

Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	Illustrative Mathematics	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Launch	
Number of educators serviced	<input checked="" type="checkbox"/> 1 - 50 <input type="checkbox"/> 51 - 100	<input 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 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 checked="" 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 type="checkbox"/> Virtual <input type="checkbox"/> In-person <input checked="" 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 goals of this professional learning experience focused on supporting the system to:

- Implement curriculum with integrity to provide equitable instruction,
- Implement structures and practices to effectively internalize curriculum modules, and
- Internalize units and lesson(s) and adapt them to effectively meet students’ learning goals.

This district also had a particular focus on ensuring that:

- Special education teachers and general education teachers had common planning practices.

¹ Includes any travel related expenses, etc.

- Leaders could effectively observe co-teaching models that reflected the collaborative planning occurring in common planning.

To determine goals, the facilitator met with the district team to collect insights and data to inform the series and learn more about their goals for the series. In this specific example, the district wanted to focus on special education alongside core content teachers to support the needs of all learners.

During the engagement, the facilitator worked alongside the district team to monitor progress by:

- Collecting feedback from the special education department from observations in schools.
- Collecting teacher feedback from their implementation of the learning from the previous session.
- Conducting walkthroughs alongside the district leaders with specific look-fors (i.e. co-teaching with special education teachers and curriculum implementation).

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 facilitator conducted planning sessions with the district representatives to understand primary focus areas for participants and develop more context-specific content based on identified strengths and needs. In this engagement, the focus on co-facilitation and co-planning between special education and core teachers led the facilitator to 1) assess co-teaching models already in place and include additional learning about underutilized co-teaching models to support maximum effectiveness and 2) create collaborative space for teachers to co-plan to support implementation of the different models. During walkthroughs, in addition to observing implementation of the curriculum, district leaders also observed

how teachers leveraged different models of co-teaching to support the learning of all students.

To prepare to meet the needs of participants, the facilitator leveraged ANet's content team members to support their internalization of the curriculum in use and explored different units across the grade bands to understand the connections and progress across the curriculum.

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)

ANet's professional learning series are designed to meet the specific needs and context of each partner, develop and deliver learning experiences to support collective vision and knowledge building, and provide consultation to support the implementation of the practices learned.

In this engagement, participants experienced four three-hour, in-person group learning sessions over the course of six months (approximately one meeting per month) during which teachers deepened their knowledge and engaged in opportunities to collaborate in preparation to apply their learnings.

Additionally, planning and implementation meetings were conducted with the district leaders to support ongoing customization and ensure participants were effectively applying the learning to their instructional practices. The facilitator also engaged in two walkthroughs alongside district leaders to increase district capacity to further monitor progress and take steps toward meeting their intended goals.



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

This professional learning built on the district's ongoing efforts to strengthen co-planning. Additionally, the district deepened their use of curriculum tools that were available to support equitable instruction, including a diagnostic tool that helped teachers leverage multiple entry points into the curriculum.

It also set the foundation for additional learning focused on strengthening teacher planning practices.