

Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	Fishtank Math	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Ongoing for Teachers	
Number of educators serviced	<input 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 type="checkbox"/> Teachers <input type="checkbox"/> School Leaders	<input type="checkbox"/> Instructional Coaches <input type="checkbox"/> District Leaders
District Type	<input type="checkbox"/> Traditional District <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"/> Greater than 60% of economically disadvantaged students <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 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 type="checkbox"/> Hybrid	
Total Cost Range ¹	<input type="checkbox"/> Less than \$50,000 <input 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

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)

Based on the needs of this particular school team the goals were to provide teachers with more in depth knowledge of the curriculum and curricular tools to support productive struggle, center student voices in mathematical discussions, and addressing the learning needs of students through embedded and constructed supports. We worked to provide a relevant sequence of the sessions so that teachers were able to practice what was learned in each session over the course of a couple weeks before moving on to a new topic.

¹ Includes any travel related expenses, etc.

During the sessions we use small groups to facilitate discussion and collaboration within grade teams and also moments to share after work time to the whole group so that teachers could get peer and facilitator feedback. Instructional leaders are key participants in our sessions and help by circulating and supporting facilitators in addressing misconceptions or identifying additional questions. At the end of sessions we lead teachers in reflection to ensure clarity of learning goals and follow up with individual instructional leaders or coaches on next steps for their teams.

How was this professional learning customized to meet the educators' needs? How were facilitators prepared to meet the needs of participants? (Limit 200 words)

Professional Learning is customized to meet the subject, grade level, and when applicable current units being taught for the attending teachers. We meet with instructional leaders at the beginning of the start of the professional learning series to learn about the teachers current implementation and to understand the needs of teachers as it aligns to instructional team goals. Prior to the sessions we send communication to teacher participants to get any additional questions or contextual information that would be helpful for us to be aware of and we plan with that in mind. Since each school works with the same facilitator we leverage the relationship that forms over the interactions of the series so we can seamlessly build on prior learning and understanding of context that were shared in previous sessions. We

also communicate with school leaders in between sessions to ensure we follow up on questions or themes that may have come up after a previous session.

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)

Propel sessions are designed to be 60-minute sessions that are scheduled with school leaders. Before beginning a propel series for the math or ELA curriculums, school leaders can select sessions that are needed for their school teams. In collaboration with school leaders we also create a tailored scope and sequence for the sessions to be delivered in a timely and relevant manner for teachers. The goal is that teachers can implement learnings from these sessions right away and we work together to ensure work time is aligned to units and lessons teachers are currently teaching.

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

Fishtank Learning Propel sessions build off the work that school teams complete in the Launch series. As on-going PL, Propel sessions focus on more individualized topics that help teachers deepen their expertise and ability to engage with the curriculum. For example in the math propel series, teachers use their knowledge about anchor tasks structures learned in the launch series to think about productive struggle within the context of anchor tasks and how to structure instruction to support effective productive struggle within the Fishtank math curriculum. On-going professional learning is designed to go deeper and provide teachers with additional skills, resources, and practice to adapt and implement in their classrooms.



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