Sample Client Services Overview

This overview represents the services for one client of the professional learning partner.

Services Overview

Curriculum or Content Area (adoption)	Science
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, *or* System Design and Leadership Support)	Launch
Number of educators serviced	☐ 1 – 50 ☑ 51 – 100 ☐ ☐ 101 – 500 ☐ 501 – 1000 ☐ 1000+
Audience (select all that apply)	☑ Teachers ☑ School Leaders ☑ Instructional Coaches ☑ District Leaders
District Type	☑ Traditional District ☐ Charter ☑ Suburban ☐ Greater than 20% of English language learners ☐ Greater than 20% students with disability ☐ Private ☐ Parochial ☐ Rural ☐ Greater than 60% of economically disadvantaged students ☐ Greater than 80% students of color

District Size	☐ Fewer than 2,500 students ☑ 2,500 to 10,000 students ☐ 10,001 - 50,000 students	☐ 50,001 - 100,000 students ☐ More than 100,001 students
Delivery Format	☐ Virtual ☐ In-person ☑ Hybrid	
Total Cost Range[1]	☐ Less than $50,000 ☐ $50,000 - $100,000 ☑ $100,001 - $500,000	☐ $500,001 - $1,000,000 ☐ $1,000,000+

Services narrative

What were the goals of the professional learning? How did you work with the school or system to determine the goals and progress monitor for them throughout the engagement? (Limit 200 words)

The following goals are based on the launch session outlines but modified in collaboration with our district partner, a small suburban district:

- Introduce key shifts in NGSS and the design of OpenSciEd.
- Examine student video and artifacts and reflect on OpenSciEd routines and discussions
- Consider how these steps support:
- Students in figuring out
- A classroom culture where all students have access

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[1] Includes any travel related expenses, etc.

- Consider how engaging students in a common phenomenon and connections to other everyday phenomena capitalizes on student experience to support equitable learning opportunities for all students.

Progress monitoring was conducted through a combination of daily institute evaluations and PD staff observations. Daily evaluations were used to evaluate the effectiveness of the professional development sessions and revise sessions to better meet the needs of the participants. At the end of each day, the PD staff and district leads met to discuss observations and teacher feedback. Teacher responses were discussed, and trends identified around effective and less effective components within the PD experience. These trends were then used to refine the next day's PD plan and long-term district planning.

How was this professional learning customized to meet the educators' needs? How were facilitators prepared to meet the needs of participants? (Limit 200 words)

This professional development offering was customized in a few important areas. First, the units selected for the Launch PD were based on district preference, including availability of units and district scope and sequence. The phenomenon and lesson activities used in the PD were drawn from the units chosen, requiring modification to the unit-specific portions of the PD. The PD sessions were also customized to meet the district teachers where they were in their understanding of three-dimensional teaching and learning. For this district, that required short learning opportunities around each dimension, three-dimensionality, and the K-12 progressions. A third customization involved more explicit support for Emerging Multilinguals (EMLs), drawing on the materials embedded within OpenSciEd and adapting to provide teachers time to reflect on their current practice, consider how EMLS might engage with OpenSciEd units and plan for the use of curriculum embedded resources in their classrooms.

A sub-set of the larger PL team meet regularly with district leadership to develop common goals and identify specific district needs. These PL leads coordinated planning and preparation with the larger PL staff to ensure consistency and coherence between district needs and the customized PL Launch program.

Describe the delivery structures employed and how often participants were able to participate in professional learning over the length of the engagement. (Limit 200 words)

This aunch PD program was offered entirely virtually over the span of four half -day sessions. These sessions were conducted during early-release days that extended 90 minutes past the contract day. Participating teachers joined the session via zoom from their own classrooms.

The PD consisted of whole-group and grade level specific breakout sessions. During whole group sessions, participants engaged in analysis of practice via classroom video and student artifacts to develop understanding of key OpenSciEd elements such as routines (anchor phenomenon, navigation, etc.), discussion types and classroom culture. Grade-level breakout sessions (6th, 7th and 8th grade) allowed teachers opportunities to develop an understanding of the unit storyline, experience the unit anchor phenomenon, participate in key lessons, and provide context to the routines and strategies discussed in the whole-group sessions. The grade-level breakout sessions also allowed an opportunity for participants to put on their "student hat" and reflect on how their students might engage with the unit phenomenon and "figure-out" the key science ideas across the unit storyline. Some topics, such as assessment, were discussed in both the whole group and grade-level specific sessions to provide both a broad understanding of the assessment system and clarity on the unit-specific assessment plan.

How did the professional learning build on previous work or set the foundation for additional professional learning? (Limit 200 words)

The district had invested considerable time in the selection and adoption of the OpenSciEd materials. However, resistors to the new curriculum existed among the teacher participants. Teachers who piloted the program were paired with those new to the program during the Professional Learning to provide additional support.

The PL team coordinated with district leadership and curriculum leads around resources that could be utilized with new teachers or teachers who changed grade levels to support their implementation after the contracted services with BSCS had ended.