Sample Client Services Overview
This overview represents the services for one client of the professional learning partner.

Services Overview

Curriculum or Content Area (adoption)	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, *or* System Design and Leadership Support)	System Design and Leadership Support
Number of educators serviced	1 – 50 51 – 100 ==101 – 500== 501 – 1000 1000+
Audience (select all that apply)	==Teachers== ==School Leaders== ==Instructional Coaches== ==District Leaders==
District Type	==Traditional District== - Charter - Suburban - Private - Parochial - Rural

RIVET EDUCATION

	• Greater than 20% of English language learners • ==Greater than 20% students with disability==	• ==Greater than 60% of economically disadvantaged students== • ==Greater than 80% students of color==
District Size	• Fewer than 2,500 students • 2,500 to 10,000 students • ==10,001 – 50,000 students==	• 50,001 – 100,000 students • More than 100,001 students
Delivery Format	• ==Virtual== • ==In-person== • Hybrid	
Total Cost Range[1]	• Less than $50,000 • $50,000 – $100,000 • $100,001 – $500,000	• $500,001 – $1,000,000 • $1,000,000+

Services narrative

What were the goals of 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)

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[1] Includes any travel related expenses, etc.

The professional learning goals were: 1. Design a system for HQIM implementation, and 2. Provide a differentiated Leadership Academy for district and school leaders, including instructional specialists and coaches. To set learning goals, Bailey Education Group (BEG) project managers met with district and school administrators to determine their specific needs. School and district leaders provided information about the number of teachers, their levels of experience, and the number of years the district has employed the HQIM; they also provided the Title I needs assessment results. The BEG project manager administered an online professional development needs survey to all school leaders and teachers. Once the implementation team training began, the BEG leadership coach incorporated an implementation/change management science-based approach to establishing a recursive cycle of planning, acting, collecting data from multiple sources, and adjusting the plan in response to data. The five-session Leadership Academies were differentiated by levels of experience; new leaders engaged in learning about the instructional coaching cycle, while more experienced leaders focused on applying student, teacher, and parent data to different stages of the cycle. Both new and experienced leaders worked together to employ walkthrough tools and reflect on their observations.

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

The objectives and format for Bailey Education Group's (BEG) implementation professional development sessions were customized according to the clients' prior experience with the HQIM. Once the school year began, our leadership coaches shifted to HQIM Leadership Academy support as well as one-on-one leadership coaching; we adjusted in response to classroom observations and student/teacher data, revisiting professional development as needed with individuals and/or groups. The Leadership Academy sessions provided extensive training for school leaders and instructional coaches, including hands-on practice with planning and delivering professional learning. BEG provided coaches with multiple models for professional learning of many types (professional development sessions, PLCs, instructional coaching), all of which meet current Learning Forward standards for facilitating adult learning. School data and teacher feedback was examined to assess a leadership coach's efficacy and provide support for adjusting a coach's support.

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).

The professional development cycle began with four, full-day professional development sessions. The participants then took part in five Leadership Academy meetings that provided application activities on topics from the beginning of year sessions to focus on essential practices (i.e., lesson internalization/lesson study, data analysis, and increasing student engagement). In addition, leaders who required more support received 5-10 days of individualized coaching and consultation. Bailey Education group coaches work side by side with leaders, ensuring that every student has access to HQIM and that teachers maintain high expectations for all students. Our company's approach to ensuring HQIM is implemented with fidelity is cyclical: TRAINING leaders and teachers to implement resources employing professional development materials that meet professional learning standards; COACHING leaders in order to build confidence and competence with HQIM materials; MODELING for leaders using research-based strategies to ensure HQIM implementation with fidelity; providing immediate, actionable FEEDBACK to leaders on current HQIM instruction and next steps; engaging in DATA- DRIVEN ANALYSIS of instructional effectiveness; and MONITORING and ADJUSTING HQIM instruction and/or training in response to data.

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

The implementation professional learning sessions addressed leaders and teachers who had varying levels of experience with the HQIM, deepening the understanding of more experienced educators, and creating a foundation for those with less experience. By requiring leaders to set individual learning goals and express additional learning needs, the sessions set the foundation for all Leadership Academy meetings as well as for individualized leadership coaching. In addition, the sessions gave Bailey Education Group coaches the opportunity to assess leader capacity at the beginning of the school year and tailor coaching goals to build on their strengths. This insight informed Leadership Academy topic selection, allowing BEG coaches to employ collaborative structures in deepening understandings, and it provided information necessary for developing ongoing coaching supports.