

Sample Client Services Overview

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

Services Overview

Curriculum or Content Area	Math - Illustrative Mathematics	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Systems Design and Leadership	
Number of educators serviced	<input checked="" type="checkbox"/> 1 - 50 <input type="checkbox"/> 51 - 100 <input type="checkbox"/>	<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 checked="" type="checkbox"/> Urban <input type="checkbox"/> Suburban <input checked="" 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 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 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 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 goals of this partnership were to build and sustain an implementation plan focused on the launch and on-going support for a new curriculum resulting in improved student outcomes in mathematics, in particular for Black students and Multilingual Learners. These goals were co-designed with the client after we gathered data from classroom observations, empathy interviews, professional learning, student achievement and outcome measures. We worked closely with district leaders to design and implement professional learning structures in support of their goals. We convened and facilitated a cross-role implementation team that worked together in cycles of inquiry, analyzing progress toward the district's

¹ Includes any travel related expenses, etc.

goals. At the end of each cycle, we measured overall progress toward goals, identified barriers to – and drivers for – success, and determined the work ahead. We built the capacity of district and site-based coaches, through monthly coach PLCs, to focus on key instructional strategies and approaches to analyzing student work. We co-designed and co-facilitated monthly professional learning for teachers. We worked closely with district leaders to coordinate multiple external partners and build a coherent system of support.

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

ConnectED prioritizes getting to know the needs of the educators, leaders, and schools we serve, helping us custom-build a service plan based on a coherent system of support for our partners' goals. We started with classroom walkthroughs with leaders, conducting empathy interviews, studying existing professional learning structures, and gathering student outcome data. Using this data, we worked with a cross-role team to build a plan for implementation and continuous improvement that began with articulating goals and strategies that the team believed would lead to effective curriculum implementation, stronger teaching, and improved student learning. ConnectED then provided expertise to identify and model instructional strategies and processes that support progress toward the district's goals.

We facilitated regular meetings to coordinate and align multiple external partners, with a commitment to building coherence across support providers. We also convened leaders, both within district and in

cross-district PLCs, to create peer learning opportunities.

Our facilitators spent time meeting one-on-one with leaders and in site-based teams, as well as in-person time walking classrooms and joining teacher PLCs. Based on ConnectED's deep knowledge of complex systems, we learned adaptively about the district's unique context, its challenges and assets, in order to build relationships across the system.

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)

Each engagement is customized to a district's plan and may shift over the course of the school year.

The arc of this partnership included:

- Partnership launch - build and charter the cross-role implementation team, met bi-weekly.
- Observe and collect evidence - instructional rounds 4-6 times per year, with as many different stakeholders as possible in the process
- Reflect and create implementation plan - define goals and metrics
- Build and add capacity - regular (weekly/monthly) meetings with district team, site leaders, key district stakeholders, external partners, coaches and teacher leaders, to plan, deliver, and reflect on professional learning
- Gather and analyze data - twice per year, reflect and refine action plan based on student and teacher

data

- On-going support for continuous improvement - weekly consultation with leaders, monthly implementation team meetings, monthly coaching PLCs

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

Providing Professional Learning, consultation and support to district instructional leaders was critical to setting the foundation for the successful implementation of the selected materials, and equipped leaders to support educators to use the materials to meet the unique needs of their students. Support for the cross-role implementation team, formerly the Launch Team, which included stakeholders from across the system, built knowledge and buy-in at all levels of the district to support and sustain implementation.

Working closely with district leaders enabled us to coordinate multiple external partners and funding/research opportunities thus building coherent systems for sustainability and scale. Our work with this district to launch and support curriculum implementation of HQIM in middle grades laid the foundation for, and provided structures for, subsequent shifts in both elementary and high school. This work is forthcoming.