PROFESSIONAL LEARNING PARTNER GUIDE

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)	Ongoing for Teachers	
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

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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 were developed in collaboration with our district partners during the planning phase of the project.

- Deepen knowledge of three-dimensional, phenomena or problem-driven teaching and learning.
- Increase ability to analyze and reflect on science teaching and learning
- Strengthen understanding of the science DCIs, SEPs, and CCCs called for by the KY Standards.
- Increase understanding of the strategies and routines in the OpenSciEd instructional model and how STeLLA strategies are integrated throughout the routines.
- Increase ability to apply knowledge of equitable teaching and learning in classroom practice to support student construction of a coherent science content storyline.

Progress monitoring was conducted through a combination of daily institute feedback, PD staff observations and surveys such as the Stages of Concern Questionnaire. Daily evaluations were used to evaluate the effectiveness of the professional development sessions and revise the sessions to better meet the needs of the participants. The program included teachers videotaping themselves teaching OpenSciEd lessons for collaborative analysis during study-groups. PL leads observed trends in these videos to assess implementation of the materials. Finally, surveys like the Stages of Concern Questionnaire were used at mid-points in the program to evaluate the larger program.

[1] Includes any travel related expenses, etc.

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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 professional learning program was customized in three key areas to meet the needs of the teachers and district leaders. First, the sequence of OpenSciEd units was adjusted to match the state assessment blueprint. This required adjustments to the 6-8 storyline and additional teacher supports designed to address gaps in the storyline due to the revised sequence. Second, monitoring data indicated that teachers would benefit from opportunities to ask questions about the mechanics of the lessons while teaching the units. Office hours were added between study group sessions, to provide an open time for teachers to get clarity around lesson-specific questions. Third, while teachers were making progress in certain aspects of the process, they struggled with specific routines (navigation, problematizing) overall. Study groups and institute sessions were shifted to provide targeted learning opportunities around these routines.

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 program had three primary learning opportunities each of the three years. Teachers participated in two intensive institutes each year, winter and summer, with each institute focusing on a specific OpenSciEd unit. In addition to launching a new unit, each institute had a focus on specific areas of implementation such as facilitation of specific routines, classroom discourse, and equitable sensemaking. Teachers also participated in virtual study groups while they were teaching each unit (fall and spring) to engage in classroom embedded analysis of practice. During three or four after school study groups, small teams of teachers engaged in facilitated analysis of practice using classroom video and student artifacts to deepen their understanding of how to effectively

support student thinking within each unit. Finally, teachers had opportunities to join "office hours" with the PL team where they could ask lesson specific question such as how to set up a particular investigation or facilitate a scientist's circle discussion.

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

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.