



Sample Scope and Sequence of Professional Learning Engagement

Curriculum or Content Area	Science OpenSciEd Middle School
Type of Professional Learning	Adoption
Total Cost Range¹	☐ Less than \$50,000 ☒ \$50,000 - \$100,000 ☐ \$100,001 - \$500,000 ☒ \$500,001 - \$1,000,000 ☐ \$1,000,000+
District Context	This traditional suburban district serves @ 20,000 students. • 15% Multilingual learners • 14% Students receiving Special Education Services • 40% Economically Disadvantaged Students • 63% Students of Color By the end of this professional learning experience, participants will: 1. Establish shared evaluation criteria – Develop and agree on criteria for high-quality middle school science instructional materials, including explicit criteria for how materials support multilingual learners.

¹ Includes any travel related expenses, etc.

	2. Plan for evidence collection — Use NextGen TIME tools to prepare for classroom implementation in a way that positions the team to collect comparable, meaningful evidence across schools. 3. Implement and document — Teach at least one pilot unit and systematically collect artifacts and observations using NextGen TIME protocols. 4. Analyze evidence as a team — Use the evidence collected across classrooms to identify patterns, surface disagreements, and make sense of what the data says about each program under consideration. 5. Make and communicate a recommendation — Reach a team decision grounded in evidence and present a materials recommendation that district leadership can act on. 6. Build an implementation plan — Identify the professional learning, resources, and structural supports needed to implement the selected materials across all middle schools.
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Timing Year 1	Participants	OpenSciEd Implementation Institute (hybrid)	Description
Summer	Leadership team composed of District Science Specialist and teacher leaders from each middle school.	A three-hour in person meeting	The team selected instructional materials for review, assessed the current state of the team to evaluate instructional materials and used the results of the conversation to determine what additional resources or professional learning would be helpful in

			preparing for an adoption process.
Early Fall	Leadership team composed of District Science Specialist and teacher leaders from each middle school.	A three-hour in person meeting	The team was led through a process to identify key criteria to reduce the total number of programs under consideration for adoption down to three to five programs.
Late Fall	Leadership team composed of District Science Specialist and teacher leaders from each middle school.	Three Days In-Person meeting	The team learned the process for collaboratively collecting, representing, and analyzing evidence from programs under consideration on a model unit of instruction.
Winter	Leadership team composed of District Science Specialist and teacher leaders from each middle school.	2 virtual meeting days	The team applied the tools and processes to all programs under consideration. The team identified two programs to pilot in classrooms.
Spring	Leadership team and pilot teachers.	1 virtual planning day per program under consideration (two) 1 virtual day per program under consideration (two) to discuss evidence collected.	During the Spring Semester, teachers met to plan for the classroom pilot of a unit, implement the unit of instructions and collect artifacts, and then came back together to analyze the evidence they collected. At the last meeting, the district selected

			the curriculum for adoption.
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