**Designing for scale:**
The landscape of science education curriculum design efforts in the United States

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Dimensions = Y1(\text{Retro}^\text{TERC} + \text{Retro}^\text{LHS} + \text{PortfolioReview}) + Y2(\text{Live}^\text{TERC} + \text{Live}^\text{LHS} + \text{BroadInterviews})

**Goals & Approach**

We are exploring what project characteristics are associated with scaling success through a portfolio review of Federally-funded K-12 science curriculum design efforts in the United States between 2001 and 2010.

**Portfolio review: A three-step procedure**

1. Identify relevant projects and map science curriculum design efforts
2. Select sample, describe scale outcomes & key structural characteristics
3. Examine predictive relationships

**Selected findings from step 1**

- Growth in funding for science education
- Marked shift away from textbooks in favor of technology-based materials
- Overall, little explicit attention to language learners, special education and minority groups

**What determines scale success? Approach for steps 2 & 3**