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 and math
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, *or* System Design and Leadership Support)	System Design and Leadership Support
Number of educators serviced	☑ 1 – 50 ☐ 101 – 500 ☐ 51 – 100 ☐ 501 – 1000 ☐ ☐ 1000+
Audience (select all that apply)	☐ Teachers ☐ Instructional Coaches ☐ School Leaders ☑ District Leaders
District Type	☑ Traditional District ☐ Private ☐ Charter ☐ Parochial ☐ Suburban ☐ Rural ☐ Greater than 20% of English language learners ☐ Greater than 60% of economically disadvantaged students ☐ Greater than 20% students with disability ☑ Greater than 80% students of color

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RIVET EDUCATION

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)

Leading Educators' overall objectives in System Design and Leadership Support are to ensure that: 1) the district is positioned to lead curriculum implementation; 2) district and school leaders receive support from us that frees up time and cognitive space for them to lead (this includes strategic support with high-level and long-term planning and logistical support and training for on-the-ground implementation monitoring; 3) district and school leaders are supported to center curriculum implementation as core work, not as "another initiative", and thus align other policies and processes to support implementation; and, 4) leaders are supported to provide teachers with feedback on their curriculum implementation in order to drive uptake and continuous improvement.

In this particular instance, the district we worked with had been implementing high quality curricula for two years and their teachers had engaged in professional learning around it, but they did not have a plan in place to understand whether it was impacting teacher practice change and student learning outcomes. We co-designed a continuous improvement and

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[1] Includes any travel related expenses, etc.

evaluation strategy to monitor the impacts of curriculum implementation and professional learning. A main feature of this was the design of a classroom walkthrough tool customized to the district's instructional priorities.

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

During the design of the classroom walkthrough tool to monitor teacher practice change, Leading Educators designers had weekly touchpoints with key district instructional staff to get feedback on the design and make adjustments.

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)

Because this project to design a classroom walkthrough tool was iterative and collaborative, Leading Educators employed weekly check-ins and design working sessions to share drafts, gather feedback from district leaders, and make adjustments. These weekly meetings spanned a six week period.

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

Before beginning the collaborative design sessions of the classroom walkthrough tool, Leading Educators reviewed existing district documents and tools - such as teacher performance documents - and engaged in conversations with district leaders

about their vision for excellent instruction and instructional priorities. The walkthrough tool was a focused document that not only assessed teacher practice around very specific and curriculum-connected instructional strategies, but also served as a formative document to pull up on the needs of teachers. In this way, the tool could help prioritize and inform the follow-on professional learning teachers needed in order to hit all the look-fors in the tool.