



Sample Client Services Overview – Clark County, NV

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

Services Overview

Curriculum or Content Area (adoption)	Middle School Math Solution	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	System Design and Leadership Support	
Number of educators serviced	<input type="checkbox"/> 1 - 50 <input type="checkbox"/> 51 - 100 <input type="checkbox"/>	<input type="checkbox"/> 101 - 500 <input checked="" 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 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 type="checkbox"/> Greater than 80% students of color



District Size	<input 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 checked="" type="checkbox"/> More than 100,001 students
Delivery Format	<input checked="" type="checkbox"/> Virtual <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Hybrid	
Total Cost Range ¹	<input 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 checked="" 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 overall goal is to support and enhance effective teacher practices throughout the district. In partnership with district-level administration the professional learning services fall into four school groups: (1) Innovative Schools (2) Gear-up (3) Vertical (4) General. Our company’s Customer Implementation Guide determines the level of engagement. The expectations were communicated to district-level administration and once agreed upon implemented. The guide’s implementation cycle phase includes steps where we - in partnership with the district -; Create a plan, On-board and Implement, Monitor and Adapt, then Measure and Grow.

¹ Includes any travel related expenses, etc.



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 professional learning was customized by the guidance of the goals established during the On-board phase of our Implementation Cycle. Once our professional learning team is hired, they complete courses through our online platform to prepare for support. In addition to our asynchronous courses, facilitators shadow team members preferably in the district and/or school they will render support. Throughout the partnership, team members attend bi-weekly calls to learn about updates, receive in-the-moment updates via email and the company's social platform.

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)

Carnegie Learning worked with Clark County in planning and facilitating staff development sessions, including onsite coaching and support and virtual sessions. A mix of asynchronous sessions and onsite coaching and support with virtual office hours provides participants with the right professional learning service to support planning and implementation of our blended solutions, alongside building up teacher and student capacity to promote classroom discourse and collaboration.

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

Because we partner with districts, our work began by directly supporting the system and school leaders in crafting a vision for improving HQIM implementation. This led to strategic planning of workshops, collaborative opportunities for teachers and leaders to learn in small groups or PLCs, and onsite coaching and support. We launched our first math institute in summer 2020 virtually. In summer 2022, Carnegie Learning hosted a 4-Day Institute (for up to 400 educators) including 4 keynotes, various breakouts, marketing, registration, session rostering, onsite registration management and staffing, and video production. This institute held a variety of diverse pathways for attendees, depending on their grade band and expertise with Carnegie Learning's high quality instructional resources. We are working with Clark County to design the CCSD Institute for summer 2023.