

Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	EL Education ELA	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Ongoing for Teachers	
Number of educators serviced	<input type="checkbox"/> 1 - 50 <input checked="" 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 type="checkbox"/> Traditional District <input checked="" type="checkbox"/> Charter <input type="checkbox"/> Suburban <input checked="" 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 type="checkbox"/> Rural <input checked="" type="checkbox"/> Greater than 60% of economically disadvantaged students <input checked="" 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 checked="" type="checkbox"/> Virtual <input type="checkbox"/> In-person <input type="checkbox"/> Hybrid	
Total Cost Range ¹	<input type="checkbox"/> Less than \$50,000 <input type="checkbox"/> \$50,000 - \$100,000 <input checked="" 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 professional learning was in service of realizing the school system’s literacy vision as well as its identified mission measures in ELA. We partnered with a steering committee in the school system including network and school-based leaders to identify leading measures for implementation of high-quality instructional materials (in this case, the EL Education ELA curriculum) and aligned professional learning, informed by a diagnostic conducted by Attuned to identify existing strengths and areas of opportunity in ELA teaching and learning. These leading measures included % of classrooms in which the adopted materials were in use; % of classrooms in which instruction upheld the materials’ rigorous design; % of students producing academic language about curriculum content (especially important given the school system’s large population of multilingual learners); % of educators expressing a positive view of the curriculum and professional learning; and student growth towards grade-level benchmarks on nationally normed literacy assessments.

¹ Includes any travel related expenses, etc.



We monitored progress through cycles of classroom observation, during which we collected leading measure data, identified trends to inform professional learning, and aligned on action steps. We monitored educator perception data via survey through each round of professional learning and triangulated nationally normed assessment data with observational data and student work analysis three times annually.

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 initial summer professional learning was customized based on spring diagnostic findings, such that the learning was responsive not only to typical needs in launching the EL curriculum but also to the specific areas of strength and areas of opportunity identified in ELA teaching and learning through observation, artifact and data analysis, and stakeholder perspectives. Subsequent rounds of professional learning were customized based on implementation data and in consultation with school system leaders. As one example, when implementation walkthroughs revealed a trending gap in the language dive component of the EL curriculum, we focused the next round of teacher professional learning on language dives, including preparing for and practicing a language dive in an upcoming lesson. The parallel round of professional learning for leaders focused on building leader-level understanding of the purpose of language dives, illuminating the gap between purpose and what we observed, orienting leaders to curriculum tools featured in the teacher professional learning, and supporting leaders to practice coaching teachers on language dive instruction. Because our facilitators are the same people who do walkthroughs and coaching, they are well prepared to facilitate responsively to meet participant needs with a strong understanding of school system context.



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)

Teachers and leaders participated in four rounds apiece of role-alike, group professional learning - summer, fall, winter, and spring. Prior to each school year-round of professional learning was a round (three total) of school observations and on-site debrief and action planning. In this particular engagement, school leaders also participate in monthly, individual coaching calls and district leaders (in this case, Chief Schools Officer) check in and thought partner with Attuned project leads on a biweekly cadence. So, in this particular school system, leaders had 15 total professional learning touchpoints with Attuned (four group learning sessions, three rounds of site visits, eight individual calls) and teachers had four rounds of professional learning as well as ongoing coaching from their site-based leaders. This particular school system is small enough that all of the school leaders report directly to the Chief Schools Officer, with whom we were already partnering closely per the scope of the engagement, but in a larger system that has multiple principal managers, we also provide a role-specific series of professional learning for them to ensure alignment and coherent capacity building across layers of leadership.

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

In this partnership, the professional learning built on the strengths and areas of opportunity identified in an initial diagnostic analysis while simultaneously attending to the “must haves” that come with launching a new curriculum, EL Education. As we get deeper into a curriculum implementation partnership with a school system we often advise the system to reduce the amount of direct-to-teacher professional learning provided by Attuned and shift to more turnkey/elegant adaptation of Attuned-facilitated professional learning for leaders (e.g., coaches, master teachers, and/or administrators, depending on instructional leadership role configuration in the school system) so that teacher professional learning is facilitated by school and/or school system leaders rather than an external provider. This way, our school system



partners experience “gradual release” and assume greater ownership of the work over time. Along those lines, in this partnership, our professional learning for the next school year will be designed for master teachers to adapt and turnkey to their colleagues at school sites. Professional learning for master teachers will focus not only on turnkey content but also on deepening master teacher capacity to leverage instructional enabling systems, most specifically observation feedback, in service of effective implementation of EL.