

Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	Providing implementation support and professional learning for Eureka Math (2015)	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Ongoing for Teachers	
Number of educators serviced	<p>1 - 50</p> <p>51 - 100</p>	<p>101 - 500</p> <p>501 - 1000</p> <p>1000+</p>
Audience (select all that apply)	<p>Teachers</p> <p>School Leaders</p>	<p>Instructional Coaches</p> <p>District Leaders</p>
District Type	<p>Traditional District</p> <p>Charter</p> <p>Suburban</p> <p>Greater than 20% of English language learners</p> <p>Greater than 20% students with disability</p>	<p>Private</p> <p>Parochial</p> <p>Rural</p> <p>Greater than 60% of economically disadvantaged students</p> <p>Greater than 80% students of color</p>

District Size	<p>Fewer than 2,500 students</p> <p>2,500 to 10,000 students</p> <p>10,001 - 50,000 students</p>	<p>50,001 - 100,000 students</p> <p>More than 100,001 students</p>
Delivery Format	<p>Virtual</p> <p>In-person</p> <p>Hybrid</p>	
Total Cost Range ¹	<p>Less than \$50,000</p> <p>\$50,000 - \$100,000</p> <p>\$100,001 - \$500,000</p>	<p>\$500,001 - \$1,000,000</p> <p>\$1,000,000+</p>

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 primary goals of this professional learning partnership were centered around providing comprehensive technical assistance and support to a district in Texas. This support aimed to enhance educators' understanding and implementation of key educational frameworks and strategies, including Texas Essential Skills and Knowledge (TEKS), Research Based Instructional Strategies (RBIS), and High Quality Instructional Materials (HQIM), specifically Eureka Math.

To determine these goals and continually monitor progress, we engaged in close collaboration with the

¹ Includes any travel related expenses, etc.

district involved, including identifying areas of need for teacher learning. This collaboration involved initial needs assessments and consultations to identify specific focus areas requiring support. Through dialogue with district leaders and educators, we crafted tailored plans to address their unique challenges and objectives. Throughout the engagement, we employed various monitoring tools and feedback mechanisms to gauge the effectiveness of our support initiatives, including regular check-ins with school leaders, student data analysis, and feedback surveys to ensure alignment with district goals and desired outcomes. By maintaining open communication and flexibility, we ensured that our efforts remained responsive to evolving needs and fostered meaningful progress towards our shared educational objectives.

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

Ed Direction and MGT use district-specific preferences and goals to tailor our professional learning according to our partners needs. This professional learning series was specifically customized address the units teachers were using at this point in the school year, and provide examples of differentiation for the students within this district. This customization was achieved through a combination of responsive professional development planning, individualized coaching, and flexible delivery formats. Our team facilitators specifically planned to support teachers to implement the Eureka Math curriculum using embedded differentiated instruction tools in the curriculum, practicing student data analysis tied to district planning protocols, and embodying adult learning theory to attend to educators' learning needs.



This attentiveness enables our team to adapt our approach based on participants' varying levels of expertise, learning styles, and contextual challenges. By prioritizing a personalized and responsive approach, our facilitators ensured that professional learning experiences were relevant, engaging, and effectively addressed the specific needs and goals of educators across this partner district.

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)

Throughout this district engagement, we employed a variety of delivery structures to maximize accessibility and effectiveness of professional learning opportunities. These structures included in-person workshops, virtual check-ins, coaching sessions, and collaborative coaching for professional learning communities. The frequency of our engagements vary based on the specific needs of each of our school or district partners, and educators in this district engaged in professional learning activities regularly, including in-person professional learning, monthly coaching, and frequent check-ins with leaders. Typically, teachers and coaches had opportunities to participate in workshops on a quarterly basis, supplemented by ongoing coaching support and virtual resources. Coaching sessions were often scheduled monthly, with coaches providing personalized guidance and feedback to educators implementing features of the HQIM and engaging in collaborative planning and lesson internalization. This

multi-faceted approach ensured that educators had consistent access to support and learning opportunities throughout the duration of the engagement, fostering continuous growth and improvement in their practice.

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

Ed Direction and MGT build upon educators' background knowledge and previous learning by establishing a strong foundation of knowledge and skills, by establishing a common baseline understanding of HQIM features and uses, and by progressively deepening and expanding educators' expertise over time. Where districts may be at the beginning of their journey implementing their HQIM, Ed Direction and MGT can deftly extend learning and work with partners to address key priorities. In this specific district partnership, our facilitators communicated with administrators to understand the level of implementation of the curriculum, the current state of collaborative planning and lesson internalization, and educators' familiarity with the HQIM. From this understanding, coaches and leaders created a year-long professional

learning plan, which helped the district solidify their vision for future teacher professional learning sessions and focus on how to build teachers' capacity with implementing the HQIM with integrity. Additionally, ongoing coaching and support provided opportunities for educators to reflect on their practice, identify areas for growth, and collaboratively problem-solve with colleagues. This iterative approach to professional learning ensured that each phase of the engagement built upon the previous one, fostering continuous improvement and setting the stage for further growth and development in educators' practice.