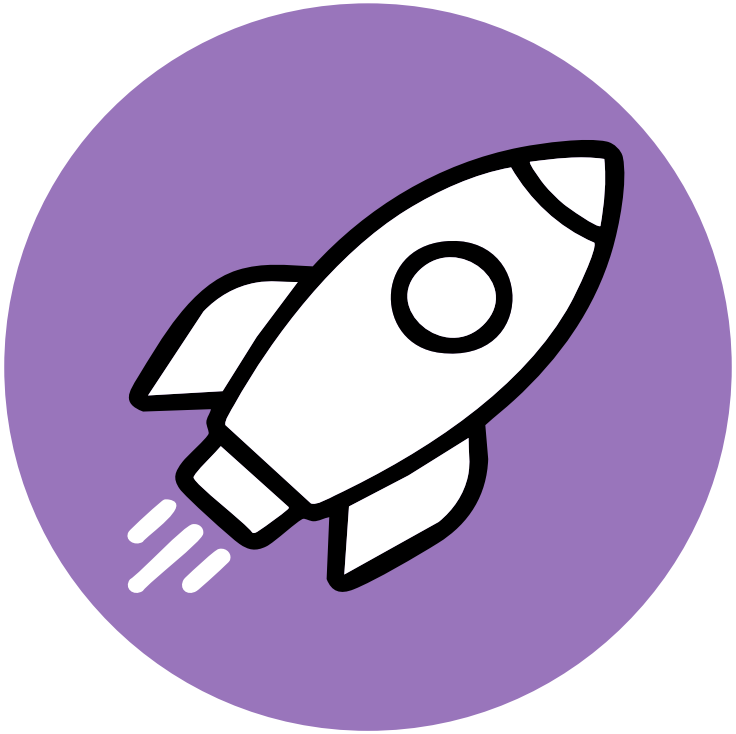
- Teachers who will be **implementing** the science HQIM curriculum, including teachers of students with specials needs and teachers of multilingual learners.

Throughout the process, we encourage all stakeholders to *Pause for Equity*.
Supportive resources and templates are provided in the **IMplement MA Guide.**

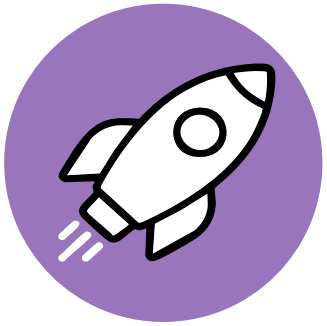


Science HQIM Implementation Roadmap

	Launch	1 Initial Implementation	2 Continued Implementation	3 Sustained Implementation
	Building Capacity	*Implementation w/ Fidelity*	*Enhanced Support for Teachers*	*Revision with Integrity*
Implementation Council	• Review science vision • Gain science HQIM expertise • Create implementation plan	• Share plan w/ stakeholders • Rollout year 1 plan • Gather & analyze data • Adapt plan as needed	• Share plan w/ stakeholders • Rollout year 2 plan • Gather & analyze data • Adapt plan as needed	• Share plan w/ stakeholders • Rollout year 3 plan • Revise teacher support • Lead revisions w/integrity
Coaches & Administrators	• Collect baseline data • Design & facilitate PLCs • Budget for training & kits • Design schedules	• Support plan elements • Attend Launch training • Observe classrooms • Facilitate PLCs and specialist meetings	• Facilitate year 1 revisions • Support year 2 elements • Observe classrooms • Facilitate PLCs and specialist meetings	• Support year 3 elements • Facilitate curriculum revisions w/integrity • Observe classrooms • Develop/facilitate PLCs
Science Teachers	• Reflect on teaching • Attend PLCs • Implement routines & reflect • Provide feedback on plan	• Attend Launch training & PLCs • Implement 2-3 units w/fidelity • Provide feedback	• Attend training & PLCs • Implement 2-3 new units w/fidelity • Provide feedback	• Attend training & PLCs • Implement all units • Collect student artifacts • Provide feedback



Launch



Launch

Implementation Council

July-September

- Establish Science HQIM Implementation Council
- Review science vision
- Participate in HQIM launch training
- Secure PL & PLC time

October-December

- Oversee classroom observation & Collect baseline data
- Reflect on data & plan PL/PLC series
- Purchase kit materials for early implementers
- Conduct school visits in other districts

January-June

- Develop Comprehensive Implementation Plan & seek feedback from stakeholders
- Support ongoing PL/PLC series
- Support observations for non-implementing teachers
- Communicate implementation plan to all stakeholders

Implementation Council

July-September

Overview: The Implementation Council builds capacity and develops a transition plan for Science HQIM Implementation over a suggested 3-year time frame.

1. Establish a diverse Science HQIM Implementation Council to advise and lead the implementation process. The council is in-charge of planning for and monitoring the implementation process, so it is important that all stakeholders' perspectives are included. If applicable, invite science teachers, MLL/SWD teachers, coaches, building-level administrators, and district-level administrators to join the team. Set up a meeting schedule and digital collaboration tools.
2. Review your science vision for HQ science teaching & learning at the school/district (recommendation: use/adapt DESE or NGSS Curriculum tools). The vision should be aligned with the school/district's existing visions and guidelines to support smooth transition and eliminate competing initiatives.
3. Identify which teachers will serve as early implementers
4. Participate in a Launch Training of the selected science HQIM (with early implementer teachers)
5. Secure Professional Learning (PL) & PLC time for all science teachers for the coming year

October-December

1. Lead classroom observations collecting baseline data of science teaching & learning, and identify expectations for the remainder of year for all teachers aligned with the vision elements (see #3 under teachers/administrators) Note: Be sure to Pause for Equity as described in IMplement MA
2. Support coaches/admins planning of PL/PLC series for all science & support teachers. PL/PLC topics should be informed by observation data, and designed to build the capacity of all teachers for successful

Implementation Council

implementation of the science HQIM. Topics may include: elements of HQIM, Science and Engineering Practices (SEPs), Phenomena-based learning, Student-centered instruction, Building a culture of inquiry, academic science discourse, engaging MLLs in science, etc.

3. Oversee the purchase of kit materials for identified early implementer teachers and determine exact timeline for implementation.
4. If possible, conduct school visits to see the selected science HQIM in action in other districts.

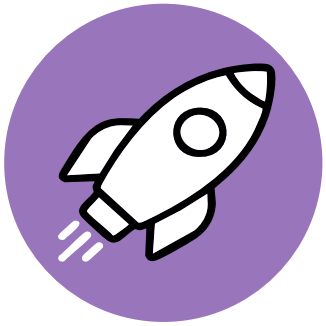
January-June

1. Develop a comprehensive **implementation plan for years 1-3** that includes:
    a. **Rollout:** identify who will start the transition to the HQIM (all/selected teachers/subjects?)
    b. **Competing Initiatives:** streamline science HQIM transition with school/district's other goals. To be reviewed each year to ensure focus remains on HQIM implementation
    c. **Pacing:** determine how many and which units will be taught/added during years 1-3 (recommendation: 2-3 units in year 1). How would remaining standards be taught? This could be different for each content area.
    d. **Assessment & Grading:** study assessments in the HQIM, develop an assessment and grading plan, determine data collection and review process
    e. **Training:** launch training by a certified curriculum provider for all implementing teachers + unit support for each new unit (recommendation: provide multiple training options and have a firm expectation about training). When will new teachers be trained? How will coaches and building level administrators be supported?

Implementation Council

f. **Scheduling for PLCs:** plan for a common planning time in the academic schedule for teachers to allow unit unpacking & PLCs, as well as common planning with specialists to ensure mandatory accommodations/modifications are met
g. **Budgeting:** to support the transition (training, kits, coaching, school visits)
h. **Communication:** who will announce the transition period? When? How will you build buy-in? Set up clear expectations + flexible opportunities for productive struggle. Announce that during the 4-year transition period teachers will be supported, and that during years 1-3 MCAS scores won't be used for any evaluation (recommendation: teachers select goals related to this transition). How will families and caregivers be notified?
i. **Feedback:** Plan to collect both teacher, student, and building-level administrator feedback during implementation (possibly caregiver feedback as well).

2. Support ongoing PL/PLC series conducted by Administrators/Coaches
3. Support opportunities for non-implementing teachers to observe implementation classrooms
4. Communicate implementation plan to all stakeholders



Launch

Coaches & Administrators

July-September

- Review science vision & provide feedback
- Attend professional learning/Launch Training

October-December

- Observe classrooms & collect baseline data
- Facilitate reflection of baseline data
- Identify areas of needs & plan PL/PLC
- Support early implementer teachers

January-June

- Facilitate PL/PLC Series: SEPs, phenomena-based learning, sensemaking, vocabulary
- Update school schedule to support Initial Implementation
- Support early implementer teachers
- Assist with communicating implementation plan to all teachers

Coaches & Administrators

July-September

Overview: Administrators and Coaches undergo key professional learning around the selected curriculum and calibrate around teacher professional learning goals, an evaluation/observation plan, and other relevant structures to support teacher implementation.

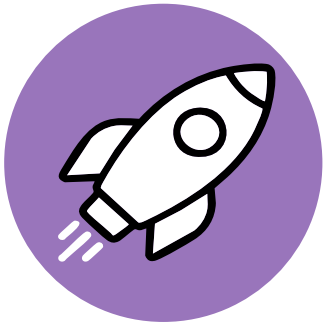
1. Review the school/district vision for HQ Science Teaching & Learning and provide feedback
2. Attend professional learning to support early implementer teachers in trying out 1-2 units during Launch

October-December

1. Observe and collect baseline data of science teaching & learning to identify areas of strength and growth
2. Determine key topics for Launch PL/PLCs and plan learning experiences for all teachers based on observations and baseline data. Topics may include: elements of HQIM, Science and Engineering Practices (SEPs), Phenomena-based learning, Student-centered instruction, Building a culture of inquiry, academic science discourse, engaging MLLs in science, etc.
3. Meet with identified “early implementer” teachers to support and reflect on unit 1 implementation

January-June

1. Facilitate PL/PLCs with all science and support teachers
2. Update the school schedule to support Initial Implementation to accommodate instructional time for classroom observation of teachers & PLCs for all teachers (or common planning time by content area), based on implementation plan.
3. Meet with identified “early implementer” teachers to support and reflect on unit 2 implementation
4. Provide clear communication with all stakeholders about Initial Implementation expectations, ensuring focus remains on HQIM implementation with fidelity without competing commitments, with support and non-evaluative observations



Launch

Science Teachers

July-September

- Early implementers participate in HQIM launch training

October-December

- Review science vision & provide feedback
- Reflect on observations & baseline data of science teaching
- Propose PL/PLC topics.
- Early implementer teachers try out unit 1

January-June

- Engage in PL/PLC Series
- Early implementer teachers try out unit 2
- Observe classrooms of early implementers
- Ask questions and provide feedback on HQIM implementation plan

Science Teachers

July-September

Overview: Teachers undergo launch PD, focus on internalizing key curricular features and structures, implement units according to plan, and reflect on their work

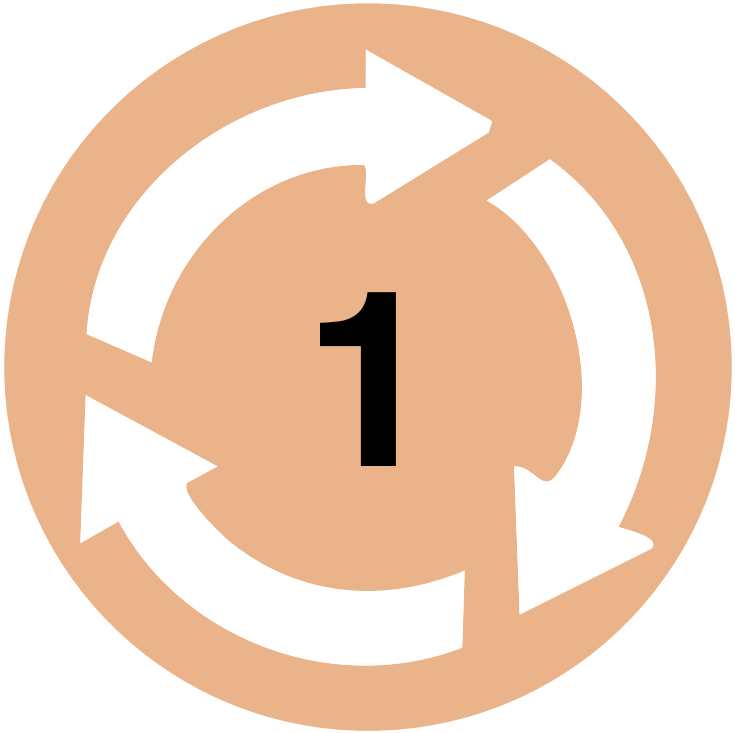
1. Identified “early implementer” teachers **receive launch and unit-specific training** and plan to try out 1-2 complete units with their students.

October-December

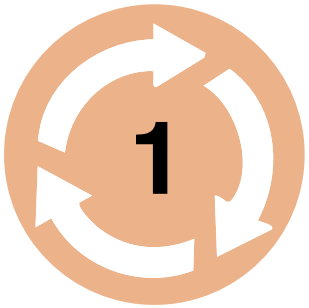
1. Review the school/district vision for HQ Science Teaching & Learning and provide feedback
2. Reflect on observations and baseline data of science teaching & learning to identify areas of strength and growth; report back to coaches/implementation project team & propose PL/PLC topics
3. Identified “early implementer” teachers try out 1 unit with their students
4. Identified “early implementer” teachers meet with coaches to share and reflect on unit

January-June

1. Participate in PL/PLC series facilitated by coaches and aligned with the implementation plan
2. Observe early implementer teachers’ classrooms
3. Identified “early implementer” teachers try out 2nd unit with their student
4. Identified “early implementer” teachers meet with coaches to share and reflect on unit
5. Identified “early implementer” teachers meet with coaches to help plan for Initial Implementation with all teachers



Initial Implementation



Initial Implementation

Implementation Council

July-September

- Communicate Initial Implementation plan to all stakeholders
- Ensure plan aligns with school/ district's priorities
- Plan for robust data collection

October-December

- Facilitate data collection
- Send communication to caregivers
- Analyze student and teacher data
- Connect with other leaders for calibration

January-June

- Adjust implementation plan as needed and communicate with stakeholders
- Send communication to caregivers
- Facilitate data collection
- Analyze student and teacher data
- Revise plan for Continued Implementation (year 2) based on data

Implementation Council

July-September

Overview: The Implementation Council rolls out the transition plan through communication with teachers and leaders, setting clear expectations for implementing **with fidelity** while reassuring teachers of available support and data-informed decisions for implementation years 2-3. Unit 1 & 2 or units 1-3 should be implemented this year (dependant on number of units in each grade level or subject).

1. Clearly communicate with all stakeholders about Initial Implementation expectations, ensuring focus remains on HQIM transition without competing commitments.
2. Ensure teacher training (and any new admin or coaches) is set according to plan, including budget/ stipends/substitute teachers available for the 2-4 days of Launch training
3. Ensure kits/materials are available.
4. Plan for robust data collection

October-December

1. During Unit 1 implementation, engage in ongoing robust data collection and analysis from teachers, students, and caregivers.
    a. Have teachers rate the level of fidelity they followed
    b. Determine a clear set of ‘look fors’ (aligned with vision) to be shared with teachers, coaches, and administrators
    c. Determine a data collection method (online form, weekly discussions, student work samples, PLCs, etc. based on teacher preference. Be ready to provide multiple means of data collection/feedback).
    d. Collect both qualitative and quantitative data
    e. Analyze data to identify successes and challenges.

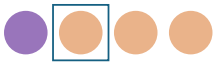
Implementation Council

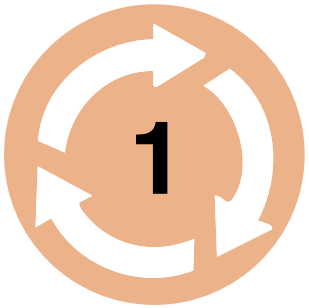
f. Celebrate successes and use challenges to adjust teacher support as needed (training, PLC, coaching, co-teaching), **while keeping firm the expectations for the initial implementation year.**
g. Communicate clearly the findings and adjustments with all stakeholders

2. Send communication to caregivers
3. Connect with other leaders for calibration

January-June

1. Adjust implementation plan as needed and communicate with stakeholders
2. Send communication to caregivers
3. During Unit 2 or units 2-3 implementation, continue to engage in ongoing data collection and analysis from teachers, students, and caregivers
4. Evaluate the successes and challenges of the Initial implementation in order to adjust the transition plans and timelines for Continued & Sustained Implementation
5. Revisit the budget to ensure there are funds for professional learning, new kit purchases, and resupplying old kits.
6. If possible: Teachers and coaches on the Implementation Council compile teacher support/PLC into a video series or a self-paced learning module for new teachers





Initial Implementation

Coaches & Administrators

July-September

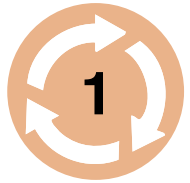
- Attend Launch training for unit 1 (if possible)
- Plan PLCs & teacher support
- Order kits; ensure all materials arrive on time

October-December

- Facilitate PLCs and teacher support for: unit 1 (norms, discussions, notebooks)
- Observe classrooms and coach teachers

January-June

- Attend unit specific and/or coach leader training (if possible)
- Facilitate PLCs and teacher support: unit 2 or units 2-3 (internalization, student discussions, assessments)
- Observe classrooms and coach teachers
- Facilitate meetings between classroom teachers and MLL, SWD teachers to support students
- Identify common teacher needs to plan for Continued Implementation (year 2)



Coaches & Administrators

July-September

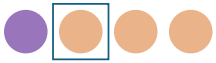
Overview: Administrators and Coaches execute professional learning, coaching, observations and evaluations, protect collaboration and co-planning time, and support teachers with materials, planning, implementation and reflection

1. Attend science HQIM launch training for unit 1 (with teachers or attend a session for admins/coaches)
2. Be familiar with transition plan timeline
3. Be familiar with 'look fors'
4. Plan for coaching & PLC time
5. Order kits and ensure all materials will arrive on time

October-December

Support for Unit 1 implementation:

1. Provide grade-level or content-area teams with collaborative opportunities (training, PLC, coaching, co-teaching)
2. Take part in classroom observations and data collection
3. Provide in-the-moment and ongoing support (could be content related or topics such as classroom norms, discussions, notebooks, etc.)
4. Set time for/facilitate teacher-specialist collaboration to align approach for supporting MLLs and SWD
5. Ensure science teachers can focus on the transition without competing expectations

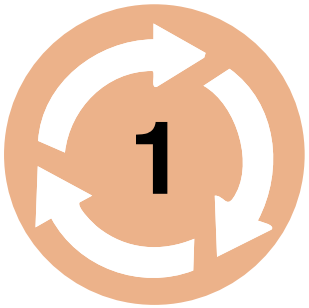


Coaches & Administrators

January-June

Support for Unit 2 or Units 2-3 implementation: (dependent on number of units per subject/grade level)

1. Attend unit specific training with the teachers (or a session for admins/coaches)
2. Provide grade-level or content-area teams with collaborative opportunities (training, PLC, coaching, co-teaching)
3. Take part in classroom observations and data collection
4. Provide in-the-moment and ongoing support (could be content related or topics such as internalization, discussions, assessments, etc.)
5. Set time for/facilitate teacher-specialist collaboration to align approach for supporting MLLs and SWD
6. Ensure science teachers can focus on the transition without competing expectations
7. Identify common teacher and student needs to plan for Continued Implementation (year 2)



Initial Implementation

Science Teachers

July-September

- Attend Launch training for unit 1

October-December

- Attend PLCs: unit 1 (norms, discussions, notebooks)
- Implement unit 1 with fidelity
- Collect student data and implementation notes

January-June

- Attend unit specific training (unit 2 or units 2-3)
- Attend PLCs (unit internalization, student discussions, assessments)
- Connect with MLL and SWD specialists to plan for supporting students
- Implement unit 2 or units 2-3
- Collect student data and implementation notes
- Provide Feedback to admin, coaches & Implementation Council

Science Teachers

July-September

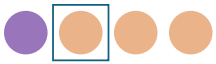
Overview: As much as possible, teachers implement the curriculum with fidelity, collaboratively reflect and plan, and share support needs with coaches, admin, and implementation council.

1. Attend science HQIM launch training for unit 1
2. Be familiar with transition plan timeline
3. Be familiar with ‘look fors’

October-December

Unit 1 implementation

1. Implement 1 unit **with fidelity** (based on plan)
2. Collaborate with grade-level or content-area team (training, PLC, coaching, co-teaching)
3. Collaborate with specialists to align approach for supporting MLLs and SWD
4. Reflect on successes/challenges of unit implementation. Keep detailed notes to be shared during end of unit discussion.

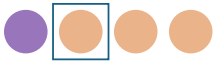


Science Teachers

January-June

Unit 2-3 implementation (dependent on number of units per subject/grade level)

1. Attend unit specific training for units 2 or units 2-3
2. Implement unit 2 or units 2-3 **with fidelity** (based on plan)
3. Collaborate with grade-level or content-area team (training, PLC, coaching, co-teaching)
4. Collaborate with specialists to align approach for supporting MLLs and SWD
5. Reflect on successes/challenges of unit implementation. Keep detailed notes to be shared during end of unit discussion.
6. Supply feedback to building-level administrators and coaches as well as the Implementation Council
7. Identify common teacher and student needs to plan for Continued Implementation (year 2)



Continued Implementation

Continued Implementation

Implementation Council

July-September	October-December	January-June
• Communicate Continued Implementation plan to stakeholders (highlight student & teacher data) • Ensure plan aligns with school/ district's priorities • Plan for continued data collection	• Facilitate data collection • Send communication to caregivers • Analyze student and teacher data • Connect with other leaders for calibration	• Facilitate data collection • Send communication to caregivers • Analyze student and teacher data • Connect with other leaders for calibration

Implementation Council

July-September

Overview: The Implementation Council engages in data-informed updates to the transition plan, especially in regard to teacher support. A second set of units will be implemented **with fidelity.** Units 3-5 or 4-6 should be implemented this year (dependant on number of units in each grade level or subject).

1. Communicate Continued Implementation plan to all stakeholders (highlight student & teacher data)
2. Ensure the science HQIM transition is aligned with school/district's other initiatives to avoid competing messaging to teachers
3. Ensure supplies/materials are available and teacher training is set to plan
4. Create a plan for HQIM launch training for any new teachers, admins and/or coaches
5. Plan for continued data collection
6. Review teacher and student feedback from Initial Implementation year and make minor changes to these units (led by teachers and coaches on the Implementation Council)

October-December

1. Send communication to caregivers.
2. Engage in ongoing data collection (from teachers, students, and caregivers) and adjust teacher support as needed (training, PLC, coaching, co-teaching), while keeping firm the expectation for the first implementation of each unit
3. Connect with other leaders for calibration.

Implementation Council

January-June

1. Adjust implementation plan as needed and communicate with all stakeholders
2. Send communication to caregivers
3. Engage in ongoing data collection (from teachers, students, and caregivers) and adjust teacher support as needed (training, PLC, coaching, co-teaching), while keeping firm the expectation for the first implementation of each unit.
4. Revise plan for Sustained Implementation (implementation year 3), including revision with integrity
5. Revisit the budget to ensure there are funds for professional learning, new kit purchases, and resupply of old kits (consumables).

Continued Implementation

Coaches & Administrators

July-September

- Attend unit specific training and/or Launch training (new leaders)
- Plan PLCs & enhanced teacher support
- Order kits and consumable materials
- Ensure all materials arrive on time

October-December

- Facilitate PLCs and teacher support: units 3 or 4, assessment system, grading
- Observe classrooms and coach teachers

January-June

- Attend unit specific training with teachers (if possible)
- Facilitate PLCs and teacher support: units 4-5 or 5-6 internalization, pacing, other topics as needed
- Observe classrooms and coach teachers
- Facilitate meetings between classroom teachers and MLL, SWD teachers to support students
- Identify common teacher needs to plan for Sustained Implementation (year 3)

Coaches & Administrators

July-September

Overview: Administrators and Coaches execute professional learning, coaching, observations and evaluations, protect collaboration and co-planning time, and support teachers with materials, planning, implementation and reflection

Support for Implementation:

1. Attend unit specific training for unit 3 or 4 with the teachers (or a session for admins/coaches) or science HQIM launch training (new leaders)
2. Be familiar with transition plan timeline & ensure science teachers can focus on the transition without competing expectations
3. Plan for collaborative opportunities (training, PLC, coaching, co-teaching) with grade-level or content-area teams with focus on the assessment system and grading
4. Order kits and ensure all materials will arrive on time

October-December

Support for Unit 3 or 4 Implementation:

1. Provide grade-level or content-area teams with collaborative opportunities (training, PLC, coaching, co-teaching)
2. Take part in classroom observations and data collection
3. Provide in-the-moment and ongoing support (could be content related or topics such as assessment system and grading, etc.)
4. Set time for/facilitate teacher-specialist collaboration to align approach for supporting MLLs and SWD
5. Ensure science teachers can focus on the transition without competing expectations
6. Consider opportunities for peer observations and/or teacher mentor roles

Coaches & Administrators

January-June

Support for Units 3-5 or 4-6 Implementation:

1. Attend unit specific training with teachers for units 4-6
2. Take part in classroom observations, data collection
3. Provide support for both new and current teachers through training, PLC, coaching, co-teaching
4. Provide in-the-moment and ongoing support (could be content related or topics such as internalization, pacing, other, etc.)
5. Set time for/facilitate teacher-specialist collaboration to align approach for supporting MLLs and SWD
6. Ensure science teachers can focus on the transition without competing expectations
7. Consider opportunities for peer observations and/or teacher mentor roles
8. Identify common teacher and student needs to plan for Sustained Implementation (year 3)

Continued Implementation

2 Science Teachers

July-September	October-December	January-June
• Attend unit specific training for unit 3 or 4 • Attend Launch training (new teachers)	• Implement unit 3 or 4 with fidelity • Attend PLCs: unit 3 or 4, assessment system, grading • Collect student data and implementation notes	• Attend unit specific training (units 4-5 or 5-6) • Implement units 4-5 or 5-6 with fidelity • Attend PLCs (internalization, pacing) • Connect with MLL and SWD specialists to plan for supporting students • Collect student data and implementation notes

2

Science Teachers

July-September

Overview: As much as possible, teachers implement the curriculum with fidelity, collaboratively reflect and plan, and share support needs with coaches, admin, and implementation council.

1. Attend unit specific training for unit 3 or 4
2. New teachers attend science HQIM launch training
3. Be familiar with transition plan timeline
4. Be familiar with ‘look fors’

October-December

1. Implement unit 3 or 4 **with fidelity,** in addition to teaching initial implementation year units.
2. Engage in ongoing collaboration with content-area team (training, PLC, coaching, co-teaching)
3. Collaborate with specialists to align approach for supporting MLLs and SWD
4. Reflect on successes/challenges of unit implementation. Keep detailed notes to be shared during end of unit discussion.
5. Supply feedback to building-level administrators and coaches as well as the Leadership Team.

January-June

1. Attend unit specific training for units 4-5 or 5-6
2. Implement all units **with fidelity**
3. Engage in ongoing collaboration with content-area team (training, PLC, coaching, co-teaching)
4. Collaborate with specialists to align approach for supporting MLLs and SWD
5. Reflect on successes/challenges of unit implementation. Keep detailed notes to be shared during end of unit discussion.
6. Supply feedback to building-level administrators, coaches, and the Implementation Council to plan for Sustained Implementation

Sustained Implementation

Sustained Implementation

Implementation Council

July-September

- Communicate Sustained Implementation plan to stakeholders (highlight student & teacher data)
- Plan/facilitate unit revision with integrity
- Plan for continued data collection

October-December

- Facilitate data collection
- Send communication to caregivers
- Analyze student and teacher data
- Connect with other leaders for calibration

January-June

- Analyze student and teacher data
- Create a report of science teaching & learning aligned with school/district vision
- Share report with stakeholders
- Identify next steps for science education

Implementation Council

July-September

Overview: The Implementation Council continues to engage in data-informed updates to the transition plan, especially to teacher support and unit updates. All units are being taught based on agreed minor modifications **with integrity.** There should be a focus on creating sustainable transition.

1. Communicate Sustained Implementation plan to all stakeholders (highlight student & teacher data)
2. Ensure the science HQIM transition is aligned with school/district's other initiatives to avoid competing messaging to teachers
3. Ensure supplies/materials are available and teacher training is set to plan
4. Create a plan for HQIM launch training for any new teachers, admins and/or coaches
5. Review teacher and student feedback from Sustained Implementation year and make minor changes **with integrity** to the units that have been taught (led by teachers and coaches on the Implementation Council.) These adaptations could include localization, timing adjustments, integration with other subjects like engineering, computer science, social studies, etc…)
6. Adapt observation/reflection tools as needed
7. Revise teacher PL/PLC structure and topics to better meet teachers' needs (based on data collected from teachers)

Implementation Council

October-December

1. Review/adapt the goals of data collection and update the feedback topics
2. Engage in ongoing data collection (from teachers, students, and caregivers) and adjust teacher support as needed (training, PLC, coaching, co-teaching), while keeping firm the agreed-on science teaching & learning goals
3. Ongoing communication to teachers. students and caregivers
4. Connect with other leaders for calibration.

January-June

1. Review/adapt the goals of data collection and update the feedback topics
2. Engage in ongoing data collection (from teachers, students, and caregivers) and adjust teacher support as needed (training, PLC, coaching, co-teaching), while keeping firm the agreed-on science teaching & learning goals
3. Ongoing communication to teachers, students and caregivers
4. Connect with other leaders for calibration.
5. Revisit the budget to ensure there are funds for professional learning, supplies purchases and resupplying old kits (consumables).
6. Create a report of science teaching & learning aligned with school/district vision
7. Share report with stakeholders
8. Identify next steps for science education

Sustained Implementation

Coaches & Administrators

July-September

- Attend Launch training (new leaders)
- Plan/facilitate unit revision with integrity
- Establish school/district's HQIM version
- Replenish consumable materials for all units

October-December

- Work with teacher-leaders to facilitate PLCs and teacher support: revised units 1-2
- Observe classrooms and coach teachers

January-June

- Build capacity of teacher-leaders to coach and support other teachers
- Co-facilitate PLCs with teacher leaders based on identified teacher needs
- Observe classrooms and coach teachers
- Facilitate meetings between classroom teachers and MLL, SWD teachers to support students

Coaches & Administrators

July-September

Overview: Administrators and Coaches execute professional learning, coaching, observations and evaluations, protect collaboration and co-planning time, and support teachers with materials, goal-driven customizations and adaptations, planning, implementation and reflection

1. New leaders attend science HQIM launch training
2. Plan to onboard and support new teachers
3. Order kits and ensure all materials will arrive on time
4. Plan for collaborative opportunities (training, PLC, coaching, co-teaching) with grade-level or content-area teams
5. Lead grade level or content area teams collaborative opportunities for making curricular customizations **with integrity.** These adaptations could include localization, timing adjustments, integration with other subjects like engineering, computer science, social studies, etc…)

October-December

1. Work with teacher-leaders to facilitate PLCs and teachers to support revised units **with integrity**
2. Provide grade-level or content-area teams with collaborative opportunities (training, PLC, coaching, co-teaching) for both new and returning teachers
3. Take part in classroom observations and data collection
4. Set time for/facilitate teacher-specialist collaboration to align approach for supporting MLLs and SWD
5. Build opportunities for peer observations and/or teacher mentor roles (leading PLCs, set up school visits, etc.)

January-June

1. Meet with Implementation Council to plan for continued support in follow-up years

Sustained Implementation

Science Teachers

July-September

- Attend Launch training (new teachers)
- Selected teacher leaders: join curriculum revision with integrity
- Teacher leaders: help with planning of PLCs

October-December

- Teacher leaders: facilitate PLCs
- All teachers: attend PLCs
- Implement revised units 1-2
- Collect student data and implementation notes

January-June

- Teacher leaders: facilitate PLCs
- All teachers: attend PLCs
- Connect with MLL and SWD specialists to plan for supporting students
- Implement units 3-5
- Collect student data and implementation notes

Science Teachers

July-September

Overview: As much as possible, teachers implement the curriculum with integrity, making goal-driven adjustments and customizations informed by data. They collaboratively reflect and plan, and share support needs with coaches, admin, and implementation council.

1. New teachers attend science HQIM launch training
2. Attend PLCs and new unit training (if applicable)
3. Selected teacher leaders: join curriculum revision with integrity
4. Teacher leaders: help with planning of PLCs

October-December

1. Implement revised units (1-2) **with integrity.** This may include testing slightly revised units based on the school/district adaptations
2. Collect student data and record implementation shifts to reflect on revisions
3. Teacher leaders facilitate PLCs
4. All teachers engage in ongoing collaboration with content-area team (training, PLC, coaching, co-teaching) to ensure similar learning experiences for students within grade level or content areas
5. Collaborate with specialists to align approach for supporting MLLs and SWD
6. Reflect on successes/challenges of unit implementation. Keep detailed notes to be shared during end of unit discussion.
7. Supply feedback to building-level administrators and coaches to plan for continued support

Science Teachers

January-June

1. Implement revised units (4-5 or 6) **with integrity**. This may include testing slightly revised units based on the school/district adaptations
2. Collect student data and record implementation shifts to reflect on revisions
3. Teacher leaders facilitate PLCs
4. All teachers engage in ongoing collaboration with content-area team (training, PLC, coaching, co-teaching) to ensure similar learning experiences for students within grade level or content areas
5. Collaborate with specialists to align approach for supporting MLLs and SWD
6. Reflect on successes/challenges of unit implementation. Keep detailed notes to be shared during end of unit discussion.
7. Supply feedback to building-level administrators and coaches to plan for continued support in follow-up years