



Sample Scope and Sequence of Professional Learning Engagement

Curriculum or Content Area	Science OpenSciEd Middle School
Type of Professional Learning	Initial Implementation
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 urban district serves @ 90,000 students. • 30% Multilingual learners • 14% Students receiving Special Education Services • 65% Economically Disadvantaged Students • 75% Students of Color The district plan was for teachers to implement three of the six instructional units each year, over a two-year timespan. Program goals included: • Teachers will be able to access and plan for instruction in their classroom context

¹ Includes any travel related expenses, etc.

	with OpenSciEd materials, - Teachers will understand how OpenSciEd instructional routines are designed to center each and every student as they figure out phenomena and solve design problems using the three dimensions of the NGSS, - Teachers will gain new tools, plan for, and maintain an equitable classroom culture in their classroom context.
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Timing Year 1	Participants	OpenSciEd Implementation Institute (hybrid)	Description
Summer	6–8 Science teachers Science lead teachers	Introduction to OpenSciEd and Unit 1 In-Person Workshop	Participants engaged in whole-group sessions focused on the OpenSciEd instructional model and key routines. Grade-level sessions provided unit-specific learning opportunities including lesson immersion, unit storyline, key discussions and assessment.
Monthly	6–8 Science Lead teachers	Coaching	Small Groups of teacher leaders met with BSCS staff to discuss progress and roadblocks while teachers began to implement the units. The focus of each coaching session was driven by the needs of the teacher leaders but

			included topics such as supporting student sensemaking, use of navigation routine, assessments.
Monthly	6-8 teachers	In-Person and Virtual Workshop	PL to support the launch of the two additional units implemented this year was provided through these single-day workshops. These workshops followed the same format and design of the summer institute but were spread out over the academic year. Unit specific sessions were conducted in person. In addition to the new unit PL, these workshops also supported specific problems of practice that were elevated by district leadership, emerged from teacher leader coaching or were requested by participating teachers. Sessions focusing on problems of practice were virtual.

Timing Year 2	Participants	OpenSciEd Implementation Institute (hybrid)	Description
Summer	6–8 Science teachers and 6–8 Science Lead teachers	Unit 4 Launch In-Person Workshop	In year two, the summer institute focused on deepening learning from year one and introducing the fourth unit of implementation. In year two, assessment and student sensemaking were primary themes.
Monthly	6–8 Science Lead teachers	Coaching	Coaching sessions continued as described in year 1 with one modification. Teacher leaders took an increasing role in the topic selection and facilitation of the sessions.
Monthly	6–8 teachers	In-Person and Virtual Workshops	In year 2, the monthly workshops continued to provide support for problems of practice as teachers implemented units for the first time while new unit implementation workshops were held in person.