rivet education's
PROFESSIONAL LEARNING
PARTNER GUIDE

Sample Scope and Sequence of Professional Learning Engagement

This overview represents the services for one client of the professional learning partner.

Curriculum or Content Area	OpenSciEd
Type of Professional Learning	Initial Implementation
Total Cost Range[1]	☑ Less than $50,000 ☐ $50,000 - $100,000 ☐ $100,001 - $500,000 ☐ $500,001 - $1,000,000 ☐ $1,000,000+
District Context	**District Overview:** Urban; 21,000 students (> 60% economically disadvantaged; > 80% students of color); 75 teachers, teacher leaders, and administrators **Professional Learning Goals** The OpenSciEd curriculum launch prepared teachers to implement an OpenSciEd unit for the first time and help them identify and build on the resources their students bring to the classroom. NSTA modified the OpenSciEd-designed curriculum launch from 4 days to 3 days and from onsite delivery to virtual (via Zoom platform) while maintaining the integrity of the professional learning outcomes: ● Educators experienced unit-specific lessons from the students' perspective (aka *student hat*) to help understand what students' sensemaking "looks like, feels like, and sounds like"

[1] Includes any travel related expenses, etc.

	• Educators built an understanding of the anchoring phenomenon routine by experiencing the routine in student hat and reflecting on how this routine provides student access to and desire for engaging in science learning • Educators became familiar with OpenSciEd's storyline approach and curriculum design features that help ensure science learning is accessible to *all* students • Educators completed a guided exploration of individual lessons and built the unit storyline collaboratively (to understand how students build targeted science and engineering practices, disciplinary core ideas, and crosscutting concepts over time) • Educators experienced "zoomed-in" professional learning on topics that support implementation of OpenSciEd instructional materials across units (including student discussions, navigation within and between lessons NSTA used qualitative measures such as body language (via webcam) and active participation in the Zoom chat window and digital collaboration spaces for 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.

Timing	Participants	Name of PL and format	Description
August	Grades 6, 7, and 8 teachers and administrators	OpenSciEd Virtual Curriculum Launch for Units 6.1, 7.1 and 8.1	See description above
Monthly	Grades 6, 7, and 8 teachers and administrators	Mentoring (one 60-minute virtual session for each grade level and for administrators each month)	An NSTA facilitator provided problem-solving guidance in response to participants' questions using research-based instructional strategies/resources and the experience/expertise of the session participants.