

Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	Amplify Core Knowledge Language Arts (CKLA)	
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 checked="" type="checkbox"/> 101 - 500 <input type="checkbox"/> 501 - 1000 <input type="checkbox"/> 1000+
Audience (select all that apply)	<input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> School Leaders	<input type="checkbox"/> Instructional Coaches <input type="checkbox"/> District Leaders
District Type	<input checked="" 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 checked="" 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 checked="" type="checkbox"/> In-person <input type="checkbox"/> Hybrid	
Total Cost Range ¹	<input type="checkbox"/> Less than \$50,000 <input checked="" 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)

Amplify’s ongoing sessions advance teachers’ understanding of their curriculum program and support them in taking their instructional practice to the next level. They deepen content knowledge, planning, instructional, and/or data analysis practices. Session offers focus on data analysis, examining student writing, and targeted intervention instruction to address students’ needs.

Amplify training sessions are led by a highly experienced group of facilitators, each a former educator, to guide schools/ districts through their unique implementation plan. Prior to all training session, the lead Amplify facilitator will reach out to the district lead to align on all training logistics and session goals. During the training, each session objective is assessed through Check for Understanding questions. Based on the participant responses, the facilitator may review key content or move to the next section of learning. At the conclusion of the training, the facilitator will reconnect with the lead to review district specific questions, provide feedback on goals and align on next steps.

¹ Includes any travel related expenses, etc.

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

Amplify offers a wide array of professional development packages designed to support teachers, schools, and district leaders through implementation. Our professional development packages draw from individual training sessions and include additional support, such as online resources, year-long, remote support and change management services. Amplify partners with schools and districts to further customize professional development packages to meet their individual needs. For a full list of our PD packages and offering, please visit our [offerings brochure](#).

Amplify facilitators undergo extensive onboarding and certification training to ensure they are meeting the needs of each participant. Prior to each training session, facilitators review the appointment and reach out to the PD strategist or district lead to ensure session objectives meet their training needs.



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)

Scaffolded, phased professional learning: Our professional development opportunities go far beyond initial product trainings and take participants through different stages of learning:

- **Launch** sessions introduce administrators and teachers to their new curriculum and/or assessment program -- including the core features, materials, and research behind its design -- and give teachers the opportunity to practice in a collaborative environment.
- **Strengthen** sessions advance administrators' and teachers' understanding of their curriculum and/or assessment program and support them in taking their instructional practice to the next level. They also deepen content knowledge, planning, instructional, and/or data analysis practices; for example, Strengthening session topics may include examining student writing or planning and targeted intervention instruction to effectively address your students' needs.
- **Coach** sessions incorporate each school's specific needs by offering a menu of popular topics or working with an Amplify coach to customize the time spent together. These sessions provide administrators and teachers with in-the-moment feedback, grade-level planning support, and more.

For a full list of our PD packages and offering, please visit our [offerings brochure](#).



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

For effective and sustainable implementation, professional development must *directly prioritize classroom instruction* and develop necessary capacity among key stakeholders -- Educational Service Units, district leads, school level administrators, instructional leaders/coaches, and teachers. **Professional development includes both training and coaching support** over multiple years to incrementally develop the knowledge and skills needed for a self-sustaining implementation. **Training** equips stakeholders with the information and tools they need for a successful program implementation and initially focuses heavily on updating day to day processes, activities, tools, and protocols to ensure a coherent approach to literacy instruction. **Coaching** provides real-time context for application and skill building to develop effective habits of teaching that produce excellent student outcomes.