

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>i-Ready Classroom Mathematics K-8</i> (Curriculum Associates)	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	System Design and Leadership Support	
Number of educators serviced	<ul style="list-style-type: none"> ● 1 - 50 ● 51 - 100 	<ul style="list-style-type: none"> ● 101 - 500 ● 501 - 1000 ● 1000+
Audience (select all that apply)	<ul style="list-style-type: none"> ● Teachers ● School Leaders 	<ul style="list-style-type: none"> ● Instructional Coaches ● District Leaders
District Type	<ul style="list-style-type: none"> ● Traditional District ● Charter ● Suburban ● Greater than 20% of English language learners ● Greater than 20% students with disability 	<ul style="list-style-type: none"> ● Private ● Parochial ● Rural ● Greater than 60% of economically disadvantaged students ● Greater than 80% students of color
District Size	<ul style="list-style-type: none"> ● Fewer than 2,500 students ● 2,500 to 10,000 students ● 10,001 - 50,000 students 	<ul style="list-style-type: none"> ● 50,001 - 100,000 students ● More than 100,001 students
Delivery Format	<ul style="list-style-type: none"> ● Virtual ● In-person 	

	<ul style="list-style-type: none"> ● Hybrid
Total Cost Range ¹	<ul style="list-style-type: none"> ● 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 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)

Curriculum Associates helps districts sustain successful, impactful adoption of our High Quality Instructional Materials (HQIMs) by offering both system-level consultation and targeted professional learning for district and school leaders throughout their multi-year implementations.

System-Level Consultation

We provide system-level implementation planning and monitoring support to ensure alignment on implementation needs and set foundational conditions for success. Our belief is that collaboration with district leadership is necessary for a coherent implementation and student impact, and we invest accordingly.

Professional Learning for Leaders

Our work with the district establishes the goals that are then used to shape a professional learning plan for leaders aligned with system-level goals for implementing with integrity:

- Making instructional decisions based on the needs of students;
- Providing all students with the opportunity to access grade-level learning; and
- Ensuring lessons take not only students’ strengths, needs, and interests into account, but also their cultural and linguistic backgrounds.

¹ Includes any travel related expenses, etc.



The district cited here aligned rollout of the *i-Ready Classroom Mathematics* curriculum with a broader plan to increase the percentage of students ready for Algebra I by 9th grade. Our system-level consultation included a focus on regular data reviews, while professional learning for principals centered on developing their capacity as instructional leaders.

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

Our Professional Learning (PL) Consultants perform two key functions to support system-level capacity building and leader learning. One is to work with district leadership to develop an annual PL plan for teachers and leaders that aligns to its goals and internal PL operating model, and the other is to work directly with leaders and coaches (district and building-level) to build ongoing capacity.

Once they determine a plan, our PL Consultants take a consultative approach to leader support. In the first year of adoption, PL focuses on a common set of outcomes designed to provide a common base of understanding to all leaders and introduce an observation protocol. In out-years, PL Consultants tailor leader support to the needs of the implementation, drawing from a deep catalog of supports designed by an Educator Success team comprised of PL instructional designers and subject matter experts.

For this client, we worked with the district to conceive a multi-year approach to developing school leaders into instructional leaders. This included doing side-by-side classroom walkthroughs using a Look-Fors observation document based on the NCTM Effective Teaching Practices. We also supported the onboarding of newly hired district coaches to ensure they were providing curriculum-aligned 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)



Our PL is delivered through a combination of on-site or virtual sessions, just-in-time Online Educator Learning digital courses, and self-service tools and resources designed for educators to deepen their learning.

This client's Year 1 system consultation and leader PL plan included the following:

Spring:

After deciding to adopt the HQIM, district leaders co-planned with us for implementation starting in August. This included development of a comprehensive PL plan.

Prior to the start of school:

All implementing leaders (district, building) attended a centralized PL session: *Leading an Implementation*. They were strongly encouraged to attend launch teacher PL.

6-weeks into the school year:

A CA PL consultant visited each implementing site. They started the day by meeting with building leaders to discuss the implementation. They conducted a PL session for teachers on discourse practices, and then walked leaders through setting next steps for using their *i-Ready Diagnostic* data and supporting teachers.

January:

The CA PL consultant returned to the sites. They conducted a Look Fors Visit Protocol session with the leadership team and developed a plan for conducting classroom walkthroughs. They then met one-on-one with the principal to talk through strategies for building teacher belief that all students can meet grade-level expectations.

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

System-Level Consultation

We work with district leaders across all years of an adoption to ensure the implementation is treated as an iterative process versus a one-and-done activity. This continuous improvement approach allows us to tailor an annual district plan and PL approach that



reflects the realities of classrooms and is responsive to data.

Professional Learning for Leaders

Leadership PL is strongly recommended for all implementations in all years of implementation. While Year 1 learning is largely standardized, our professional learning for ongoing implementations is intended to be responsive to district and building needs. We build a tailored scope and sequence for Year 2+ implementations, drawing from our deep catalog of high-quality PL supports and deploying our certified PL Consultants to ensure learning is contextualized to meet leaders' needs.

For this client, our Year 2 system-level planning identified that students who were 2 or more grade-levels behind in key mathematics domains were not making the progress necessary to fulfill the district's ambitions of Algebra I readiness. This led to a doubling-down on PL supporting use of the instructional routine for teachers, and enhanced support for leaders to observe for specific evidence of all students participating in grade-level learning.