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	• 1 – 50 • **51 – 100** (highlighted)	• 101 – 500 • 501 – 1000 • 1000+
Audience (select all that apply)	• **Teachers** (highlighted) • **School Leaders** (highlighted)	• **Instructional Coaches** (highlighted) • **District Leaders** (highlighted)
District Type	• **Traditional District** (highlighted) • **Charter** (highlighted) • Suburban • Greater than 20% of English language learners • Greater than 20% students with disability	• Private • **Parochial** (highlighted) • Rural • **Greater than 60% of economically disadvantaged students** (highlighted) • Greater than 80% students of color

District Size	• Fewer than 2,500 students • 2,500 to 10,000 students • 10,001 – 50,000 students	• 50,001 – 100,000 students • More than 100,001 students
Delivery Format	• <mark>Virtual</mark> • In-person • Hybrid	
Total Cost Range[1]	• <mark>Less than $50,000</mark> • $50,000 – $100,000 • $100,001 – $500,000	• $500,001 – $1,000,000 • $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 goal of this professional learning session was to introduces teachers to the OpenSciEd materials by putting teachers in the student's seat to experience the materials first-hand. They developed an understanding of how students' sensemaking develops across a unit. We were able to dig in with careful analyses of classroom videos, real student work, and student and teacher interviews as well as take a deep dive into the unit materials. As a result of this professional learning, teachers understood the supports and routines embedded into the OpenSciEd units that align with the shifts called for by the A Framework for K–12 Science Education and the Next Generation Science Standards.

Throughout the training, a 'Parking Lot' set of slides was available for teachers to post concerns and questions about what they were learning as well as barriers they may see to the implementation of the instructional approach. These questions were

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[1] Includes any travel related expenses, etc.

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answered daily after the PL session and addressed at the beginning of the following day.

Continuous open discussion allowed for participant thinking to become visible which allow the facilitator to gauge the level of progress by each participant. Through intentional norm setting and cultural inclusivity, our facilitators were able to create an open and collaborative environment where teachers were open to real and difficult discussion.

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

Our professional learning team takes time to analyze the content that will be presented, the background of the participants, and their own role as facilitators in advance of the HQIM training event. We help participants see the relevance of the curriculum to their own student population, build participants' confidence that they will be supported to provide the rigor demanded from the HQIM, and establish relationships with and among the participants. Participants are challenged to apply instructional approaches and to reflect upon implications for these strategies in their own classroom setting. The culmination of this process models the inquiry cycle that they will be responsible for implementing, thereby preparing them to simulate the approach.

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)

During this two-day professional learning session teachers interacted with the HQIM and were actively engaged in partner shares, small group or whole group 75% of the time together. As a result of this professional learning, teachers understood the supports and routines embedded into the HQIM units that align with the shifts called for by the A Framework for K–12 Science Education and the Next Generation Science Standards. Included in this session were opportunities for teachers to:

- Watch videos of students engaging with the OpenSciEd units
- Hear teachers reflect on shifting their instruction with support from the units
- Engage in the actual lessons of the unit as a student
- Deepen their understanding of three-dimensional instruction and assessment

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

Upon completion of the OSE Launch PL, teachers have the opportunity to participate in 5 additional trainings that deepen their understanding the of routines and instructional strategies used, including the 'Student Sensemaking", "Equitable Discussions", Innovative Assessments", "Universal Design", and "Making Thinking Visible". These PL trainings offer teachers an interactive opportunity to:

- Identify key instructional elements for teaching and learning
- Examine student video/artifacts from units in relation to the key instructional elements
- Reflect on successes and challenges around implementation to support more equitable science classrooms.
- Examine student video/learning scenarios to recognize the range of resources students use to make sense of science, consider the features of classroom culture, and identify strategies to support the three main discussion types
- Identify pedagogical implications and strategies that can be used to support the development of classroom culture and leverage student resources.
- Analyze Assessments using key criteria for 3D Assessments.
- Use the assessment guidance to reflect on and prepare for lessons.
- Identify instructional strategies that align with the UDL Principles to support student learning.
- Analyze lessons to identify goals, potential barriers, and ways to use the UDL Principles to remove barriers and create flexible paths to learning.
- Identify strategies for Emergent Multilingual Learners (EML) that align with the UDL principles.
- Analyze lessons to understand the focus, role, and varied opportunities of writing and drawing for sensemaking
- Consider how to use instructional strategies to support students for writing and drawing for sensemaking.