Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	ELA – EL Education
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, *or* System Design and Leadership Support)	Adoption
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 ☐ 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)

Our overall objectives in supporting this district with their curriculum adoption were: 1) engage a broad base of stakeholders; 2) develop and execute a clear strategy and communication plan; 3) equip stakeholders with critical knowledge and experiences with HQIM and standards to inform their selection; and, 3) ensure stakeholders align their materials selection with a shared vision of excellent and equitable ELA instruction.

To determine and accomplish these goals, our curriculum selection and adoption support included the following main activities:
- A brief discovery period where we learn about the partner's instructional landscape and the need for a new curriculum
- A multi-session professional learning series for leaders to understand why HQIM matters and to assess their current resources
- Designing a customized selection and/or adoption roadmap for the partner, adapted from Instruction Partners'

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[1] Includes any travel related expenses, etc.

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> Curriculum Support Guide
> - Facilitating, project managing, and thought partnering on the execution of the selection and adoption roadmap
> - Planning and supporting the communications and change management that needs to occur with stakeholders
> - Continuously collect and reflect on data around stakeholder perceptions and curriculum use

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 professional learning was customized to this particular district both in content and delivery format. During an initial discovery period, we gathered data and stakeholder impressions on previous curriculum implementation and the current state of adult learning culture, teacher content knowledge, equitable mindsets, and instruction. From there we designed a contextualized engagement to build on the district's existing strengths and fill in gaps.
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> For instance, the district's central instructional leaders had considerable existing content knowledge and experience with career and college ready instructional shifts, so we adjusted professional development for this audience to build on this existing strength rather than, say, start from square one with our typical introductory standards and instructional shifts professional learning. Additionally, we leveraged existing touchpoints with community and family members to bring these stakeholders into the curriculum adoption process.
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> Because this engagement was impacted by the pandemic, we adjusted the delivery format of much of the discovery process and customized professional learning to be virtual.

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)

> Over this six month engagement, Leading Educators delivered three types of learning and planning experiences:

- A short discovery process where LE created a snapshot of instruction and curriculum implementation via interviews, focus groups, data review, and classroom observations. This resulted in a report with recommendations that was delivered to district leaders in an in-person presentation that culminated in planning time with leaders to prioritize the most pressing instructional challenges to address with curriculum adoption.
- A series of three workshops delivered virtually over three days where district leaders engaged in learning around ELA standards and instructional shifts and the research base on high quality materials.
- An in-person retreat to walkthrough a curriculum adoption roadmap designed by Leading Educators and discuss anticipated opportunities and barriers to its execution.

Over the six month period, district leaders engaged in the above five days of professional learning/planning.

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

The professional learning and final deliverable of the adoption roadmap in this engagement were highly customized and responsive to the district's context and instructional landscape as revealed in the initial discovery period Leading Educators executed. A top priority in Leading Educators' work is to not duplicate efforts - so district leaders were developed where they had received no or insufficient professional learning in the past. In the same way, the adoption roadmap leveraged the existing strengths of the district, like work they had already done in engaging stakeholders like families and building on the professional learning they had already offered teachers.

With the delivery of the adoption roadmap, Leading Educators also devised a recommended scope and sequence for subsequent professional learning for teachers that built on the foundational learning we facilitated to leaders.