Professional Learning

The following information is intended to assist LEAs during their local review and adoption process. The information in this form relates to the *Additional Information* section of the rubric and is not scored. One form will suffice for all grade levels if the information stays the same.

*Required Field

Publisher*	Savvas Learning Company LLC (Savvas)		
Program Title*	Savvas Chemistry TX Edition		
Subject Area*	Science	**Course/Grade Levels***	HS

Introductory Session: Please complete the questions below as they apply to your recommended introductory professional development session(s) for a district that has adopted your materials. Information should apply to the minimum level needed for strong implementation of materials.

Duration (hours)*	2-6 Hours	**Cost per teacher***	Included with threshold program purchase
In-person or virtual*	Both modalities are offered based upon district goals and needs.		
Other specifications*			

Ongoing/Follow-Up Session(s): Please complete the questions below as they apply to your recommended ongoing/follow-up professional development sessions for a district that has adopted your materials. Information applies to the minimum level needed for strong implementation of materials.

Duration (hours)*.	We offer 1-6 hr. professional learning experiences and multi-day packages based on goals and needs.	**Cost per teacher***	Our pricing model is based upon the type of service provided and delivery modality.
In-person or virtual*	We offer both virtual (synchronous and asynchronous) and in-person professional learning.		
Other specifications*	Savvas offers a suite of professional learning services for both teachers and administrators to support implementation of Savvas Chemistry TX from first days in the classroom to deepening pedagogical knowledge and instructional practices. Tailored professional learning experiences are flexible and may sit within a workshop setting, webinar, teacher meeting, or classroom (virtual or brick and mortar).		

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Coaching/Consulting Options: Please complete the questions below as they apply to any personalized coaching or consulting options available.

Is coaching available for teacher implementing your materials? If yes, please describe.*

Yes. In planning, co-teaching, modeling, and reflective conversations, our Education Consultants work with teachers to refine their vision for student learning and examine how our program, and the pedagogy it seeks to elevate, may help achieve that vision. Education Consultants co-plan with teachers and model in the classroom/virtual classroom, after which they facilitate a strategic debrief -- prompting teachers to discuss evidence-based successes and challenges in relation to lesson goals for students, corresponding teacher moves, and possible next steps.

When coaching teachers, we use student performance-focused rubrics to establish a common language and set shared expectations among teachers. Additionally, we engage teachers in an Anchored Learning Cycle aligned with improvement science and designed to enhance district capacity while fostering continuous improvement. Anchored Learning Cycles are "anchored" by specific areas of focus such as: Real-World Application, Collaboration, and Brainstorming, Developing and Refining Solutions, Claims and Evidence.

Our Education Consultants work with teachers in one-on-one, small group, and large group settings to plan for and reflect upon units and lessons. In an effort to establish routines (i.e., practices designed to have a similar effect as those in the classroom by establishing a familiar, predictable, productive environment within which individuals are more likely to collaborate and take risks), we use protocols to plan and reflect on lessons, analyze student work, and address challenges.

We may also work with cohorts of lead or "learning lab" teachers who experiment with new strategies and open their classrooms to peers in support of collective teacher efficacy and ongoing learning.

Is coaching available for school leadership and district staff implementing your materials? If yes, please describe.*

Yes. We support school and district leaders with workshops, webinars, and predominantly through job-embedded support. A key feature of our job-embedded support for leaders is Focus Walks, which we use to refine administrators' understanding of goals for student learning, corresponding teacher practice, and related usage of our programs.

Focus Walks for Savvas Chemistry TX uses student-focused "Look and Listen-For" tools to gather evidence of implementation, support reflection, and facilitate next steps for coaches and administrators. Look and Listen-for tools are grounded in standards and the instructional shifts those standards seek to actualize. They tune administrators' eyes and ears to targeted student learning, concrete evidence, which we guide administrators to use when coaching teachers.

Such coaching is reinforced through language frames that guide administrators to anchor feedback in criteria (e.g., standards) and actual student performance. We also help develop administrators' questioning skills, focusing on open-ended, objective questions that support educators' reflective practice. Additionally, we regularly survey administrators about targeted teaching and learning practices to keep expectations front and center, to progress monitor, and to personalize professional learning.