Sample Client Services Overview - Greenville, SC
This overview represents the services for one client of the professional learning partner.

Services Overview

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

District Size	☐ Fewer than 2,500 students ☐ 2,500 to 10,000 students ☐ 10,001 - 50,000 students	☑ 50,001 - 100,000 students ☐ More than 100,001 students
Delivery Format	☑ Virtual ☑ In-person ☑ Hybrid	
Total Cost Range[1]	☐ Less than $50,000 ☐ $50,000 - $100,000 ☑ $100,001 - $500,000	☐ $500,001 - $1,000,000 ☐ $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)

As a partnership team, we developed goals for the Carnegie Learning Math Classrooms in the District. District Level leaders and the Carnegie Learning staff developed a Theory of Action. We developed goals for High Schools Implementations and Middle School Implementations. High School implementations focused on best practices in the mathematics classroom and increasing student collaboration on a block schedule. Middle School implementations focused on using data from MATHia to help make instructional decisions.

Our team meets Quarterly with the District Level Leadership to review these goals, adjust action steps, and analyze our classroom observation and student performance data. As a District Partnership Team, we adjust based on input from internal and external stakeholders.

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[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 goals determined by our partnership team drive the professional learning support. Our team meets with each individual campus leadership teams to determine the course of action in their building. We provide onsite coaching and support to teachers so that we can plan, collect data, and reflect on the progress educators are making towards the goals.

Our facilitators are a part of the district level partnership meetings and serve as the on-campus support for teachers and building level leaders. Our team collects data from classroom observations and planning meetings. This data is then utilized to monitor the progress we are making within each campus.

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)

At the beginning of the implementation we provide Initial Workshops for the Carnegie Learning Math Solution. These workshops are 2 to 3 days where teachers experience what a Carnegie Learning Math classroom looks and feels like from a student and teacher perspective. They leave with a solid foundation of planning, facilitation, and analyzing data from the resource.

We follow-up this professional learning with onsite coaching days on campuses, where we provide just-in-time support for teachers as they are implementing the resource. This ongoing support is provided at least once per quarter for teachers and instructional coaches. Onsite coaching could include any of the following activities:

- Formal coaching cycles
- Side-by-side instructional coaching
- Demonstration Lesson Cycle (min 2 days)
- Collaborative Lesson Cycle
- Lesson co-facilitation
- PLC facilitation
- Lesson planning
- Implementation fidelity observation

Other professional learning within the district includes our District-Wide Advanced Educator Workshop. This implementation and

instructional specialty training is for the district coaches, leaders, and lead teachers, who will be supporting Carnegie Learning implementations. Upon completion of the course, the selected district or school staff members will be endorsed to monitor the fidelity of Carnegie Learning implementations and to support classroom teachers with research based teaching strategies within their district.

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

The current work in Greenville County School District began with Carnegie Learning's Professional Learning Math Academies. The academies are product agnostic professional learning activities. These intensive, multi-day professional learning workshops for K–12 educators that are focused on content development and pedagogical tools and strategies in both math and literacy.
There are two main elements to every academy:
- Modeling in a Learning-Centered Environment
- Heightened Awareness of Teaching Practices

Carnegie Learning's academies are designed to facilitate teachers' meta-cognitive reflection on their own teaching practice and provide access points for them to adjust their instructional practices as they learn new strategies.
This professional learning experience laid the foundation for teachers to realize they wanted their own students to experience classrooms and mathematics tasks that were engaging, thinking, and lead to developing conceptual understanding. Upon the next math adoption in the district, Carnegie Learning resources and professional learning were selected to assist teachers in creating this type of experience for all MIddle and HIgh School students in the district.