

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)	Leadership Support	
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 type="checkbox"/> Teachers <input checked="" type="checkbox"/> School Leaders	<input 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 checked="" 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 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 type="checkbox"/> 10,001 - 50,000 students	<input type="checkbox"/> 50,001 - 100,000 students <input checked="" 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 checked="" type="checkbox"/> Less than \$50,000 <input 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 - ONGOING SUPPORT FOR LEADERS

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 leadership team at the district on a five-part professional learning series designed to support site leaders with the implementation of HQIM. Goals included:

Providing grounding in How People Learn, understanding access and equity for all students, and providing a common OpenSciEd learning experience incorporating phenomenon-based 3D instruction.

Unpacking data from state research on science education, considering the role of a science vision

¹ Includes any travel related expenses, etc.

in supporting learning equity, and discussing common barriers faced by site leaders in supporting sustainable improvement in science.

Using classroom observations to build up-to-date understanding of the NGSS and supports needed for site implementation

Developing deep knowledge of 3D instruction in action and NGSS-aligned assessment by analyzing the OpenSciEd assessment system and developing a common vision for high-quality, designed-for-NGSS assessments.

Understanding how science supports site goals and learning equity and helps to accomplish other initiatives

Planning for implementation guided by the vision for science and components of OpenSciEd.

To address the goals of the collaboration, we collected data from teachers that included formal pre and mid-collaboration survey feedback and informal session feedback. Regular meetings with the school team and school leadership helped us monitor the professional learning experience and make appropriate adjustments.

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 series was developed in partnership with a district leadership team and was grounded in the work of OpenSciEd, the California Partnership for Math and Science Education, and the CA NGSS Collaborative – all of which are K-12 Alliance, WestEd partners. Tapping into the robust skill set of our team, facilitators routinely adjusted pacing and methods to accommodate spaces where site leaders felt the need to dig deeper or engage in strategic conversations supportive of their science instructional vision. A sixth session was ultimately added to the learning sequence when scores from state’s first operational science assessment were released and site administration reached out to K-12 Alliance for support interpreting the scores, developing a communication plan, and considering the implications of this data on their instructional vision and action plans.

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)

A session from this series was offered to site leaders every other month for two and half hours throughout the academic year. Participation in this series met district professional learning expectations for administrators helping to incentivize their participation. All administrators were encouraged to participate for the entirety of the series. Flexibility was key as not all administration managed to attend each session.

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

Spanning more than a decade, the partnership with this district has experienced longevity. Five years of



this partnership included a six year California NGSS Early Implementation Initiative developing leadership team capacity and teacher knowledge of the NGSS. The learning from site administrators on the Early Implementation Initiative leadership team led to specific action steps in the district's science implementation plan. The district's leadership team in collaboration with K-12 Alliance built on that foundation and were able to support the district's efforts to scale implementation beyond the Early Implementation schools. The district leadership team, according to the implementation plan, were able to continue to move the work forward.