



Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	OpenSciEd (Grades 6-8 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
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)

This professional development session focuses on the overarching question – How do we support equitable sensemaking? The session explicitly focuses on equity, classroom culture, and classroom sensemaking discussions.

It assumes the prerequisite completion of the [OpenSciEd Curriculum Launch](#) professional learning and previous experience teaching an OpenSciEd unit. Included in this session are opportunities for teachers to:

- Reflect on successes and challenges around OpenSciEd implementation to support more equitable science classrooms.
- Examine student video and learning scenarios to recognize the range of resources students use to make sense of science, consider the features of classroom culture, and identify strategies to support the three main discussion types used in OpenSciEd.
- Identify pedagogical implications and strategies that can be used to support the development of classroom culture and leverage student resources.

¹ Includes any travel related expenses, etc.



- Reflect on the key aspects of productive discussions and use a Discussion Planning Tool to plan for discussions that support idea development and student engagement.
- Engage in the actual lessons of the unit as a student

All of the instructional materials associated with this professional learning session are available for download from the [Access the Instructional Materials](#) page.

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 event followed OpenSciEd's Curriculum Launch provided the summer previously. During the session participants reflected on concerns/questions and areas of successes and challenges of implementation, analyzed videos of facilitation, and engaged in lessons in student-hat. District leadership was part of the collaborative planning process from the beginning. Prior to the event, OpenSciEd facilitators met with the client regularly and worked as a team with other facilitators and mentors to adapt the professional learning as needed.



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 event was face-to-face professional learning in year two of implementation. Previously teachers experienced the Curriculum Launch and the Student Sensemaking professional learning events. Participants are engaged in interactive experiences through the course of the in-person professional learning. Participants engage in student-hat experiences where they experience the curricular materials as a student would. Participants do multiple hands-on investigations, collect data, and experience science learning as if they were students. Participants also reflect on these experiences in teacher-hat and apply what they learned to their own context. Participants engage in individual, small group, and whole group activities throughout the course of the event.



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

This equitable sensemaking session builds upon prerequisite completion of the [OpenSciEd Curriculum Launch](#):

- The key shifts called for by the NGSS and how the design of the OpenSciEd instructional materials support those shifts
- OpenSciEd's instructional routines as a way to support engagement and equitable learning opportunities for all students
- The storyline for the unit and the navigation needed to help students move from one lesson to the next
- How to set up and facilitate student sensemaking, discussions and equitable classroom culture throughout units