



EL Education Sample Client Services Overview (System Design and Leadership Support)

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

Services Overview

Curriculum or Content Area (adoption)	EL Education K-8 Language Arts Curriculum	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Systems Design and Leadership Support	
Number of educators serviced	<input type="checkbox"/> 1 - 50 <input type="checkbox"/> 51 - 100 <input type="checkbox"/>	<input checked="" type="checkbox"/> 101 - 500 <input type="checkbox"/> 501 - 1000 <input type="checkbox"/> 1000+
Audience (select all that apply)	<input type="checkbox"/> Teachers <input checked="" type="checkbox"/> School Leaders	<input 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 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 checked="" type="checkbox"/> 50,001 - 100,000 students <input 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 checked="" 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)

EL Education offers ongoing support and professional learning for all key stakeholders in a system with the ultimate goal of building self-sustaining capacity. EL Education identifies three dimensions of [student achievement](#): 1) mastery of knowledge and skills, 2) character, and 3) high quality student work. Development in each dimension is integrated throughout the **EL Education Language Arts curriculum**, and can be further extended through **Core Practices** (Leadership, Curriculum, Instruction, Student-Engaged Assessment, Culture and Character) that have been refined through more than 25 years of partnership with hundreds of schools across the US.

Partnering together to deepen impact as we explore research-based, tested structures designed to increase equitable, excellent student outcomes. To reach these goals, the partnership includes four key components:

¹ Includes any travel related expenses, etc.

1. Development of a shared vision, rooted in the district's strategic plan and aligned to district goals in the creation of a workplan outlining key metrics and goals for our partnership.
2. Implementation of the Language Arts curriculum and selected EL Education "Core Practices."
3. Engagement in a process of continuous improvement for equity:
 - a. Tracking and disaggregating data across EL Education's 3DSA (e.g. students with disabilities, multilingual students, students' racial/ethnic identities, economically disadvantaged, etc.)
 - b. Calibrate on quality implementation and monitor progress through walkthroughs and learning walks
 - c. Examine learning environments for consistent and equitable student experiences
 - d. Implement inquiry cycles to guide programmatic adjustments within the co-created workplan
4. Enhanced, intensive support of coaching for a subset of school laboratories for Three Dimensional Achievement to highlight best practices in local context
5. Attendance at District Leadership Cohort which provides an opportunity to strengthen and support the capacity of leaders by learning from each other's experiences and best practices, collaborating around common problems of practice and deepening learning of effective strategies that sustain school improvement. This cohort experience is intended for district-level leaders and school leaders within districts who partner with EL Education.

The guiding principles for our work in partnership are an uncompromising belief in the power and assets of students and communities joined with the knowledge that learning must be empowering, socially situated, and personally and collectively meaningful. Our commitment is to support districts through continuous improvement cycles to support learning environments that embrace the fullness of the humanity of both teachers and students, promoting the best of their thinking, feeling, and doing. To do this, intentional, strategic data analysis using the science of continuous improvement is a key lever to ensure rigorous content is making its way appropriately to all students. EL Education's support centers around implementation monitoring and data collection strategies to monitor performance and to ensure continuous improvement with a focus on equity and justice, including strategic planning for data collection, analysis and/or an evaluation.

How was this professional learning customized to meet the educators' needs? How were facilitators



prepared to meet the needs of participants? (Limit 200 words)

At EL Education we believe local context paired with the expert coaching of EL Education creates the conditions for stronger implementation of the EL Education and Core Practices leading to stronger student outcomes in Three Dimensions of Student Achievement. Through our collaboration with the partner, we develop a shared vision for high quality implementation that guides our priorities through all phases of implementation. Through the use of **District Based Strategic Planning and Calibration and Guided Implementation**, EL Education and leaders are able to design a data collection strategy, to include classroom visits at a sampling of schools across the partnership, to measure implementation progress in classrooms and assess the effectiveness of delivered professional learning. Initial calibration, data collection, and follow up debrief sessions are conducted to reflect, revisit, and refine goals set during the workplanning process.

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)

Professional learning opportunities include in-person and hybrid opportunities and are aligned to the district's goals and needs; the frequency of participation is dependent on the needs of the district. The EL Education team supports data collection and analysis, progress monitoring, observing classrooms and conducting feedback conversations, and leading district-wide as well as school-level professional learning. Examples of customized, on-going support to our partners include:

- District Level Strategic planning and progress monitoring (Note: District Strategic Planning is held with the district implementation team comprised of a cross-sectional of the district) (10 days)
- Co-developed professional learning experiences based on district needs providing in-depth learning around the high-leverage instructional practices embedded in the curriculum, implementation complexities such as pacing, planning, and internalization of materials, support addressing learning loss and/or acceleration, support addressing differentiation and needs of all learners including English Language Learners, management in the active classroom, and student-engaged assessment practices (3 district-wide professional days)



- Support of learning communities across a system (Instructional Coaching Communities and Communities of Practice) - 10 days
- On-site coaching cycles for district and school-based leaders in support for implementing school sites that model effective teaching and coaching practices using continuous improvement for equity -10 coaching days
- Online, asynchronous courses offered through EL Education Canvas platform
- Video collection specifically designed to demonstrate exemplar practices and implementation of the curriculum

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

Building on the explicit teacher, leader, and coach exploration of product training and curriculum materials, subsequent training focuses on refining high-leverage instructional practices aligned with best practices for culturally relevant pedagogy and Science of Reading informed instruction. To this end, subsequent professional development is determined by progress monitoring cycles grounded in walkthroughs (and triangulated with other data sources) to determine goals and future training for teachers and leaders.

Before conducting walkthroughs, the district based implementation team, alongside EL Education, identified focused indicators balancing technical and adaptive, to ensure implementation and future professional development. After conducting walkthroughs, the district based implementation team examined the data and developed goals, necessary professional learning, and timelines to support implementation. Professional learning was co-developed by the district and EL Education in order to support subsequent implementation. During each round of walkthroughs, where possible, data was disaggregated by subgroups and examined in follow-up strategic planning meetings with the district.