



## Wade Institute Sample Client Services Overview

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

### Services Overview

Curriculum or Content Area (adoption)		
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Launch - OpenSciEd	
Number of educators serviced	<input checked="" type="checkbox"/> 1 - 50 <input type="checkbox"/> 51 - 100 <input type="checkbox"/>	<input 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 type="checkbox"/> Instructional Coaches <input type="checkbox"/> District Leaders
District Type	<input type="checkbox"/> Traditional District <input type="checkbox"/> Charter <input type="checkbox"/> Suburban <input checked="" type="checkbox"/> Greater than 20% of English language learners <input checked="" 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 checked="" type="checkbox"/> Greater than 80% students of color



District Size	<input type="checkbox"/> Fewer than 2,500 students <input checked="" 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 type="checkbox"/> More than 100,001 students
Delivery Format	<input type="checkbox"/> Virtual <input checked="" type="checkbox"/> In-person <input type="checkbox"/> Hybrid	
Total Cost Range <sup>1</sup>	<input checked="" type="checkbox"/> Less than \$50,000 <input type="checkbox"/> \$50,000 - \$100,000 <input 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)

In this PL program the Wade Institute for Science Education designed a streamlined deep-dive into an OpenSciEd unit being delivered following the MA DESE OpenSciEd Scope & Sequence to three middle schools in the district. Staff collaborated with district administration to meet their goals of exploring each lesson in the unit, identifying key elements of the OpenSciEd model as they were applied in the unit. We also supported discourse among the teachers to both reflect on takeaways from previous unit implementation as well as engaging in investigative experiences that would meet district-wide protocols. Progress was monitored through daily exit ticket evaluations as well as end of program surveys and

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

follow-up meeting with administration.

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

Wade staff facilitating the program engaged in discussion with administration to deliver unit deep dive programming at the appropriate time for education staff to process information and prepare for unit delivery. All materials to explore the unit's lessons and investigations were provided, including investigation materials and all handouts. The completion of the deep dive PL generated a completed binder of student facing reproducibles and unit reference materials. Facilitators reviewed and prepared in advance all investigation materials, and provided teachers with resources to support successful delivery of investigations in their classrooms, including modifications.



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)

Due to the streamlined nature of the deep dive, educators engaged in facilitator lead teacher-hat explorations and discussions of some lessons, and student-hat exploration of the anchoring phenomenon routine, key investigations and student sensemaking moments. To facilitate an understanding of student navigation throughout the unit, an example student progress tracker was provided and regularly reviewed during the deep dive, highlighting the acquisition of important punchlines as well as the appropriate introduction of key vocabulary. At key moments throughout the PL educators were asked to reflect and discuss how they could modify materials and expectations to meet the needs of their students.

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

Delivering OpenSciEd training to teachers who had previously delivered other units allowed us to incorporate their lived experiences into preparing for future units throughout our deep dive PL. The district has asked us to deliver a series of unit deep dives to different grade teams, with some teams experiencing more than one deep dive over the length of the contract. The opportunity to deliver multiple deep dives affords us the opportunity to focus on different OpenSciEd elements in subsequent PLs with repeat groups of educators. It also allows us to fully interpret the nuanced needs of the district and incorporate those elements purposefully in future deep dives with new groups of educators.