

Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	Wonders	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Ongoing for Teachers	
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 Urban Suburban Greater than 20% of English language learners Greater than 20% students with disability	Private Parochial Rural 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 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)

The goals of this professional learning experience focused on utilization of core, supplemental, and intervention literacy curricula in a multi-tiered instructional model at each grade level effectively and strategically. To this end, HILL for Literacy:

- facilitated grade level implementation sessions within each selected topic to support the implementation of the core program in Tier 1
- facilitated coaches meetings utilizing a training of trainers approach so that the internal teacher leaders could provide on-going facilitation and coaching on implementing the core program in Tier 1
- created opportunities for teachers to collaborate and conduct peer coaching on specific components of the core program in Tier 1
- developed implementation tools that support consistent implementation of the components of the core program during whole group and small group instruction.

In conjunction with the District Literacy Leadership Team (DLLT), we worked with the district to help determine these goals and priorities as part of an overall strategy for program delivery and implementation. These DLLT meetings are also used to progress monitor goal-related benchmarks and priorities. In addition, HILL for Literacy debriefs with school leaders and instructional coaches after every implementation session for fidelity of implementation and possible next steps. Lastly, a delivery timeline built with District Administration, is utilized by the DLLT to monitor achievement of implementation milestones.

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)

Our ongoing program implementation model involves providing educators support around judicious instructional and methodological choices. These instructional choices are aligned across grade levels to create a common instructional approach and equitable experience for students.

Prior to implementation, we developed a district-specific scope and sequence to determine topics for each month. Fully customizing this professional learning, we worked with instructional coaches and district leadership to assess goals and priorities. Since the implementation scope and sequence for each month is determined in the summer prior, this facilitates a seamless transition into implementation. We worked monthly with the instructional coaches to assess the needs of the teachers which allowed for adjustments to be made to activity and topic alignment. The order of activities for schools in the district fluctuated depending on background knowledge, prior experience, initiatives, and resources. Ongoing program implementation included direct coaching (i.e., in-class visits) and/or implementation sessions (i.e., professional learning). We were prepared to meet the needs of participants by visiting classrooms and using our coaching tool to collect implementation/observational data. This data, combined data from internal instructional coaches who work alongside teachers in these classrooms regularly, was used to define next steps in the implementation scope and sequence, to meet the needs of the teachers.

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 delivery structure in the district took a hybrid approach. For both in person and remote delivery, content was disseminated during common planning time and teachers were provided coverage to attend the professional learning. Delivery was often provided as part of the school's designated professional learning time. When grade level planning time was dedicated to curriculum implementation, we are able to provide monthly sessions for each school in the district. An ideal professional learning structure includes Coaches Meetings to grow leadership capacity amongst the coaches/teacher leader designees. These occurred for 120 minutes 1x/month, and often, remotely. Importantly, we worked with district and school leaders to customize a delivery schedule based on educator availability and desired learning modality.



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

As part of HILL for Literacy's minimum structures for high-quality instructional curriculum implementation, it is a requirement that all teachers engage in the initial professional learning provided by the high-quality instructional curriculum publisher. Thus, teachers built important baseline knowledge of the curriculum. The DLLT helped determine, based on what the district has focused on in the past, what the priorities should be going forward. We, in conjunction with the DLLT, reordered some activities for the district based on the background knowledge and prior experience of teachers as well as the work of past initiatives, and existing resources. At the conclusion of each implementation session, we worked with the instructional coach and school leaders to share possible next steps for grade levels or teachers. We also provided recommendations of continued or additional professional learning at the district level for future sessions.