| **OpenSciEd Logo** | **Field Testing** |
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# Background

The OpenSciEd Project is a collaboration between state education agencies, instructional materials experts, science developers, and funders to create a robust, research-based, middle school science curriculum that will be distributed as Open Educational Resources. This curriculum will be:

1. aligned to state standards that are based on the [National Academy of Science’s *Framework*](https://www.nap.edu/catalog/13165/a-framework-for-k-12-science-education-practices-crosscutting-concepts), including the [Next Generation Science Standards](http://www.nextgenscience.org) (NGSS);
2. based on current understandings about how students learn and how teachers teach;
3. built with educative components to support the development of teacher content and pedagogical knowledge and to enhance enactment;
4. designed to be used with low-cost, readily available laboratory equipment and materials amenable to large-scale deployment;
5. extensively tested by teachers and schools; and
6. improved over time.

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# The Role of Field Testing

The OpenSciEd Project is committed to the development of instructional materials that achieve rigorous standards and are practical to implement across the range of classrooms found in participating core partner states. To achieve these ambitious goals, the instructional materials must be thoroughly tested for both effectiveness and practicality. That means that field testing will be a central component of the development process. Every element of the instructional materials will pass through multiple cycles of classroom testing and revision. The classroom testing will take place in a variety of settings that represent the diversity of classrooms and student populations in participating states.

In these field tests, teachers will have the opportunity to provide direct feedback to the curriculum developers. In addition, data will be collected that will help developers make decisions about what to revise in the existing materials and how to revise them.

Teachers who are selected for these field tests will participate in professional development workshops to prepare them to implement the curriculum and will have access to online learning resources throughout the field test.

# 2018-2019 Field Test

The 2018-2019 school year will be the first year of field testing for the OpenSciEd instructional materials. In this first year, there will be 6 units (2 per grade level) available for field testing. Depending on grade level and content, the units will range from 4 to 8 weeks in length. Twelve teachers from each grade level (grades 6-8) will be selected to participate in the field test in each state. As part of the field test, teachers will be expected to participate in two professional development sessions (July/August 2018 and January 2019), implement two units, and contribute data to the field test team.

The schedule for the year will consist of:

*Summer professional development workshop*. Teachers will participate in a 4-day summer workshop at a central location in the state during the week of July 30th- August 3rd. The workshops will be led by experienced professional development facilitators representing the developers of the instructional materials. These workshops will focus on the shifts in teaching that the Next Generation Science Standards require and how those shifts are implemented in the specific instructional units they will be implementing. At the workshop, teachers will also learn about the procedures for providing feedback and collecting data during the implementation of the units.

*Fall unit implementation.* Teachers will implement the first unit during the fall semester. Prior to and during that implementation, they will have access to online professional learning activities (e.g,., webinars), to planning and learning resources, and to an online community supported by their professional development facilitator. During the implementation, they will complete periodic surveys seeking their feedback, administer surveys and assessments to students, and collect copies of student work.

*Winter professional development workshop.* Teachers will participate in a 1-2 day winter workshop during the month of January. This workshop will expand upon the summer workshop with a focus on the second unit.

*Spring unit implementation*. In the spring semester, teachers will implement the second unit, with the same types of support, feedback procedures, and data collection process.

**Massachusetts districts applying for *High-Quality Instruction – Summer Planning Grants Path 3* should:**

* budget for a $10,000 grant award and include:
	+ $5,000 for teacher stipends during the July workshops;
	+ $4,500-$5,000 for purchasing materials and supplies;
	+ 0-$499 for administrative costs