



### 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, <i>or</i> System Design and Leadership Support)	Leadership Support	
Number of educators serviced	<input type="checkbox"/> 1 - 50 <input type="checkbox"/> 51 - 100 <input type="checkbox"/>	<input checked="" type="checkbox"/> 101 - 500 <input type="checkbox"/> 501 - 1000 <input type="checkbox"/> 1000+
Audience (select all that apply)	<input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> School Leaders	<input checked="" type="checkbox"/> Instructional Coaches <input checked="" type="checkbox"/> District Leaders
District Type	<input checked="" type="checkbox"/> Traditional District <input type="checkbox"/> Charter <input type="checkbox"/> Suburban <input checked="" type="checkbox"/> Greater than 20% of English language learners <input type="checkbox"/> Greater than 20% students with disability	<input type="checkbox"/> Private <input type="checkbox"/> Parochial <input type="checkbox"/> Rural <input checked="" type="checkbox"/> Greater than 60% of economically disadvantaged students <input type="checkbox"/> Greater than 80% students of color
District Size	<input type="checkbox"/> Fewer than 2,500 students <input type="checkbox"/> 2,500 to 10,000 students <input type="checkbox"/> 10,001 - 50,000 students	<input type="checkbox"/> 50,001 - 100,000 students <input checked="" type="checkbox"/> More than 100,001 students



Delivery Format	<input type="checkbox"/> Virtual <input type="checkbox"/> In-person <input checked="" type="checkbox"/> Hybrid
Total Cost Range <sup>1</sup>	<input type="checkbox"/> Less than \$50,000 <input type="checkbox"/> \$50,000 - \$100,000 <input checked="" type="checkbox"/> \$100,001 - \$500,000 <input type="checkbox"/> \$500,001 - \$1,000,000 <input type="checkbox"/> \$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 BSCS STeLLA®-Enhanced OpenSciEd Leadership Development Program provides leadership development that builds capacity among local leaders as they support ongoing successful professional learning for teachers as they implement the OpenSciEd curriculum. In collaboration with leadership from a large, urban-school district, this program was designed to achieve the following goals:

- Increase abilities to make decisions related to planning and leading MS science Curriculum based professional learning (CBPL) based on the philosophy, goals, and curriculum of the CBPL program.
- Deepen understanding of and abilities to lead OPEN/STeLLA as a transformative learning experience for teachers.
- Deepen understanding of and abilities to lead analysis-of-practice professional learning experiences for teachers.
- Deepen understanding of the characteristics of professional learning communities and abilities to establish and grow a community of learners.
- Deepen understanding of the change process and increase abilities to work with colleagues as they implement OpenSciEd instructional materials.

Progress monitoring was conducted through a series of collaborative meetings between district leaders and PD staff where they considered necessary adjustments to the process based on feedback from participants and site leaders at each PD event, the strength of facilitation observed during study group sessions, short interviews with leaders and the changing availability of district resources.

<sup>1</sup> Includes any travel related expenses, etc.

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

The leadership program was customized to leverage the strength of current and upcoming district leaders, including their existing relationships with principals and teachers at their site and previous experience/ expertise with STeLLA® strategies. Another adjustment made to better serve the district needs was to sequence a slow rollout of district leadership with grade 6 leaders joining in the first year, followed by 7th and 8th grade leaders in years 2 and 3. Based on feedback in the first year, additional leadership sessions were added to the program to support their facilitation skills and abilities to deal with conflict in the teams they were leading.

Facilitators worked in grade level teams to identify grade-level specific strengths and challenges, as well as consideration of the OpenSciEd units that would be implemented each year. Whole group meetings occurred regularly (once or twice a month) to discuss trends across grade-level evaluations, develop common PD sessions and protocols and meet with district leadership to discuss changes in district initiatives and organization.

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 leadership program includes virtual sessions, intensive institutes, and academic year leadership-focused study groups designed to achieve the program's goals. The overall program is designed for multiple years and supports grades 6, 7, and 8 teachers as they enact the OpenSciEd middle school science program. The leadership program attends to system policies and practices with a primary focus on the development of teacher leaders in grades 6, 7, and 8. Teacher leaders support their colleagues throughout each



academic year in study group sessions, regular teacher meetings, and informal meetings. BSCS also works with site Principals to support their teachers implementing OpenSciEd. Alongside central office staff, they serve as OPEN/STeLLA advocates with their building principals as they consider the necessary adjustments to assessments, observation protocols, collaboration time, and how to provide supportive feedback.

Leadership sessions focus on how to lead teacher learning, including examination and adjustment of lesson analysis sessions to ensure effective collaboration as teachers use common protocols to refine their use of OpenSciEd; creating a supportive environment for trying out new practices in their classrooms and to understand the expected struggles that teachers will likely experience as they implement the new curriculum with the support of ongoing PL.

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

The district had previously partnered with BSCS to support high school and middle school science via the STeLLA professional learning program. The OpenSTeLLA program was able to build on the expertise of teachers who participated in the previous program and the productive partnership previously established. However, a leadership component had not been part of the previous program.