Funding
Districts' funding strategies reflect their varied stages of implementation, with 22% adopting a "wait and see" approach, 25% in the planning stage, and 30% forgoing implementation until funding is available.

Professional Learning
79% of district leaders cited teacher leaders as the key implementers of professional learning in ELA and math; science teachers, on the other hand, have not yet been able to benefit from the same professional learning opportunities.

Instructional Shifts
District leaders do not express great confidence in their teachers' mastery of the NGSS, with 75% saying their teachers have not yet acquired the skills to differentiate science instruction for diverse learners.

Instructional Materials
Originally scheduled for 2017, instructional materials adoption by the State Board of Education has been delayed to November 2018.

Implementation Approach & Vision
29% of district leaders indicated that further implementations—such as NGSS—were put on hold in order to focus on math and ELA.

Key State & District Support
In comparison to ELA and math, there are fewer teachers with the skill sets and content knowledge to teach to the NGSS (particularly at the elementary level), and instructional resources, such as teacher leaders, are less plentiful.

IN THEIR OWN WORDS: DISTRICT LEADERS ON NEXT GENERATION SCIENCE STANDARDS IMPLEMENTATION

"Right now, we have focused on ELA and math. So, I would say it's [funding toward NGSS] not comparable right now. Down the road, it is going to depend on how much [funding] we get. Once we know, then we can try to figure that out." — District Leader on Funding

"It is hard to find good, deeply rooted, science people. That is an issue that we all have. I don't want teachers to see NGSS as an add-on." — District Leader on Professional Learning

“Teachers have so little time to spend on doing their own research that, I really want to be able to provide them the core materials and any additional supplemental so they don't have to go out, finding all their materials.” — District Leader on Instructional Materials

“NGSS is a big shift... I think [it's] taking [us] to new heights in the re-engineering of science education. Because of that and because of that foundational work that began long ago, we've been previewing that for the last several years. We've used that preview to do things like, so far, adopt a new course design at the middle ranks.” — District Leader on Instructional Shifts

"I don't feel like I can do more than [what we're doing] right now. It isn't because of funding; it's because I feel like [the teachers are] not yet where we need them to be with ELA and math for me to add NGSS to the juggling." — District Leader on Implementation Approach & Vision

Districts report a disconnect between the timeline for NGSS and capacity to implement. They're constrained by a complexity of factors including inadequate instructional resources, and lack of bandwidth in the midst of ongoing math and ELA challenges.