

## Great Minds *Wit & Wisdom* | Sample Client Services Overview

### Ongoing Professional Learning for Teachers

#### Services Overview

Curriculum or Content Area	English Language Arts   <i>Wit &amp; Wisdom</i> with <i>Geodes</i>
Type of Professional Learning	Ongoing Professional Learning for Teachers
Number of Educators Served	<ul style="list-style-type: none"> <li>• 101 – 500 educators</li> </ul>
Audience	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• School Leaders</li> <li>• Instructional Coaches</li> <li>• District Leaders</li> </ul>
District Type	<ul style="list-style-type: none"> <li>• Traditional District</li> </ul>
District Size	<ul style="list-style-type: none"> <li>• 2,500 – 10,000 students</li> </ul>
Delivery Format	<ul style="list-style-type: none"> <li>• Virtual</li> <li>• In-Person</li> <li>• Hybrid</li> </ul>
Total Cost Range <sup>1</sup>	<ul style="list-style-type: none"> <li>• \$100,001 – \$500,000</li> </ul> <p><i>Great Minds works with partners to determine a sequence and price structure that meets their needs and context.</i></p>

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

**Services narrative | Ongoing Professional Learning for Teachers**

*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)*

This medium-sized, suburban, East-coast district had strong reading scores before adopting *Wit & Wisdom*, *Geodes*, and *Foundations*, but were not seeing the growth they wanted. They realized that their existing reading program was unsupported by the science of reading and sought high-quality materials to meet all strands of reading foundations.

Strong district leadership smoothed the adoption and implementation processes. Leaders surveyed teachers about what they needed and invited input on curriculum selection. Leaders met with reading consultants to discuss teacher needs and identify their own needs to better support teachers.

In Year 1, the district's goals were to embrace the lift required for success; internalize the curriculum; focus on integrity; and build capacity for preparation and planning. Throughout implementation, a Great Minds implementation leader (IL) met with the team regularly to refine goals based on strengths and challenges. The site was shifting to a more inclusive model; the IL collaborated with the district team to crosswalk expectations for students receiving special services with the curriculum's learning goals to foster stronger partnerships between SPED and regular teachers. When teachers sought support to meet English learner needs, the IL met to walk through new multilingual learner resources. Goals are continuing to evolve through regular communication and ongoing implementation.

*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 Great Minds, we provide varied options for professional learning so that each school's/district's learning path can be customized to specific needs. Options for learning include foundational learning opportunities, which build foundational understandings of the curricula's *what*, *why*, and *how*, and ongoing support from an implementation leader, which can be customized to meet specific needs.

In this district, the implementation leader (IL) met with reading specialists in monthly meetings to identify trends in implementation. Based on these trends, the IL and teacher-leaders collaborated to determine if and where teachers needed supports. From needs identified in these meetings, as one example, the IL provided virtual learning for paraprofessionals to navigate the digital TE. Another example was for the IL to support reading specialists to teach Module and Lesson Study so that they could provide additional support and context for teachers with each new module.

To ensure that any PL facilitator working with the district is prepared to meet specific needs the IL maintains an internal profile and facilitators receive an Event Brief with information about any specific needs. Informal and formal lines of communication are maintained between the IL and others at Great Minds who work with the partner.

*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)*

Great Minds provides varied options for the delivery of professional learning—through virtual or in-person sessions and through self-study or guided use of tools and resources. In this district, the implementation leader (IL) also held open office hours and engaged in regularly scheduled virtual check-ins to assess strengths and challenges and determine next steps.

The frequency with which participants were able to participate in professional learning varied, as some opportunities were available to teachers in specific roles (teacher-leaders, classroom teachers, SPED teachers, teachers of multilingual learners, grade-level cohorts). All district teachers—including paraeducators—engaged in foundational learning for the curriculum. All had ongoing opportunities for virtual, in-person, and strategic supports. To ensure that teachers had what they needed, the IL checked in with district and school leadership for three more intensive, in-person strategic planning sessions—at the beginning of implementation and during Year 1.

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

As described above, with *Wit & Wisdom* and *Geodes* the district shifted to a knowledge-building approach to literacy. Because the previous curriculum was science-of-reading based, district teachers had shifts to make to understand the *why* of the new materials. Strong, collaborative, transparent school and district leadership helped to smooth the implementation runway. Pilot testing and teacher choice of the new curriculum built strong foundations. Foundational learning in the *why* of *Wit & Wisdom* and *Geodes* helped build teachers' understandings of the reasons for the shift. Ongoing sessions like Writing in *Wit & Wisdom* deepened educators' knowledge for more successful implementation.

Through strategic planning beginning at the beginning of implementation, at mid-year and at end-of-year, the implementation leader (IL) and leadership team set or recalibrate goals, determined next steps, and identified needs for ongoing learning. These regular formal touchpoints, and more frequent, informal check-ins, enabled the district and Great Minds' IL to identify and implement targeted supports in Year 1 and Year 2.

As the district completes Year 2, next steps will be co-planned with the Great Minds IL. The long-term trusting partnership between Great Minds and school and district leadership ensure objective reflection and effective planning for upcoming academic years.