

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)	Launch	
Number of educators serviced	<input type="checkbox"/> 1 - 50 <input type="checkbox"/> 51 - 100 <input type="checkbox"/>	<input checked="" type="checkbox"/> 101 - 500 <input type="checkbox"/> 501 - 1000 <input type="checkbox"/> 1000+
Audience (select all that apply)	<input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> School Leaders	<input type="checkbox"/> Instructional Coaches <input type="checkbox"/> District Leaders
District Type	<input checked="" type="checkbox"/> Traditional District <input type="checkbox"/> Charter <input type="checkbox"/> Suburban <input type="checkbox"/> Greater than 20% of English language learners <input type="checkbox"/> Greater than 20% students with disability	<input type="checkbox"/> Private <input type="checkbox"/> Parochial <input type="checkbox"/> Rural <input type="checkbox"/> Greater than 60% of economically disadvantaged students <input checked="" type="checkbox"/> Greater than 80% students of color



District Size	<input type="checkbox"/> Fewer than 2,500 students <input type="checkbox"/> 2,500 to 10,000 students <input checked="" type="checkbox"/> 10,001 - 50,000 students	<input type="checkbox"/> 50,001 - 100,000 students <input type="checkbox"/> More than 100,001 students
Delivery Format	<input type="checkbox"/> Virtual <input checked="" type="checkbox"/> In-person <input type="checkbox"/> Hybrid	
Total Cost Range ¹	<input type="checkbox"/> Less than \$50,000 <input checked="" type="checkbox"/> \$50,000 - \$100,000 <input type="checkbox"/> \$100,001 - \$500,000	<input type="checkbox"/> \$500,001 - \$1,000,000 <input type="checkbox"/> \$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)

For day one of this two-day series of learning, the objectives were for participants to:

Know: The key elements in the design of an EL Lesson
 Do: Define equity and envision how EL can move us toward more equitable outcomes
 Do: Experience an EL lesson and make connections to EL’s design principles
 Feel: More informed about the design of EL and what a lesson looks like

On day two, the objectives were:

Know: The ELA shifts
 Know: How EL’s materials support you to understand the modules you’ll be teaching

¹ Includes any travel related expenses, etc.



Do: Explore materials being used to pilot the curriculum and engage in discussion around the first topics of the year
Do: Identify how the shift of evidence lives in Module 1 for your grade level
Feel: Prepared and motivated to clearly communicate high expectations for students as we shift to EL

The objectives were determined in collaboration with the district based on what they wanted teachers to know going into day one of the school year. Each day had a culminating task participants needed to complete in order to show mastery of the objectives.

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.

In this case, teachers were starting with a new ELA curriculum but still needed knowledge building around the ELA instructional shifts, so we started there. This particular district had instructional coaches at each school that would carry out unit and lesson internalization support with groups of teachers, so it was important to give them a strong foundation of the shifts on which to build.

The facilitators of these learning experience differentiated the sessions for different grade bands, and so were prepared to go deep with specific standards within those grade bands.

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)



This launch training was a two day experience in the summer. It was delivered in person and allowed for smaller breakout groups based on grade band. Facilitators broke out with the groups to deliver shared learning experiences particular to grade level examples, practice application of strategies with teachers, and plan with teachers how to apply the learning in their own classrooms.

These two days were an introductory experience for teachers to start the year with an orientation to the ELA shifts and their new curriculum, but were designed to be built on further by their district coaches with unit and lesson internalization protocols.

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

The professional learning in this engagement was highly customized and responsive to the district's context and instructional landscape as revealed in the initial discovery period Leading Educators executed. Since this surrounded a new curriculum and teachers had not received professional learning on the ELA shifts before, this launch training was the start of a comprehensive, yearlong scope and sequence that included continuous improvement cycles covering different instructional strategies within their new curriculum. It was also aligned with and complementary to unit and lesson internalization protocols that district coaches led with teachers.