|  | **AWARENESS**  **2019-2020** | **TRANSITION**  **2020-2021** | **IMPLEMENTATION**  **2021-2022** |
| --- | --- | --- | --- |
| **LEARNING** | ***District leaders and teachers***  Learn about the revised standards, as well as the supporting documents and webinars for your grade level(s).  Refer to the [*Science Standards for Alaska*](https://education.alaska.gov/akstandards/science/science-standards-for-alaska.pdf) (SSAs) for further information. | ***District leaders and teachers***  Continue to develop a deeper understanding of the [*Science Standards for Alaska*](https://education.alaska.gov/akstandards/science/science-standards-for-alaska.pdf) (SSAs) and the theoretical and pedagogical changes present in the revision. | ***District leaders***  Learn from and expand upon the work and professional learning completed during the previous transition year. Continue revision and refinement during the 2021-2022 academic year to fully implement redesigned district curriculum based on the [*Science Standards for Alaska*](https://education.alaska.gov/akstandards/science/science-standards-for-alaska.pdf) (SSAs). |
| **PLANNING** | ***District leaders***  Develop a transition plan for updating local curriculum.  ***Teachers***  Determine a transition plan for updating grade-level instructional plans to address knowledge and skills found in the revised standards, as well as the complexity of thought expected.  Research resources, strategies, or classroom examples that address the revisions. | ***District leaders***  Make changes as needed to local curriculum transition plan based on the SSAs.  Begin transition planning. Efforts should lead toward developing and implementing local curricula based on the SSAs. Identify and record district-level policies on science instruction.  ***Teachers***  Examine the SSAs for your grade level or course(s). Note any changes from the GLEs, and update your individual transition plan accordingly. Develop expertise in new grade-level content. Revise instructional strategies as needed based on supporting documents.  Begin to incorporate new resources, strategies, or classroom examples that address the changes you have identified. | ***District leaders and teachers***  Fully implement (and continue to refine) redesigned local curriculum based on the SSAs.  Evaluate lessons to ensure curricular focus. Eliminate parts of lessons or units that do not have a strong connection to the SSAs.  Implement district-level policies on science instruction. |
| **PROFESSIONAL LEARNING** | ***District leaders***  Plan professional development opportunities to inform faculty and staff about the standards revisions and district curriculum update efforts.  ***Teachers***  Begin participating in related professional development to support awareness of the SSAs, deeper content knowledge, increased rigor, and instructional practices. | ***District leaders***  Plan professional development opportunities for faculty and staff to learn more about the SSAs and assessments.  ***Teachers***  Continue participating in related professional development to support awareness of the SSAs, deeper content knowledge, increased rigor, and instructional practices. | ***District leaders***  Provide opportunities for faculty and staff to participate in district-sponsored professional development opportunities on the revisions in the SSAs and assessments. |
| **ALASKA’S STATE TEST** | State tests remain aligned to the Alaska Science GLEs. | State tests remain aligned to the Alaska Science GLEs. Further information on the transition to a new test will be made available later. | Test items will be aligned to the [*Science Standards for Alaska*](https://education.alaska.gov/akstandards/science/science-standards-for-alaska.pdf) (SSAs). |