



Sample Scope and Sequence of Professional Learning Engagement

Curriculum or Content Area	Science OpenSciEd Middle School
Type of Professional Learning	Ongoing 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	Traditional rural district serves @ 11,000 students. • 5% Multilingual learners • 12% Students receiving Special Education Services • 52% Economically Disadvantaged Students • 57% Students of Color The Program Goals: 1. Deepen understanding of how OpenSciEd's three-dimensional assessment system is embedded across a unit to support and reveal student sensemaking. 2. Use student science discussions — consensus discussions, building-understanding discussions, and Scientists Circle — as a window into student thinking and a tool for making learning visible.

¹ Includes any travel related expenses, etc.

	- Expand approaches to supporting student writing and drawing for sensemaking, leveraging the diverse resources students bring to science learning. - Analyze student work across multiple modalities – models, arguments, and assessment tasks – to identify evidence of three-dimensional understanding and plan responsive instruction. - Implement OpenSciEd units with attention to equitable and culturally sustaining practices, including addressing potentially harmful framings in science content. - Make pacing decisions rooted in a deep understanding of how the unit sequence builds student coherence and protects the student-driven storyline.
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Timing Year 1	Participants	OpenSciEd Implementation Institute (hybrid)	Description
Summer	8th grade Science teachers	In-Person Institute	Participants engaged in sessions focused on deepening key instructional practices including supporting student sensemaking through writing and drawing, student work analysis to inform instructional decisions, and strengthening facilitation of discussions. Learning opportunities spanned two units and were designed to extend and refine the practice of teachers with prior OpenSciEd experience, including lesson immersion, assessment analysis, and construction of the assessment scope and sequence.

Monthly	Small groups of 4-6 teachers	Virtual Professional Learning Communities	Between September and May, participants met in six virtual PLC sessions to deepen and apply their learning while actively teaching the materials. Sessions provided structured opportunities to reflect on classroom implementation, troubleshoot challenges, and strengthen facilitation of key sensemaking discussions.
Week 1	Small groups of 4-6 teachers	Virtual Professional Learning Communities	Teachers meet for the first time as PLC The purpose of this session is to establish community, set norms and share some successes and challenges using the OpenSciEd units.
Week 2	Small groups of 4-6 teachers	Virtual Professional Learning Communities	The purpose of this session is to analyze the key sensemaking moments in the first unit of the year. This session is timed to occur when teachers are in the second lesson set of the unit.
Week 3	Small groups of 4-6 teachers	Virtual Professional Learning Communities	Week 3 and 4 focus on planning, facilitating and reflecting on leading classroom discussions. During this week, teachers collectively select an upcoming discussion to analyze and prepare to facilitate in their classrooms.

Week 4	Small groups of 4-6 teachers	Virtual Professional Learning Communities	During this session, teachers share the result of those discussions and reflect on how to improve their facilitation.
Week 5	Small groups of 4-6 teachers	Virtual Professional Learning Communities	The purpose of this assessment is to share student work samples from a summative assessment.
Week 6	Small groups of 4-6 teachers	Virtual Professional Learning Communities	The last assessment focus is on the assessments that students use to evaluate their team members and themselves (peer and self assessment.)