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

Services Overview

Curriculum or Content Area (adoption)	Foundational Skills Bootcamp and Supported Planning, ELA
Type of Professional Learning	Launch
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
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

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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)

After engaging in a Foundational Skills Bootcamp course in SY21-22, Teaching Lab worked with a school district to help support the implementation of their newly-adopted foundational skills curriculum in the 22'-23' school year. In 21'-22', Teaching Lab engaged in classroom walkthroughs with district leaders to gain insight into the teachers' instructional practices and to identify next steps to support literacy achievement.

Based on the data collected in the '21-'22 walkthroughs, the goals of the monthly professional learning sessions for '22-'23 were twofold:
  A) Support teachers in navigating the new curriculum
  B) Provide training to teachers on best practices in literacy instruction, including how to:
      a) Access AIMSWEB data to review student/class proficiency and inform instruction
      b) Create small, ability-based groups for Tier 2/intervention and instruction
      c) Plan for small group instruction and independent station activities

Teaching Lab also engaged in two sets of walkthroughs in the 22'-23' school year to monitor the progress of both curriculum implementation and the implementation of the goals listed above. Additionally, we coached district and school leaders to conduct their own walkthroughs that measured the "look-fors" aligned with what teachers had been taught in the professional learning series.

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

Based on data collected in the observations, Teaching Lab customized the content to be responsive to the needs of the teachers in the district. Walkthroughs helped inform the TL staff as to what content might be most helpful for teachers. In the first session, time and space were created for teachers to share what they hoped to learn, what they had been struggling with, and what they got out of the prior year's professional learning series.

All Teaching Lab courses end with a survey that captures participant takeaways and feedback. In addition, the project lead also provided teachers with content-specific questions to help guide the design of the subsequent session. Asking teachers questions about their classroom practices provided Teaching Lab with the details required to customize the content directly to the group's needs. Ongoing consultancies with district leaders helped Teaching Lab gain a continuing understanding of teacher needs, which supported session design.

Facilitators are part of the design process and engage in pre-session and debrief meetings to discuss the session content. Additionally, facilitators join partner meetings to discuss walkthrough data and student achievement data so they gain a clear understanding of the goals of the partnership. Facilitators were offered opportunities to provide feedback on the session design before facilitation.

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)

Participants engaged in 8 two-hour professional learning sessions, which occurred once monthly during the course of the school year. Sessions were a combination of in-person and virtual delivery.

Teaching Lab strategically scheduled the three in-person sessions when new content and learning was being delivered so that teachers could employ collaborative work time and discussions. The in-person sessions were designed to model best practices teachers were learning; in one case, teachers engaged in small group activities in short rotations.

The virtual sessions focused on continuing previous learning, digging deeper into concepts already introduced, and encouraging collaboration amongst school teams who were participating from the same room/building.

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

In the '21-'22 school year, teachers engaged in a bootcamp on foundational literacy skills for primary learners. In this course, teachers learned about the science of reading and other theoretical work surrounding best practices in literacy. As they embarked on learning a new curriculum that aligned with what they learned about foundational skills in our professional learning, their Supported Planning sessions allowed them to dive deeper into seeing the practices in action. Intentionally placed throughout the session were several opportunities for reflecting upon all prior learning (from both Bootcamps and previous Supported Planning sessions) with direct links to application.

During the partnership, Teaching Lab identified multiple ways in which the partnership and professional learning could continue, including using student performance data and walkthrough data to demonstrate a variety of needs within the district and ways that Teaching Lab can support the district's continued growth.