# Accelerating Coaching & Collaboration with AI:

## Supporting OpenSciEd in Wauwatosa

Eddo Learning & Wauwatosa School District

# Session Outcomes

01

## Wauwatosa Story

Understand why our team integrated AI into our curriculum implementation

02

## Co-Constructed Tool

Share helpful tool we co-constructed

03

## Application

Workshop how you could integrate AI in your own context

# Who Are We?


## Matt AW

Eddo Learning, co-founder & AI wrangler

## Sarah Blechacz

Wauwatosa School District, K-12 Science Curriculum Coordinator

## Rachel Duellman

Wauwatosa School District, High School Instructional Coach

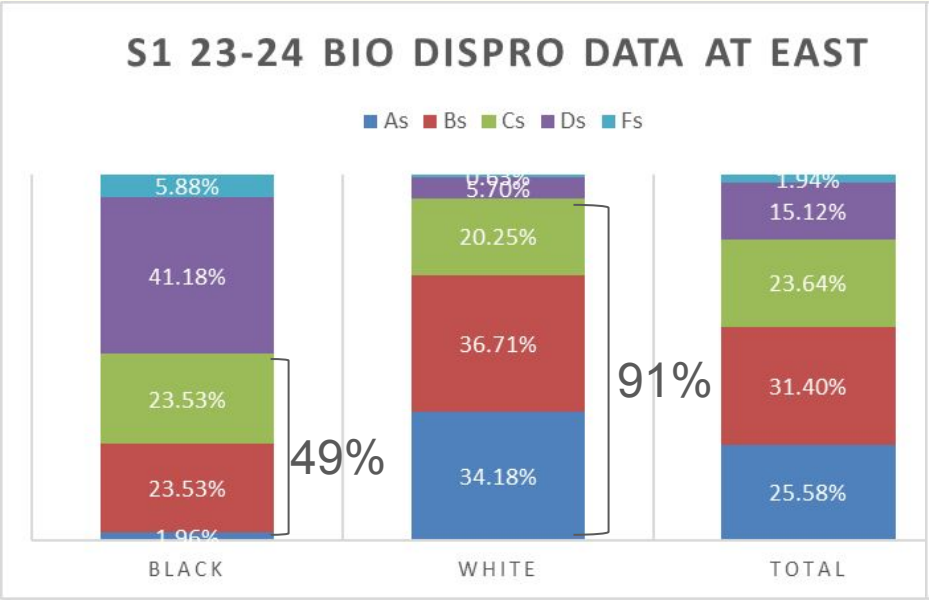
01

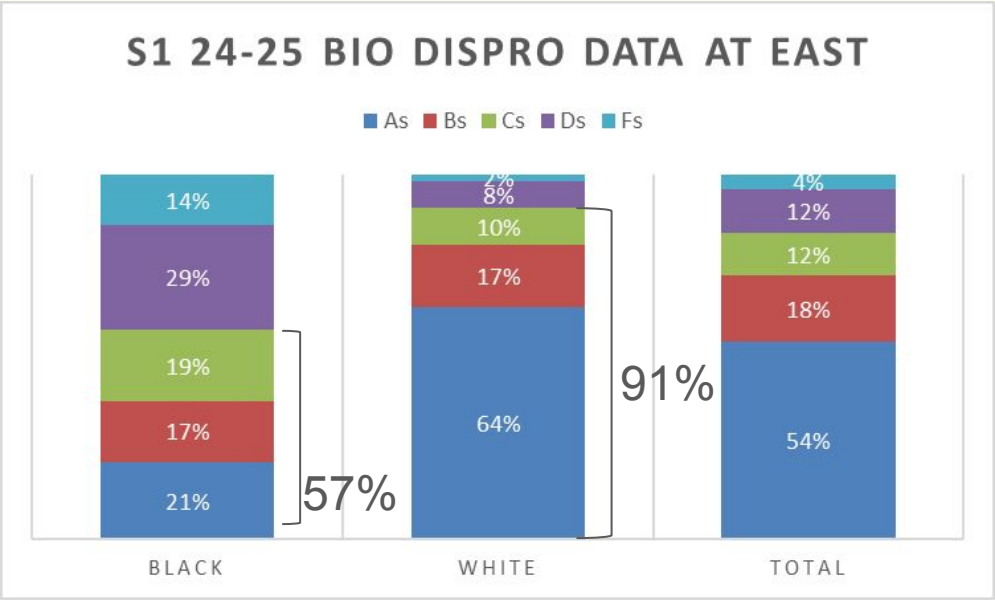
# Wauwatosa Story

Understand why our team integrated AI into our curriculum implementation

# Outcomes from OpenSciEd Implementation

Differential between White and Black achievement has decreased from 46% last year to 34% currently

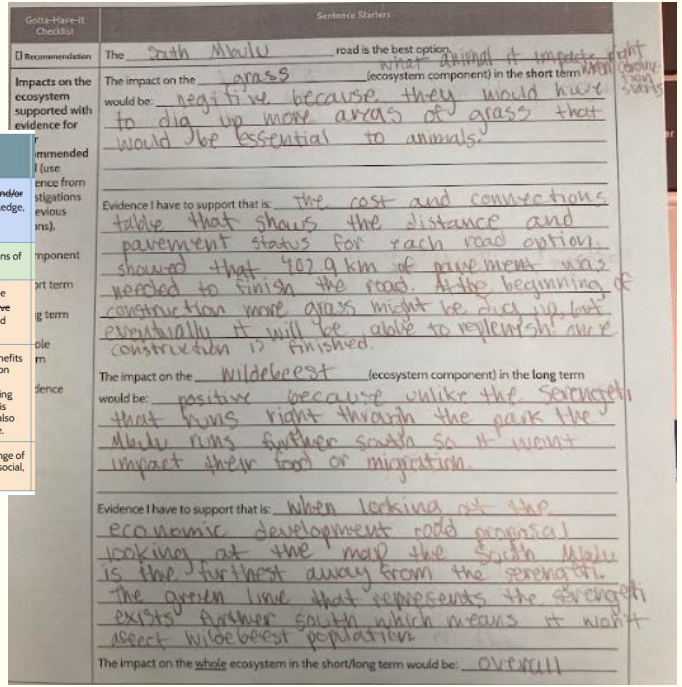


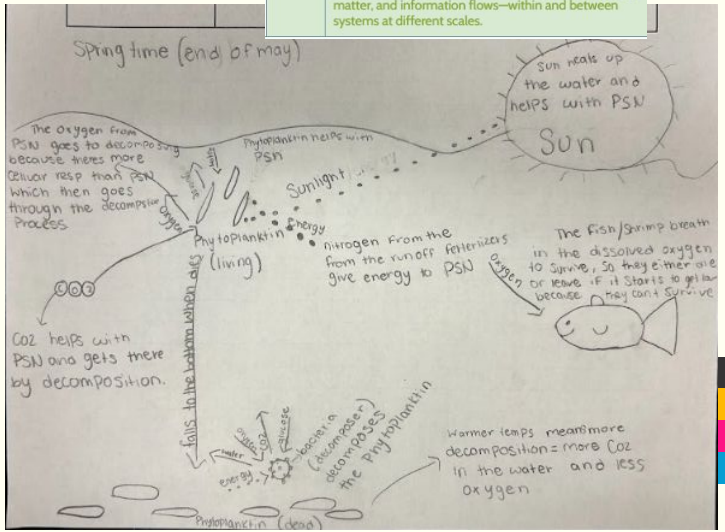
# Outcomes from OpenSciEd Implementation

Rigor of assessments is high and failure rate is low

| 3D Elements Addressed in this Assessment | |
|---|---|
| SEPs | **6.5 Construction Explanations and Designing Solutions** ~~Design,~~ evaluate, ~~and/or refine~~ a solution to a complex real-world problem, based on scientific knowledge, ~~student-generated sources of evidence~~, prioritized criteria, and trade-off considerations. |
| CCCs | **7.1 Stability and Change** Much of science deals with constructing explanations of how things change and how they remain stable. |
| DCIs | **LS2.C.2** Moreover, anthropogenic changes (induced by human activity) in the environment—including habitat destruction, ~~pollution, introduction of invasive species,~~ overexploitation, ~~and climate change~~—can disrupt an ecosystem and threaten the survival of some species.<br><br>**LS4.D.2** Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through ~~overpopulation,~~ overexploitation, habitat destruction, ~~pollution, introduction of invasive species, and climate change~~. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value. |
| | **ETS1.B.1** When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics and to consider social, cultural, and environmental impacts. |




| | |
|---|---|
| SEPs | **2.3 Developing and Using Models.** Develop a model based on evidence to illustrate the relationships between systems or between components of a system. |
| DCIs | **LS2.B: Cycles of Matter and Energy Transfer in Ecosystems.** Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes.<br><br>**PS3.D: Energy in Chemical Processes.** The main way that solar energy is captured and stored on Earth is through the complex chemical process known as photosynthesis. (secondary) |
| CCCs | **4.3 Systems and System Models** Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions—including energy, matter, and information flows—within and between systems at different scales. |



# Outcomes from OpenSciEd Implementation

When analyzing Pre-ACT Science scores for our two largest student subgroups, we found that students enrolled in the OpenSciEd Biology course outperformed their peers

### Change in Science Pre-ACT scores from 2022-2023 to 2023-2024

| | Cumulative (all students) | For those students who enrolled in a full year of OSE Biology |
|---|---|---|
| White students | +.217 | +.307 |
| Black students | -.455 | +.452 |
| Multi-ethnic students | +1.693 | +3.286 |

# Building Momentum: What Helped us Succeed?

- Science launched curriculum review in Fall 2022 → external audit, review team, PL
- Strategic actions that have drove success:
  - Clear vision + movement for change
  - Consistent, aligned decision making
  - OpenSciEd adoption + detracking
  - “Trust the process” approach to curriculum tightness
  - Inclusive stakeholder engagement (admin, counselors, families)
  - “Learn by doing” PL + embedded instructional coaching
  - Culture of risk-taking and safe experimentation

# Hitting a Wall — and Finding a Way Through

- Challenges that surfaced:
  - Student engagement in discussions plateaued
  - Timely formative feedback became difficult to sustain
  - Grading was too slow to support data-informed decisions within a cycle
- ➜ These friction points opened space for creative problem-solving
- ➜ Our team conversations turned toward: What if AI could help?

02

# Co-creation

A collaborative discovery process that combined technology and people

# Co-creation: a path to teacher-centered AI

## Discovery

Discussed needs and opportunities for coaching and teams

## AI Wrangling

Experimenting with ChatGPT to make sense of student work

## Team Collaboration

Teams reviewed AI summaries, exemplars, and individual feedback

## Experiment

Teams chose to expand trial by giving students rapid feedback

## Reflect

Benefits to norming process as well as student gains

## Scale?

Collaborated on a grant proposal to prototype real-time feedback

# Notice and Wonder

## Noticings

The generated feedback was *good*. Included strengths and actionable areas for improvement.
The AI scoring was inconsistent, even when given a detailed rubric.
Student gains: boost in assessment proficiency (41% -> 70%)

## Wonderings

How much of improvement was from informed teaching, direct student feedback, or other efforts by team?
How can we SCALE UP to more classrooms and more assessments?
Will AI scoring improve with more detailed assessment criteria or more advanced AI models?

# 03

# Try it

Try out an AI summary of our sample data set: apps.eddolearning.com

# 04

# Imagine

How would you use a tool like this with your team? What do you notice? What do you wonder?