

## Sample Client Services Overview

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

### Services Overview

|   |   |   |
|---|---|---|
| Curriculum or Content Area (adoption)   | <i>myPerspectives</i> , literacy, grades 6-12   |   |
| 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<br><input type="checkbox"/> 51 - 100  | <input type="checkbox"/> 101 - 500<br><input type="checkbox"/> 501 - 1000<br><input checked="" type="checkbox"/> 1000+  |
| Audience (select all that apply)  | <input checked="" type="checkbox"/> Teachers<br><input checked="" type="checkbox"/> School Leaders  | <input checked="" type="checkbox"/> Instructional Coaches<br><input checked="" type="checkbox"/> District Leaders   |
| District Type   | <input checked="" type="checkbox"/> Traditional District<br><input type="checkbox"/> Charter<br><input type="checkbox"/> Suburban<br><input checked="" type="checkbox"/> Greater than 20% of English language learners<br><input checked="" type="checkbox"/> Greater than 20% students with disability | <input type="checkbox"/> Private<br><input type="checkbox"/> Parochial<br><input type="checkbox"/> Rural<br><input checked="" type="checkbox"/> Greater than 60% of economically disadvantaged students<br><input checked="" type="checkbox"/> Greater than 80% students of color |



|                               |  |  |
|-------------------------------|--|--|
| District Size                 | <input type="checkbox"/> Fewer than 2,500 students<br><input type="checkbox"/> 2,500 to 10,000 students<br><input type="checkbox"/> 10,001 - 50,000 students | <input type="checkbox"/> 50,001 - 100,000 students<br><input checked="" type="checkbox"/> More than 100,001 students |
| Delivery Format               | <input checked="" type="checkbox"/> Virtual<br><input checked="" type="checkbox"/> In-person<br><input checked="" type="checkbox"/> Hybrid                   |  |
| Total Cost Range <sup>1</sup> | <input type="checkbox"/> Less than \$50,000<br><input type="checkbox"/> \$50,000 - \$100,000<br><input checked="" type="checkbox"/> \$100,001 - \$500,000    | <input type="checkbox"/> \$500,001 - \$1,000,000<br><input type="checkbox"/> \$1,000,000+                            |

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



### 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)

In our Partnership Plus engagement with this district, we provided one full year of professional learning support as educators implemented our *myPerspectives* program to advance student learning in grades 6-12. At the start of our partnership, we facilitated a Needs Assessment with our district partners to support the creation of an informed, targeted professional learning plan (PLP). That PLP included the following goals/outcomes:

1. Throughout each day's literacy lesson, students engage in daily, sustained, peer-centered discussion about grade-level texts and unit themes;
2. Students use relevant text evidence to support authentic writing (writing that is genre-based and for real-world audiences);
3. Students express and support their perspectives about topics and themes through research tasks, Performance Tasks, and the Performance-Based Assessment in each *myPerspectives* Unit.

Our Partnership Plus consultant met with District Leadership on specific dates during the year to monitor progress toward goals in the professional learning plan. Within these data-based discussions, we examined student work, using it to identify successes and challenges, along with informed action steps. We facilitated Focus Visits with leaders and gathered real-time evidence of student learning, which we used to similarly identify trends, successes, and challenges with suggested next steps.



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

At the start of our Professional Learning partnership, we facilitated a Needs Assessment with the district leadership team and used data from that assessment to compose a Professional Learning Plan. We use the Needs Assessment process, consisting of a teacher survey, administrator survey, and Focus Visits across classrooms, to identify: (1) what students currently know and can do related to their content area and what opportunities there are for continuing that learning, along with (2) where educators "are" in their understanding of content area concepts, standards, and instructional practices.

To prepare Savvas facilitators, we require internal training and certification for Professional Learning Workshops and Job-Embedded Support. This process embeds opportunities to examine research-based best practices, observe models, and engage in performance tasks. The tasks both deepen and demonstrate pedagogical and program-specific knowledge, and include execution of core professional learning practices. Education Consultants also participate in ongoing coaching with their managers who provide support via planning, co-facilitation, and reflective conversations. This internal job-embedded support is anchored by the same data points we have identified with our district partners as milestones for the Professional Learning Plan.



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)

In this district engagement, we used the following delivery structures to facilitate professional learning:

- **Anchored Learning Cycles.** These are rapid improvement cycles that involve planning, new learning, classroom application, and informed reflection that is anchored by student evidence of learning. During the “Do” stage of each cycle, we are in classrooms, co-teaching, modeling, and providing feedback.
- **Learning Lab Teachers.** Learning Lab Teachers audition new strategies, and they invite peers to observe those strategies in action, formatively assessing the effect on students. This smaller cohort of teachers implement the curriculum with integrity to provide peers with authentic examples of implementation and establish a strong, collaborative foundation for ongoing professional learning.
- **Focus Visits.** Our Focus Visits with school and district leaders norm expectations for how a targeted area looks and sounds in daily student learning while helping leaders enhance their support of teachers. Each Focus Visit results in descriptive, objective, student-focused feedback for teachers.
- **Progress Monitoring.** The Savvas Education Consultant meets with District Leadership on specific dates throughout the year, using student evidence related to implementation milestones to formatively assess progress made toward the targeted Focus Areas.

Teachers were able to participate in professional learning daily/weekly, because our support occurred primarily in the classroom and during teacher planning time.



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

This professional learning followed a successful pilot—prior to the district purchasing the curriculum—and district-wide Program Activation (i.e., Launch). We used the scope of services that were provided during our pilot phase as a template for our ongoing support. We also leveraged pilot teachers, transitioning them into Learning Lab Teachers to continue their learning and strategically build capacity within the district.

Additionally, our Anchored Learning Cycle structure propelled ongoing learning. Notably, the Focus Visits and analyzing student work sessions that sit in the “Study and Act” stage of our Anchored Learning Cycles both informed and focused the direction of ongoing professional learning.