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

Services Overview

Curriculum or Content Area (adoption)	Math	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, *or* System Design and Leadership Support)	Prepare to Launch	
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 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	50,001 - 100,000 students
	2,500 to 10,000 students	More than 100,001 students
	10,001 - 50,000 students	
Delivery Format	Virtual	
	In-person	
	Hybrid	
Total Cost Range[1]	Less than $50,000	$500,001 - $1,000,000
	$50,000 - $100,000	$1,000,000+
	$100,001 - $500,000	

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)

We supported a system through the adoption of HQIM math materials and were helping to guide them through preparing to implement. Anchoring to Instruction Partner's Curriculum Support Guide (https://curriculumsupport.org/), we planned a sequence of learning to help them (1) set goals, roles, and monitoring plan (2) determine the plan for assessment and grading (3) determine expectations for use and the plan for collaborative planning (4) determine the plan for coaching (5) determining the plan for training leaders and teachers (6) finish setting goals, roles, and monitoring plans. Each step of this process includes in-person and virtual learning experiences, data collection, timeline development,

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[1] Includes any travel related expenses, etc.

establishment of roles and responsibilities, and opportunities to step back and progress monitor.

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

While the Curriculum Support Guide is designed to have replicable processes and tools, each system is unique in their needs. Our preparing to launch work starts with studying the design of the selected HQIM, ensuring schools have appropriate time in their schedule, establishing guidelines for common use and customization, training the selection team on how to create a year- long schedule, and practicing with materials. We then guide in the establishment of an implementation team to map the implementation process, affirm goals for implementation, made decisions about assessments, as well as teacher training and development.

Everything is set up to be contextualized to the particular needs of the system we are working with as each of these decisions is predicated on what feels most authentic to their context. Our research that guided the CSG showed it is important to be intentional in establishing goals and communicating plans clearly and consistently- there is no one set of "right" decisions. Central to our work is using data from the local partner's context to guide recommendations and support their decision making/planning. Our facilitators are deeply prepared and developed in these methods as they are how we conduct all our work with systems.

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 recommendation is that the preparing to launch process take place over a 6 month period with an acknowledgement that this timeline can shift based on partner specific needs and priorities. During this phase, Instruction Partners guides participants through multiple in-person and virtual learning that includes key milestones and opportunities to step back and monitor progress. For example, our preparing to launch support includes:
- Determine expectations for curriculum use
- Identify the implementation support team
- Map the implementation process and goals
- Determine the plan for assessment and grading
- Begin to develop expectations for internalization, teacher collaboration, and coaching
- Determine the plan for training teachers and leaders

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

This work has a variety of entry points. Some partners engage in this work after having recently adopted HQIM and are getting ready to implement for the first time. Some partners are already in the process of implementing HQIM but data is showing there are challenges and they want to step-back and review some of their earlier decisions, communications, and supports. In developing the Curriculum Support Guide (CSG), our research consistently showed that most challenges with implementation can be

mapped back to key steps in this process and our work with partners is about helping them complete a root cause analysis and plan for supporting improvement.