

## Sample Client Services Overview

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

### Services Overview

Curriculum or Content Area (adoption)	Science HQIM Adoption	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Adoption	
Number of educators serviced	<input type="checkbox"/> <b>1 - 50</b> <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"/> <b>Teachers</b> <input type="checkbox"/> <b>School Leaders</b>	<input type="checkbox"/> <b>Instructional Coaches</b> <input type="checkbox"/> <b>District Leaders</b>
District Type	<input type="checkbox"/> <b>Traditional District</b> <input type="checkbox"/> Charter <input 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"/> <b>Greater than 60% of economically disadvantaged students</b> <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"/> <b>10,001 - 50,000 students</b>	<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"/> <b>In-person</b> <input type="checkbox"/> Hybrid	
Total Cost Range <sup>1</sup>	<input type="checkbox"/> Less than \$50,000 <input checked="" type="checkbox"/> <b>\$50,000 - \$100,000</b> <input type="checkbox"/> \$100,001 - \$500,000	<input type="checkbox"/> \$500,001 - \$1,000,000 <input type="checkbox"/> \$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)

The Pennsylvania Curriculum Leadership Academy was organized into two parts to support teams to learn and plan for more effective and equitable implementation of Pennsylvania’s new K-12 science standards:

Part 1 Goals:

- **Learn a process** for evaluating science instructional materials in light of the new Pennsylvania Integrated Standards for Science.
- **Apply the process** and tools to help participants:

<sup>1</sup> Includes any travel related expenses, etc.

- increase their shared understanding of the characteristics of high-quality instructional materials and A Framework for K-12 Science Education.
- use the results of the process to inform the selection and implementation of instructional materials.
- use the results of the process to inform planning for classroom use.
- **Make connections** and get to know colleagues from other regions in Pennsylvania in addition to experts in the field.

Part 2 Goals:

- **Map out a timeline** for selection of high-quality science instructional materials and understand key milestones in a successful curriculum adoption.
- **Create a plan/build** understanding of other components necessary for successful materials adoption (e.g., curriculum-based professional learning, policy review).
- **Build knowledge and skills** as leaders to advocate and plan for a successful curriculum adoption.

Audience: Regional leaders, district leaders, and classroom teachers attended this academy as teams preparing to begin the materials evaluation and adoption process in their communities.

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 Pennsylvania Curriculum Leadership Academy was designed specifically for Pennsylvania teachers and education leaders seeking to lead a science instructional materials adoption process. The facilitators had been working in Pennsylvania for over a year and were familiar with the organizational structures, newly adopted science standards, and the goals and challenges of the participants.

The learning experience was rooted in NextGen TIME, which was co-developed by WestEd, Achieve, and BSCS. (The NextGenScience team is formerly the science team at Achieve.)

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)

The Pennsylvania Curriculum Leadership Academy was a four-day in person session.

- In part 1 (first two days), participants centered their learning around an open science middle school unit. Reading groups read lessons, gathered evidence for key criteria of high quality instructional materials, created a visual on the wall of the evidence, and the group calibrates its understanding of those criteria through discussions and reflection.
- In part 2 (second two days), participants center their learning of one example district's materials adoption journey and timeline. Participants build an adoption timeline visual on the wall, dig into key elements of a successful adoption process, including building a selection committee, communication best practices, evaluation of pilot data, importance of curriculum based professional learning, and planning for implementation.

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

This Curriculum Academy is part of the larger work of the [Pennsylvania Science Education Leaders \(PennSEL\) Network](#), a group of regional teams working to transform science teaching and learning across the commonwealth. The Curriculum Academy followed several previous PennSEL Network sessions, including an immersive science learning experience and strategic planning sessions. The PennSEL Network leaders regularly participate in coaching calls with the NextGenScience team to further their work.