



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 (OSE)	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Launch	
Number of educators serviced	<input type="checkbox"/> 1 - 50 <input type="checkbox"/> 51 - 100 <input type="checkbox"/>	<input checked="" 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 type="checkbox"/> Suburban <input type="checkbox"/> Greater than 20% of English language learners <input 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 checked="" type="checkbox"/> Greater than 80% students of color



District Size	<input type="checkbox"/> Fewer than 2,500 students <input checked="" 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 checked="" type="checkbox"/> Virtual <input type="checkbox"/> In-person <input type="checkbox"/> Hybrid	
Total Cost Range ¹	<input type="checkbox"/> Less than \$50,000 <input checked="" 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 OSE curriculum launch prepares teachers to teach an OSE unit for the first time and better empowers them to identify and build upon the resources students bring to the classroom. NSTA’s work is **grounded in OSE professional learning materials/design to ensure these learning outcomes:**

- Educators experience unit-specific lessons from the students’ perspective (aka *student hat*) to help understand what students’ sensemaking “looks like, feels like, and sounds like”
- Educators build understanding of the anchoring phenomenon routine by experiencing the routine in student hat
- Educators become familiar with OSE’s storyline approach, a sequence of lessons motivated by students’ questions that arise

¹ Includes any travel related expenses, etc.

- from their interactions with phenomena, and features that help ensure science learning is accessible to *all* students
- Educators complete a guided exploration of individual lessons (features and supports/scaffolds for students) and build the storyline collaboratively
 - Educators experience “zoomed-in” professional learning that supports implementation of OSE instructional materials across units

We used qualitative measures such as body language and active participation in all aspects of the learning (“student hat” and “teacher hat”). Digital collaborative spaces were carefully selected to ensure ease of access (no sign-in/one-click) and ability for participants to communicate their thinking using multiple modalities.

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

NSTA gathered client information through use of a 3D Professional Learning Interest Survey (elicits information about participants' background knowledge, primary purpose, PL goals, and participant attitude) and then met with the client to prioritize their PL goals to help ensure participants' needs were met within given time/money constraints.

We also worked with the client to schedule and plan for the delivery of professional learning. NSTA was able to ship necessary materials for use in professional learning; we used modified versions of the materials (including agendas, slides, and videos) developed by OSE to deliver the CBPL (virtual setting).

All NSTA professional learning facilitators are credentialed science teachers with science classroom teaching experience; some are currently classroom teachers and others now serve in roles that support science teachers (curriculum and instruction leaders, instructional coaches, school principals, etc.) and must demonstrate understanding of the principles of adult learning.

All NSTA professional learning facilitators who facilitate the OSE curriculum launch workshops have attended OSE facilitator training and earned the Anchoring Phenomenon Routine microcredential.



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 OSE curriculum launch included multiple components of professional learning:

- Modified virtual curriculum launch workshop for OSE units 6.1 ,7.1, and 8.1
 - Day 1. Whole group (grades 6-8): Anchoring phenomenon routine and student discourse
 - Day 2. Grade-level groups (ran concurrently): Unit-specific anchoring phenomenon routine and storyline build
- Modified virtual curriculum launch unit-specific three-hour workshops for each of the remaining units at every grade level
- Virtual workshops and workshop series focused on areas deemed as “need areas” by teachers, instructional coaches, and administrators (e.g., modeling, constructing explanations, students discourse, formative assessment, OSE instructional routines)
- Asynchronous mini-courses focused on areas of implementation deemed as “need areas” by teachers. (e.g., surfacing student ideas, modeling, sensemaking)
- Mentoring support for leaders and coaches

Work with this district client is ongoing and shifting toward the ongoing support of HQIM implementation.

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

Some teachers, teacher leaders, and administrators were able to participate in CBPL from the initial OSE curriculum launch for their grade-level and through the launch for each of the five remaining units.

Due to the multiple tensions this district faced (including teacher shortage and teacher turnover) some educators could only



attend some of the launch workshops offered. To provide a more equitable experience for all district educators, all launch workshops were recorded and shared with the district (permanent access) to allow educators to participate asynchronously on their own or on their school's timeline.

All teachers, teacher leaders, and administrators had opportunities to self-select into "need area" workshops and asynchronous online mini-courses (professional learning units/PLUs).