

Education



Sample Scope and Sequence of Professional Learning Engagement

This overview represents the services for one client of the professional learning partner.

Curriculum or Content Area	EL Education, ELA
Type of Professional Learning	Ongoing for Teachers
Total Cost Range¹	<input type="checkbox"/> Less than \$50,000 <input checked="" type="checkbox"/> \$500,001 - \$1,000,000 <input type="checkbox"/> \$50,000 - \$100,000 <input type="checkbox"/> \$1,000,000+ <input checked="" type="checkbox"/> \$100,001 - \$500,000
District Context	500-1000+ participants, teachers, coaches, school and district leaders, traditional district of 50,000-100,000 students, greater than 20% ML and SWD populations, greater than 60% economically disadvantaged students, greater than 80% students of color

Sample Scope and Sequence

Timing (you)	Participants	Name of PL (either specific workshop title,	Description
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¹ Includes any travel related expenses, etc.

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may choose to use specific days/months or frequency)		coaching, etc) and format (Virtual, in-person, hybrid)	
6 Days throughout the year	District Leaders and School Leaders	District Level Strategic planning Virtual	District Strategic Planning is held with the district implementation team comprised of a cross-sectional of the district to support vision and progress monitoring
Ongoing throughout the year (based on the number of teacher PD days)	K - 8 teachers	Co-developed professional learning experiences in-person/virtual	Learning experiences based on district needs providing in-depth learning around the high-leverage instructional practices embedded in the curriculum, implementation complexities, and internalization of materials, support addressing differentiation and needs of all learners, and student-engaged assessment
Monthly	Teachers and coaches	Coaching Professional Learning Communities	Support of learning communities across a system on deeper implementation
Monthly	Teachers	On-site coaching cycles in-person	Teacher-centered and student-centered coaching using data to inform instruction with continuous improvement such as PDSA (Plan, Do, Study, Act) cycles (varies depending on needs of individual

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			schools)
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Services narrative

“We are crew, not passengers” is not just an adage at EL Education. We believe in the spirit of Crew and a sense of shared responsibility with the partners we serve. In this vein, this statement and disposition points us to what is essential in our Literacy partnerships, collaboration. Our partnership must root itself firmly in the context of districts and schools—it should work to leverage a partner’s strengths and answer their needs. With this sentiment in mind, EL Education offers ongoing support and professional learning for teachers with the ultimate goal of building self-sustaining capacity. This level of partner collaboration informs the design of the partnership implementation plan and occurs at critical points in the year to monitor progress on implementation goals and adjust the plan to ensure clarity and alignment with school and/or district needs. Implementation plans include well-defined, measurable goals aligned to student outcome goals and teacher practice goals, clearly defined roles and responsibilities, implementation timelines for successful execution, resource support and coaching guidance to support the implementation. Intentional, strategic data analysis using the science of continuous improvement is a key lever to ensure rigorous content is making its way appropriately to all students. Support centers around implementation monitoring and data collection strategies to monitor performance and to ensure continuous improvement with a focus on equity and justice, including strategic planning for data collection, analysis, and/or evaluation.

How was this professional learning customized to meet the educators' needs? How were facilitators prepared to meet the needs of participants?

The EL Education team collaborates and co-creates a strategic implementation and learning plan with the partner based on comprehensive needs assessment to determine and address the local educator’s needs. We collaborate with districts early in the process to understand adult learning needs and co-develop a strategy and implementation plan to meet those needs. The PL is customized to reflect the district’s vision, chosen delivery method (virtual, hybrid or in person), and method of curriculum access - print and/or digital materials. Facilitators are debriefed on the partner implementation goals, provided instructional content in advance prior to facilitating professional learning, and are invited to office hours to practice and ask questions.

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Ongoing professional learning is designed to build teacher and staff capacity to implement the EL Education curriculum with a deep understanding of how the curriculum meets the demands of the ELA Shifts and the ELA standards aligned with current research.

Describe the delivery structures employed and how often participants were able to participate in professional learning over the length of the engagement.

Professional learning opportunities include in-person and hybrid opportunities and are aligned to the district's goals and needs; the frequency of participation is dependent on the needs of the district. The EL Education team supports data collection and analysis, progress monitoring, observing classrooms and conducting feedback conversations, and leading district-wide as well as school-level professional learning. Examples of customized, on-going support to our partners include:

- District-Based Strategic planning and progress monitoring (6 days)
- Co-developed professional learning experiences based on district needs providing in-depth learning around the high-leverage instructional practices embedded in the curriculum, implementation complexities such as pacing, planning, and internalization of materials, support addressing learning loss and/or acceleration, support addressing differentiation and needs of all learners including English Language Learners, management in the active classroom, and student-engaged assessment practices (ongoing and dependent on the number of teacher PD Days)
- On-site coaching cycles (teacher-centered and student-centered coaching) using data to inform instruction with continuous improvement such as PDSA (Plan, Do, Study, Act) cycles (varies depending on needs of individual schools)
- Support of learning communities across a system (Instructional Coaching Communities and Communities of Practice) (10 days)
- Online, asynchronous courses offered through EL Education Canvas platform
- Video collection specifically designed to demonstrate exemplar practices and implementation of the curriculum