

State Driver Diagram: Maryland

3-Year Aim:

By May 2021 (the 2021 administration of MISA), the teachers at the selected schools will receive the professional learning and resources to equip students to meet or exceed state average results on the NGSS-aligned science assessment.

Network Aim:

90% of teachers in network schools access and engage in effective job-embedded professional learning grounded in the use of high-quality curriculum and instructional materials.

December Aim:

By December 2018, improve all participating teachers' knowledge of NGSS implementation and ability to identify NGSS-aligned instructional resources and professional learning opportunities within their school system.

Primary Drivers:

Access to Resources: HQCIM

Build teachers' knowledge of NGSS and increase access to NGSS-aligned HQCIM

HQ Professional Learning

Engage teachers and administrators in high-quality professional learning that addresses the quality and use of curriculum and instructional materials

Stakeholder Engagement and Commitment

Involve school staff and leadership, families, and students in strengthening professional learning systems focused on the implementation of NGSS-aligned HQCIM

Secondary Drivers:

1. Definition of curriculum
2. Definition of what makes curriculum "high quality"
3. Identification of curriculum gaps
4. Identification of curriculum strengths
5. Distribution and availability of curriculum and instructional materials

1. Definition of professional learning
2. School-level capacity and resources to support professional learning
3. Professional learning structures and processes for **administrators**
4. Professional learning time, structures and processes for **teachers and teacher leaders**
5. Cross-district professional learning structures and processes

1. Mechanisms and systems to gather actionable feedback
2. Mechanisms and systems to address feedback
3. Stakeholder communication systems, practices, and materials
4. Practices and systems to honor teacher expertise