



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 PL	
Number of educators serviced	<input checked="" type="checkbox"/> 1-50 <input type="checkbox"/> 51 - 100	<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 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 type="checkbox"/> Greater than 60% of economically disadvantaged students <input type="checkbox"/> Greater than 80% students of color



District Size	<input type="checkbox"/> Fewer than 2,500 students <input type="checkbox"/> 2,500 to 10,000 students <input checked="" 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 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 - LAUNCH PL

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)

We worked with a district leadership team that included administrators and teacher leaders to set goals for professional learning that centered on developing team understanding and building capacity to implement high quality science teaching and learning for all students utilizing newly adopted instructional materials. This involved professional learning to first help teachers understand the structure, features, and pedagogical routines of a unit of instruction then followed by a lesson study cycle that focused on a teacher-identified problem of practice targeting the effectiveness of lesson design in meeting NGSS three-dimensional learning goals. Lesson study cycles fostered teacher collaboration, experimentation, and reflection on practice. Throughout the professional learning sequence, we surveyed the leadership

¹ Includes any travel related expenses, etc.



team for what was working and what could be more effective. This informed planning and adjustments for future learning. We provided technical assistance to the leadership team to support their efforts in coaching teachers throughout the ongoing implementation of the unit.

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 district leadership team assembled a committee tasked with gathering input on teacher needs to inform the professional learning design. Knowing that the portion of the professional learning sequence that introduced a new unit would only partially meet the needs of individual teachers, we advocated for the lesson study component so that smaller groups of teachers could work with a K-12 Alliance facilitator in a more intimate setting therefore focusing on their unique needs and more effectively allowing for mediation of challenges as well as celebration of successes. Our K-12 Alliance facilitators, with years of experience facilitating lesson study across a wide variety of contexts, readily pivoted on the spot to support teacher learning and successful implementation in these unique contexts.

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)

In collaboration with the district, we planned for diverse groupings for professional learning. Over the course of a four day learning sequence, grade-alike teacher groups were provided the opportunity to



develop a common understanding of the structure, features, and pedagogical routines of a unit of instruction. Teachers, then, in small teams of two or three colleagues, at their grade, engaged in a lesson study cycle over the course of a two day collaboration. Over the year-long professional learning sequence, all teachers of science participated in two rounds of the unit introduction and lesson study cycle, providing teachers with 12 days of professional learning during the academic year.

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

This work built on a five-year partnership of leadership team building and teacher NGSS knowledge-building as well as partnering with the district in utilizing NextGenTIME prior to implementation. This collaboration with the district has set the foundation for additional professional learning and growth as the teachers look to implement an additional two units next academic year.