PROFESSIONAL
LEARNING
PARTNER GUIDE

# Sample Client Services Overview

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

## Services Overview

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|---|---|
| Curriculum or Content Area (adoption) | |
| Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, *or* System Design and Leadership Support) | Launch |
| Number of educators serviced | ☑ 1 – 50  ☐ 51 – 100  ☐ 101 – 500  ☐ 501 – 1000  ☐ 1000+ |
| Audience (select all that apply) | ☑ Teachers  ☑ School Leaders  ☑ Instructional Coaches  ☑ District Leaders |
| District Type | ☑ Traditional District  ☐ Charter  ☐ Suburban  ☐ Greater than 20% of English language learners  ☑ Greater than 20% students with disability  ☐ Private  ☐ Parochial  ☑ Rural  ☑ Greater than 60% of economically disadvantaged students  ☐ Greater than 80% students of color |


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| District Size | ☐ Fewer than 2,500 students<br>☐ 2,500 to 10,000 students<br>☑ 10,001 – 50,000 students | ☐ 50,001 – 100,000 students<br>☐ More than 100,001 students |
|---|---|---|
| Delivery Format | ☑ Virtual<br>☑ In-person<br>☑ Hybrid | |
| Total Cost Range[1] | ☐ Less than $50,000<br>☑ $50,000 – $100,000<br>☐ $100,001 – $500,000 | ☐ $500,001 – $1,000,000<br>☐ $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 goals were to ensure the effective launch of HQIM in classrooms serving a diverse range of student needs. Blue Engine partnered with the school system to ensure more students were educated in the general education space and that students with disabilities in these classrooms could access the HQIM. We set goals at the beginning of the partnership and regularly monitored them through district and school leadership meetings.

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[1] Includes any travel related expenses, etc.

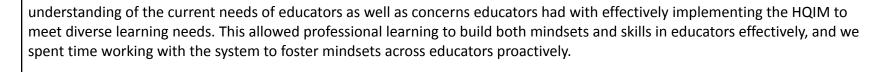Specifically the partnership focused on the the following priorities:

1. Positioning this challenge not as a special education challenge but as a district-wide initiative led by the academics team in collaboration with their special education colleagues.
2. Starting with mindsets. Change can't occur if expectations of what is possible are low. The team focused on three co-teaching mindsets:
   a. All students deserve access to grade-level learning. Every day.
   b. Educators can be successful in doing this work.
   c. School leaders must support educators in this work.
3. Providing job-embedded coaching and support to develop teachers' planning and instructional skills to implement HQIM and teach to learner variability effectively.

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

Launch meetings with the district built an understanding of the district's starting point. Blue Engine facilitators built an

understanding of the current needs of educators as well as concerns educators had with effectively implementing the HQIM to meet diverse learning needs. This allowed professional learning to build both mindsets and skills in educators effectively, and we spent time working with the system to foster mindsets across educators proactively.

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)

This partnership between Blue Engine and this district started as a pilot with the support of an instructional coach, who directly coached a subset of classrooms across two school sites on co-planning and effectively using data to make instructional decisions around the HQIM that ensured every student got the scaffolds and supports needed to access grade-level instruction. Educators were supported through both professional learning at the beginning to build an understanding of the curriculum and effective inclusive practices. Then throughout the year, educators received coaching and communities of practices to further develop their skills.

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

Within the first year of the partnership, the district began to see the results of this work. Reading proficiency rates for students in classrooms coached by this instructional coach, supported by Blue Engine, outperformed classrooms where this support was absent. This was true for both students with disabilities as well as their non-disabled peers.

Over two years of this partnership, proficiency rates across the district for all grades 3-8 students have increased by 10 percentage points, from 31% to 41%. When disaggregated by subgroups, proficiency rates for Black students increased from 15% to 23%, and SWDs increased from 8% to 10% district-wide.

We have since expanded these supports to allow for continual supports for teachers and leaders.