

## Sample Client Services Overview

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

### Services Overview

Curriculum or Content Area (adoption)	Math	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Adoption	
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 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 checked="" 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 checked="" type="checkbox"/> Fewer than 2,500 students <input 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 <sup>1</sup>	<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)

Project Goal: By December 2021, the math committee selects a high-quality math curriculum for K-8 and all high school courses for implementation in 2022-23, furthering equitable outcomes for all students in the district by ensuring students have access to high-quality math instruction and tasks.

At the start of the engagement, the facilitator completed a needs assessment during which she reviewed data and met with key stakeholders. Upon completion of this assessment, the facilitator reviewed key findings with stakeholders and incorporated these findings into a co-created goal for the engagement.

<sup>1</sup> Includes any travel related expenses, etc.

During the engagement, the facilitator monitored progress in two specific ways:

- All ANet facilitators document PL sessions, the specific goals for that session, and whether those goals were achieved in an internal system. Facilitators review session data with their manager regularly to ensure the engagement is on track to meet its goals.
- The facilitator also met with district leaders at multiple points in the engagement to review progress to date and modify plans, if necessary, to support progress.

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 leveraged key findings from the needs assessment and an in-depth review of student and educator data to co-create the project goal with stakeholders, which shaped each professional learning session and the overall approach of the partnership. The facilitator customized each session to align closely to strengths and opportunities of educators in the district, building on progress to date and making connections to the district's vision and priorities. Additionally, the facilitator customized the instructional materials selection rubric based on key findings of the needs assessment, which served as an anchor of the partnership.

The facilitator met regularly with project leads to understand the needs of participants and make adjustments to sessions, as necessary, to meet these needs. The facilitator also made adjustments during the session, as needed, based on participant engagement and level of understanding.



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 partnership is designed to support the seemingly daunting and high stakes process of adopting a new, high-quality curriculum. The facilitator worked with district leaders to convene a cross-functional team to set a vision for equitable instruction, narrow down to the most essential needs for materials to address, evaluate possible options, select a highly aligned option, and plan for the change leadership that will be necessary for implementation.

Through this partnership, educators participated in approximately 20 in-person and virtual engagements, delivered through a combination of formats, including: workshops, coaching sessions, collaborative planning, and consultations. During workshops, participants would learn new knowledge and skills and apply what they've learned to essential steps in the adoption process (i.e. building a rubric to guide selection of new materials, reviewing materials, and selecting new instructional materials). During consultations, collaborative planning, and coaching sessions, the facilitator worked with key stakeholders to plan working sessions and build strategies for stakeholder engagement and change leadership.

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 previous and ongoing efforts to strengthen understanding of the standards and pedagogy as it provided an opportunity for educators to leverage this understanding to make informed decisions about the adoption of new instructional materials. This professional learning also set the foundation for ongoing professional learning focused on the

implementation of these new, high-quality instructional materials.