

## 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	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Launch	
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 checked="" type="checkbox"/> Instructional Coaches <input checked="" type="checkbox"/> District Leaders
District Type	<input checked="" type="checkbox"/> Traditional District <input type="checkbox"/> Charter <input checked="" type="checkbox"/> Suburban <input checked="" type="checkbox"/> Urban <input 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 type="checkbox"/> Greater than 80% students of color



District Size	<input checked="" type="checkbox"/> Fewer than 2,500 students <input 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)

The District was launching a 3 year adoption cycle for OpenSciEd. We offered a four-day workshop for teachers, a 1 day workshop for leaders, and a 1 day convening to kick off this work. Goals-teachers and leaders will:

- Understand the supports and instructional routines in OpenSciEd that align with the shifts called for by the A Framework for K–12 Science Education and the NGSS.
- Prepare to teach and support implementation of the first unit by:
  - Experiencing and analyzing examples of the Anchoring Phenomenon Routine.

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

- Experiencing key student investigations and discussions from the unit, building the storyline, and reflecting on how the curriculum and teacher can support coherence for learners.
- Experiencing and reflecting on establishing classroom norms to support a culture of figuring out.
- Experiencing, planning for, and rehearsing key sensemaking discussions.
- Identifying assessment opportunities and supports, analyzing student work from assessments, and reflecting on how these support student learning.
- Learn how to navigate the curricular materials including teacher guides, student facing slides, and assessments and how to access the materials.
- Set up systems and policies to support successful implementation (e.g. scope and sequence, planning time, common approach to vocabulary)

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

The OEI Initiative works closely with cohort schools in developing a comprehensive implementation plan needed to support adoption of OpenSciEd. This includes helping schools identify connections between OpenSciEd and the vision and goals of the school and district, developing a plan for distributed leadership through district, school, and teacher leaders, and a thoughtful plan for unit roll-outs and ongoing professional learning. We met with the school leaders to help prepare for the kick off including preparing participants to attend the Launch PD sessions, ordering science kit materials, and helping to clearly articulate timelines and expectations. We provided a sample meeting agenda and slides for the leaders to customize and use with their teachers to prepare for the kick off including sharing the big picture plan



for the next 3 years, digging into the details of what that means for the first year, anticipating challenges that might arise for their context, and identifying the supports they feel they will need. Facilitators included our School Support Specialists who were part of the interview process and who met with the team in the spring before the summer launch PD as a way to best understand the needs and constraints for the context.

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)

The OEI Initiative, in partnership with the One8 Foundation, recruits, selects, provides grants, and supports schools in Massachusetts as they adopt OpenSciEd. To participate, these schools developed a three-year implementation plan that ensures full OpenSciEd curriculum adoption, whole school participation, robust teacher PD, and identification of district and teacher leader champions to help lead the work. OEI then supports schools with ongoing professional learning and coaching that allows for cycles of planning, enacting, and reflecting. This included a one day kick off Convening for Champions that happened in the spring before the Summer Launch PD where they were supported with resources to think about how to address the logistical challenges and to prepare for the Launch PD. In the summer, teachers attended a 4-day, in-person Launch PD and leaders attended a concurrent 1 day in-person session. Following the Launch PD, ongoing support is provided through School Support Specialists who provide on the ground support and coaching for their first unit. After implementation of the first unit, teachers will return for a 2-day in-person workshop that allows for reflection on the first unit and preparation for the next. This cycle will continue throughout the 3 years of the grant.



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

The Launch PD workshops set teachers and leaders up for teaching the first unit by helping understand the supports and instructional routines in OpenSciEd through the lens of the unit they will be teaching, learning how to navigate the curricular materials, and to help think about the systems in their context to support successful implementation. These workshops lay the foundation up for cycles of prepare-enact-reflect that will be part of the 3 year relationship. Educators have other teachers across their school and the state to collaborate with and are equipped to work with the School Support Specialists and their building leaders to plan and reflect as they implement.