PROFESSIONAL LEARNING PARTNER GUIDE

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)	Ongoing Professional Learning for Teachers
Number of educators serviced	☐ 1 – 50 ☐ 51 – 100 ☐ ☑ 101 – 500 ☐ 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

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)

In this example, co-designed a professional learning cycle that was delivered over the course of 12 weeks. After several planning meetings with district instructional leaders, they shared that the most pressing needs were for teachers to build an understanding of the math shifts as well as get lesson internalization support with Eureka and analyze student work to understand how instruction needed to shift.

This cycle explores five subtopics covering the Math Shifts of Rigor, Focus, and Coherence as well as Unit and Lesson Internalization. Over the course of this learning cycle, teachers built an understanding of the mathematics shifts of focus, rigor, and coherence and how Eureka can be leveraged to deepen student understanding. Teachers engaged in strategies for planning rigorous instruction that maximizes the Eureka curriculum to ensure equity for all learners. After each Shared Learning experience throughout the cycle, teachers had an opportunity to apply to their planning and practice. In this cycle, teachers were also be introduced to a data analysis protocol to consider student progress and needs.

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[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)

The professional learning was customized to the district's context, curriculum, and teachers' needs as evidenced by an instructional audit Leading Educators did at the beginning of the engagement. This particular learning cycle focused on using the embedded supports with the teachers' curriculum - Eureka - in order to apply best practices to the specific resources teachers were using daily. We also helped teacher analyze their students' exit tickets to understand skills and gaps and plan responsive instruction with their HQIM. Facilitators led planning and practice sessions focused on rehearsing lessons so teachers were well practiced and had received feedback before leading a lesson in front of students.

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 learning cycle was delivered over a 12 week period to a group of elementary math teachers using Eureka. The cycle was split across the topics of the Math Shifts of Rigor, Focus, and Coherence as well as Unit and Lesson Internalization. Each topic had three weeks of experiences: week one was a shared learning experience, week two was a planning and practice for application session, and week three was analyzing student work to see how the teacher learning had impacted student exit tickets. This learning cycle was delivered during a one hour common planning block with these teachers each week for the 12 weeks. In between these weeks, teachers had opportunities to observe each other to get further practice/modeling/feedback on how to translate their learning in practice change.

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

This learning cycle was the first cycle in the school year and built on summer launch training around the math shifts and an orientation to the Eureka curriculum. The subsequent 12 week cycle after this one was around student discourse in the math classroom and built on concepts learned during this cycle. Even after this initial learning cycle, teachers and coaches still plan, practice, and monitor student progress together on the strategies learned in this cycle.