

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 Curriculum Adoption	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Adoption	
Number of educators serviced	<input type="checkbox"/> 1 - 50 <input type="checkbox"/> 51 - 100 <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 checked="" type="checkbox"/> Instructional Coaches <input checked="" 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 type="checkbox"/> Greater than 80% students of color



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

The goal of this one-day workshop was to set the stage for a successful adoption of high-quality instructional materials for ELA. The four primary objectives were as follows:

1. Explain key frameworks connected to the science of reading and recognize these in materials
2. Name and identify the 3 Key Shifts in ELA
3. Explore and analyze the MS HQIM ELA Rubric and curriculum reports
4. Develop a plan for next steps in HQIM adoption and implementation

The workshop was divided into these four sections - with each objective allowing for discussions,

¹ Includes any travel related expenses, etc.

exploration, curriculum connections, and time for reflections before moving to the next objective. These topics built on each other to allow participants to feel empowered with the knowledge and skills needed to develop the final plan of action for their own school building around curriculum adoption.

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

This one-day training allowed participants to either attend a face-to-face session or full-day virtual training around the adoption of High Quality Instructional Materials. Each session provided tailored engagement strategies to help facilitate the most effective learning experience. Participants were asked to continually make connections from the objectives to their own knowledge, the knowledge of the teachers in their schools, and to the curriculum choices they had previously made.

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)

Multiple engagement strategies were used to create a learner-focused professional development workshop. These included jigsaw readings, a scavenger hunt of the five components of reading and three

key shifts, exploring and discussing HQIM rubrics with team members, and developing their own plan of action. Instructional delivery methods were adjusted every 10–12 minutes to ensure participants remained engaged. After each core objective, participants were provided time to retrieve the information and reflect upon next steps. Additional resources were provided to participants so they could continue the learning through PLCs or school-led trainings.

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

This workshop built off a state-wide initiative that allowed all K-3 teachers to receive LETRS training. That foundational work of understanding the five components of reading helped participants in this session make direct connections between key literacy components and how explicit and systematic instruction should look with those in mind.