District leader perceptions suggest that teachers may not yet have had time to benefit from the training and practice needed to master the instructional shifts demanded by the Next Generation Science Standards.

"Definitely for NGSS, focusing on the standards and the frameworks. I would spend more time with that in conjunction with the professional learning. (That's) one of the things that I don't think we did enough with the professional learning [for math and ELA]." – District Leader

"One is, we [need to] go slower. That's for sure. I think we've raced at a fast pace and I think it's killing teachers and it's too much and they're not absorbing it at a deeper level. Going slower. What we're doing now is we're frontloading [focusing on the standards] before we even get near the [textbook] adoption." – District Leader

"We definitely have to have a multi-year plan. What I know about the NGSS standards is it's a wholesale change for folks, so it's going to have to be a multi-pronged approach, but we're not even at the point where we've been able to [think about that]. We haven't had those conversations. I don't know what that looks like." – District Leader

"We've piloted a lot [of curricula] but teachers didn't know enough about what they needed in the beginning to know [about NGSS]. And I'm glad we didn't purchase anything [right away]... We went without [a purchased curriculum] and put our own together with NGSS. I really am hopeful that we'll be able to have some materials that we can say, 'Hey, here's the expectation and the standard and here are materials that'll help you get there.'" – District Leader