Sample Client Services Overview
This overview represents the services for one client of the professional learning partner.

Services Overview

Curriculum or Content Area	K-5 Literacy: CKLA, EL	
Type of Professional Learning	System Design and Leadership Support	
Number of educators serviced	1000+	
Audience (select all that apply)	• Teachers • School Leaders	• Instructional Coaches • District Leaders
District Type	• Traditional District • Suburban • Rural	• Greater than 60% of economically disadvantaged students
District Size	The network included districts with: • 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	Hybrid	
Total Cost Range[1]	$100,001 - $500,000 per district	

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[1] Includes any travel related expenses, etc.

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)

Over the past several years, TNTP has partnered with a network of twelve districts in Tennessee to support early literacy instruction. The network was formed by system leaders to address a common problem of practice: *K-5 students were not yet accessing high-quality literacy instruction that aligns to the state's rigorous standards*.

First, TNTP conducted an instructional review alongside leaders and the network adopted a common theory of change as a result: High-quality instructional materials, alongside content-area knowledge building, change management, and resource-specific, job-embedded professional learning will drive improvement in early literacy instruction. To help leaders drive toward this vision, TNTP staff conducted monthly classroom walks in each district to observe instruction and discuss key trends and barriers with district leaders. They also surveyed and conducted focus groups for network educators and evaluated the alignment of district systems.

As a result, the network achieved the following outcomes over the first 18 months of the partnership:
- A third of literacy classrooms showed alignment to the state's standards, compared to less than 10% previously.
- Almost nine in ten teachers reported feeling more supported because of the network.
- More than nine in ten teachers believed this work benefitted the students in their districts.

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

TNTP leveraged some common professional learning structures for district leaders across the network and provided collaborative spaces for districts to address common barriers and problems of practice. In addition to building content and materials knowledge, much of this network-wide support focused on the role leaders and district systems played in a successful literacy strategy, such as observations, progress monitoring, and decision making around resources and priorities.

In addition, each individual system received customized support and coaching for district leaders via a dedicated TNTP staff coach. This individual support focused on building leaders' knowledge of research-based instructional practices, their specific adopted materials, and addressing barriers and competing priorities in district systems.

As support of the network has grown over the course of the engagement, TNTP has developed a framework for customizing support for districts based on the phase of materials implementation they are in over time. For example, a system in the initial stages of materials implementation might need support in setting a content-specific vision and goals in literacy, while a system in the later stages might need support in aligning its strategic initiatives and intervention structures to support the adopted materials.

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)

Professional learning supports consisted both of cross-network and district-specific learning and coaching. The following structures were employed throughout the initial 18-month partnership:

- Quarterly virtual knowledge-building sessions for district leaders, beginning during instructional reviews and continuing throughout the partnership.

- Monthly in-person visits to districts to observe instruction, discuss key trends with district leaders, and occasionally lead curriculum-specific professional learning sessions for leaders and teachers

- Nine virtual cross-network PLCs for district leaders focused on specific instructional materials and general knowledge-building, with districts self-selecting based on individual need.

- Three in person statewide convenings of district leaders to norm on high-quality practices and discuss common challenges and solutions.

- Weekly ongoing virtual strategic support around instructional, logistical, and change management decisions.

The combination of district-specific coaching and strategic advising, along with cohort-wide learning experiences like convenings and collective learning provided partners with professional learning customized to their need, while also providing access to the expertise and experience of other network systems for support and problem solving.

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

TNTPs support of the network built upon the shared commitments of its leaders to improve the quality of instruction in member districts, as well as the collective problem of practice and theory of action that was developed early in the partnership.

The focus on content knowledge building, materials design, and implementation with skilled fidelity in the first year of partnership set a foundation for deeper learning and accelerated progress in member districts in subsequent years. For example, in years two and three of support, the network provided professional learning on shifting

cognitive lift in the classroom, supporting curriculum access for all learners, and sustaining improvement through relentless focus on change management.

Districts made significant progress in the first three years of partnership. Lessons aligned to the state standards increased from 4% to 50% during that time, and assignments demonstrating strong or excellent alignment to state standards increased from 10% to 75%. In addition, eight of twelve network districts saw increases in student achievement on 3rd grade state tests in that time. Lessons learned from TNTP's work alongside the network have shaped approaches to literacy improvement across the entire state of Tennessee, as well as TNTP's approach to supporting other systems.