## Implementation Plan for Nebraska’s College and Career Ready Standards for Science

### Exploration (2017-2018)
- **Awareness and Capacity Building**
  - Designate a leadership team, create a timeline for district adoption & implementation; establish course sequence for high school
  - Read the Nebraska Science Standards Teacher Implementation Guide; develop a thorough understanding of the 3 dimensions and begin lesson development
  - Describe the Conceptual Shifts of 3-D teaching/learning
  - Identify the three dimensions
  - Explain the anatomy and architecture of the indicators
  - Identify resources for further study
  - Explore grade level or subject area standards and indicators
  - Take a current lesson and shift it to include the 3 Dimensions

### Initial Implementation (2018-2019)
- **Classroom Transitions, Practices**
  - Align grades K, 3, 6 & 9
  - Focus on integrating the SEPs and CCCs, collaborate across district and ESU lines to develop 3-D lessons; 3-D formative assessment tasks
  - Describe what Science and Engineering Practices would look like in classrooms, providing examples of how to engage students in these practices
  - Describe what Crosscutting Concepts would look like in classrooms, providing examples of how to reveal student thinking using the CCCs
  - Continue lesson modification to include 3 dimensions and phenomena
  - For an indicator, identify a possible performance task that would assess student learning of the 3 dimensions

### Scale Up (2019-2020)
- **Leverage Resources & Expertise**
  - Align grades 1, 4, 7 & 10
  - Continue integrating the SEPs and CCCs; focus on coherent units of study; collaborate across district and ESU lines to develop 3-D lessons and units; 3-D formative assessment tasks
  - Take a current unit and shift it to include the 3 Dimensions
  - Using the AMNH/BSCS 5 Tools and Processes (or similar model), plan a coherent unit of study that integrates the three dimensions
  - Develop a performance task that could be used in the classroom to assess student performance and understanding around an indicator or multiple indicators
  - Develop formative and interim assessment aligned to 3-D indicators to monitor student growth

### Deep Implementation (2020-2021)
- **Maintain and Refine Systems**
  - Align grades 2, 5, 8 & 11
  - Professional reflection; focus on attending to equity
  - Professional reflection; PD as necessary
  - Continue lesson, unit, and task development attending to equity
  - Collect student data from tasks, collaborate across district and ESU lines to share data and reflect on student learning
  - Use formative task data to refine lessons, units of instruction, and formative assessment tasks focused on attending to equity

### Sustainability (2022-2023)
- **Monitor Systems**
  - Conduct ongoing review of teacher and administrator evaluation components that support implementation
  - Professional reflection; PD as necessary
  - Continue lesson, unit, and task development
  - Collect student data from tasks, collaborate across district and ESU lines to share data and reflect on student learning
  - Use formative task data to refine lessons, units of instruction, and formative assessment tasks

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**Revised 5/22/17**
## IMPLEMENTATION PLAN FOR NEBRASKA’S COLLEGE AND CAREER READY STANDARDS FOR SCIENCE

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<thead>
<tr>
<th>Component</th>
<th>Action</th>
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<tbody>
<tr>
<td>Curriculum</td>
<td>Continue using existing curricula and reflect on which aspects of the 3 dimensions are addressed well.</td>
<td>Begin revising existing curricula with a focus on bundling indicators into classroom experiences.</td>
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<td>Focus on deliberate, guided integration of the science and engineering practices (SEPs).</td>
<td>Focus on deliberate, guided integration of the cross cutting concepts (CCCs).</td>
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<td>Use existing resources, materials, textbooks, etc.; yet another new resources, materials, textbooks, etc. against rubrics for alignment to 3-D; pilot new resources.</td>
<td>Adopt new resources; identify cross-curricular and community connections to leverage and maximize the use of available resources.</td>
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<td>Plan &amp; develop item writing workshops; statewide needs assessment to identify system supports needed.</td>
<td>Pilot item writing workshops; plan and develop 3-D assessment literacy supports (formative, interim).</td>
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<td>Intra-assessment Focus: PLDs, Task Models, Items, and Blueprints exemplar sets of assessment design &amp; development tools that clearly target the standards-based concepts &amp; skills meant to drive assessment &amp; instruction.</td>
<td>Classroom-based Evidence and Tools create classroom assessment design &amp; development tools that clearly target the standards-based concepts &amp; skills meant to drive assessment &amp; instruction.</td>
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<td>State-specific Action Plans 1) summarize commendations &amp; recommendations for future work; 2) provide strategies for engaging assessment vendors in a process &amp; approach for utilizing &amp; replicating project outcomes and 3) identify what resources and steps are needed to support future work.</td>
<td>Continue item writing workshops; conduct 3-D assessment literacy supports (formative, interim) attending to equity and culturally relevant assessment.</td>
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**SCILLSS Assessment Grant**

- Needs Assessments developed and distributed: local self-evaluation tool and one state self-evaluation tool.
- Intra-assessment Focus: PLDs, Task Models, Items, and Blueprints exemplar sets of assessment design & development tools that clearly target the standards-based concepts & skills meant to drive assessment & instruction.
- Classroom-based Evidence and Tools create classroom assessment design & development tools that clearly target the standards-based concepts & skills meant to drive assessment & instruction.
- State-specific Action Plans 1) summarize commendations & recommendations for future work; 2) provide strategies for engaging assessment vendors in a process & approach for utilizing & replicating project outcomes and 3) identify what resources and steps are needed to support future work.

**Statewide Assessment**

- Assess 2010 Standards Field test new items.
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- Assess 2017 Standards.