

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 (Grades 6-8 Science)	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Launch	
Number of educators serviced	1 - 50 51 - 100	101 - 500 501 - 1000 1000+
Audience (select all that apply)	Teachers School Leaders	Instructional Coaches District Leaders
District Type	Traditional District Charter Suburban Greater than 20% of English language learners Greater than 20% students with disability	Private Parochial Rural Greater than 60% of economically disadvantaged students 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	Virtual In-person Hybrid	
Total Cost Range ¹	Less than \$50,000 \$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)

This four-day professional learning session introduces teachers to the OpenSciEd materials generally in addition to the corresponding units. As a result of this professional learning, teachers will understand 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](#). Included in this session are 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

OpenSciEd team members and facilitators met with the representative from the school system multiple times before the event to ensure the event was designed and adapted to meet the unique needs of the teachers and leaders attending while upholding best practices in curriculum based professional learning. During the event, facilitators collected and documented questions and requests

¹ Includes any travel related expenses, etc.



from teachers, debriefed with the school system representative, and adjusted as needed to meet the goals of the professional learning experience while best servicing the needs of event participants.

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

This event included a Facilitator Wrap-around in addition to the standard teacher professional learning experience. The Facilitator Wrap-around included two additional days of professional learning for those preparing to lead this professional learning themselves. During these three days participants reflected on concerns/questions and areas of comfort for facilitating the OpenSciEd professional development they had just experienced, analyzed videos of facilitation, and planned for supporting teachers as they implement OpenSciEd in their context. OpenSciEd facilitators were part of the collaborative process from the beginning. Prior to the event, OpenSciEd facilitators met with the client regularly and worked as a team with other facilitators and mentors to adapt the professional learning as needed.

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)

This event was face-to-face professional learning that spanned 4 days plus an additional 2 days of virtual professional learning for those attending the *Facilitator Wrap-around*. Participants are engaged in interactive experiences through the course of all 4 days of in-person professional learning. Participants engage in student-hat experiences where they experience the curricular materials as a student would. Participants do multiple hands-on investigations, collect data, and experience science learning as if they were students. Participants also reflect on these experiences in teacher-hat and apply what they learned to their own context. Participants engage in individual, small group, and whole group activities throughout

the course of the four days.

During the virtual wrap-around sessions, structures such as breakout rooms, interactive Jamboards, and collaborative Google tools are utilized to create an engaging and interactive experience for participants.

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

This professional learning event, entitled the Curriculum Launch, prepares participants to teach the first unit of OpenSciEd in their classrooms while simultaneously introducing the shifts and pedagogy needed to support equitable sensemaking for students. The Curriculum Launch is foundational and follow-up OpenSciEd professional learning digs deeper into the topics touched on in the Curriculum Launch while preparing teachers for the next unit in the scope and sequence. As designed, implementation of OpenSciEd begins with the Curriculum Launch and then teachers engage with each additional professional learning course prior to teaching their next unit for the first time. A description of each professional learning course can be found on the OpenSciEd [website](#).



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