



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)	Ongoing for Teachers	
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 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 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 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 type="checkbox"/> In-person <input checked="" 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 - ONGOING SUPPORT FOR TEACHERS

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)

In collaboration with a state leadership team, and with input from participating teachers, we helped school teams set goals and plan for professional learning to deepen understanding of the standards and build knowledge about high quality instructional materials and teacher practices that result in student sensemaking and learning in science. One salient goal addressed was for teachers to develop an understanding of the interplay of how three dimensional phenomena-based instruction and the use of high quality instructional materials is foundational for equitable access to science learning for all students. 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

¹ Includes any travel related expenses, etc.

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)

In order to ensure that educator needs were met, we sought to solicit feedback continuously by collecting feedback pre and mid collaboration with surveys, and informally during professional learning sessions. We regularly met with the school teams and a leadership (with representatives from each school), to ensure we understood their unique contexts and how to best support their efforts. Educators in this district brought diverse levels of pedagogical and science content knowledge and came with varying levels of experience with the standards and understanding of their instructional materials. Our K-12 Alliance facilitators are equipped with deep knowledge about how to be responsive to teacher and administrator needs having had years of experience facilitating professional learning and leading implementation of framework-based standards within school systems and states. This depth of experience allows for our team to be responsive to the unique needs of each educator.

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 five month professional learning began with a virtual synchronous kick-off meeting designed to orient school teams to the project. It then followed a hybrid format (with a web-based virtual learning platform) designed to support groups of colleagues learning to engage with collaborative structures aimed at deepening the understanding of pedagogical practices informing and allowing for the adjustment of classroom instruction. This consisted of:

- Five sessions of asynchronous instruction via video designed by K-12 Alliance and posted on Canvas that could be completed individually or in teams at teacher's own pace between synchronous sessions. During the asynchronous sessions, participants were asked to complete tasks such as an analysis of instructional materials, responses to questions and reflection prompts, and online discussions with their colleagues.
- The K-12 Alliance then facilitated five synchronous meetings. These sessions correlated with the asynchronous sessions so that teaching teams had the opportunity to put to practice what they learned during the asynchronous time and in their classrooms as they worked to augment a unit of instruction.
- The K-12 Alliance also facilitated technical assistance meetings between key synchronous meetings as a resource to ensure each team could be successful in the implementation.

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

This professional learning built upon previous efforts by the state and school system to build teacher

knowledge of their standards and of the adopted instructional materials. The work on this project then set the foundation for additional professional learning where school teams will continue to grow their practice in utilizing the instructional materials to support student sensemaking. By engaging in continuous cycles of collaborative lesson study, teachers will have the opportunity to experiment and reflect on effective lesson design. This particular lesson study will focus on a teacher-identified limitation of the instructional materials and support teachers to test augmentations to address the limitation, and assess the impact on student learning, informing subsequent instructional moves.